MEMORANDUM

TO: Edward Montgomery  
Dean, College of Behavioral and Social Sciences

FROM: Phyllis Peres  
Associate Provost for Academic Planning and Programs

SUBJECT: Proposal to Modify the Bachelor of Hearing and Speech Sciences (PCC Log No. 05002)

At its meeting today, the Senate Committee on Programs, Curricula, and Courses approved your proposal to modify the curriculum of the Bachelor of Hearing and Speech Sciences. A copy of the approved proposal is enclosed.

The changes are effective in Spring 2006. The College should ensure that the new requirements are fully described in the Undergraduate Catalog and in all relevant descriptive materials, and that all advisors are informed.

PP: cwr  
Enclosure

cc: James Baeder, Chair, Senate PCC  
Sarah Bauder, Student Financial Aid  
Mary Giles, University Senate  
Barbara Hope, Data Administration  
Donna Hamilton, Undergraduate Studies  
Anne Turkos, University Archives  
Linda Yokoi, Records & Registrations  
Nan Ratner, Hearing & Speech Sciences
DATE SUBMITTED: June 10, 2005

DEPARTMENT/PROGRAM: Hearing and Speech Sciences

PROPOSED ACTION (A separate form for each) ADD ____ DELETE ____ CHANGE X____

DESCRIPTION (Provide a succinct account of the proposed action. Details should be provided in an attachment. Provide old and new sample programs for curriculum changes.)

Require HESP undergraduate majors to select from both Life and Physical Sciences in satisfying University CORE requirements, in response to new changes in national certification of speech and hearing professionals.

JUSTIFICATION/REASONS/RESOURCES (Briefly explain the reason for the proposed action. Identify the source of new resources that may be required. Details should be provided in an attachment.)

Please see attachment.

APPROVAL SIGNATURES

1. Department Committee Chair: [Signature] ___________ DATE 6/13/05
2. Department Chair: [Signature] ___________ DATE 6/13/05
3. College/School PCC Chair: [Signature] ___________ DATE 8/22/05
4. Dean: [Signature] ___________ DATE 8/22/05
5. Dean of the Graduate School (if required): [Signature] ___________ DATE
6. Chair, Senate PCC: [Signature] ___________ DATE 8/9/2005
7. Chair of Senate: [Signature] ___________ DATE
The Hearing and Speech Sciences (HESP) department would like to propose a change to their major requirements. As it stands now, there are no specific science requirements for HESP majors other than the CORE science courses required of all University of Maryland students. CORE science requirements state that a student must take at least two sciences, one of which must be a lab. These sciences can be either a physical or a life science and a student may take two of a single type without taking any courses from the other type. (i.e. A student may take two life sciences, one of them being a lab, and never take any physical sciences.)

The HESP department would like to require that its majors take one of each science within the CORE science category. (For example, a HESP student must take at least one physical science and at least one life science, one of which is a lab, within the CORE science requirement category.) This proposed requirement stems from recent changes in national certification requirements\(^1\) for Speech-

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\(^1\) Excerpts from changes to the Standards for the Certificate of Clinical Competence in Audiology and Speech-Language Pathology:

Audiology: A2. The applicant must have prerequisite skills and knowledge of life sciences, physical sciences, behavioral sciences, and mathematics.

Implementation:

The applicant must demonstrate through transcript credit (which could include course work, advanced placement, CLEP, or examination of equivalency) knowledge and skills in the areas delineated in this standard. Appropriate course work could include human anatomy and physiology, neuroanatomy and neurophysiology, genetics, physics, inorganic and organic chemistry, psychology, sociology, anthropology, and non-remedial mathematics. The intent of this standard is to require students to have a broad liberal arts and science background, in addition to knowledge of life sciences and physical sciences specifically related to communication sciences and disorders. Therefore, science courses in speech-language pathology may not be counted for certification purposes in both this category and the professional areas. In addition to transcript credit, applicants may be required by their graduate program to provide further evidence of meeting this requirement.

Speech-Language Pathology: Standard III-A: The applicant must demonstrate knowledge of the principles of biological sciences, physical sciences, mathematics, and the social/behavioral sciences.

Implementation:

The applicant must have transcript credit (which could include course work, advanced placement, CLEP, or examination of equivalency) for each of the following areas: biological sciences, physical sciences, social/behavioral sciences, and mathematics. Appropriate course work may include human anatomy and physiology, neuroanatomy and neurophysiology, genetics, physics, inorganic and organic chemistry, psychology, sociology, anthropology, and non-remedial mathematics. The intent of this standard is to require students to have a broad liberal arts and science background. Courses in biological and physical sciences specifically related to communication sciences and disorders (CSD) may not be applied for certification purposes in this category. In addition to transcript credit, applicants may be required by their graduate program to provide further evidence of meeting this requirement.
Language Pathologists (SLP) and Audiologists set forth by the American Speech-Language and Hearing Association (ASHA). ASHA requires a broad general knowledge base for all of its licensed SLPs and Audiologists and specifically requests that students take both a physical and a life science. These credentialing requirements are duplicated in virtually all states which license the practices of speech-language pathology and audiology.

Up to this point, the Department has been enforcing this guideline through its mandatory advising process, and no students to date have refused to follow advisements. However, we would like to bring our formal departmental requirements into synchrony with this important change in national guidelines. This will avoid any future disputes with students who do not wish to comply with our guidance and will better advertise the true course work consequences of selecting the HESP major.

By making a change to the HESP major requirements, the department can continue to ensure that we graduate only the highest quality students who are well-prepared for licensing in their chosen field. The HESP department prides itself on remaining current with the latest certification and licensure requirements and ensuring that our students are qualified for the graduate educational experience and beyond.