

September 3, 2019

MEMORANDUM

TO: Thomas Holyoke, Chair
Academic Senate

FROM: Keith Clement, Chair *KEC*
University Undergraduate Curriculum Subcommittee

RE: **Transmittal Memo for Bachelors of Art in Deaf Studies Degree Program Elevation**

This memorandum will serve to inform the Academic Senate that the University Undergraduate Curriculum Subcommittee has approved the Bachelors of Art in Deaf Studies Degree Program Elevation in the Department of Communicative Sciences and Deaf Studies. Additionally, and consistent with California State University *Executive Order 1071 Delegation of Authority to Approve Options, Concentrations, Special Emphases (and Similar Subprograms) and Minors*, this degree program elevation change was initiated to conform with CSU EO 10171 requirements.

KEC:vb

November 1, 2017

Proposal to Elevate Options to Create Bachelor of Arts Degree in Deaf Studies with options in Deaf Education, Deaf Studies, and Sign Language Interpreting

1. Program Type (Please specify any from the list below that apply – delete the others)

- a. State Support
- b. N/A
- c. Option Elevation
- d. Face-to-Face

2. Program Identification

- a. Campus: Fresno State
- b. Full and exact degree designation and title (e.g., Master of Science in Genetic Counseling, Bachelor of Arts with a Major in History). Bachelor of Arts Degree in Deaf Studies
- c. Term and academic year of intended implementation (e.g., fall 2017). Fall 2020
- d. Total number of units required for graduation. This will include all requirements (and campus-specific graduation requirements), not just major requirements. 120 units
- e. Name of the department(s), division, or other unit of the campus that would offer the proposed degree major program. Please identify the unit that will have primary responsibility. Department of Communicative Sciences and Deaf Studies
- f. Name, title, and rank of the individual(s) primarily responsible for drafting the proposed option or concentration elevation to a full degree major program. Steven L. Skelton, Ph.D., Assistant Professor, Chair, Department of Communicative Sciences and Deaf Studies
- g. Please specify whether this proposed program is subject to WASC Substantive Change review. The campus may submit a copy of the WASC Substantive Change proposal in lieu of this CSU proposal format. If campuses choose to submit the WASC Substantive Change Proposal, they will also be required to submit a program assessment plan using the format found in the CSU program proposal template. It is not subject to WASC Substantive Change review.

- h. Optional: Proposed Classification of Instructional Programs and CSU Degree Program Code
- i. Please provide teach-out policy language to accommodate those students who will complete the original program with the option or concentration. Students in the existing program will be able to complete their current requirements after this elevation has occurred or change to the new degree. All required classes will still be offered under the new degree.
- j. Provide evidence the current option will be discontinued once all existing students exit the program. The B.A. in Communicative Disorders will be discontinued and stop enrolling any new students once the new degrees have been approved.

3. Program Overview and Rationale

- a. Provide a rationale for option or concentration elevation to a full degree program. Include a brief description of the program, its purpose and strengths, fit with institutional mission, and a justification for elevating the option or concentration to a full degree program at this time. Our current degrees are out of compliance with the Chancellor's Executive Order 1071. Currently the five options in our B.A. Degree share only 12.77% of the required units. This proposal is intended to put our degrees in compliance with the Executive Order. This proposal will result in the degree options sharing 61.76% common units.
- b. Provide the proposed catalog copy description, including program overview, degree requirements (including course catalog numbers, titles, and units), and admission requirements. For master's degrees, please also include catalog copy describing the culminating experience requirement(s).

Deaf Studies - Deaf Education Option, B.A.

DEPARTMENT

Department of Communicative Sciences and Deaf Studies

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Communicative Sciences and Deaf Studies

Audiology, speech-language pathology, deaf education and interpreting are concerned with many issues related to speech, hearing, and language. Professionals in these fields are devoted to providing diagnostic, rehabilitative, and educational services to children and adults with communicative challenges.

Bachelor of Arts

The Bachelor of Arts degrees in Communicative Sciences or Deaf Studies provides the students with a liberal arts foundation integrated with courses designed to provide a basic understanding of speech, language, and hearing development and communicative problems.

Students pursuing deaf studies have three options: Deaf Education, Deaf Studies, and Interpreting. Students majoring in deaf education and speech-language pathology can continue their options in our graduate program.

Master of Arts

Education beyond the bachelor's degree is necessary for completion of the academic, credential, and licensure requirements leading to professional employment. Two professional degrees are available to the student:

Deaf Education

Our deaf education program gives you a broad background in bilingual-bicultural education, total communication, and cued speech philosophies along with speech, language, auditory training, deaf culture, and American Sign Language. This program includes all of the essential elements of a good education for deaf and hard-of-hearing children. The program is nationally accredited by the Council of Education of the Deaf (CED).

Speech-Language Pathology

Our speech and language pathology program provides you with a broad professional background in normal speech and language development, language disorders, swallowing disorders, voice disorders, articulation disorders, and fluency disorders. The program is nationally accredited by the Council for Academic Accreditation in Audiology and Speech- Language Pathology (CAA).

The undergraduate curriculum plus a master's degree in language pathology or deaf education prepares you for one or more of the following: state licensure as a speech-language pathologist, national certification in speech- language

pathology by the American Speech-Language-Hearing Association, preliminary certification in deaf education by the Council on Education of the Deaf, Levels I and II Education Specialist Credential: Deaf and Hard of Hearing, and the Speech-Language Pathology Services Credential.

Certificate in Conversational American Sign Language

A program of study leading to a Certificate in Conversational American Sign Language has become popular to many students pursuing professional fields and other majors on campus. The demand for health and human services professionals who can communicate effectively with deaf and hard-of-hearing children, youth, and adults has made sign language skills necessary.

Communicative Sciences Minor

Communicative Sciences Minor Sciences is also available for students in various education and health professions (nursing, health science, physical therapy, counseling, elementary and secondary education, special education, child development, linguistics, criminology, etc.) who are interested in expanding their understanding of children and adults with communicative disorders.

Facilities

As a student, you are given the opportunity to work in a well-equipped speech and hearing clinic. You can also gain practical experience in a variety of school, private practice, and hospital settings. Library facilities contain specialized collections including student access to local medical libraries. In the Anna Michelson Memorial Instructional Media Center, you have access to a wide range of therapy production materials such as films, video, clinical equipment, and professional journals.

University Speech and Hearing Clinic

The department operates an ongoing clinic that provides diagnostic, therapeutic, and counseling services to clients of all ages with a variety of different communication problems or disorders.

The clinic provides supervised clinical practice for students who are preparing to be professional speech-language pathologists and educators of deaf and hard-of-hearing children. As a valuable community resource, the clinic serves hundreds of clients each year from the Fresno metropolitan area.

REQUIREMENTS

Bachelor of Arts Degree Requirements

Deaf Studies Major

1. Major requirements for the Deaf Education option (47 units)

CSDS 80, 93, 94S, 95, 96, 106, 114, 121, 128, 131, 136S, 137, 139, 141, 162, 163, 164

2. General Education requirements (49 units)

3. Other Requirement (6 units) Upper Division writing, and Multicultural and International (MI)

4. Sufficient elective units to meet required total units (varies)

Courses may be used to satisfy credential requirements or a minor in another field. See advising notes 4 and 5 for recommended electives.

5. Total (120 units)*

* G.E. and MI courses can be doubled counted with major requirement. The writing requirement may be met by taking the upper division writing exam. See advisor for details.

Advising Notes

1. CR/NC grading is not permitted for CSDS majors for any coursework required in the major, with the exception of clinical courses. (See course descriptions.)

2. General Education and elective units may be used toward a double major or minor (see Double Major or departmental minor). Consult the appropriate department chair, program coordinator, or faculty adviser for further information.
3. Students in CSDS 110, 162, 163, 164, and other clinical, internship, and student teaching courses are required to show health certification that they are free from tuberculosis and rubella, and to purchase student clinic malpractice insurance for the clinical courses (see the University Speech and Hearing Clinic director for details).
4. PSYCH 101 is a required credential course than can also be used as an undergraduate elective.
5. A statistics course is a prerequisite to CSDS 200, which is typically taken the first semester of graduate work. It is recommended that students take statistics as an undergraduate elective prior to applying to graduate school.

<http://www.fresnostate.edu/catalog/subjects/comm-sciences-and-deaf-studies/cd-deaf-st.html>

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Facilities

As a student, you are given the opportunity to work in a well-equipped speech and hearing clinic. You can also gain practical experience in a variety of school, private practice, and hospital settings. Library facilities contain specialized collections including student access to local medical libraries. In the Anna Michelson Memorial Instructional Media Center, you have access to a wide range of therapy production materials such as films, video, clinical equipment, and professional journals.

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REQUIREMENTS

Bachelor of Arts Degree Requirements

Deaf Studies Major - Deaf Studies Option

1. Major requirements for the Deaf Studies Option (46 units)

Required 34 units: CSDS 80, 90, 93, 94S, 95, 96, 98, 106, 136S, 137, 139, 141

Select 12 units from the following: COMM 103, 108; GERON 161; RA 113, 121, 125; SWRK 125, 135, 136; COUN 150, 174, 176

2. General Education requirements (49 units)

3. Other Requirement (6 units) Upper Division writing, and Multicultural and International (MI)

4. Sufficient elective units to meet required total units (varies)

Courses may be used to satisfy credential requirements or a minor in another field. See advising notes 4 and 5 for recommended electives.

5. Total (120 units)*

* G.E. and MI courses can be doubled counted with major requirement. The writing requirement may be met by taking the upper division writing exam. See advisor for details

Advising Notes

1. CR/NC grading is not permitted for CSDS majors for any coursework required in the major, with the exception of clinical courses. (See course descriptions.)
2. General Education and elective units may be used toward a double major or minor (see Double Major or departmental minor). Consult the appropriate department chair, program coordinator, or faculty adviser for further information.
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4. PSYCH 101 is a required credential course than can also be used as an undergraduate elective.
5. A statistics course is a prerequisite to CSDS 200, which is typically taken the first semester of graduate work. It is recommended that students take statistics as an undergraduate elective prior to applying to graduate school.

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REQUIREMENTS

Bachelor of Arts Degree Requirements

Deaf Studies Major

1. Major requirements for the Interpreting Option (42 units)

CSDS 80, 93, 94S, 95, 96, 106, 136S, 137, 139, 141, 166, 168S, 169, 170, 175

2. General Education requirements (49 units)

3. Other Requirement (6 units) Upper Division writing, and Multicultural and International (MI)

4. Sufficient elective units to meet required total units (varies)

Courses may be used to satisfy credential requirements or a minor in another field. See advising notes 4 and 5 for recommended electives.

5. Total (120 units)*

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 4. PSYCH 101 is a required credential course that can also be used as an undergraduate elective.
 5. A statistics course is a prerequisite to CSDS 200, which is typically taken the first semester of graduate work. It is recommended that students take statistics as an undergraduate elective prior to applying to graduateschool.
- c. Provide written documentation of the campus approval process with written evidence of a significantly greater campus and administrative commitment to sustain the stand-alone program than was required to establish it as a specialization area. Approval documents are attached.

4. Curriculum – (These requirements conform to the revised 2013 WASC Handbook of Accreditation)

- a. Provide a side-by-side comparison showing the course requirements of the existing degree major and concentration on one side and the proposed new major on the other.

New – B.A., Deaf Studies, Major (42 – 47 Units)		Old – B.A., Communicative Disorders, Major (44 – 47 Units)	
CORE – Common Courses (28 units)	CSDS 80 – Intro to Human Communication disorders, 3	Deaf Education	CSDS 80 – Intro to Human Communication disorders, 3 units
	CSDS 93 – American Sign Language III, 3 units		CSDS 93 – American Sign Language III, 3 units
	CSDS 94S – American Sign Language IV, 3 units		CSDS 94S – American Sign Language IV, 3 units
	CSDS 95 – Intro to Speech & Language Development, 3		CSDS 95 – Intro to Speech & Language Development, 3
	CSDS 96 – Linguistics of American Sign Language, 3 units		CSDS 96 – Linguistics of American Sign Language, 3 units
	CSDS 106 – Analysis of Language Acquisition by Deaf Children, 3 units		CSDS 106 – Analysis of Language Acquisition by Deaf Children, 3 units
	CSDS 136S – Sign Language Vocabulary for Professionals, 3 units		CSDS 114 – Education of Exceptional Children, 3 Units
	CSDS 137 – ASL Immersion, 1 unit		CSDS 121, 3 units
	CSDS 139 – Deaf Culture, 3 units		CSDS 128 – Observation in Audiology, 1 Unit
	CSDS 141 – Education of Deaf Children & Their Parents, 3 units		CSDS 131 – Principles in Audiology, 3 Units
Option Specific Course(s), Deaf Education (19 units)	CSDS 114 – Education of Exceptional Children, 3 units	Deaf Studies	CSDS 136S – Sign Language Vocabulary for Professionals, 3 units
	CSDS 121 – Cochlear Implants & Deaf Children, 3 units		CSDS 137 – ASL Immersion, 1 unit
	CSDS 128 – Observation in Audiology, 1 Unit		CSDS 139 – Deaf Culture, 3 units
	CSDS 131 – Principles in Audiology, 3 Units		CSDS 141 – Education of Deaf Children & Their Parents, 3 units
	CSDS 162 – Speech for Deaf & Hard-of-Hearing Children & Youth, 3 units		CSDS 162 – Speech for Deaf & Hard-of-Hearing Children & Youth, 3 units
	CSDS 163 – ASL & English Acquisition by Deaf Children & Youth, 3 units		CSDS 163 – ASL & English Acquisition by Deaf Children & Youth, 3 units
	CSDS 164 – School Subject for Deaf & Hard-of-Hearing Children & Youth, 3 units		CSDS 164 – School Subject for Deaf & Hard-of-Hearing Children & Youth, 3 units
Total Units for the Major: 47		Total Units for the Major: 47	
Option Specific Course(s), Deaf Studies (18 units)	CSDS 90 – Deaf American Literature, 3 units		CSDS 80 – Intro to Human Communication disorders, 3 units
	CSDS 98 – Intro to Hard-of-Hearing & Deaf People, 3 Units		CSDS 90 – Deaf American Literate, 3 units
	Select 12 units from the Following: COMM 103 – Advanced Public Speaking, 3 units; COMM 108 – Communication & the Small Group, 3 units; COUN 150 – Laws Relating to Children, 3 units; COUN 174 – Intro to Counseling, 3 units; COUN 176 Counseling & Mental Health, 3 units; GERON 161 – Multiculture/Aging, 3 units; RA 113 – Serving At-Risk Youths, 3 units; RA 121 – Community & Non-Profit Recreation Services, 3 units; RA 125 – Diversity & Inclusive Practices in Recreation, Parks, & Tourism, 3 units; SWRK 125 – Social Services for Aging, 3 units; SWRK 135 – Human Behavior & the Social Environment, 3 units; SWRK 136 – Cultural Diversity & Oppression, 3 units		CSDS 93 – American Sign Language III, 3 units
	CSDS 95 – Intro to Speech & Language Development, 3 units		
	CSDS 96 – Linguistics of American Sign Language, 3 units		
	CSDS 98 – Intro to Hard-of-Hearing & Deaf People, 3 Units		
	CSDS 106 – Analysis of Language Acquisition by Deaf Children, 3 units		
	CSDS 136S – Sign Language Vocabulary for Professionals, 3 units		
	CSDS 137 – ASL Immersion, 1 unit		
	CSDS 139 – Deaf Culture, 3 units		
	CSDS 141 – Education of Deaf Children & Their Parents, 3 units		
	Select 12 units from the Following: CFS 113 – Working w/Diverse Families; COMM 103 – Advanced Public Speaking, 3 units; COMM 108 – Communication & the Small Group, 3 units; COUN 102 – Rehabilitation Professions, 3 units; COUN 150 – Laws Relating to Children, 3 units; COUN 174 – Intro to Counseling, 3 units; COUN 176 Counseling & Mental Health, 3 units; GERON 161 – Multiculture/Aging, 3 units; RA 113 – Serving At-Risk Youths, 3 units; RA 121 – Community & Non-Profit Recreation Services, 3 units; RA 125 – Diversity & Inclusive Practices in Recreation, Parks, & Tourism, 3 units; SWRK 125 – Social Services for Aging, 3 units; SWRK 135 – Human Behavior & the Social Environment, 3 units; SWRK 136 – Cultural Diversity & Oppression, 3 units		
Total Units for the Major: 46		Total Units for the Major: 46	

Option Specific Course(s), Interpreting (14 units)	CSDS 166 – Intro to Interpreting, 3 units	Interpreting	CSDS 80 – Intro to Human Communication disorders, 3 units
	CSDS 168S – Observations in Sign Language Studies, 2 units		CSDS 93 – American Sign Language III, 3 units
	CSDS 169 – Theory & Proc SL Interpreting, 3 units		CSDS 94S – American Sign Language IV, 3 units
	CSDS 170 – Comparative Linguistic Analysis in Sign Language Interpreting, 3 units		CSDS 95 – Intro to Speech & Language Development, 3 units
	CSDS 175 – Internship Interpreting, 3 units		CSDS 96 – Linguistics of American Sign Language, 3 units
	Total Units for the Major: 42		CSDS 106, 3 units
			CSDS 136S – Sign Language Vocabulary for Professionals, 3 units
			CSDS 137 – ASL Immersion, 1 unit
			CSDS 139 – Deaf Culture, 3 units
			CSDS 141 – Education of Deaf Children & Their Parents, 3 units
			CSDS 166 – Intro to Interpreting, 3 units
			CSDS 168S – Observations in Sign Language Studies, 3 units
			CSDS 169 – Theory & Proc SL Interpreting, 3 units
			CSDS 170 – Comparative Linguistic Analysis in Sign Language Interpreting, 3 units
			CSDS 175 – Internship Interpreting, 3 units
			CSDS 188T – Topics in Communicative Disorders & Deaf Studies, 2 units
			Total Units for the Major: 45

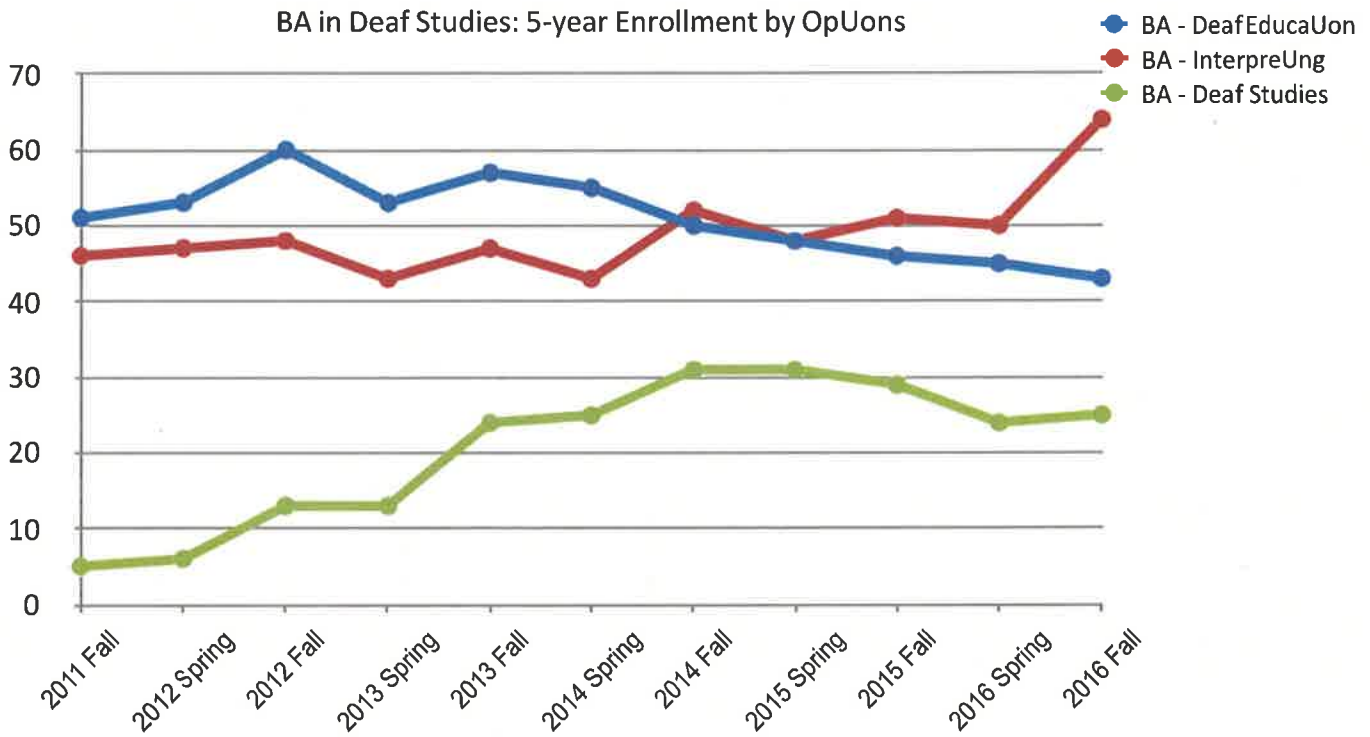
b. These program proposal elements are required:

- Comprehensive assessment plan addressing all assessment elements;
- Matrix showing where student learning outcomes are introduced (I), developed (D), and mastered (M)

The Department's Student Outcomes Assessment Plan (SOAP) is provided in the Appendix II to this proposal. The current SOAP was modified in terminology to be consistent with this proposal. All goals, measures and implementation schedules for the SOAP are unchanged from the current plan.

5. Evidence of Potential Student Demand Please provide enrollment numbers in the current option for the past three to five years to provide evidence of sustained and possible future interest in the program.

- a. *Five-year enrollment.* The figure below shows the enrollment in the three options that will comprise the B.A. in Deaf Studies. As can be seen, there has been consistent and sustained enrollment in the options.



- b. Anticipated student demand. There should be no change in student demand. Both speech-language pathology and deaf education professionals are in high demand for employment, so we do not anticipate any negative consequences of this proposal upon demand.

- c. Workforce demands and employment opportunities for graduates.
Interpreters

According to the Bureau of Labor Statistics, employment of interpreters and translators is projected to grow 17 percent from 2016 to 2026, much faster than the average for all occupations. Employment growth reflects increasing globalization and a more diverse

U.S. population, which is expected to require more interpreters and translators. Demand for American Sign Language interpreters is expected to grow due to the increasing use of video relay services, which allow people to conduct online video calls and use a sign language interpreter. Job prospects should be best for those who have at least a bachelor's degree and for those who have professional certification. Those with an advanced degree in interpreting and/or translation also should have an advantage. Interpreters for the deaf will continue to have favorable employment prospects because there are relatively few people with the needed skills.

Deaf Educators

There is a consistent and growing demand for teachers of deaf and hard of hearing students, particularly in rural, urban or low-socioeconomic areas of the country. Although there has been a significant increase in the number of deaf and hard of hearing students in the nation's schools, the number of teachers being prepared to teach deaf and hard of hearing students has remained the same. Anticipated retirements will also affect the job market. The shortage of teachers for deaf and hard of hearing students is one of both quantity and diversity, and some teachers do not have appropriate certification or licensure. It is increasingly difficult to gather sufficient educational resources to meet the needs of widely dispersed, ethnically diverse students, many of whom have a secondary disability. (http://www.deafed.net/diversity/FAQS/deafed_teachers_shortage.htm)

Data from the Bureau of Labor Statistics places Deaf Education with other Special Education teachers. Based on these data, overall employment of special education teachers is projected to grow 8 percent from 2016 to 2026, about as fast as the average for all occupations. The employment growth of special education teachers will vary by type of institution. (See table below.) However, overall demand will be driven by school enrollment and the need for special education services. Enrollment in special education programs has increased slightly in the past couple of years. Demand for special education services and teachers should rise as children with disabilities are increasingly being identified earlier and enrolled into special education programs. Federal laws require free education for students with disabilities, and every state must maintain the same level of financial support for special education every year. This mandate provides special education programs with consistent funding and reduces the threat of employment layoffs due to state or federal budget constraints. However, employment growth may depend on increases in funding.

Other relevant societal needs. Communication is a fundamental human characteristic and is foundational for all societal functions. Speech-Language Pathologists provide services to persons throughout the life-span. Persons with a variety of disabilities are provided

speech therapy services. Adequate education to Deaf Persons is critical for their success as adults. These professionals provide an educational gateway to occupations and connections with the broader society.

6. **Self-Support Programs** – Not applicable.

Student Outcome Assessment Plan

California State University, Fresno

Department of Communicative Sciences and Deaf Studies

Undergraduate Program

Bachelor of Arts in Communicative Sciences

and

Bachelor of Arts in Deaf Studies

November 1, 2017

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Communicative Sciences and Deaf Studies Department: Undergraduate

COLLEGE of HEALTH AND HUMAN SERVICES

Student Outcomes Assessment Plan (Soap)

I. Introduction and Mission Statement

Introduction

The student outcomes assessment plan for the Department of Communicative Sciences and Deaf Studies at California State University, Fresno is intended to measure student outcomes for curriculum and program development. It consists of five components: (1) the departmental *mission statement*, (2) departmental *goals*, (3) *student outcomes* based on the goals, (4) *measures* to assess outcomes, and (5) *performance indicators* that set minimum criteria demonstrating outcomes achievement. Separate SOAPs have been developed for the undergraduate program and the graduate program.

First, this plan provides the Mission Statement for the CSUF Department of Communicative Sciences and Deaf Studies. Second, a set of goals is listed followed by a listing of student outcomes subsumed under each goal. Third, the outcome measures are described. Fourth, the specific measures and performance indicators are described for each goal. The data from the measures will be used to decide if the indicators have been met.

The Western Association of Schools and Colleges (WASC) identified 5 core competencies that will be evaluated during the accreditation process: written communication, oral communication, quantitative reasoning, information literacy, and critical thinking. Wherever possible, this plan will show how our departmental goals address these 5 core competencies.

The Department of Communicative Sciences and Deaf Studies

This brief summary of the Department of Communicative Sciences and Deaf Studies is provided as background for the assessment plan. The department consists of the professions and disciplines of audiology, deaf studies, deaf education, speech-language pathology, and sign language interpreting. These professions are devoted to providing diagnostic, rehabilitative, educational and/or interpreting services to children and adults with communicative needs. To prepare competent professionals, the department offers both Bachelor of Arts and Master of Arts degrees.

Bachelor of Arts Degrees

The proposed options evaluations will result in the department of Communicative Sciences and Deaf Studies offering two Bachelor of Arts degrees one in Communicative Sciences and one in Deaf Studies give the student a liberal arts foundation integrated with courses designed to provide a basic understanding of speech, language, and hearing development, and communicative needs or problems. Students who earn their B.A. in Communicative Sciences select one of two options: speech-language pathology or audiology. Students who earn their B.A. in Deaf Studies select one of three options: deaf education, deaf studies, or sign language interpreting. The degree options in Deaf Education, Speech-

Language Pathology, or Audiology will be prepared to apply to graduate programs in their perspective areas. Students who earn a B.A. degree with an emphasis in Sign Language Interpreting will be prepared for professional employment in a variety of settings as a sign language interpreter.

As is currently done, this Student Outcomes Assessment Plan will cover all undergraduate studies in the department. Thus, both the B.A. in Communicative Sciences and the B.A. in Deaf Studies are covered in this plan. Throughout the plan, references will be made to the specific options of these two degrees as follows:

Degree	Option	Designator in SOAP
Communicative Sciences	Audiology	AUD
	Speech-Language Pathology	SLP
Deaf Studies	Deaf Education	DE
	Interpreting	INT
	Deaf Studies	DS

Mission Statement for the Department of Communicative Sciences and Deaf Studies

The mission of the Department of Communicative Sciences and Deaf Studies at California State University, Fresno is to disseminate knowledge and to train professionals in speech-language pathology, audiology, deaf education, and interpreting who will provide quality service to the public. The Department will accomplish this mission by providing a stimulating learning environment for enhancing personal and educational development, promoting understanding of people of various cultures, and offering opportunities for research and scholarship in Communicative Sciences and Deaf Studies.

II. Goals and Student Learning Outcomes

Student Outcomes Assessment Goals

Upon completion of the *undergraduate program* of study in Communicative Sciences and Deaf Studies, the competent student will successfully attain the specific skills necessary to:

1. Demonstrate understanding and application of basic knowledge within their selected discipline (AUD, DE/DS, INT, SLP). {WASC: critical thinking}
2. Write a professional report within their selected discipline (SLP, DE/DS, AUD, INT). {WASC: written communication}
3. Establish appropriate and measureable goals for potential clients or students (SLP, AUD, DE/DS). {WASC: quantitative reasoning and critical thinking}
4. Assess an individual's speech, language, auditory and communication skills (SLP, AUD, DE/DS, INT). {WASC: quantitative reasoning and critical thinking}.
5. Communicate effectively with potential clients, students, or consumers (DE/DS, INT, AUD, SLP). {WASC: oral communication}
6. Demonstrate professional behavior within their selected discipline (SLP, DE/DS, AUD, INT).

Goals and Outcomes

For each goal, several outcomes are expected. These goals and outcomes are the focus of our assessment measures and indicators.

Upon completion of the *undergraduate program* of study in Communicative Sciences and Deaf Studies, the competent student will successfully attain the specific skills necessary to:

Goal 1. *Demonstrate understanding and application of basic knowledge within their selected discipline*

Outcome a. The students understand the physical basis for a speech or hearing problem

Outcome b. The students understand fundamental disorders and differences of speech, language, and hearing

Outcome c. The students apply knowledge related to the physical basis for a speech or hearing problem, and knowledge related to speech and language development during the planning, implementation, and interpretation of a speech-language evaluation.

Outcome d. The students understand the social, emotional, linguistic, vocational and intellectual aspects of Deaf culture).

Outcome e. The students understand the basic process of teaching academics to deaf and hard-of-hearing children.

Outcome f. Students understand theoretical foundations and technical skills needed to interpret in professional settings for deaf and hard-of-hearing children and adults

Goal 2. *Write a professional report within their selected discipline.*

Outcome a. The students write professional reports using appropriate formats, spelling, and grammar.

Goal 3. *Establish appropriate and measureable goals for potential clients or students*

Outcome a. The students assimilate and apply knowledge regarding normal and abnormal development, implications of hearing loss, curriculum requirements, and treatment procedures.

Outcome b. The students establish appropriate and measureable goals and objectives for assigned clients and/or students.

Goal 4. *Assess an individual's speech, language, auditory and communication.*

Outcome a. The students assimilate and apply knowledge regarding normal and abnormal development, implications of hearing loss, curriculum requirements, and treatment procedures

Outcome b. The students understand and apply psychometric principles in the assessment of individuals, as appropriate.

Outcome c. The students use appropriate standardized and informal/authentic procedures to assess the speech, language, hearing, intellectual, academic, and social behaviors of students and clients, as appropriate.

Outcome d. The students accurately interpret the results of assessment and develop appropriate conclusions.

Outcome e. Interpreting students will synthesize and evaluate the communication environment and match their language to their clients

Goal 5. *Communicate effectively with potential clients, students, or consumers.*

Outcome a. The students will effectively conduct a parent or client interview: answer parent, student or client questions; and share assessment results with parents, students, or clients

Outcome b. The students communicate effectively with students or clients during the administration of assessment procedures or lessons

Outcome c. The deaf-education and interpreting students communicate effectively with adults and children who are deaf or hard of hearing using a variety of communication strategies

Outcome d. The deaf-education and interpreting students demonstrate effective communication using ASL

Goal 6. *Demonstrate professional behavior within their selected discipline*

Outcome a. The students demonstrate professional behavior during their interactions with clients, students, and parents.

III. Curriculum Map (Matrix of Courses X Learning Outcomes)

Key: I = Introduced, D = Developing, M = Mastered

Course	Undergraduate Program Goals (1-6)					
	1	2	3	4	5	6
80. Introduction to Human Communication and Disorders (3).	I					
91. American Sign Language I (3).	I					
92. American Sign Language II (3).	D					
93. American Sign Language III (3).	D					
94. American Sign Language IV (3).	M	D		D	M	M
95. Introduction to Speech and Language Development (3).	I					
98. Intro to Hard of Hearing and Deaf People	I					I
101. Phonetics of American English (3).	I					
102. Anatomy and Physiology of the Speech Hearing Mechanisms	I					
103. Speech and Hearing Science (3).	I					
105. Disorders of Articulation (3).	D		I	I		
106. Analysis of Language Acquisition by Deaf Children (3).	D			D		
107. Observation in Communicative Sciences and Disorders: Speech-Language Pathology (1-3; max total 3).	D	D	D	D	D	I
109. Disorders of Language (3).	D	I	I	I		
110. Diagnostic Procedures (3).	D	D	D	D	I	D
114. Education of Exceptional Children (3).	I				I	
115. Disorders of Fluency and Voice (3).	D			I		
116. Treatment Procedures in Communicative Disorders (3).	D	I	I		I	I
117. Behavioral Principles in Assessing and Treating Communicative Disorders (3)	D		D			
121. Cochlear Implants and Deaf Children (3)	I				D	
125. Audiometry & Audiology for School Nurses (3)	I			I	I	D
128. Observation in Audiology (1-3; max total 3).	D		D	D	D	I
131. Principles of Audiology (3).	D				I	
135. Sign Language Variations for Classroom Use (3).	D				D	
136. Sign Language Vocabulary for Professionals (3).	D				D	
138. Linguistics of ASL (3)	D			D		
139. Deaf Culture (3) .	D				D	
141. Education of Deaf Children and Their Parents (3).	D				D	D
150. Clinical Practice in Audiology (1-6; max total 24).	D	D	M	M	D	D
160. Clinical Practice in Deaf Education (1-6; max total 12).	D	M	M	M	D	D
162. Speech for Deaf and Hard-of-Hearing Children (3).	D			D		
163. ASL and English Acquisition by Deaf Children (3).	M					
164. Elementary School Subjects for Deaf and Hard-of-Hearing Children (3).	M	I	D	D	D	D
166. Introduction to Interpreting (3).	I					
168. Practical Experience in Interpreting (2).	M					M

Course	Undergraduate Program Goals (1-6)					
	1	2	3	4	5	6
169. Sign Language Interpreting I: Voice-to-Sign	D					
170. Sign Language Interpreting II: Sign-to-Voice	D					
172. Neural Bases of Speech, Language, and Hearing (3).	I					
175. Internship for Interpreting	M	M		M	M	M
188T. Topics in Communicative Sciences and Disorders (1-3; max total 6).						

IV. Assessment Methods

During the next five years, the Department will administer the following direct and indirect measures to assess student outcomes. Section V shows each goal and the measures that will be used to assess the outcomes for that goal. The implementation schedule is described on page 12.

1. *Exit Questionnaire.* Undergraduate students in their final semester will be asked to complete an exit questionnaire. (See Appendix A: *CSDS Undergraduate Exit Survey*)

2. *Final Practicum Evaluations* (See Appendix B: *Departmental Evaluation Forms for Final Practicum Experiences*).

(1) SLP and AUD students are required to successfully plan, implement, and interpret a speech and language assessment of an assigned client in CSDS 110/107. The assessment includes the following components: case history review, client/parent interview, hearing screening, oral-peripheral examination, standardized tests, a speech-language sample, alternative assessment procedures, a summary and prognostic statement, and recommendations. The students are evaluated on their administration of the various components, the interpretation of observations and test results, communication skills, professional behavior, and professional writing skills.

(2) Deaf Education Students are required to complete a practicum in CSDS 164. Each student is assigned to a school site one day a week for the semester where he or she will develop a weekly lesson plan, teach a lesson, and evaluate their own performance. Their supervisor will evaluate them based on teaching effectiveness, communication skills, quality of lesson plans and materials, implementation of suggestions, punctuality, and the ability to self-evaluate.

(3) Interpreting students are required to complete an interpreting internship in CSDS 175. It requires the students to provide supervised interpreting services in a variety of professional settings. The students are evaluated on their professionalism, dependability, professional appearance, ability to work with others, ability to accept feedback, adherence to the RID's professional code of conduct, ability to synthesize and evaluate situations, and their interpretation and transliteration skills.

3. *Employer Survey and Alumni Survey.* Interpreting students will be asked to complete (See Appendix C and D, respectively).

V. Student Learning Outcomes X Assessment Methods Matrix

GOALS	Measures			
	Exit Questionnaire	Final Practicum Evaluations	Alumni Survey (INT)	Employer Survey (INT)
Upon completion of the undergraduate program of study in Speech-Language Pathology or Deaf Education, the competent student will successfully attain the specific skills necessary to:				
1. Demonstrate understanding and application of basic knowledge within their selected discipline (AUD, DE/DS, INT, SLP)	X	X	X	X
2. Write a professional report within their selected discipline (SLP, DE/DS, AUD, INT)	X	X		
3. Establish appropriate and measureable goals for potential clients or students (SLP, AUD, DE/DS).		X		
4. Assess an individual's speech, language, auditory, and communication skills (SLP, AUD, DE/DS, INT).	X	X		
5. Communicate effectively with potential clients, students, or consumers (DE/DS, INT, AUD, INT).	X	X	X	X

GOALS	Measures			
Upon completion of the undergraduate program of study in Speech-Language Pathology or Deaf Education, the competent student will successfully attain the specific skills necessary to:	Exit Questionnaire	Final Practicum Evaluations	Alumni Survey (INT)	Employer Survey (INT)
6. Demonstrate professional behavior within their selected discipline (SLP, DE/DS, AUD, INT).		X		X

VI. Performance Indicators

To aid in the measurement of student outcomes, each goal and its related outcomes has several performance indicators. The indicators are used to determine if the goals and their related outcomes have or have not been achieved. These indicators are based on performance in one or more of the measures previously described. The implementation schedule is described on page 10.

Upon completion of the *undergraduate program of study in Communicative Sciences and Deaf Studies*, the competent student will successfully attain the specific skills necessary to:

Goal 1. *Demonstrate understanding and application of basic knowledge within their selected discipline (AUD, DE/DS, INT, SLP)*

Indicators:

- i. At least 80% of the students will demonstrate satisfactory performance in the application of knowledge gained in their undergraduate coursework, as indicated in their final practicum evaluation.
- ii. Utilizing the undergraduate exit questionnaire, at least 80% of students will indicated that they have been provided with the basic knowledge required within their discipline.
- iii. Utilizing the alumni survey, at least 80% of Interpreting alumni will indicate that they were provided with the basic knowledge required within their discipline.

- iv. Utilizing the employer survey, at least 80% of respondents will indicate that Interpreting alumni in their employ demonstrate the basic knowledge required to perform satisfactorily.

Goal 2. Write a professional report within their selected discipline (AUD, DE/DS, INT, SLP).

Indicators:

- i. Utilizing the undergraduate exit questionnaire, at least 80% of students will indicated that they have been provided with the basic skills needed to write a professional document within their discipline. .
- ii. As part of their final practicum, at least 80% of the students will produce a satisfactory professional report within their selected discipline (SLP, DE/DS, INT, & AUD).

Goal 3. Establish appropriate and measureable goals for potential clients or students (SLP, AUD, DE/DS).

Indicators:

- i. At least 80% of the SLP, DE/DS, and AUD students will demonstrate the ability to establish appropriate goals and recommendations for their assigned clients or students during their final practicum experience, as indicated in their final practicum evaluation.

Goal 4 Assess an individual's speech, language, auditory and communication skills (AUD, DE/DS, INT, SLP).

Indicators:

- i. Utilizing the undergraduate exit questionnaire, at least 80% of students will indicate that they have been provided with the skills needed to effectively evaluate communication.
- ii. At least 80% of the SLP, and AUD students will demonstrate satisfactory performance in the planning, administration, and interpretation of a speech-language assessment as indicated by their final practicum evaluations.
- iii. At least 80% of deaf education students will demonstrate the ability to evaluate communication and teaching effectiveness with their student as indicated by satisfactory performance on the final practicum evaluation.
- iv. At least 80% of interpreting students will demonstrate the ability to successfully synthesize and evaluate the communication environment and match their language to their clients as indicated on their final practicum evaluation.

Goal 5. *Communicate effectively with potential clients, students, or consumers (AUD, DE/DS, INT, SLP).*

Indicators:

- i. At least 80% of the students will demonstrate effective communication with clients, students, or consumers, as indicated in their final practicum evaluation.
- ii. Utilizing the undergraduate exit questionnaire, at least 80% of DE/DS and INT students will indicate that they feel confident in their ability to communicate effectively using ASL as required within their discipline.
- iii. Utilizing the alumni survey, at least 80% of Interpreting alumni will indicate that they are able to communicate effectively with consumers.
- iv. Utilizing the employer survey, at least 80% of respondents will indicate that Interpreting alumni in their employ demonstrate effective communication with consumers.

Goal 6. *Demonstrate professional behavior within their selected discipline (AUD, DE/DS, INT, SLP).*

Indicators:

- i. At least 80% of the students will demonstrate satisfactory professional behavior on their Final Practicum Evaluations.
- ii. Utilizing the employer survey, at least 80% of respondents will indicate that Interpreting alumni in their employ demonstrate satisfactory professional behavior.

VII. Timeline for Implementation of Assessment Methods and Summary Evaluations

MEASURE	YEAR				
	1	2	3	4	5
	'14-'15	'15-'16	'16-'17	'17-'18	'18-'19
Employer Survey (Undergrad/Interpreting)			X		
Alumni Survey (Undergrad/Interpreting)			X		

Undergraduate Exit Survey [every other year]		X		X	
Undergraduate Final Practicum Evaluations (110/107, 164, 175) [every other year]	X		X		X

VIII. Closing the Loop - Summary Evaluation, Curriculum Adjustment, and Reporting

Data is collected and analyzed according to the implementation schedule, above. This information is then used to write a report, "Summary of Outcome Assessment Results", for the academic year in which the data is collected. Shortly after the report is compiled, it is presented to and reviewed by the departmental faculty. The findings are discussed and an action plan may be decided upon, as appropriate. If it is decided that an action needs to be taken or a change needs to be made, responsibilities are assigned. It is then up to the Assessment Coordinator to follow up on any actions or changes in terms of additional data collected in subsequent years. Examples of "Summary Assessment Results" Reports will clearly identify actions that have been taken and are available upon request. Several specific examples of "Closing the Loop" are provided below.

Examples of "Closing the Loop":

1. Advisory Committee Minutes are a measure used in our Graduate SOAP; however, comments regarding our undergrad program do occur and are noted for discussion as part of our SOAP discussion at the faculty meeting. Although not a formal measure for our undergrad program, the information gathered is still considered and taken seriously. In 2005-2006 our Advisory Committee made a specific suggestion regarding the Interpreting Program (undergraduate), in that students should be regularly scheduled at a facility with a mentor. This was initiated the following year. At a subsequent Advisory Committee meeting held in 2010, a specific comment made was " Significant improvements have been noted since the students are regularly scheduled at a facility with a mentor."
2. In 2014-2015, identified the need to develop a separate Employer Survey for our Interpreting Graduates. Fran consulted with Dr. Peter Crume who then developed and implemented this measure during the 2015-2016 academic year.
3. In 2014-2015, several comments were received on the Undergraduate Exit Survey indicating the desire for an SLPA program to be offered as an option for SLP students who cannot get into Graduate school. Dr. Maul researched this option and brought it back to the faculty. The decision was made not to pursue this at Fresno State at this time, but to collaborate and support local programs being developed at the Junior College level. The possibility of offering an Oral Education option in the DE/DS program as an alternative for these students was also proposed. This issue was also been raised by a local community organization and was explored during the 2015-2016 academic year. The following steps were taken: 1) the faculty worked with our NSSHLA organization to offer an informational panel for undergrads interested in learning more about Oral Deaf Education, 2) after much discussion it was decided not to create or offer a new "option", but to educate our undergrad students regarding an existing path by which they can transition from the undergrad SLP program to the graduate DE/DS program. We will attempt to track the number of students who select this option in the future.

Appendix A

CSDS Undergraduate Exit Survey

Default Question Block

CDDS Undergraduate Exit Survey

Hello CDDS Students,

If you received this request then it means that you are enrolled in one of our senior-level classes and will soon be finishing your Bachelor's degree in Communicative Disorders and Deaf Studies. As part of our Student Outcomes Assessment process, we would like your feedback regarding several aspects of the program. If you are planning to graduate this semester, please take a few minutes to respond to this survey. It should take less than 5 minutes and your feedback is important to us. If you receive more than one of these requests, please respond only one time. Please answer the questions below candidly and honestly. Thank you in advance for your input.

Please select your emphasis:

- Speech-Language Pathology
- Deaf Education
- Audiology
- Interpreting

Please indicate your level of agreement with each of the following statements:

	Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
The program provided me with the skills needed to write a professional report within my discipline.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program provided me with the skills needed to assess an individual's speech, language, auditory, and communication skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program provided me with the skills needed to communicate effectively with potential clients, students, or consumers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program provided me with the skills needed to demonstrate professional behavior within my discipline.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I completed the requirements needed to apply to a graduate program in my selected field (SLP, AUD or DE), or to obtain a professional position as a sign language interpreter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program provided me with the skills needed to establish an appropriate treatment plan or educational plan for potential clients or students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program provided me with an understanding of the physical basis for a speech or hearing problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please use the space below to explain or comment on any areas in the curriculum which affected your level of satisfaction with the program:

Appendix B

Departmental Evaluation Forms for Final Practicum Experiences

Undergraduate Final Practicum Evaluation: CSDS 110/107 (SLP & AUD)

Grading Rubric for Final practicum in CSDS 110/107

Name: _____

	1 Failed	2 Poor	3 Good	4 Excellent
Administration of oral-periph &/OR hearing screening	Not prepared. Did not have necessary materials/protocols. Max. assistance needed with 3 or more of the following: positioning, administration, instructions/explanations, or documentation.	Inadequately prepared. Did not have necessary materials/protocols OR Assistance needed with 2 of the following: positioning, administration, instructions/explanation or documentation.	Adequately prepared. All necessary materials. Minimal assistance needed with one of the following: positioning, administration, instructions/explanations, or documentation.	Well prepared. All necessary materials. Good positioning. Correct, independent administration. Clear instructions/explanat. Appropriate documentation.
Administration of speech-language sample &/OR parent/client interview	Not prepared. Did not have necessary/approp. materials AND required assistance from grad assistant or supervisor.	Inadequately prepared. Did not have necessary/appropriate materials OR required moderate assistance from partner, grad assistant or supervisor.	Adequately prepared. Some necessary/age-approp materials. Adequate use of open-ended questions May require minimal assistance/input from partner, supervisor or grad assist.	Well prepared. All necessary/age-approp materials. Approp. open-ended questions Correct, independent administration.
Administration of standardized test &/OR authentic procedures	Not prepared. Did not have necessary materials/protocols, poor positioning or documentation. AND Max. assistance needed for administration.	Inadequately prepared. Did not have necessary materials/ protocols, OR Moderate assistance from grad assistant or supervisor needed for admin. &/or documentation of results.	Adequately prepared. All necessary materials. Appropriate positioning, & test/procedure selection. Minimal assistance needed for administration &/or documentation of results.	Well prepared. All necessary materials. Good positioning & test procedure. Correct, indep. administration. Clear instructions/explanations. Appropriate documentation.
Interpretation of observations & test results	Not prepared to score test results. Max. assist with interpretation of results. Unable to develop an appropriate prognosis or recommendations.	Assistance needed with test scoring. Moderate assistance needed with test interpretation & establishment of approp prognosis and recommendations.	Accurately & independently scores test results. Minimal assistance needed with test interpretation or establishment of approp prognosis/recommendations.	Accurately & independently scores & interprets test results. Establishes approp prognosis & recommendations.
Overall communication and ability to establish rapport with client & parent. Behavior Management.	Does not communicate effectively. Poor eye-contact or body language. Inappropriate language. Unable to share test results or answer questions. Unable to manage behavior affectively, even with assistance.	Does not communicate effectively. Poor language use, eye contact or body language interferes with adequate communication. Unable to share test results. Moderate assist needed with behavior management.	Communication is adequate during the assessment although some areas need to be addressed in follow-up. Needs assistance sharing test results & answering questions. Minimal assistance/input needed to manages behavior.	Communicates effectively with client & parent using language that is approp, good eye contact/ body language. Defines professional terms. Shares test results. Answers quest appropriately. Manages behavior adequately.
Demonstration of professional behavior.	Three or more of the following: unprofessional attire or appear; unprofessional behavior during the assessment; did not work well with others; was defensive or critical when provided with	Two of the following: unprofessional attire or appear; unprofessional behavior during the assessment; did not work well with others; was defensive or critical when provided with direction/feedback.	Professional attire or appearance. Overall behavior was professional, but may need to work on some minor issues. Works adequately with others & takes direction well.	Appropriate/professional attire and appearance. Demonstrates professional behavior throughout the assessment. Works well with others & takes direction well.

	direction/feedback.			
Prep./Room set-up.	Add 1 point if room set-up and preparation were adequate.	Total Score = /25		

Grading Rubric for Final Written Report in CSDS 110/107

Name: _____

	1 Failed	2 Poor	3 Good	4 Excellent
Format & writing mechanics (indentation, grammar, spelling, etc.)	1) More than one of the following: Not double spaced; did not use block style; incorrect headings. AND 2) More than 5 grammar, typo, spelling, or phonetic symbol errors	1) Any one of the following: Not double spaced; did not use block style; incorrect/missing headings. AND 2) Up to 5 grammar, typo, spelling, or phonetic symbol errors.	1) Correct headings & use of block style (no indent). 2) All phonetic symbols are written in correctly. 3) Up to 5 grammar, "typo" or spelling errors. 4) Double spaced.	Complete and well organized. Correct headings & use of block style (no indent). Fewer than 2 grammar, "typo" or spelling errors. Double spaced. All phonetic symbols are written in correctly.
Background and Presenting Complaint AND History (birth/dev., med., family/soc.)	1) More than 3 of the following are missing or incorrect: client's name, CA, date, location, presenting complaint; birth Hx, dev,Hx/ milestones, med. Hx, family/social Hx, as appropriate; information under incorrect heading.	1) Up to 3 of the following are missing or incorrect: client's name, CA, date, location; presenting complaint, birth Hx, dev,Hx/milestones, med. Hx, family/social Hx, as appropriate. OR 2) any of the above information is under the wrong heading.	1) One of the following is missing/incorrect: client's name, CA, date, location, presenting complaint, referred/ accompanied by; AND/OR 2) One of the following is missing/ incorrect: birth Hx, dev,Hx/ milestones, med. Hx, family/social Hx, as appropriate.	BPC Contains: client's name, correct CA, date, location, & presenting complaint. Includes: accompanied/referred by & Dx/Tx Hx, as appropriate. History Contains: birth Hx, dev,Hx/milestones, med. Hx, family/social Hx, as appropriate. Everything under the correct heading.
Obs. & Assess. Results: Oral Periph. & Hearing Screening	Two of the following: 1) incomplete/inaccurate oral periph, 2) incomplete/inaccurate hearing screening, 3) incomplete/inaccurate DDK rates.	One of the following: 1) incomplete/inaccurate oral periph, 2) incomplete/inaccurate hearing screening, 3) incomplete/inaccurate DDK rates.	Oral periph and hearing results are complete and accurate, but not interpreted properly or written in an organized manner.	Oral peripheral results are complete and well organized, including DDK results; AND Hearing screening results are complete and accurate.
Obs. & Assess. Results: Speech Production &/or Voice &/or Fluency	Significant concerns regarding the accuracy and/or completeness of the stand test results and/or the spontaneous speech sample including voice and fluency analysis	1) Two of the following are incorrect: phoneme errors table, % intelligibility, fluency analysis/table, voice analysis; OR 2) fluency &/or voice are not addressed; OR 3) info. is under the wrong heading.	Information from stand. test and sample is complete and correct, including voice & fluency, but phoneme error table is in wrong format, &/OR fluency table is incorrect. Everything is under the correct heading(s).	Contains: complete and accurate results from standardized test AND spontaneous sample. Includes phoneme error table and % intellig., and voice/fluency info. as appropriate. Everything is under the correct heading(s).
	Significant concerns regarding the accuracy	Two of the following: 1) Results of standardized	Contains: complete and accurate results from	Contains: complete and accurate results from

Obs. & Assess. Results: Receptive & Expressive Language	and/or completeness of the stand test results and the spontaneous language sample including MLU, receptive behaviors & expressive behaviors.	tests are missing or incorrect, 2) MLU is missing or incorrect, 3) receptive & expressive observations are incomplete or inaccurate, 4) info. is under the wrong heading	standardized test and correct MLU, but receptive & expressive observations are incomplete or inaccurate (re: syntax, morphology, pragmatics, etc.)	standardized test AND spontaneous sample. Includes discussion of receptive & expressive language, including MLU. Everything is under the correct heading(s).
Summary & Prognosis AND Recommendations	Any of the following are missing completely: 1) summary statement, 2) prognostic statement, 3) recommendations	Two of the following: 1) summary statement is unclear or incomplete; 2) prognostic stmnt is inaccurate or not well-supported; 3) recom. are incomplete or inappropriate; 4) info. is under wrong heading.	One of the following: 1) summary statement is unclear or incomplete; 2) prognostic statement is not well-supported; 3) recommendations are incomplete.	1) Results synthesized into an accurate & clear summary statement. 2) Prognostic statement is accurate & supported. 3) Recommendations are complete & appropriate. 4) Everything is under correct heading(s).
Final Draft (single-spaced)	Add 1 point if final draft is "perfect".			
		Total Score = /25		

Undergraduate Final Practicum Evaluation: CSDS 164 (DE/DS)

Grading Rubric for practicum in CSDS 164 Name: _____

	1 Unacceptable	2 Needs improvement	3 Proficient	4 Exemplary
Teaching effectiveness – Presentation of lesson	Instruction does not lead to student response	Instruction provided and materials presented. Student success is not documented	Instruction leads to measurable student learning. Student teacher documents student responses.	Clear instruction leads to student learning that meets behavioral objective. Clinician modifies instruction to meet students' needs.
Teaching effectiveness – Rapport with student	Student teacher does not gain attention of student.	Student shows mild interest in material presented by student teacher.	Student is engaged in some aspects of the lesson.	Student is actively engaged in lesson and fully participates.
Communication – Sign language model	Student clinician uses spoken language and gestures to communicate	Student clinician uses basic signs and gestures to communicate.	Student clinician uses advanced vocabulary and additional features of sign language and provides ASL model of printed English during literacy lessons.	Student clinician provides sign language model appropriate to the student's language level, with advanced vocabulary and features of sign language. Clinician models process of moving across the ASL to English continuum.
Communication – Responses to student	Student clinician does not respond to student's spontaneous communication.	Student clinician understands some of the student's spontaneous communication and responds to what is understood.	Student clinician understands most of student's spontaneous communication and responds to each student comment.	Student clinician understands student's spontaneous communication and responds to student with language slightly above student's response.
Quality of lesson plans. Lesson cycle: anticipatory set, instruction, check for understanding, guided practice, assessment, and additional practice	Student clinician writes lesson plans that do not include specific instruction.	Student clinician writes lesson plans with some components of the lesson cycle.	Student clinician designs lesson plans with all components of the lesson cycle, including visual supports that facilitate some specific student learning	Student clinician designs detailed lessons with all components of the learning cycle and creates additional materials to facilitate specific student learning.
Quality of materials prepared for lesson	Student clinician does not bring additional materials support or materials brought do not support concepts taught.	Student clinician brings additional materials that are not visually clear.	Student clinician creates or collects some materials to support concepts taught.	Student clinician creates or collects materials to support all aspects of the learning objective of the lesson. Materials clearly demonstrate concepts presented.
Self-evaluation of	Student clinician does not	Student clinician does not	Student clinician can	Student clinician can

lesson success	measure student learning and cannot identify any changes needed in future lessons.	measure student learning, but can identify one change needed in future lessons.	effectively evaluate each component of the lesson and measure student learning.	effectively evaluate each component of the lesson, measures student learning, and incorporates changes in future lessons.
Implementation of suggestions	Student clinician does not respond to suggestions from supervisor.	Student clinician seeks additional information in understanding suggestions from supervisor.	Student clinician incorporates suggestions into lesson plans when requested.	Student clinician understands supervisor's suggestions and changes are reflected in later lesson plans.
Punctuality – practicum sessions	Student clinician is late or misses three or more practicum sessions.	Student clinician is late or misses one or two practicum sessions.	Student clinician arrives on time and is prepared for each practicum session with student.	Student clinician arrives early and is prepared for each practicum session with student.
Punctuality – Lesson plans	Student clinician does not submit a lesson plan for each practicum session	Student clinician completes all lesson plans but does not submit them on time.	Student clinician completes and submits lesson plans for each practicum session on time except for one lesson.	Student clinician completes and submits all lesson plans on time

Total points _____ /40

CSDS 164 Grading Rubric for Practicum Journals

Name: _____

	Unacceptable	Acceptable	Proficient	Exemplary
Reflections	Basic summary of practicum session.	Reflections about the planning process, preparations, and interactions with student.	Reflections about the planning process, preparations, and interactions with student. Comments about ideas for future lessons.	Reflections about the planning process, preparations, and interactions with student. Comments about ideas for future lessons. Suggestions of what would improve this lesson.
	0 points	4 points	5 points	6 points
Evaluation	Journal entries are observations only. No suggestions for change noted.	One or two changes needed in future lessons are identified in journal entries.	Each component of the lesson is effectively evaluated. Written entry has changes needed and successes from the lesson.	Each component of the lesson is effectively evaluated. Written entry has changes needed and successes from the lesson. Journal entry includes data

	Unacceptable	Acceptable	Proficient	Exemplary
				collected during session that shows student learning.
	0 points	4 points	5 points	6 points
Grammar, spelling, typing	More than 5 errors in spelling, typing, or grammar.	No more than 4 spelling, typing or grammar errors.	No more than 2 spelling, typing or grammar errors.	No spelling, typing, or grammar errors
	0 points	2 points	3 points	4 points
Organization/ presentation	Journal does not have entries for each day of practicum.	One journal entry for each day of practicum.	Complete journal entries for each day of practicum. Typed with dates clearly visible. Compiled with a cover sheet in a folder of some kind.	Complete descriptive journal entries for each day of practicum. Smooth flow between ideas presented. Typed with dates clearly visible. Compiled with a cover sheet in a folder of some kind.
	0 points	2 points	3 points	4 points

Total points _____ (20 points possible)

Guided thinking for Practicum Journal

- How well did I plan my lesson?
- How well did my plans work?
- How well prepared was I?
- How did my student respond to my lesson?
- How well did I adjust my lesson while teaching?
- How well did I communicate the content of the lesson?
- How well did I understand my student's responses?
- How many times did I practice signing my story?

Undergraduate Final Practicum Evaluation: CSDS 175 (INT)

CSDS 175

Name _____

1st Semester

Grading Rubric

Rater _____

2nd Semester

Overall Appearance -			
Ethical Scenario = I II III IV	Ethical Scenario = I II III IV		Ethical Scenario = I II III IV
Conflict(s)	Conflict(s)		Conflict(s)
Perspective(s) = Terp D/d/HH H Agency	Perspective(s) = Terp D/d/HH H Agency		Perspective(s) = Terp D/d/HH H Agency
Solution = Short Term Long Term	Solution = Short Term Long Term		Solution = Short Term Long Term
Solution = Short Term Long Term	Solution = Short Term Long Term		Solution = Short Term Long Term
Performance	Sign to Voice	Voice to Sign	Comments
Articulation – Refers to the production quality of signing and the production quality of speech that is displayed during the interpretation.	Poor Moderate Acceptable	Poor Moderate Acceptable	
Affect – measures the extent to which the interpretation accurately conveys the speakers effect. Effect is the emotive tone used by the speaker and is demonstrated by the speakers use of intonation, rhythm, and stress. Sign size and non-manual behaviors.	Poor Moderate Acceptable	Poor Moderate Acceptable	
Grammatical Structure – measures the degree to which the information in an interpretation is grammatically moderate in the language choice made.	Poor Moderate Acceptable	Poor Moderate Acceptable	
Intent – measures the extent to which the goal of the source language is represented in the target language. It includes message equivalents and neutrality of the interpretation.	Poor Moderate Acceptable	Poor Moderate Acceptable	

Performance	Sign to Voice	Voice to Sign	Comments
Content – measures the accurate and consistent interpretation of equivalent information from the source language to the target language. Effective conveyance of information is dependant upon information being conveyed in connect.	Poor Moderate Acceptable	Poor Moderate Acceptable	
Constructed Action / Dialogue - The identification of who is acting and their actions or who is speaking and their speech. In ASL, this is commonly done with the use of body shifting, eye gaze, facial expressions, sign size and style, head movement, and body postures and pauses. In English, this is commonly done through the use of vocal inflection and other modulations, such as speed, style, volume, and pausing.	Poor Moderate Acceptable	Poor Moderate Acceptable	
Language Match – Is influenced by the consumer and includes lexical preferences. In the case of multiple consumers of the same language, the language match may also be influenced by multiple lexical and grammatical preferences of the consumers.	Poor Moderate Acceptable	Poor Moderate Acceptable	
Use of Space – General category of devices that are used to demonstrate physical and or grammatical relationships. These devices are frequently influenced by the actual surroundings or the manipulation of imaginary items in the signers environment. Examples of use of space in sign language include: pointing for pronominal reference, movement of the verb to identify the subject and object, and various uses of classifiers. Also, included in this category is the use of various strategies for listing items in the possible subsequent comparison or grouping of those items.	Poor Moderate Acceptable	Poor Moderate Acceptable	
Overall Score			

Appendix C

Interpreting, Employer Survey

Appendix D

Interpreting, Alumni Survey

WSCUC Substantive Change Program Screening Form

Directions: Institutions planning to implement new degree programs beginning on or after July 1, 2017 should submit this screening form to WSCUC to determine if a Substantive Change review and approval is necessary prior to implementation. A determination on the necessity of review is made after submission of the form and any further information requested by WSCUC. The form should be submitted to John Hausaman (jhausaman@wscuc.org).

Institution: California State University, Fresno

ALO Name and contact information: Xuanning Fu, Interim Vice Provost. Telephone: 559.278.8823
Email: xfu@csufresno.edu. Address: Hakk Center, Library 4116, M/S ML54, 5200 N. Barton, Fresno, CA 93740

Date: August 27, 2019

Proposed program name, modality, and CIP code: B.A. in Deaf Studies, 51.0201

Anticipated Implementation date: Fall, 2020

1. Names and CIP codes of the two most closely related programs to the proposed program:
 - 1) 51.0299 – Communication Disorders Sciences and Services, Other
 - 2) 51.0204 – Audiology / Audiologist and Speech Language Pathology/Pathologist
2. Number of programs currently offered at the degree level of the proposed program, overall and at the proposed modality: 32 BA Degrees, face-to-face
3. Number of new courses being required for this program: None
4. How many new faculty members will be required for this program? None
5. Please describe any significant additional equipment or facilities needed for the program: None
6. Please describe any significant additional financial resources needed: None
7. Please describe any significant additional library/learning resources needed: None