

Date Submitted: 10/10/19 1:34 pm

Viewing: **10KY5465BS : Speech & Hearing Science: Cultural-Linguistic Diversity, BS**

Last approved: 02/06/19 10:16 am

Last edit: 11/05/19 10:51 am

Changes proposed by: Pamela Hadley

[Speech & Hearing Science: Cultural-Linguistic Diversity, BS](#)

Catalog Pages  
Using this  
Program

### In Workflow

1. **U Program Review**
2. **1679 Committee Chair**
3. **1679 Head**
4. **KY Committee Chair**
5. **KY Dean**
6. **University Librarian**
7. **Provost**
8. **Senate EPC**
9. Senate
10. U Senate Conf
11. Board of Trustees
12. IBHE
13. DMI

### Approval Path

1. 10/10/19 1:55 pm  
Deb Forgacs (dforgacs): Approved for U Program Review
2. 10/10/19 3:26 pm  
Pamela Hadley (phadley): Approved for 1679 Committee Chair
3. 10/11/19 9:59 am  
Karen Kirk (kikirk): Approved for 1679 Head
4. 10/15/19 12:24 pm  
Reggie Alston (alston): Approved for KY Committee Chair
5. 10/22/19 4:35 pm  
Reggie Alston

- (alston): Approved for KY Dean
- 6. 10/22/19 4:37 pm  
John Wilkin (jpwilkin): Approved for University Librarian
- 7. 10/22/19 5:10 pm  
Kathy Martensen (kmartens): Approved for Provost

### History

- 1. Feb 6, 2019 by Deb Forgacs (dforgacs)

## Proposal Type

Proposal Type:  
Concentration (ex. Dietetics)

This proposal is for a:  
**Revision**

Proposal Title:

if this proposal is one piece of a multi-element change please include the other impacted programs here. *example: A BS revision with multiple concentration revisions*

**Revision of the Speech and Hearing Science (SHS) Undergraduate Major and Concentrations. This is one element of a larger proposal from the Department of Speech and Hearing Sciences. Other related proposals are: 1) EP.20.23, revision to the BS in SHS; 2) revision to the Audiology Concentration in the BS in SHS; 3) revision to the Speech-Language Pathology Concentration in the BS in SHS; 4) revision to the Neuroscience Concentration in the BS in SHS. admin migration**

Is this program available on campus and online? **No**

Official Program Name: Speech & Hearing Science: Cultural-Linguistic Diversity, BS

## Banner/Codebook

Name

BS: SPHS: Cult-Ling Div

Program Code: 10KY5465BS

Major 0354

Minor

Conc

5465

Code

Code

Code

Degree

Code

BS

EP Control

**EP.20.33**

Number

Senate Approval

Date

Senate

Conference

Approval Date

BOT Approval

Date

IBHE Approval

Date

Effective Date:

Effective Catalog Spring 2020

Term

Sponsor College

Applied Health Sciences

Sponsor

Speech &amp; Hearing Science

Department

Sponsor Name

**Pamela A. Hadley; Fatima Husain**

Sponsor Email

**phadley@illinois.edu;****husainf@illinois.edu**

College Contact

**Reginald Alston**

College Contact

Email

**alston@illinois.edu**

Is this program interdisciplinary?

No

Corresponding

Program(s):

Corresponding Program(s)

Speech &amp; Hearing Science, BS

Academic Level Undergraduate

Additional concentration notes (e.g., estimated enrollment, advising plans, etc.)

CIP Code

## Program Description and Justification

Justification for proposal change:

**To earn a BS in Speech and Hearing Science, all undergraduates must complete a set of Core Requirements and one set of concentration requirements. Students must select one concentration from four choices: Audiology, Cultural-Linguistic Diversity, Neuroscience of Communication, and Speech-Language Pathology.**

**The Cultural-Linguistic Diversity concentration is designed to examine ways that individual communication differences, including disorders, interface with sociocultural systems, institutions, and practices. Students will take courses in theory and research methods to explore ways in which sociolinguistic differences shape child development, socialization, and identity. This concentration is intended to help provide students with knowledge related to cultural-linguistic differences (race, ethnicity, socio-economic status, neurodiversity) that is needed to serve an increasingly global society concerned with human rights and responsibilities. Such expertise is expected to enhance multiple career paths in education, law, business, and health-related fields. In addition, undergraduates interested in pursuing careers as an audiologist or speech-language pathologist can combine this concentration with pre-certification requirements.**

**This proposal focuses on revisions to the requirements in the Cultural-Linguistic Diversity concentration. For proposed revisions to core requirements shared by all four concentrations, see proposals (459).**

**1. Remove SHS 270 Communication Disability in the Media as a requirement for the Cultural-Linguistic Diversity concentration and move it to the list of specified electives. Because SHS 385 Evidence Based Practice in Communication Sciences and Disorders was added to the Core requirements (see proposal 459), there was a need to reduce the number of concentration requirements from 23 to 19 in Cultural-Linguistic Diversity concentration. This modification maintains the same number of credit hours across concentration requirements.**

**2. Increase the credit hours for specified electives to 7 and add the following**

**specified electives to the Cultural-Linguistic Diversity concentration**

- a. SHS 333 Children with Neurodevelopmental Disorders Across Communication Contexts**
- b. SHS 390 Individual Study**
- c. SHS 395 Honors Individual Study**
- d. SHS 475 Prepracticum in SHS**

**SHS 333 was recently approved as a new SHS course and it is being added as a specified elective to the Cultural-Linguistic Diversity concentration. SHS 390 and 395 are independent study courses typically used for James Scholar projects. The addition of these courses will allow students to use mentored research project experiences toward their specified electives in the Cultural-Linguistic Diversity concentration.**

**SHS 475 Prepracticum in SHS as a specified elective to Cultural-Linguistic Diversity concentration. SHS 475 has been added as a specified elective to the Cultural-Linguistic Diversity concentration. Most students in this non-clinical concentration desire pre-practicum experiences and are enrolling in this course without it counting toward their degree requirement. By adding SHS 475 as a specified elective, students in the Cultural-Linguistic Diversity concentration will have the foundational experiences needed for transitioning to clinical graduate programs, if they so desire.**

**The increase in specified electives from 6 to 7 in the Cultural-Linguistic Diversity concentration keeps the credit hours for this concentration equivalent to the other three concentrations in SHS (see Audiology, Speech-Language Pathology, and Neuroscience of Communication concentration proposals), and this can be met with SHS 475 a 1-credit course.**

**4. Revise the statement about specified elective choices and delete SOC 227 Latina/Latinos in the Contemporary United States as a specified elective from the Cultural-Linguistic Diversity concentration.**

**We revised the note about courses that could be taken as specified electives in the Cultural and Linguistic Diversity concentration to diversify student electives and deleted the SOC 227 from this list because the College of Liberal Arts and Sciences will be discontinuing this course effective Fall 2019.**

Is This a Teacher Certification Program?

No

Will specialized accreditation be sought for this program?

No

## Enrollment

Describe how this revision will impact enrollment and degrees awarded.

**No changes in enrollment are foreseen.**

### Delivery Method

This program is available:

Face-to-Face

## Budget

Are there budgetary implications for this revision? **No**

Will the program or revision require staffing (faculty, advisors, etc.) beyond what is currently available?

No

Additional Budget Information

Attach File(s)

## Resource Implications

### Facilities

Will the program require new or additional facilities or significant improvements to already existing facilities?

No

### Technology

Will the program need additional technology beyond what is currently available for the unit?

No

### Non-Technical Resources

Will the program require additional supplies, services or equipment (non-technical)?

No

## Resources

Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc. Describe how the unit will support student advising, including job placement and/or admission to advanced studies.

**Finally, we do not anticipate that the concentration revision will alter the number of students entering into the Cultural-Linguistic Diversity concentration. Therefore, we do not anticipate this revision will require additional resources in the future. All additions to this concentration are specified electives. ~~admin-migration~~**

#### Library Resources

Describe your proposal's impact on the University Library's resources, collections, and services. If necessary please consult with the appropriate disciplinary specialist within the University Library.

**The revised undergraduate curriculum does not create any new courses. As such, there are no changes in library utilization or resource utilization related to this revision. ~~admin-migration~~**

#### Instructional Resources

Will there be any reduction in other course offerings, programs or concentrations by your department as a result of this new program/proposed change?

No

Does this new program/proposed change result in the replacement of another program?

No

Does the program include other courses/subjects impacted by the creation/revision of this program?

No

#### Financial Resources

How does the unit intend to financially support this proposal?

**No additional financial support is required. ~~admin-migration~~**

Will the unit need to seek campus or other external resources?

No

Attach letters of support

#### Program Regulation

Describe how the program is aligned with or meets licensure, certification, and/or entitlement requirements, if applicable.

Briefly describe the plan to assess and improve student learning, including the program's learning objectives; when, how, and where these learning objectives will be assessed; what metrics will be used to signify student's achievement of the stated learning objectives; and the process to ensure assessment results are used to improve student learning.

~~admin-migration~~

Is the career/profession for graduates of this program regulated by the State of Illinois?

No

## Program of Study

*"Baccalaureate degree requires at least 120 semester credit hours or 180 quarter credit hours and at least 40 semester credit hours (60 quarter credit hours) in upper division courses" (source: <https://www.ibhe.org/assets/files/PrivateAdminRules2017.pdf>). For proposals for new bachelor's degrees, if this minimum is not explicitly met by specifically-required 300- and/or 400-level courses, please provide information on how the upper-division hours requirement will be satisfied.*

All proposals must attach the new or revised version of the Academic Catalog program of study entry. Contact your college office if you have questions.

Revised programs [Cultural Linguistic diversity Revised.docx](#)

Attach a side-by-side comparison with the existing program AND, if the revision references or adds "chose-from" lists of courses students can select from to fulfill requirements, a listing of these courses, including the course rubric, number, title, and number of credit hours.

### Catalog Page Text

Catalog Page Text: Description of program for the catalog page. This is not official content, it is used to help build the catalog pages for the program. Can be edited in the catalog by the college or department.

**The Cultural-Linguistic Diversity concentration is designed to examine ways that individual communication differences, including disorders, interface with sociocultural systems, institutions, and practices. Students will take courses in theory and research methods to explore ways in which sociolinguistic differences shape child development, socialization, and identity. This concentration is intended to help provide students with knowledge related to cultural-linguistic differences (race, ethnicity, socio-economic status, neurodiversity) that is needed to serve an increasingly global society concerned with human rights and responsibilities. Such expertise is expected to enhance multiple career paths in education, law, business, and health-related fields. In addition, undergraduates interested in pursuing careers as an audiologist or speech-language pathologist can combine this concentration with pre-certification requirements.**



## Statement for Programs of Study Catalog

## Course List

Code	Title	Hours
<a href="#">SHS 222</a>	Language & Culture of Deaf Communities	3
<del><a href="#">SHS 270</a></del>	<del>Comm Disability in the Media</del>	<del>4</del>
<a href="#">SHS 271</a>	Communication and Aging	3
<a href="#">SHS 352</a>	Hearing Health and Society	3
<a href="#">SHS 380</a>	Comm Competence and Disorders	3
<del>Six hours from the following:</del>		<del>6</del>
<b>Seven hours from the following:</b>		<b>7</b>
Up to 6 hours of a language other than English (only courses taken above and beyond those used to satisfy the University's language requirement or taken in a different area for elective credit)		
<a href="#">CMN 232</a>	Intro to Intercultural Comm	
<a href="#">CHLH 330</a>	Disability in American Society	
<a href="#">CHLH 407</a>	Disability, Culture & Society	
<a href="#">EPS 310</a>	Race and Cultural Diversity	
<a href="#">EPSY 202</a>	Exploring Cultural Diversity	
<a href="#">LING 111</a>	Language in Globalization	
<a href="#">LING 210</a>	Language History	
<a href="#">LING 450</a>	Sociolinguistics I	
<a href="#">SPED 117</a>	The Culture of Disability	
<a href="#">SOC 225</a>	Race and Ethnicity	
<a href="#">SOC 227</a>	<del>Course SOC 227 Not Found</del>	
<a href="#">SHS 291</a>	Research Lab Experience in SHS 1	
<b><a href="#">SHS 333</a></b>	<b>Children with Neurodevelopmental Disorders Across Communication Contexts</b>	
<b><a href="#">SHS 390</a></b>	<b>Individual Study 1</b>	
<b><a href="#">SHS 395</a></b>	<b>Honors Individual Study 1</b>	
<b><a href="#">SHS 475</a></b>	<b>Prepracticum in SHS</b>	

Total Hours

19

**1 No more than 3 credits from SHS 291, SHS 390 and SHS 395 may be counted toward the 7 credits of specified electives.**

## EP Documentation

Attach  
Rollback/Approval  
Notices

## DMI Documentation

Attach Final  
Approval Notices

Attached  
Document

Justification for  
this request

Program Reviewer  
Comments

**Laura J. Hahn (ljhahn) (08/21/19 10:25 am):** Overall this revision to the curriculum makes sense and does not require additional resources on the part of the department. The additional of SHS 385 will support students in upper-level courses and graduate school (should they attend) and the additional elective options are beneficial for the students. In the attached word document for the concentration, SHS 385 has not been added to the course requirements (there is a blank row where it probably should be). This should be added before the proposal moves forward.

**Andiara Schwingel (andiara) (08/21/19 11:46 am):** I agree that the revisions make sense. It is not clear, however, which concentrations are affected by these changes. Specific questions: Bullet 1, Justification for proposal change lists "SHS 385 Evidence-Based Practice in Communication Sciences and Disorders has been added to the Core requirements for all SHS concentrations." Q: which are...? Describe the concentrations, please. Also, I suggest adding at the end of the second paragraph the following: "Courses affected by adding SHS 385 as core are described below." Bullet 2 lists "SHS 385 will replace SHS 270 Communication Disability in the Media as a concentration requirement, and move SHS 270 to the list of specified electives." Q: which concentration? for all concentrations? In Resources, it says "The added requirement for students in this concentration to take SHS 385 may have some impact on class size for these courses..." Q: which concentration? In Financial Resources, for consistency, I suggest to revise the statement to: "...and we have faculty and graduate student expertise to meet increasing enrollment in this course for students in our department. In Program of Study, the catalog does not reflect the proposed changes (e.g SHS 385 in requirements).

**Reggie Alston (alston) (08/27/19 1:51 pm):** Hi Pasquale, I am rolling back the five proposals from SHS. Please see the comments from reviewers. Most importantly, consult with Laura Hahn and Justin Aronoff about specific edits that need to be made. Of course, I'm available for consultation if necessary.

**Reggie Alston (alston) (08/27/19 1:57 pm):** Rollback: See the comments from the reviewers. Please speak with Laura and Justin about specific edits suggested by the Ed Pol Cmte. Feel free to contact me if necessary

Key: 569