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Leslie G. Klein, PhD
Academic Dean

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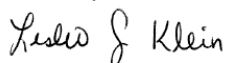6 North Liberty Street
Baltimore, MD 21201

July 20, 2021

Dear Dr. Fielder,

The attached proposal requests approval for Women's Institute of Torah Seminary & College (WITS) to offer a new Bachelor of Arts in Communication Sciences and Disorders. The proposed program is designed as an undergraduate program that will provide a foundation for students wishing to enter the fields of speech-language pathology, audiology, and other related fields including education and healthcare. The program aligns with WITS' institutional mission to address the professional growth and success of Orthodox Jewish women.

Please let me know if you have any questions about the attached proposal. Payment in the amount of $850 has been provided for the proposal review and will arrive via US mail.
Thank you in advance for your consideration.

Sincerely,

Leslie G Klein

Leslie Ginsparg Klein, PhD
Academic Dean
Women's Institute of Torah Seminary & College
lklein@wits.edu

6602 Park Heights Ave | Baltimore, MD 21215 | 410-358-3144 | www.wits.edu

Women's Institute of Torah Seminary & College is accredited by The Association of Institutions of Jewish Studies and approved by the Maryland Higher Education Commission as a degree granting institution of higher learning.

Cover Sheet for In-State Institutions
New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	Women's Institute of Torah Seminary & College

*Each **action** below requires a separate proposal and cover sheet.*

- ⦿ New Academic Program
- ◯ New Area of Concentration
- ◯ New Degree Level Approval
- ◯ New Stand-Alone Certificate
- ◯ Off Campus Program

- ◯ Substantial Change to a Degree Program
- ◯ Substantial Change to an Area of Concentration
- ◯ Substantial Change to a Certificate Program
- ◯ Cooperative Degree Program
- ◯ Offer Program at Regional Higher Education Center

Payment Submitted: ⦿ Yes ◯ No
Payment Type: ◯ R*STARS ⦿ Check
Payment Amount: 850
Date Submitted: 07/21/2021

Department Proposing Program	Academic Affairs
Degree Level and Degree Type	Undergraduate; Bachelor of Arts
Title of Proposed Program	Bachelor of Arts in Communication Sciences and Disorders
Total Number of Credits	120
Suggested Codes	HEGIS:	CIP:
Program Modality	⦿ On-campus	◯ Distance Education (*fully online*)
Program Resources	⦿ Using Existing Resources	◯ Requiring New Resources
Projected Implementation Date	◯ Fall ⦿ Spring ◯ Summer	Year: 2022
Provide Link to Most Recent Academic Catalog	URL: https://www.wits.edu/academic-catalog	

Preferred Contact for this Proposal	Name:	Leslie Ginsparg Klein, PhD
	Title:	Academic Dean
	Phone:	(410) 358-3144
	Email:	lklein@wits.edu

President/Chief Executive	Type Name: Ettie Rosenbaum, Executive Dean
	Signature: *[signature]* Date: 08/05/2021
	Date of Approval/Endorsement by Governing Board: 06/23/2020

Revised 4/2020

PROPOSAL FOR NEW ACADEMIC PROGRAM

WOMEN'S INSTITUTE OF TORAH SEMINARY & COLLEGE

Bachelor of Arts in Communication Sciences and Disorders

A.	**Centrality to Institutional Mission and Planning Priorities**

1. **Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.**

   Women's Institute of Torah Seminary & College (WITS) seeks approval of a Bachelor of Arts in Communication Sciences and Disorders.

   The proposed Bachelor of Arts in Communication Sciences and Disorders is directly aligned with WITS' institutional mission to address the professional growth and success of Orthodox Jewish women. The program will provide a foundation for students wishing to secure positions in speech–language pathology, audiology, and other related fields including education and healthcare. The proposed program will provide the courses required for admission to graduate programs in speech-language pathology and audiology, as well as courses required for American Speech-Language-Hearing Association (ASHA) certification. Further, graduates will receive a strong foundation in Jewish studies and ethics that will help them succeed in their future personal and professional lives and enable them to bring the richness of Jewish tradition into their work.

   For many years, WITS students have been completing speech-language coursework as electives. Via collaborations with regionally accredited institutions, students have transferred their WITS credits to partner institutions and used the credits to earn regionally accredited degrees. As such, WITS already offers all courses for the proposed Bachelor of Arts in Communication Sciences and Disorders, but has never sought MHEC approval to market the courses as a degree program. It is noted that, even though WITS has not offered the degree, given the evolving nature of communication sciences disorders content, the (elective) courses have always remained current to ensure students are exposed to the critical content and skills development necessary to become successful professionals in the field.

2. **Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.**

The proposed Bachelor of Arts in Communication Sciences and Disorders will contribute to the expansion of WITS' program offerings. WITS has a strategic vision to expand program offerings in ways that will fulfill students' educational goals to pursue advanced (graduate) study and/or secure employment in marketable and demanding fields. This vision is specifically articulated in Strategic Objective 1.1 in WITS' Strategic Plan 2020-2025, which states the institution seeks to "expand academic programs in emerging fields that lead to successful attainment of degrees, certificates, employment, transfer, and acceptance to graduate school." The proposed Bachelor of Arts in Communication Sciences and Disorders will contribute to this strategic vision and help achieve this objective by providing students with another degree option that can help meet their career and educational goals.

3. **Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation.**

The proposed program will draw upon existing resources already in place. As noted in Item A.1, WITS currently offers all courses for the proposed Bachelor of Arts in Communication Sciences and Disorders. The College has been successfully running the relevant program courses as electives for over 15 years. Approval of the program is not expected to lead to any additional or unknown expenditures.

Institutional processes for budgeting and resource allocation ensure (and will continue to ensure) adequate funding for sustaining the Bachelor of Arts in Communication Sciences and Disorders for the foreseeable future. Moving forward, the program will be supported through the normal resource allocation process. The annual budgeting process will include a comprehensive review of all program expenditures to ensure investments are used wisely and for the benefit of the program and, ultimately, student success.

4. **Provide a description of the institution's commitment to a) ongoing administrative, financial, and technical support of the proposed program, and b) continuation of the program for a period of time sufficient to allow enrolled students to complete the program.**

The administrative, financial, and technical supports necessary to launch the proposed Bachelor of Arts in Communication Sciences and Disorders are already in place. Courses within the proposed program are already available to students. No new or additional administrative, financial, or technical supports will be immediately needed.

As with all available educational offerings, WITS demonstrates a commitment to the delivery of rigorous curricula and the availability of required resources. Relevant to the proposed Bachelor of Arts in Communication Sciences and Disorders, the current administrative, instructional, advising, and facilities

infrastructure of WITS is more than sufficient to support the proposed program. If approved, it is the expressed intent of the College that the degree program will be offered for the foreseeable future. Throughout program availability, WITS will continue to fulfill the administrative, financial, and technical needs of the program. Should the program ever be slated for discontinuation, all enrolled students with a declaration of the major at that point in time will be allowed to complete the program without a delay in their time to graduation.

B.   Critical and Compelling Regional or Statewide Need as Identified in the State Plan

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1. **Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State.**

   The proposed program will help fill the need for speech-language professionals in the Baltimore and greater Washington area and beyond. The proposed program will also be beneficial to students pursuing the fields of education, special education, and health care.

   According to the "2020 Baltimore Jewish Community Study" from Brandeis University's Cohen Center for Modern Jewish Studies, the Baltimore Jewish community consists of approximately 46,700 households that are home to 115,400 individuals. Hundreds of thousands of additional families live within the greater Baltimore-Washington DC region. The local Jewish community continues to grow rapidly with at least a quarter of families identifying as Orthodox Jewish. These families have unique cultural and linguistic needs that are best served by clinicians familiar with this population. WITS graduates will not only be able to provide culturally appropriate services to the diverse Jewish community of Baltimore, but will also serve as insightful resources to their non-Jewish colleagues. Increasing the number of culturally diverse clinicians within the local community will improve services to Jewish families.

   Furthermore, the Maryland State Department of Education declared shortages of speech-language pathologists across the state in the most recent Maryland Teacher Staffing Report (2016-2018). The proposed WITS program will help meet the demands for qualified providers of speech pathology services within the local school systems. Graduates of the WITS undergraduate program in communication sciences and disorders can immediately apply to work as speech- language pathology assistants or pursue graduate training. It is vital for the continued health of the community that well-trained clinicians are readily available.

2. **Provide evidence that the perceived need is consistent with the Maryland Plan for Postsecondary Education.**

The proposed program is aligned, philosophically and strategically, with the 2017-2021 Maryland State Plan for Postsecondary Education. Specifically, the request for approval of the Bachelor of Arts in Communication Sciences and Disorders is aligned with "*Strategy 6: Improve the student experience by providing better options that are designed to facilitate prompt completion of degree requirements.*" The intent of Strategy 6 is to ensure the availability of pathways that can improve degree completion and student success. As stated earlier in the proposal, at this time, WITS students must transfer credit to partner institutions in order to earn a degree in the field. Once approved, the students will have a seamless path to degree completion and be able to earn the degree directly from WITS.

In addition, the request for approval of the program is aligned with *"Strategy 4: Continue to ensure equal educational opportunities for all Marylanders by supporting all postsecondary institutions."* To that end, the addition of the proposed Bachelor of Arts in Communication Sciences and Disorders will diversify WITS educational offerings and make the WITS curriculum more commensurate with other higher education institutions across the state.

C.	**Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State**

1. **Describe potential industry or industries, employment opportunities, and expected level of entry (*ex: mid-level management*) for graduates of the proposed program.**

   Graduates from the proposed Bachelor of Arts in Communication Sciences and Disorders program will be immediately employable as Speech-Language Pathology Assistants. They may also seek positions in related fields and industries including Jewish education, special education, healthcare, childcare, elder services, and product design. The majority of students will likely utilize their Bachelor of Arts in Communication Sciences and Disorders to pursue a graduate degree in Speech-Language Pathology or Audiology. A smaller percentage of students will pursue graduate degrees in related fields including, but not limited to, special education, nursing, and psychology.

   Typical employment opportunities include, but are not limited to, the following roles:

   – Speech-Language Pathologist/ Speech Therapist
   – Audiologist
   – Speech-Language Educator
   – Clinical Supervisor
   – Special Education Teacher
   – Hearing Specialist

– Private Practitioner

In addition, earning a Bachelor of Arts in Communication Sciences and Disorders will allow students to apply to a variety of graduate school programs.

According to payscale.com, the average annual pay for an individual with an undergraduate degree in the field of speech-language pathology or communication sciences is an estimated $62,000.[1] Payscale.com further notes the annual pay for speech-language professionals with bilingual skills to be an estimated $73,000. Similarly, the US Bureau of Labor Statistics estimates the entry-level salary of an audiologist at $77,600. For individuals who pursued advanced (graduate) study, the entry-level salary of a speech-language pathologist is estimates at $79,120.[2]

2. **Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.**

The Maryland Department of Labor, Licensing, and Regulation provides short-term and long-term job projection data pertaining to the expected demand in Maryland for speech-language occupations.[3] The demand for both speech-language pathologists and audiologists in Maryland is currently high and will likely intensify in coming years. We expect positions will be readily available for our graduates. WITS' new Bachelor of Arts in Communication Sciences will play a role in meeting the market demands for Maryland.

The following table provides projected job openings in speech-language related occupations through 2020.

Maryland Short-Term Occupational Projections (2020-2022)				
Occupational Title	**2020**	**2022**	**Change**	**Percent Change**
Speech-Language Pathologists	3081	3246	165	5.40%
Audiologists	319	323	4	1.3%

The following table provides projected job openings in the same selected areas of speech-language related occupations through 2028.

Maryland Long-Term Occupational Projections (2018 - 2028)				
Occupational Title	**2018**	**2028**	**Change**	**Percent Change**
Speech-Language Pathologists	3060	4063	1003	32.78%

[1] https://www.payscale.com/research/US/Degree=Bachelor_of_Arts_(BA)%2C_Speech-Language_Pathology/Salary
[2] https://www.bls.gov/ooh/healthcare/home.htm
[3] http://www.dllr.state.md.us/lmi/iandoproj/

| Audiologists | 359 | 443 | 84 | 23.40% |

3. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.

The Bureau of Labor Statistics[4] reports that the job outlook for speech-language pathologists through 2028 shows an estimated growth of 27%, which is faster than the average for other positions. The Bureau of Labor Statistics shows a current employment of 153,700 positions across the field of speech-language. In addition, 41,900 openings are projected nationwide through 2028. Data specific to audiologists show an estimated growth of 16%, which is also faster than the average for other positions.

4. Provide data showing the current and projected supply of prospective graduates.

Maryland has the fifth largest number of students attending Jewish day schools in the United States.[5] Therefore, enrollment at WITS runs considerably stable. Fluctuations are attributed to the sizes of the graduating classes of the College's main feeder schools, which are two Orthodox high schools for girls in Baltimore (Bais Yaakov School for Girls and Bnos Yisroel of Baltimore). Yeshiva High in Silver Spring is also a feeder and has strong enrollment. In academic year 2019-2020, Bais Yaakov had an enrollment of 1660+ students, and Bnos Yisroel had an enrollment of 525 students.

WITS anticipates a student enrollment in the program of approximately 10 students per cohort, all of whom will be Orthodox Jewish women.

D.	Reasonableness of Program Duplication

1. Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.

A few Maryland institutions offer an undergraduate program in speech-language (or communications disorders), namely Towson University, Loyola University, and University of Maryland College Park. However, those institutions are not targeted to the WITS population, which chooses WITS because of its dual curriculum in Judaic studies and general studies and its culturally sensitive environment. As with all WITS offerings, this proposed program will serve a

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[4] https://www.bls.gov/ooh/community-and-social-service-/home.htm
[5] Shick, M., Census of Jewish Day Schools in the United States: 2013-2014. Avi Chai Foundation.

niche population and will not be marketed to prospective students beyond the targeted student population of Orthodox Jewish women.

The communication sciences and disorders courses and content offered through our proposed program are similar to the current Maryland undergraduate programs at Loyola University, Towson University, and University of Maryland College Park. We utilize common resources including technical guidance documents from the American Speech-Language-Hearing Association, the Council of Academic Accreditation in Audiology and Speech-Language Pathology, current communication sciences and disorders textbooks, and communication sciences and disorders journal articles when designing our program and courses.

2. **Provide justification for the proposed program.**

The proposed Communication Sciences and Disorders program will provide WITS students with the option to pursue a degree and career in the field of speech-language pathology, audiology, or other related professions. As previously described, WITS has long offered the courses necessary to comprise the full program. At the present time, however, students must transfer the credits earned from WITS to partner schools in order to earn the degree in the field of communication sciences and disorders.

E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)

1. **Discuss the program's potential impact on the implementation or maintenance of high-demand programs at HBI's.**

A search of the MHEC Academic Program Inventory showed that no Historically Black Institution in Maryland currently offers a degree in the field of communication sciences and disorders or speech-language pathology. However, should an Historically Black Institution pursue approval for a similar program, approval of the WITS program will, in no way, present any competition with or impact to any Maryland institution, given that the WITS student population is specific to Orthodox Jewish women.

F. Relevance to the identity of Historically Black Institutions (HBIs)

1. **Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBIs.**

N/A – The proposed Bachelor of Arts in Communication Sciences and Disorders will not impact the identities or missions of Maryland's Historically Black Institutions.

1. **Describe how the proposed program was established, and also describe the faculty who will oversee the program.**

   The proposed Bachelor of Arts in Communication Sciences and Disorders program was designed by the WITS Curriculum and Assessment Committee, which is composed of the Academic Dean, faculty with experience in the field, and selected staff. Development of the curriculum was preceded by thorough discussions with the WITS Board of Directors regarding the program structure and the desire to offer an approved program.

   Given the small size of the institution, WITS does not utilize a Department Chair structure. Rather, the Academic Dean oversees the implementation of all programs, which will include the proposed Communication Sciences and Disorders program. However, a part-time Program Coordinator will support the program by coordinating the scheduling of classes, advising students, and reviewing the curriculum.

2. **Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.**

   The proposed Bachelor of Arts degree in Communication Sciences and Disorders is designed for students who seek a liberal arts education and high-level Jewish Studies coursework, combined with a solid foundation in speech-language pathology and audiology. The program design will also allow students to choose complementary liberal arts electives in an area of their interest to complete the program and, thereby, permit students to double major.

   The program goals (learning outcomes) for the proposed Bachelor of Arts degree in Communication Sciences and Disorders are designed to ensure graduates are prepared for professional positions in the field of communication sciences and disorders, speech-language pathology, or audiology, as well as for graduate study pertaining to speech-language.

   The specific program goals for the proposed Bachelor of Arts degree in Communication Sciences and Disorders are articulated in the following chart.

Program Goals **Bachelor of Arts in Communication Sciences and Disorders (CSD)**
Upon completion of the Bachelor of Arts in Communication Sciences and Disorders, graduates will demonstrate the ability to:

> A) Describe and compare fundamental knowledge of human communication, communication development, and the nature of communication disorders across the lifespan.
> B) Apply ethical and critical thinking skills, including cultural competence for diverse populations within and beyond the Jewish community, as related to communication disorders and differences.
> C) Employ effective skills of all forms of expressive communication including written, spoken, and nonverbal communication, across diverse audiences and settings.
> D) Explain various methods and modalities for the assessment, analysis, and treatment of communication disorders.
> E) Apply a broad-based foundation in the sciences and humanities, including quantitative analysis, technology, and research, through the lens of CSD research and clinical practice.
> F) Evaluate clinical research and evidence-based practice in the area of CSD and related disciplines.
> G) Explain interprofessional collaboration and its role in CSD research and practice.

3. **Explain how the institution will: a) provide for assessment of student achievement of learning outcomes in the program and b) document student achievement of learning outcomes in the program.**

All WITS programs are founded on the assessment practices that aim to demonstrate levels of student learning. Learning assessment is based on criterion-based rubrics and other direct measures of learning that align with the program outcomes and curricula.

Faculty in the proposed Bachelor of Arts in Communication Sciences and Disorders will collect data on an ongoing basis. Data will be analyzed and documented, and results will be used for course and program improvement. Assessment processes will use both direct and indirect measures to assess learning and/or student achievement. Direct assessment tools will include content-specific exams, pre/post-tests, projects, portfolios, criteria-based or skill-based rubrics, and/or other mechanisms that directly show learning or skills gained. Indirect measures assess perceptions and/or opinions about learning, performance, or services, such as student course evaluations, surveys, etc.

4. **Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements.**

The proposed Bachelor of Arts in Communication Sciences and Disorders will require 120 credits. The 120 credits will encompass 60 general education

credits, 36 major (content) credits, and 24 free elective credits. To satisfy residency requirements, a minimum of 30 credits, including 15 credits of upper-level coursework, must be completed at WITS. The proposed program, like all WITS degree programs, will require 36 credits of Judaic studies, which will be completed within the general education and elective requirements.

To obtain the proposed Bachelor of Arts in Communication Sciences and Disorders degree, students must earn a minimum grade point average of 2.5 for all content coursework, as well as a minimum overall grade point average of 2.0.

The program of study is provided in the following chart.

DEGREE REQUIREMENTS

Required Major Courses – 27 credits

CSD 222: Introduction to Communication Disorders (3 credits)

Introduces human communication disorders with a focus on the neuroanatomic, acoustic, biological, psychological, developmental, and linguistic principles underlying human communication disorders. Provides an overview of the field of speech-language pathology and audiology with an emphasis on the scientific aspects of clinical assessment and rehabilitation of clients.

Prerequisite(s): None

CSD 300 Clinical Methods and Observation in Speech-Language Pathology and Audiology (3 credits)

Develops students' professional clinical skills while exploring the fields of communication sciences and disorders. Requires students to observe speech-language pathologists and audiologists providing clinical services to patients. Provides familiarity with various methods of clinical assessment and treatment, with an in-depth understanding of selection, treatment and maintenance of target behaviors. Builds professional technical writing skills including health care writing topics and use of American Psychological Association Style. Explores professional journal articles and evidence-based practice. Discusses ASHA code of ethics and professional issues.

Prerequisite(s) or Corequisite(s): CSD 222 (Introduction to Communications Disorders)

CSD 301: Speech and Hearing Science (3 credits)

Discusses acoustics, psychoacoustics, and instrumentation used in hearing and speech science and elements of speech production and perception. Includes anatomy and physiology relevant to understanding the speech and hearing mechanisms.

Prerequisite(s) or Corequisite(s): CSD 222 (Introduction to Communication Disorders)

CSD 303: Audiology (3 credits)

Explores clinical audiology, along with the pathologies, etiologies, evaluation, and remediation of hearing impairment and loss. Discusses assessment and diagnosis of disorders, as well as current assistive and rehabilitative technology.

Prerequisite(s): CSD 301 (Speech and Hearing Science)

CSD 315: Normal Speech and Language Development (3 credits)

Examines theories of language development. Discusses language milestones, cognitive and sociological bases for development of language, and bilingualism. Covers language development from birth through adulthood and school-age literacy development.

Prerequisite(s) or Corequisite(s): CSD 222 (Introduction to Communication Disorders)

CSD 320: Language Disorders (3 credits)

Explores various language disorders in children from the pre-linguistic level through grade 12. Examines assessment strategies and procedures used to identify language disorders. Covers evidence-based intervention techniques, service delivery models, and interprofessional practice commonly used with pediatric language-disordered populations.

Prerequisite(s): CSD 315 (Normal Speech and Language Development)

CSD 333: Anatomical and Physiological Bases of Speech (3 credits)

Introduces the anatomical and physiological bases of communication. Focuses on the respiratory, phonatory, articulatory, resonatory, and nervous systems, and the contributions of each system to spoken communication. Discusses anatomical structures involved in linguistic communication within the context of all the body systems involved in speech production.

Prerequisite(s) or Corequisite(s): CSD 222 (Introduction to Communication Disorders) and CSD 301 (Speech and Hearing Science)

CSD 400: Phonetics (3 credits)

Examines how to perceive, describe, categorize, and transcribe the speech sounds in American English. Prepares students to transcribe consonants and vowels, connected speech, and the spoken language of individuals with speech sound disorders. Explores variations in production including dialect and other differences.

Prerequisite(s) or Corequisite(s): CSD 222 (Introduction to Communication Disorders)

CSD 402: Speech Sound Disorders (3 credits)

Covers disorders of speech sound production. Discusses biological, cognitive, linguistic, and ethnocultural systems influencing speech production, as well as contributing/causal factors, theories of acquisition, assessment, and treatment issues.

Prerequisite: CSD 400 (Phonetics)

Electives in the Major – 9 credits

6 credits from the following:	CSD 255 – Clinical Observation in Pediatric SLP Therapies (1-3 credits)
	Offers an opportunity for students to explore the field of speech-language pathology by observing speech-language therapists working with children. Allows students to integrate theory and practice and engage in a team-based work environment. Involves students assisting the therapist with maintaining the therapy room and preparing materials for therapy while gaining exposure to the intended field of interest. Course allows for variable credit hours dependent upon clinical assignment and observation schedule. Requires a special application.
	Prerequisite(s) or Corequisite(s): Students must be enrolled in coursework in Communication Sciences and Disorders.
	CSD 399 – Aural Rehabilitation (3 credits)
	Studies the management of adults and children who are deaf/hard of hearing with emphasis on psychosocial issues, counseling, amplification and assistive technology options, intervention and communication strategies.
	Prerequisite: CSD 303 (Audiology)
	CSD 430 – Neurological Bases of Communication (3 credits)
	Covers basic neurological aspects of the anatomy and physiology of speech, language, swallowing, and hearing development. Explores neuroanatomy, cellular physiology, and critical organization of the nervous system.
	Prerequisite(s): CSD 333 (Anatomical and Physiological Bases of Speech)
	PSY 383 – Survey of Exceptional Children
	Introduces the concepts and principles of special education, and the academic, behavioral, and physical disabilities practitioners may encounter in the field. Discusses the construction and implementation of Individual Education Programs (IEPs). Covers basic diagnostic procedures, interventions, and strategies for the inclusive classroom.
	Prerequisite(s): PSY 101 (Introduction to Psychology)
3 credits from the following:	PHY 100 – Conceptual Physics (3 credits)
	Introduces students to the core concepts of physics and physical science, such as gravity, motion, energy, momentum, and matter. Discusses the scientific method, both in the field and in the everyday world. This course is geared for non-science majors.
	Prerequisite(s): None

PHY 101 – Fundamentals of Physics (4 credits)
Covers the basic principles of physics. Introduces the concepts of Newtonian mechanics, kinematics, dynamics, energy, momentum, sound and heat applications. Geared to students entering science, health, and technology fields. Includes a lab component that provides a hands-on approach to physical phenomena. Experiments focus on core physics concepts of mechanics: force, motion, conservation laws, and oscillations.
Prerequisite(s): MAT 121 (College Algebra) or equivalent

5. Discuss how general education requirements will be met, if applicable.

As with all WITS programs, the general education requirements for the proposed Bachelor of Arts in Communication Sciences and Disorders will meet or exceed COMAR specifications. The general education requirements are detailed in the following chart.

General Education Program (60 credits)		
Subject	**Credits**	**Courses**
English/Rhetoric	6 credits	ENG 101 English Composition I; and ENG 102 English Composition II or any advanced English composition or COM 101 Fundamentals of Communication
Humanities	12 credits	Chosen from any college-level course in Jewish Studies, language, literature, music, or art
Social Sciences	6 credits	Chosen from any college-level course in history, economics, political science, psychology, or sociology. At least 3 of these credits must fulfill the ASHA social science requirement.
Mathematics	3 credits	STA 201 Introduction to Statistics
Natural Sciences	3 credits	Chosen from any college-level Biology course which fulfills ASHA's biological sciences requirement
Technology	3 credits	Chosen from any college-level technology course
Diversity	3 credits	Chosen from the following: HIS 315 Jews and Christians in Renaissance Europe HIS 350 Food and Culture PSY 397/SOC 397 Group Dynamics PSY 370 Social Psychology HIS 340 Women in Jewish History and Culture PSY 290 Multicultural Psychology
Electives	24 credits	Chosen from all college-level courses
	60 credits	

6 Identify any specialized accreditation or graduate certification requirements for this program and its students.

To achieve certification by the American Speech-Language-Hearing Association (ASHA), students must have completed certain foundation coursework in the social/behavioral, biological, and physical sciences. Thus, the curriculum for the

proposed Bachelor of Arts in Communication Sciences and Disorders incorporates the necessary coursework into the program as follows:

General Studies Required coursework for SLP/Audiology Certification

- Physical Sciences – *Fulfilled within the major requirements*
- Statistics – *Fulfilled with the general education math requirement*
- Biological sciences (i.e. biology, ecology, bioscience, neurobiology, genetics) – *Fulfilled with the general education natural sciences requirement*
- Social/behavioral science (psychology, sociology, anthropology, public health) – *Fulfilled with the general education social science requirement*

7. **If contracting with another institution or non-collegiate organization, provide a copy of the written contract.**

   N/A – WITS will not contract with another institution or non-collegiate organization for matters pertaining to the implementation of this program.

8. **Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.**

   All degree requirements will be listed in the Academic Catalog and on the institutional website. As with all WITS programs, each student in the program will be assigned an academic advisor. Students and advisors will design individualized program plans tailored to the major. The program plans will identify the courses to be taken and provide a path toward graduation. Students and advisors will meet before every semester to review the program plans, make changes (if necessary), and discuss registration for the coming semester.

   Students who enroll in the program will have access to all resources necessary to succeed in the program, including a dedicated student computer lab with high-speed internet access. The lab contains sufficient computers (16) to meet the anticipated enrollment in the program. All computers are loaded with the necessary and required software programs. There are additional computers in library and student lounge for student use.

   Students in online and hybrid courses will have access to the learning management system that provides access to course materials and resources.

To assist WITS students in need of academic support, faculty and administration will work together to resolve impediments to the learning process. This will include providing students with guidance in areas such as study habits, learning practices, academic writing, and tutoring. WITS will also utilize a process for referring students for professional services, such as mental health services or personal counseling, when necessary. For verified disabilities, faculty and administration will work with students to develop a plan to maximize success. WITS requires documentation from these students and considers the results of educational testing, IEPs, and 504 plans when determining accommodations. Examples of accommodations include extended time, extended deadlines, oral testing, using a laptop for exams, translating tests from Hebrew to English, and taking an exam in a separate room. All accommodations, concerns, and related recommendations will be documented.

Financial aid information is available on the WITS website and in recruitment materials. Information is specifically provided related to the following:

- Federal Pell Grants
- Maryland State Scholarships
- Institutional Financial Need Scholarship (application required)
- External Scholarships
- Internal Scholarships

The Director of Financial Aid will be available to respond to questions about financial aid. Payment information for all WITS programs/courses is provided on the website and in the Academic Catalog. The Bursar will be available to answer questions about payment and arrange payment plans.

9. **Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available.**

Prospective students will receive clear and accurate information about academic support, costs/fees, payment policies, financial aid resources, and technology resources. If approved, all marketing and recruitment materials for the proposed Bachelor of Arts in Communication Sciences and Disorders, including print and online materials, will clearly and accurately describe the program and provide details related to all requirements and available services. The Chief of Operations and Compliance will review all collateral materials to ensure compliance with accreditation and licensing requirements.

H.	Adequacy of Articulation

1. **If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements.**

   N/A – There are no expected articulation agreements for the proposed program.

I.   Adequacy of Faculty Resources (as outlined in COMAR 13B.02.03.11).

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1. **Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faulty member will teach (in this program).**

   For over 15 years, WITS' administration has recruited speech-language pathologists and audiologists from the Baltimore area with advanced clinical skills and teaching excellence to lead our courses. These professors offer not only their expertise in communication sciences and disorders to WITS but provide additional technical support regarding course content, specific requirements, and program design. Our current course instructors have presented at national conferences and served in various leadership positions within the field. Furthermore, WITS has utilized the expertise of other local communication sciences and disorders programs when evaluating our course offerings and program design.

   Faculty with significant experience, training, and education in the field of speech-language and communication disorders will support the proposed program. The credentials for the faculty currently slated to teach in the proposed program are identified in the following chart.

Program Faculty				
Name	**Status**	**Began with WITS**	**Degree and Field**	**Courses**
Ms. Devorah Bienstock	Part-Time	2021	Master of Science, Speech-Language Pathology, Loyola University Maryland; Bachelor of Arts, Jewish Studies, Gratz College	CSD 430
Mrs. Chaya Brenner	Part-Time	2012	Master of Science, Speech-Language Pathology, Towson University;	CSD 320; CSD 400

			Bachelor of Arts, Interdisciplinary Studies, Binah Institute	
Ms. Leeba Kleiman	Part-Time	2021	Master of Science, Speech-Language Pathology, Western Kentucky University; Bachelor of Arts, Liberal Studies, Thomas Edison State University	CSD 315
Ms. Tova Markowitz	Part-Time	2018	Master of Science, Speech-Language Pathology, Western Kentucky University; Bachelor of Arts, Liberal Studies, Thomas Edison State University	CSD 300; CSD 315; CSD 333
Ms. Megan Miskowski	Part-Time	2016	Master of Science, Speech-Language Pathology, Florida State University; Bachelor of Science, Communication Sciences and Disorders, Florida State University	CSD 222; CSD 402
Dr. Jodi Reches	Part-Time	2006	Doctor of Audiology, Audiology, Salus University; Master of Science, Audiology, Towson University; Bachelor of Arts, Speech Communication Disorders, Yeshiva University	CSD 301; CSD 303

In addition to the faculty who will teach the content coursework in the Bachelor of Arts in Communication Sciences and Disorders (shown above), WITS has a highly qualified roster of faculty who teach general education coursework.

2. **Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in: a) pedagogy that meets the needs of the students, b) the learning management system, and c) evidenced-based best practices for distance education, if distance education is offered.**

Faculty members will have access to a variety of professional development and pedagogical training opportunities. Faculty will be encouraged to attend conferences in the field and institutional support will be available. In addition, WITS faculty will be eligible to participate in education conferences sponsored by the Center for Jewish Education and Shemesh, an educational support organization for Jewish youth with learning differences. Faculty will be able to attend the conferences at no charge.

Faculty will be observed by the Academic Dean who will provide feedback and additional support.

Although WITS does not offer distance learning programs, all faculty receive training on the learning management system, which is currently Moodle. Faculty in this program will be given access to Moodle 101, an online training developed by eThink Education, which trains faculty in the use of Moodle. The training has structured modules and videos to help faculty utilize the many features of the learning management system.

| **J.** | **Adequacy of Library Resources (as outlined in COMAR 13B.02.03.12)** |

1. **Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program.**

The Snyderman-Klein Library provides a valuable collection of Judaic studies and secular reference materials. Available resources include Biblical literature, rabbinic literature, commentaries, and historical references. The library also contains Jewish philosophical works; Jewish Code of Law books with accompanying interpretations and commentators; Talmudic and Midrashic sources and reference guides to Biblical and Talmudic sources. In addition to hardcopies, the library provides a comprehensive, digital collection of Judaic books (Bar Ilan software), as well as a selection of popular Judaic works and novels. Each year the library is expanded with additional texts.

Relevant to library resources required for the proposed program, WITS has conducted an assessment of resources needed to support program needs and

confirmed that the institutional library meets the needs for supporting the Bachelor of Arts in Communication Sciences and Disorders. The assessment determined that the College has sufficient resources to support the program.

The library subscribes to the Maryland Digital Library, which utilizes the EBSCO Host Research Databases (http://search.ebscohost.com). The database includes the following research resources:

- Academic Search Premier
- APA PsychInfo
- CINLInfo
- Business Source Premier
- ERIC, the Education Resource Information Center
- Funk & Wagnalls New World Encyclopedia
- GreenFILE
- Health Source: Consumer Edition
- Health Source: Nursing/Academic Edition
- Library, Information Science & Technology Abstracts
- MAS Ultra - School Edition
- MasterFILE Premier
- MEDLINE
- Military & Government Collection
- Primary Search
- Regional Business News
- Teacher Reference Center

Specific resources relevant to Communication Sciences Disorders include:

- JSLHR – Journal of Speech Language Hearing Research
- Language, Speech, and Hearing Services in Schools
- Hearing Research
- American Journal of Audiology
- International Journal of Audiology
- Volta Review
- American Annals of the Deaf
- American Journal of Otolaryngology
- American Journal of Speech-Language Pathology
- British Journal of Audiology
- Clinical Linguistics & Phonetics
- Clinical Otolaryngology
- Cochlear Implants International
- Hearing Research
- International Journal of Language & Communication Disorders

K.	Adequacy of Physical Facilities, Infrastructure and Instructional Equipment (as outlined in COMAR 13B.02.03.13)

1. **Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences.**

   The proposed Bachelor of Arts in Communication Sciences and Disorders program will be delivered on the WITS campus, which is located at 6602 Park Heights Avenue in Baltimore. The College has appropriate physical facilities, infrastructure, and instructional equipment to support the needs of the program. The learning space includes five classrooms (with capacity ranging from 20-70 students) and one computer lab on the second floor. WITS has also begun to utilize two additional classrooms on the lower level as science labs. Future plans involve the renovation of the lower level into state-of-the-art laboratory facilities. Administrative and office space is provided for the leadership team on the second floor. The second floor also provides a student lounge with a dining area and houses the Snyderman-Klein Library.

   Each classroom has a computer connected to a projector. Computers are available for student use in the student lounge (four), library (three), and computer lab (14). An APA template is installed on each computer to provide guidance for research paper writing.

   The computer lab is dedicated for use by students studying computer science, graphic design, web design, and computer applications. Courses in those disciplines are taught in the lab and students use the lab computers to complete course assignments. Specialized software required for certain courses, such as Adobe Creative Cloud, has been installed throughout the computer lab. The lab computers are Dell OptiPlex business grade with i5 processor and 8 GB RAM.

   As a member of the Maryland Education Enterprise Consortium (MEEC), WITS can acquire education-related hardware and software needed to ensure the availability of up-to-date technological resources. All computers in the lab have been replaced within the last seven years and currently run the most recent Windows software (Windows 10). An Informational Technology Technician is on call to resolve technical problems as they arise.

   The entire campus is hardwired with high speed internet and wireless internet. Institution-owned and student laptops can connect to the network via password protected wi-fi. The network is secure to prevent unapproved access. All computers have virus protection, as well as special filters, which prevent

inappropriate internet use. The office computers have a daily backup system that protects files. All office staff and administrators can access the network remotely using GoToMyPC.

2. **Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to a) An institutional electronic mailing system, and b) a learning management system that provides the necessary technological support for distance education**

All students and faculty are assigned wits.edu email addresses. They have access to Microsoft Office software through the email login. Students and faculty will also have access to the learning management platforms for online and hybrid courses.

L.   Adequacy of Financial Resources with Documentation (as outlined in COMAR 13B.02.03.14

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1. **Table 1: Resources and Narrative Rationale. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.**

Resource-related finance data are provided in Table 1. The narrative explanation for each category in Table 1 is as follows:

1. As the courses are already being offered and faculty already engaged, there is no need to reallocate new or additional funds for the proposed program.
2. Calculations for tuition/fees for Year 1 are based on current rates. Calculations for Year 2 are estimated based on tuition rates for the following year. For Years 3, 4, and 5, WITS assumes a 2% increase in tuition. WITS assumes there will be no increase in registration, technology, or lab fees.
3. At this time, there are no grants, contracts, or external source funding for the proposed program.
4. At this time, there are no sources of additional funds earmarked for the proposed program.

Table 1: Program Resources						
Resource Categories		**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
1	Reallocated Funds	0	0	0	0	0
2	Tuition/Fee Revenue (c + g below)	$169,190	$174,574	$176,025	$179,546	$183,137
	a	Number of F/T Students	10	10	10	10	10

b	Annual Tuition Fee Rate	$16,919	$17,257	$17,603	$17,955	$18,314
c	Total F/T Revenue (a x b)	$169,190	$172,574	$176,025	$179,546	$183,137
d	Number of P/T Students	0	0	0	0	0
e	Credit Hour Rate	$288	$294	$300	$306	$312
f	Annual Credit Hour Rate	0	0	0	0	0
g	Total P/T Revenue (d x e x f)	0	0	0	0	0
3	Grants, Contracts & Other External Sources	0	0	0	0	0
4	Other Sources	0	0	0	0	0
	TOTAL (Add 1 – 4)	**$169,190**	**$172,574**	**$176,025**	**$179,546**	**$183,137**

2. **Table 2: Program Expenditures and Narrative. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each expenditure category.**

Program expenditure data are provided in Table 2. The narrative explanation for each category in Table 2 is as follows:

1. Faculty salaries for Year 1 were determined using WITS' current pay scale. Subsequent years assume a 2% increase per year.
2. There are no additional administrators being hired in conjunction with the proposed program.
3. There are no additional support staff members being hired in conjunction with the proposed program.
4. The calculation for Year 1 was determined using actual technical support and equipment expenses based on historical averages. Subsequent years assume a 2% increase per year.
5. The calculation for Year 1 was determined using actual library expenses for the 2020-2021 year. Subsequent years assume a 2% increase per year.
6. As the computer lab already exists, there are no new or renovated space expenses expected.
7. There are no additional expenses expected in the administration of the proposed program.

Table 2: Program Expenditures						
Expenditure Categories		**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
1	Faculty (b + c below)	$ 27,600	$ 28,152	$ 28,715	$ 29,289	$ 29,875
a	Number of FTE	0	0	0	0	0
b	Total Salary	$ 27,600	$ 28,152	$ 28,715	$ 29,289	$ 29,875
c	Total Benefits	0	0	0	0	0

2	Admin Staff b + c below)	0	0	0	0	0
a	Number of FTE	0	0	0	0	0
b	Total Salary	0	0	0	0	0
c	Total Benefits	0	0	0	0	0
3	Support Staff b + c below)	0	0	0	0	0
a	Number of FTE	0	0	0	0	0
b	Total Salary	0	0	0	0	0
c	Total Benefits	0	0	0	0	0
4	Technical Support and Equipment	$ 2,000	$ 2,040	$ 2,081	$ 2,122	$ 2,165
5	Library	$ 8,957	$ 9,136	$ 9,319	$ 9,505	$ 9,695
6	New or Renovated Space	0	0	0	0	0
7	Other Expenses	0	0	0	0	0
	TOTAL (Add 1 – 7)	**$38,557**	**$39,328**	**$40,115**	**$40,917**	**$41,735**

M.	**Adequacy of Provisions for Evaluation of Program (as outlined in COMAR 13B.02.03.15)**

1. Discuss procedures for evaluating courses, faculty and student learning outcomes.

Evaluation of Programs/Courses

Periodically, all curricula are formally reviewed and compared with relevant higher education institutions. The reviews are intended to validate program currency and assure relevance of requirements to admission requirements for graduate programs. As applicable, faculty provide input on program matters and participate in committees that evaluate content. An academic program review took place during the 2020-2021 academic year, which resulted in recommendations to strengthen the program, recommendations to strengthen individual courses, and in the renaming and recoding of courses. These changes are reflected in this proposal.

A master course outline provides the description and course learning objectives. The description and course learning objectives are articulated in the syllabus for the course. Faculty are provided a standardized syllabus template and instructions that includes all of the elements required to be contained in a syllabus. Faculty are asked to supply the topic outline/schedule; grading policy that specifies all graded course assessments and how assessments correlate to learning objectives; and course policies related to attendance, late work, and class decorum. Before the start of each semester, faculty submit their syllabus to the Academic

Dean, who evaluates each syllabus for accuracy, academic level, and appropriate course content.

Evaluation of Faculty

Over the course of a semester, the Academic Dean observes and evaluates faculty. While all faculty members are informally observed on an annual basis, a formal, detailed, and written evaluation is conducted on a rotating basis, approximately once every three years. All new faculty members are formally observed during their first semester.

At the end of each semester, every faculty member completes a self-evaluation. The self-evaluation requires faculty to reflect upon their own performance and determine how they could improve a course in future semesters.

Student Evaluations of Courses and Instruction

Students complete course evaluations for all courses. On course evaluations, students provide input and feedback on how to strengthen the course and instruction to better meet their academic and professional goals. The Academic Dean shares written reports of the student course evaluations with the faculty member.

Evaluations of Student Learning Outcomes

All courses within WITS programs are guided by course learning objectives that have been aligned with overall program goals. The alignment of the course content (course learning objectives) with overall program learning expectations is accomplished through the development of curriculum maps. Curriculum maps demonstrate where content is introduced at varying levels.

To assess achievement of the course learning objectives, faculty use both direct and indirect assessment measures. Results show where students have achieved mastery, demonstrated proficiency, or need improvement. Results are used for course and program improvement.

2. **Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.**

As stated previously, each faculty member completes course assessments that are designed to improve course content and, ultimately student learning. Course assessments are completed at the end of each semester. As part of the

process, faculty determine the percentage of students who achieved mastery, proficiency, or need improvement.

Direct measures assess learning and/or student achievement through demonstration of specific knowledge, skills, or services. Direct assessment tools include content-specific exams, pre/post-tests, projects, portfolios, criteria-based or skill-based rubrics, and/or other mechanisms that directly show learning or skills gained. Indirect measures assess perceptions and/or opinions about learning, performance, or services, such as student course evaluations, surveys, etc. To assess institutional effectiveness, assessment practices also emphasize the collection of raw data that directly verify enrollment, retention, allocation of resources, and levels of satisfaction.

N.	Consistency with the State's Minority Student Achievement Goals (as outlined in COMAR 13B.02.03.05)

1. **Discuss how the proposed program addresses minority student access & success, and the institution's cultural diversity goals and initiatives.**

   The proposed Bachelor of Arts in Communication Sciences and Disorders program will address the professional growth and success of Orthodox Jewish women and provide an opportunity to pursue a profession in the field of speech-language pathology, audiology, or related field. The program will encourage and support Jewish women as they move into careers, both in and outside of their communities. While the graduates of the program will fill an important need for speech-language professionals who can be understanding of the cultural nuances of the Orthodox Jewish community, the goal of the institution is to prepare the students to be competent in caring for all individuals, regardless of race or creed.

O.	Relationship to Low Productivity Programs Identified by the Commission

1. **If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.**

   N/A – The proposed program is not directly related to an identified low productivity program.

P.	Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22)

1. **Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.**

In December 2019, WITS received MHEC approval to provide distance education. The approval letter is attached as Appendix A.

2. **Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.**

WITS complies with and abides by the Guidelines for the Evaluation of Distance Learning as supported by the Council of Regional Accrediting Commissions (C-RAC). Specifically, WITS supports the following hallmarks of online learning:

- Online learning is appropriate to the institution's mission and purposes.
- The institution's plans for developing, sustaining and, if appropriate, expanding online learning offerings are integrated into institutional planning and evaluation processes.
- Online learning is incorporated into the institution's systems of governance and academic oversight.
- Curricula for the institution's online learning offerings are coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats.
- The institution evaluates the effectiveness of its online learning offerings, including the extent to which the program learning goals are achieved, and uses the results of its evaluations to enhance the attainment of the goals.
- Faculty responsible for delivering the online curricula and evaluating the students' success in achieving the program learning goals are appropriately qualified and effectively supported.
- The institution provides effective student and academic services to support students enrolled in online learning offerings.
- The institution provides sufficient resources to support and, if appropriate, expand its online learning offerings.
- The institution assures the integrity of its online learning offerings.