PURDUE UNIVERSITY FORT WAYNE | Faculty Senate

Minutes of the
Second Regular Meeting of the Ninth Senate
Purdue University Fort Wayne
October 12, 2026
KT G46

Agenda

1. Call to order

2. Approval of the minutes of September 14

3. Acceptance of the agenda – E. Ohlander

4. Reports of the Faculty Chairs
   a. Past Chair (Presiding Officer) – J. Nowak
   b. Chair (IFC Representative) – E. Ohlander
   c. Chair-Elect (UPC Representative) – D. Miller

5. Special business of the day
   a. Memorial Resolution-George Curry, SR 26-7 – T. Swihart
   b. Presentation on Summer Changes to the Organization – R. Elsenbaumer
   c. Presentation on New Student Orientation, SR 26-8 – G. Petroviak

6. Unfinished business

7. Committee reports requiring action

8. New business

9. Question time

10. Committee reports "for information only"
    a. Point of Order Contesting Announced Election Results, SR 26-5 – N&E, S. Buttes
    b. New Minor in Communication Sciences and Disorders, SR 26-6 – CS, J. Rusert

11. The general good and welfare of the University

12. Adjournment*

*The meeting will adjourn or recess by 1:15 p.m.

Presiding Officer: J. Nowak
Parliamentarian: C. Ortsey
Sergeant-at-arms: S. Bougher
Clerk: J. Bacon

Attachments:
"Memorial Resolution-George Curry" (SR No. 26-7)
"New Student Orientation" (SR No. 26-8)
"Point of Order Contesting Announced Election Results" (SR No. 26-5)
"New Minor in Communication Sciences and Disorders" (SR No. 26-6)

Senate Members Present:

H. Alasti, J. Barber, S. Bergeson, S. Buttes, S. Cody, D. Coroian, B. Dattilo, Y. Deng, R. Elsenbaumer, M. Encabo-Bischoff, R. Herrell, E. Hoegberg, J. Houston, H. Idriss, S. Johnson, D. Kaiser, J. Li, H. Luo, L. Lydy, J. McHann, D. Miller, A. Mills, P. Mishra, A. Nasr, E. Ohlander, H. Park, L. Roberts, S. Roberts, S. Saunders, R. Shoquist, S. Singh, D. Tahmassebi, H. Tescarollo, G. Wang, M. Wang, B. Wilkinson, M. Wolf, R. Wooley

Senate Members Absent:

N. Adilov, J. Anderson, J. Badia, C. Bennett, A. Blackmon, C. Drummond, J. Egger, S. Elfayoumy, R. Friedman, A. Hare, T. Lewis, E. Mann, J. Mbuba, I. Nunez, D. Ohlinger, M. Perkins Coppola, J. Rusert, D. Schuster, S. Sun, K. Surface, J. Yoo

Guests Present:

N. Best, S. Carr, G. Casaburo, K. Fineran, A. Harrison, A. Livschiz, J. Papiernik, G. Petroviak, J. Rouleau, J. Rupp, T. Swihart, B. Tisdale

Acta

1. Call to order: J. Nowak called the meeting to order at 12:00 p.m.

2. Approval of the minutes of September 14: The minutes were approved as distributed.

3. Acceptance of the agenda:

   E. Ohlander moved to accept the agenda.

   Agenda passed on a voice vote.

4. Reports of the Faculty Chairs:

   a. Past Chair (Presiding Officer):

J. Nowak: Welcome to our October 2026 Faculty Senate Meeting, I hope everyone is enjoying their semester thus far.

Everyone should be receiving via email, starting today, a Qualtrics Survey sent by our Clerk, Josh Bacon, requesting your suggestions and input regarding the development of a new University Campus Directory. Please share your considerations on this extremely important document that is needed as both an outward-facing public as well as internal resource.

I am also pleased to announce Staci Bougher from the Departments of Political Science & Economics has agreed to serve as our Faculty Senate Sergeant at Arms. Welcome Staci!

b. Chair (IFC Representative):

E. Ohlander: I am the IFC Representative for the Intercampus Faculty Council. This is the first time I have served. Intercampus Faculty Council is a faculty committee that is constituted at Purdue West Lafayette. It is defined in the Purdue West Lafayette governance documents. It pulls together faculty from West Lafayette and other folks from other offices there, as well as faculty from here on our campus and faculty from Purdue Northwest.

Basically, IFC is responsible for helping facilitate coordination between the shared faculty governance structures at the three campuses. It helps serve as a liaison between the three faculty senates. It is a way of giving updates over shared areas of concern.

For last meeting, Purdue Northwest discussed administrative bloat and post tenure review. Purdue West Lafayette discussed concerns over AI requirements. We also discussed briefly the idea of a common acceptance scheme for students applying to the Purdue system. For Purdue Fort Wayne, we talked about our enrollment and retention successes.

We have another meeting scheduled for next month. Please send me an email if you have anything you want me to communicate to IFC.

c. Chair-Elect (UPC Representative:

D. Miller: I am happy to report that during a meeting with Senate leadership, Provost Drummond indicated that he would be open to suggestions from the Senate on OAA Memo 2025-02, which is commonly known as the post tenure review policy on this campus. The Senate Executive Committee has tasked the Faculty Affairs Committee to examine the policy and offer revisions. I thank the FAC in advance for their important

work on this issue. I also request that we all assist them in a way a representative body of the faculty should. I urge all Senators to talk with their respective constituents, especially ones who went through the process last year, and ask them what they consider useful about the process, as well as what they consider lacking in the process. Then please pass those sentiments along to the FAC. The sad fact is post-tenure review is the law, maybe a little misguided in my opinion, but nevertheless we have to have some form of it. However, let's work to make the process as fair and faculty driven as we can.

5. Special business of the day:

   a. Memorial Resolution (Senate Reference No. 26-7) – T. Swihart

      T. Swihart read the memorial resolution for George Curry.

   b. Presentation on Summer Changes to the Organization – R. Elsenbaumer

      Over the summer, PFW primarily focused on filling positions vacated through retirements and resignations. Two of the most notable changes occurred within Human Resources and the Maintenance Division.

      The Human Resources Department underwent a structural realignment through the budget cycle. All department positions were evaluated against established pay bands and updated to include generalist duties alongside intentional scheduling overlap for better coverage. This reorganization included appointing Carol Coffee as the new Manager of HR Operations. Financially, these changes provided moderate salary increases only to the positions that took on extra duties, helping the department cut its overall budget by approximately $200,000 since 2023 and secure nearly $50,000 in savings for the current fiscal year.

      The Maintenance Division evaluated their operations, starting with a recommendation to establish a four-person Preventative Maintenance Team. While the department saw nominal staffing increases in some areas, it successfully eliminated two of its three vacant positions. Furthermore, leadership replaced the traditional second shift with two overlapping daytime shifts running from 6:00 a.m. to 2:00 p.m. and 10:00 a.m. to 6:00 p.m. This schedule adjustment successfully elevated employee morale, enhanced staff communication, and increased collaboration, and lower operational expenses by eliminating the second-shift pay differential.

   c. Presentation on New Student Orientation (Senate Reference No. 26-8) – G. Petroviak

      Please see attachment.

A. Nasr: First of all, I just wanted to say that I think your approach to this is very innovative and very creative. Having talked to other colleagues, I was just wondering how well did it all work? What was the feedback from our students and faculty? Can you share how well it worked?

G. Petroviak: Yeah. One thing that we are looking at for this year, we had done orientation the same way from 2020 to the summer of 2025, before it was one day orientation. We now have shorter orientation days, but there are more of them. We are meeting with the advisor teams to see how the shorter orientation days are going.

A. Nasr: I will just throw one more thing out. That very good Saturday downtown Fort Wayne at the Electric Works, the students very much seemed to be enjoying it.

6. Unfinished business: There was no unfinished business.

7. Committee reports requiring action: There were no committee reports requiring action.

8. New business: There was no new business.

9. Question time: There were no questions for question time.

10. Committee reports "for information only";

    a. Nominations and Elections Subcommittee (Senate Reference No. 26-5) – S. Buttes

       Senate Reference No. 26-5 (Point of Order Contesting Announced Election Results) was presented for information only.

    b. Curriculum Subcommittee (Senate Reference No. 26-6) – J. Rusert

       Senate Reference No. 26-6 (New Minor in Communication Sciences and Disorders) was presented for information only.

11. The general good and welfare of the University:

    A. Nasr: Is there any chance we can fix the sound in the room? It is really hard to hear!

    J. Nowak: Thank you for mentioning that, maintenance has been made aware of the acoustics issue. Is Greg Justice the person to contact?

    A. Mills: I will send him an email.

R. Elsenbaumer: I just wanted to thank all our academic units for the fantastic job you have done in helping our students and increasing our retention rates. We had record retention numbers. Thank you.

12. Adjournment: The meeting adjourned at 12:43 p.m.

Joshua S. Bacon
Senate Clerk

Senate Reference No. 26-7

Memorial Resolution for George Curry

George L. Curry, age 64, of Fort Wayne, was finally able to meet his Lord and Savior, Jesus on July 31, 2026.

George was born in Fort Wayne, IN on February 14, 1962, to John and Lee June (Hubbard) Curry, Jr. George was a hardworking man, working at the Purdue University Fort Wayne Campus Shipping and Receiving office for almost 46 years. He enjoyed reading his Bible, watching Cubs baseball, Chicago Bears and Indianapolis Colts football, as well as Toronto Maple Leaves hockey games.

In addition to his father, John, he is survived by his wife of 44 years, Nedra (Chapman); daughter, Brenna (Chad) Brotherton; grandchildren, Vron, Marissa, and Vincent; sister, Alice Carole (Wayne) Barker; brother, Bill (Dorcas) Curry, and several nieces and nephews. He was preceded in death by his mother, Lee June.

George Curry is a PFW institution who quietly and without fanfare did his job well—a job that helped our university to function effectively. Everyone who worked with George over the years, whether they knew him well or not, appreciated the way he made their work lives easier, and their work day a little bit brighter.

George was a quiet man, and so for this memorial resolution, we would like to let some of the people George worked with over the years to speak in his memory:

> I had the pleasure of having George deliver my mail for the past 26 years. He was a gentle giant. When I could make him smile, well that just made my day.
>
> Joanne Schultz

> George made a lasting impression on me in the few years we were able to work together. He had a sweet heart that rarely showed itself, so I'll always remember how good it felt to get a smile or laugh out of George. I'm grateful to have known him, and I miss him dearly.
>
> Carissa Bloom

> It was very comforting to see George each week during the past 16 years. Most of the time he had a stoic expression which we came to know and understand that "that's just George", but every now and then, he'd share a smile, joke, or laugh with you which made the moment precious. Rest well, you are missed.
>
> Dawn Adams

> I've worked with George for a couple of decades and got to know a lot about him. What impressed me the most was his knowledge of rock and roll history. The man knew everything. Whether you wanted to know Alice Cooper's real name or the members of the band Genesis he was the man to ask. There used to be a little place in Ft Wayne that hosted a rock and roll trivia contest every Wednesday night and I bugged George several times to go. I wanted to be on his team because I knew we'd win the prize and I wouldn't have to answer a single question. Sounds like easy money to me but George always turned me down because of his religious beliefs. I respect that but really wish we could have cleaned house and

won the contest. Doc West from 96.3 XKE was the host and I'm sure he'd think George would be a formidable competitor in his knowledge. Now that he's gone I finally got my chance to argue with him without his rebuttal. Yes, George, Led Zeppelin is not overrated. No matter what you say you won't change my mind. Rest in peace, George. For you there's definitely a rock and roll heaven and I'm sure there's a heck of a band.

Ben Neuhaus

If there was one word I would use to describe George Curry, it would be dedication. George was a very diligent and hard worker, always focused on getting the job done efficiently. I first met him around 2004 when he was delivering mail to offices on campus. On the rare occasion I had issues with mail or packages, George would go above and beyond to resolve the problem. He would even spend days calling the USPS and other shipping companies to get to the bottom of the issue. He was very good at his job, and he took a lot of pride in his work. His job is one of many on campus that happens in the background to keep our university functioning. It is the type of position that doesn't get a lot of attention unless something goes wrong, thus why many people on campus may not know George.

He was a man of few words, letting his work do the speaking for him. Every once in a while he would open up about his life. Through the years, I learned that he loved his family. He spent a lot of time at home with his wife and his grandkids. Like his work, he was very dedicated to his family.

Teri Luce

George was very special to me and our relationship was quite different from that of most with him (or so I have heard). From my first day on campus, June 25, 2019, I was told that George wouldn't talk to me because he didn't talk to anyone. I told them that they didn't know me very well. It didn't take long before George and I were not only saying hello but having conversations. What would follow over the years, became a friendship.

Making him smile and laugh was a highlight of my day. I know that he had a love of blackberry jam but shouldn't be eating it as much as he would have liked. That's why I bought him the tiniest jar of homemade jam I could find. ☺ Last Christmas, he made sure that I would be working a few days before we were off for the holidays then showed up with candy for me. That will always bring a smile to my face. We often talked about his retirement, his grandchildren, his failing body at times, his days prior to being on campus. He loved showing me pictures of his grandchildren. If only he had gotten to have that time with them like he had planned. But his face would light up every time he talked about them.

He will be missed not only by me but by so many that were lucky enough to get to know him and work with him over the years. I am glad that I at least got 7 with him.

Jenny Bower

I have known George forever but I never got to really know him until I became part of the Warehousing Team. George was pretty quiet and all business unless you got to know him better. He would randomly start singing a song from the 70s/80s and knew a lot about music and pretty much anything. Although he appeared to have a hard exterior, he had a big heart. When my predecessor announced his intent to retire and named me as his replacement to the team, George who had previously turned in his notification to retire, came up to us and withdrew his retirement so he could stay and help me with the transition. I've never forgotten that and always felt guilty that he was never able to officially retire. He was very knowledgeable about everything having to do with the mail services and I leaned on him a lot because of it. At one point he looked at me and chuckled saying "woman, you are going to have to remember this at some point". If you were able to make him smile or laugh, you witnessed a very special thing about him. I miss him dearly and can't hardly believe he is gone.

Lisa Eley

The funeral service for George Curry was held on August 12, 2026. His family requests that you consider making a memorial donation to the Northpoint Community Church or to Stillwater Hospice.

Neff Hall, Room 360C | 2101 E. Coliseum Blvd. | Fort Wayne, IN 46805-1499
o: 260-481-6019 | | EA/EOU


NEW STUDENT ORIENTATION
RUNNING WITH THE HERD
PURDUE UNIVERSITY | FORT WAYNE

1. Students will be introduced to the university's history, traditions, and culture
2. Students will meet with an academic advisor, understand the courses they need to take, and complete the registration process
3. Students will develop a connection to the institution through interacting with fellow students, faculty, and staff
4. Students will familiarize themselves with campus
5. Students will understand the responsibilities and expectations of a student in order to be successful at Purdue Fort Wayne

MASTODON ORIENTATION 101 – Online self-guided orientation

MASTODON ADVISING – Meet with academic advisor to discuss courses

MASTODON ORIENTATION 102 – In-person or virtual New Student Orientation

MASTODON ORIENTATION 103 – Welcome Weekend


MASTODON ORIENTATION 101
PURDUE UNIVERSITY
FORT WAYNE

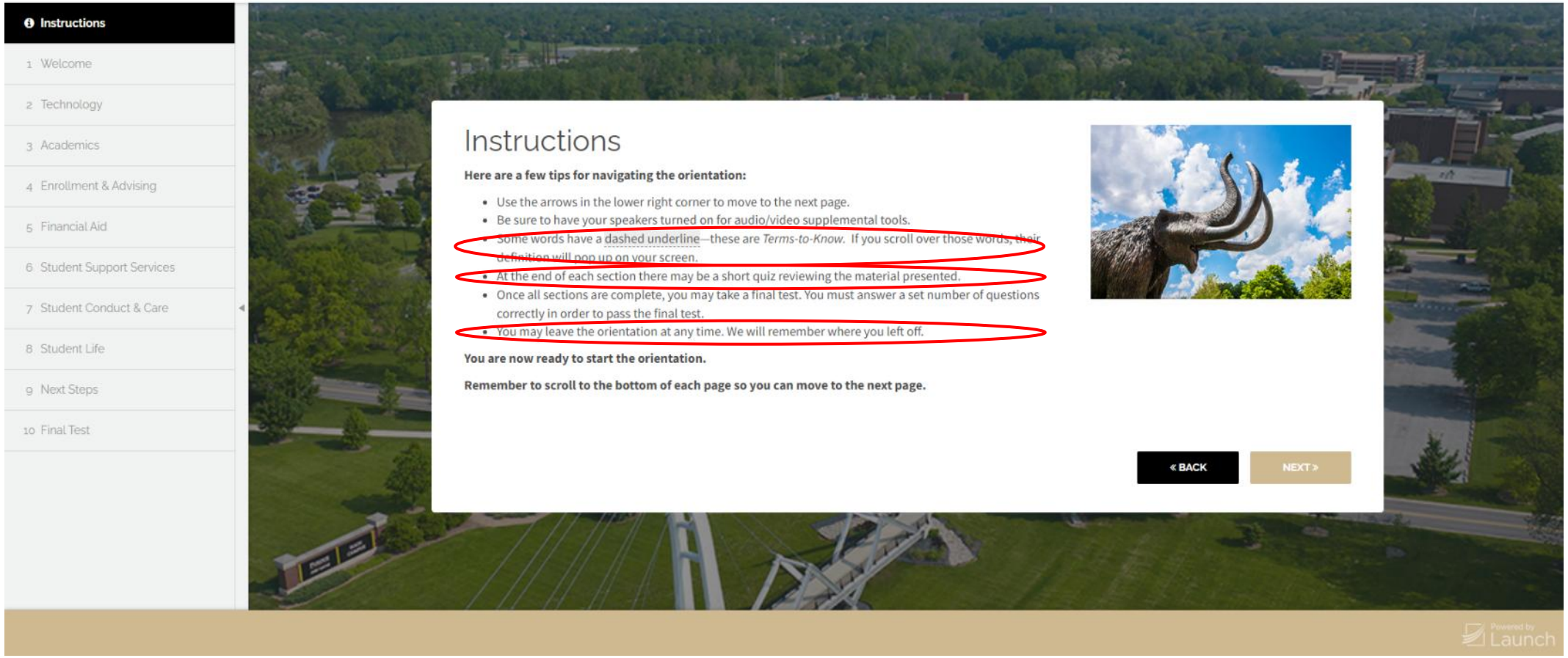
MASTODON ORIENTATION 101

March 1, 2027

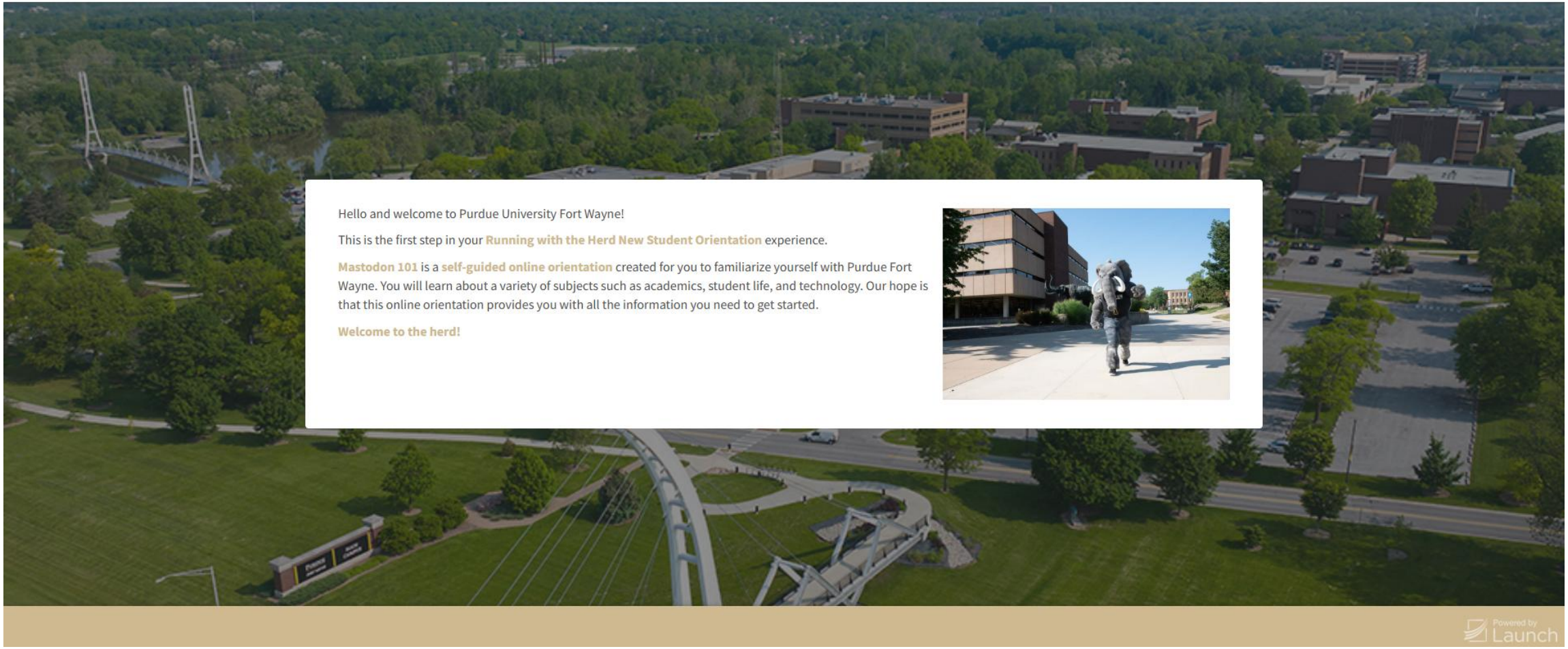
Mastodon Orientation 101 Opens

Beginning on March 1, students who have replied to their offer and paid their enrollment deposit will receive an email with a link to their self-guided orientation module. The link will also be available in their admission portal.

PURDUE UNIVERSITY FORT WAYNE | NEW STUDENT ORIENTATION



PURDUE UNIVERSITY FORT WAYNE | NEW STUDENT ORIENTATION



Hello and welcome to Purdue University Fort Wayne!

This is the first step in your **Running with the Herd New Student Orientation** experience.

Mastodon 101 is a **self-guided online orientation** created for you to familiarize yourself with Purdue Fort Wayne. You will learn about a variety of subjects such as academics, student life, and technology. Our hope is that this online orientation provides you with all the information you need to get started.

Welcome to the herd!

Powered by Launch

PURDUE UNIVERSITY | FORT WAYNE


MASTODON ADVISING
PURDUE UNIVERSITY
FORT WAYNE


MASTODON ORIENTATION 102
PURDUE UNIVERSITY | FORT WAYNE

MASTODON ORIENTATION 102

Throughout the summer, we host orientations in-person and virtually to help students get acclimated to campus and connect with their peers. Content for this half day experience would include the following:

- Campus Resources and Student Organizations Resource Fair
- Learn about your Major Sessions
- Financial Aid and Paying for College informational sessions
- Campus Tours and Housing information sessions
- Student focused small groups and Parent and Family Sessions
- Other sessions to consider: IT, Student Health & Well-being, Civics Literacy


MASTODON ORIENTATION 103
MASTODON STAMPEDE
PURDUE UNIVERSITY
FORT WAYNE

MASTODON ORIENTATION 103

This four day student only extended orientation allows students to move onto campus early and experience college life before the first day of school.

- Class of 2030 Dinner with Alumni
- Pep Rally with Half Court Shot Competition
- Walmart Takeover
- Lunch with the Deans & Faculty
- College Orientations
- Mastodon Stampede down Mastodon Way
- Welcome Back BBQ
- Fort Wayne Fun Day
- Find your classes session
- Sunday Supper



PURDUE UNIVERSITY
FORT WAYNE | Faculty Senate

Senate Reference No. 26-5
Returned to committee

MEMORANDUM

TO Jeff Nowak, Presiding Officer
FROM: Stephen Buttes, Chair
Nominations and Elections Committee
DATE: 05/11/2026
SUBJ: Point of Order Contesting Announced Election Results

WHEREAS, the Nominations and Elections Committee received an email on May 8, 2026 (the day Senate election results were announced) questioning the announcement of Adolfo Coronado's election to the Faculty Affairs Committee; and,

WHEREAS, that inquiry was based on the fact that Adolfo's election would see him serving on four standing committees/subcommittees, which, as stated in the PFW Faculty Sente Bylaws (Section 4.1), is more than the limit of three standing committees/subcommittees permitted for Teaching Faculty; and,

WHEREAS, the inquiry the Nominations and Elections committee received is best classified as a "point of order" raised under *Robert's Rules of Order* section 46:48 "Contesting the Announced Result of an Election," and,

WHEREAS, the point of order raised complies with the following permitted conditions under which "an election may be contested . . . by raising a point of order:" "a) If an individual does not meet the qualifications for the post established in the bylaws, his or her election is tantamount to adoption of a main motion that conflicts with the bylaws" (*Robert's Rules of Order*, 46: and,

WHEREAS, *Robert's Rules of Order* (section 49:50) state that the PFW Senate Executive Committee and the PFW Nominations and Elections committee "may not entertain a point of order challenging, or direct a recount concerning, [an] announced election result" because the PFW Faculty Senate is "the ultimate judge of election disputes, [and] only [the PFW Faculty Senate] has the authority to resolve them;" and,

WHEREAS, the Nominations and Elections Committee considers the election of Adolfo Coronado to the Faculty Affairs committee a counting error on our part; and,

WHEREAS, Aileen Tierney should have been announced as the winner of the election;

BE IT RESOLVED, that the Senate approve the election of Aileen Tierney to the PFW Senate Faculty Affairs Committee.

In Favor	**Against**	**Abstain**	**Absent**
Stephen Buttes			
Daryoush Tahmessebi			

PURDUE UNIVERSITY FORT WAYNE | Faculty Senate

Senate Reference No. 26-6

MEMORANDUM

TO: 2025-2026 Senate Executive Committee
FROM: Steven Alan Carr
Convenor, Curriculum Subcommittee
DATE: 09/18/2026
SUBJECT: New Minor in Communication Sciences and Disorders

The Curriculum Subcommittee reviewed a proposal from the College of Science for a new minor in Communication Sciences and Disorders in the Department of Communication Sciences and Disorders. We voted via email to approve the proposal and find it requires no Senate review.

Thank you for the opportunity to review this proposal.

Approve	**Oppose**	**Abstain**	**Absent**	**Present Non-Voting**
Terri Swim			Abe Schwab	Jenna Rupp / Tara Lewis
Cigdem Gurgur			Carl Drummond	
Steve Carr			Alan Legg (on leave)	
Luna Maldonado-Velez				
Jon Rusert				

Neff Hall, Room 360C | 2101 E. Coliseum Blvd. | Fort Wayne, IN 46805-1499
o: 260-481-6019 | | EA/EOU

Degree/Certificate/Major/Minor/Concentration Cover Sheet

Date: 5/4/2026

Institution: Purdue

Campus: Fort Wayne

School or College: College of Science

Department: Department of Communication Sciences and Disorders

Location: On Campus 80% or more online: Yes ○ No ◉

County: Allen

Type: Minors: New

Program name:

Minor in Communication Sciences and Disorders

Graduate/Undergraduate: Undergraduate

Degree Code: Other Minor

Brief Description:

The minor in Communication Sciences and Disorders will provide students with a foundation in the science of human communication and communication disorders. Completion of the minor provides most of the required coursework needed to apply to graduate programs in speech-language pathology or audiology. The minor requires a minimum of 19 credit hours or 6 courses with a grade of C or better in each. Students must complete 9 resident credits at the 30000+ level.

Rationale for new or terminated program:

The minor in Communication Sciences and Disorders (CSD) is designed to increase undergraduate student exposure to and interest in the field while providing a structured, accessible pathway to graduate school in speech-language pathology for students outside the major. Communication is central to human interaction, learning, health, and social participation, yet many undergraduates remain unaware of communication sciences as a discipline or of speech-language pathology as a career option until late in their academic careers. A CSD minor allows students from a wide variety of majors to explore the scientific, social, and applied dimensions of human communication early enough to make informed academic and professional decisions. The minor serves as an intentional recruitment and pipeline mechanism for our graduate program in speech-language pathology. By offering foundational coursework aligned with graduate-level expectations, without requiring an undergraduate major, this minor enables students from fields such as psychology, education, linguistics, health sciences, human services, and related disciplines to obtain the academic preparation necessary for competitive graduate school applications. The minor also strengthens the graduate program by cultivating a well-prepared, internal applicant pool. Over time, this pipeline can improve graduate enrollment stability, academic readiness, and program continuity while supporting institutional goals related to recruitment, student success, and workforce development in high-need communication and health professions.

CIP Code: 51.0201

Name of Person who Submitted Proposal:

Chris Grindrod

Contact Information (phone or email): cgrindro@pfw.edu

Docusign Envelope ID: FF4646E2-AD1D-8955-8297-F9EA0D7300AF

Undergraduate Academic Program Memo

Date: 5/4/26

From: Dr. Chris Grindrod, Graduate Program Director, Communication Sciences & Disorders

To: Dr. Terri Swim, Associate Vice Chancellor for Academic Programs

Re: Minor in Communication Sciences and Disorders

Brief description of the program:

The minor in Communication Sciences and Disorders will provide students with a foundation in the science of human communication and communication disorders. Completion of the minor provides most of the required coursework needed to apply to graduate programs in speech-language pathology or audiology. The minor requires a minimum of 19 credit hours or 6 courses with a 2.00 grade point average. The program consists of six (6) required courses. No more than 3 resident credits can be below the 30000+ level.

Brief rationale for program request:

The minor in Communication Sciences and Disorders (CSD) is designed to increase undergraduate student exposure to and interest in the field while providing a structured, accessible pathway to graduate school in speech-language pathology for students outside the major. As of 2025, Fort Wayne shows a 1.8% increase in Health and Education Services employment over a 12-month period. Based on this data, career opportunities in CSD are growing locally.

CIP Code: n/a

For completion by Office of Academic Affairs

Signed by:
069E0DFB3A7247E...
9/1/2026

Department Chair Signature *Date*

DocuSigned by:
Ronald Friedman
4017A582972D4AC...
9/1/2026

School Dean Signature *Date*

DocuSigned by:
Carl Drummond
27109142004745C...
9/1/2026

Vice Chancellor for Academic Affairs Signature *Date*

PLEASE NOTE: The Office of Academic Affairs will collect electronic signatures from the Chair, Dean, and Vice Chancellor for Academic Affairs after the form has been filled out and submitted to the Associate Vice Chancellor for Academic Programs with the rest of the program proposal.

Approved 4/3/26 by the Department of Communication Sciences & Disorders
Approved 4/28/26 by the College of Science

Purdue University Fort Wayne
Request for a New UG Minor

Proposed Title of Minor:
Minor in Communication Sciences and Disorders

College/School and Department Offering the Minor:
College of Science, Department of Communication Sciences and Disorders

Projected Date of Implementation:
Spring 2027

I. Brief Description of Minor: ***This may be published in the Catalog. A brief explanation of what the student will experience and/or learn; no more than 2-3 sentences.***

The minor in Communication Sciences and Disorders will provide students with a foundation in the science of human communication and communication disorders. Completion of the minor provides most of the required coursework needed to apply to graduate programs in speech-language pathology or audiology. Students interested in the minor who intend to pursue graduate school to become a speech-language pathologist or audiologist should consult with the Graduate Program Director in the Department of Communication Sciences and Disorders to learn more about the recommended undergraduate prerequisite courses that most graduate programs require.

II. Why is this minor needed? ***Rationale, including market research and/or survey results*****.**

Rationale
The minor in Communication Sciences and Disorders (CSD) is designed to increase undergraduate student exposure to and interest in the field while providing a structured, accessible pathway to graduate school in speech-language pathology for students outside the major. Communication is central to human interaction, learning, health, and social participation, yet many undergraduates remain unaware of communication sciences as a discipline or of speech-language pathology as a career option until late in their academic careers. A CSD minor allows students from a wide variety of majors to explore the scientific, social, and applied dimensions of human communication early enough to make informed academic and professional decisions.

The minor serves as an intentional recruitment and pipeline mechanism for our graduate program in speech-language pathology. Each year, we receive numerous inquiries about prerequisite coursework from prospective students at PFW and other Indiana universities. Without a minor, there is no structured path for PFW students to complete the required undergraduate coursework. By offering a minor that includes foundational coursework aligned with graduate-level expectations, this minor enables students from majors such as psychology, education, linguistics, health sciences, human services, and related disciplines

to obtain the academic preparation necessary for competitive graduate school applications. For students who discover an interest in speech-language pathology after selecting another major, the minor provides a feasible and transparent pathway into the profession without extending time to degree. It is important to note that the proposed minor includes all but two of the required courses for students to be eligible to apply to our graduate program. Rather than proposing a 25-credit minor (8 courses in total), which may prove challenging for students to complete along with their major and general education requirements, we have selected the most essential coursework. Importantly, our current admissions policies allow students to take the remaining 40000-level courses during the graduate program while still completing the degree in two years.

The minor also strengthens the graduate program by cultivating a well-prepared, internal applicant pool. Students who complete the minor will have established relationships with faculty, familiarity with disciplinary expectations, and foundational knowledge that supports success in graduate coursework. Over time, this pipeline can improve graduate enrollment stability, academic readiness, and program continuity while supporting institutional goals related to recruitment, student success, and workforce development in high-need communication and health professions.

Evidence of Labor Market Need

The minor is particularly relevant for careers that involve assisting, educating, advocating for, or collaborating with people in various settings such as speech-language clinics, schools, nursing homes, and assisted living facilities.

According to the Big Future Career Directory (see Career Directory: Healthcare and Human Services: Speech-Language Pathology Assistants), Speech-language pathology assistant (SLPA) positions are projected to grow 6% over the next five years, increasing from 112,326 jobs currently to 118,914. Schools continue to be the largest employer of SLPAs. Early intervention and pediatric outpatient clinics are expanding SLPA roles to address SLP shortages. Healthcare settings use SLPAs more selectively due to state scope of practice rules, but shortages of SLPs are increasing interest in SLPA-level support.

According to the U.S. Bureau of Labor Statistics (see Occupational Outlook Handbook: Field of Degree: Behavioral Disorder Counselors), employment of behavioral disorder counselors (aka behavior analysts or technicians) is projected to grow 17% from 2024 to 2034, much faster than the average for all occupations. About 48,300 openings for counselors are projected each year, on average, over the decade. A behavior analyst or technician is a healthcare paraprofessional who works directly with clients to implement treatment and behavior intervention plans. They work primarily with individuals diagnosed with autism or other developmental disabilities, helping them build essential communication, social, and daily living skills.

According to the U.S. Bureau of Labor Statistics (see Occupational Outlook Handbook: Field of Degree: Health Education Specialists), employment of health education specialists is projected to grow 4% from 2024 to 2034, about as fast as the average for all occupations. About 7,900 openings for health education specialists are projected each year, on average, over the decade. A health education specialist is a healthcare professional who develops

educational programs, and advocates for policies that promote well-being. They equip individuals with the knowledge and tools to prevent disease, manage chronic conditions, and navigate healthcare systems. They provide one-on-one guidance to patients regarding diagnoses, treatment options, and healthy lifestyle adjustments.

More locally, as of 2025, the job outlook for Speech-Language Pathology Assistants in Fort Wayne is highly favorable, mirroring the national trend of 15% to 21% employment growth. Local public and private schools are the largest employers of SLPAs in the Fort Wayne area. Outpatient rehabilitation clinics and home health agencies in Allen County frequently hire SLPAs to support licensed Speech-Language Pathologists with therapy plans and clinical documentation. The job outlook for Behavior Technicians in Fort Wayne is highly favorable. Driven by strong demand for autism care and behavioral health services, projected industry growth is currently between 12% and 22% over the next 10 years. The Fort Wayne job outlook for Health Education Specialists is stable, with regional growth mirroring the national projection of 4% over the next 10 years.

III. Prospective Curriculum: *Please create a plan of study for the degree. If new courses are being created, all course proposals must be completed in order to add to this block.*

A. Required Course: Credits 3

CSD 11500 Introduction To Communicative Disorders

B. Required Foundational Science Courses: Credits 16

CSD 30200 Acoustic Bases Of Speech And Hearing
CSD 30400 Anatomy And Physiology Of The Speech And Hearing Mechanism (4 cr.)
CSD 30600 Introduction To Phonetics
CSD 30900 Language Development
CSD 46000 Introduction To Assessment Audiology

IV. Credits required

The proposed minor requires completion of 19 credits (6 courses in total).

V. List all specific program completion requirements, including courses, minimum course GPA, minimum overall GPA, number of credits completed in residence, maximum time allowed from the completion of the first course, how many courses can be applied to another certificate or program of study.

The minor should be declared within the Department of Communication Sciences and Disorders. The minor requires the completion of 6 courses (19 total credits) with a grade of

C or higher for all courses required in the minor. At least 9 credits must be earned as resident credits at the 30000-level or above.

VI. Describe student population to be served and summarize the benefits to them, including focus and/or career relevance.

The minor in Communication Sciences and Disorders will be available to students who are enrolled in any baccalaureate program across campus. It will provide students with a foundation in the science of human communication and communication disorders. Completion of the minor will also provide most of the required coursework needed to apply to graduate programs in speech-language pathology or audiology.

A minor in Communication Sciences and Disorders builds transferable communication, analysis, and interpersonal skills that are valued across many professional fields, not just clinical practice. Students gain an evidence-based understanding of how communication works, how it can break down, and how environments, culture, and disability shape interaction. This knowledge is highly applicable in education, health-related services, human services, business, and public-facing professions. Employers consistently value strong communicators who can listen actively, explain complex information clearly, and work effectively with various populations, all of which are central competencies in communication sciences coursework.

The minor is particularly relevant for careers that involve assisting, educating, advocating for, or collaborating with people, such as special education support, disability services, and community outreach. It also complements fields like human resources, healthcare administration, and counseling-related roles, where understanding communication differences improves service quality, accessibility, and equity.

Additionally, the minor prepares students for future experiential and work-based learning by providing a clear academic lens that students can apply to internships, employment, research, and service learning, even in non-clinical roles. For students considering graduate study in speech-language pathology, audiology, education, or related fields, the minor offers relevant foundational knowledge. For others, it enhances employability by signaling strong communication skills and analytical thinking.

VII. How does this minor complement the institution, college, or departmental missions?

The minor emphasizes the developmental, biological, neurological, and physiological foundations of human communication**,** which aligns well with the college's commitment to fostering awareness of how science contributes to the understanding of human behavior, and to providing students with the analytical skills that will serve them broadly in their future careers and lives. By giving students the opportunity to apply this foundational knowledge to human communication disorders, the minor also supports the college mission of promoting scientific learning, discovery, and innovation to advance knowledge and address real-world problems. The minor supports pathways into clinical professions**,** research, and healthcare**,** reinforcing the department and college's role in training future

scientists and practitioners. Finally, it offers students a pathway into a high-demand profession, aligning with the department and college missions focused on professional preparation**.**

VIII. Describe any relationship to existing programs within the university.

The proposed minor includes several courses from the existing major in Communication Sciences and Disorders. While PFW currently offers minors in Communication Studies, Linguistics, and Psychology, the CSD minor is unique in that it focuses specifically on foundational knowledge of speech-language pathology and hearing sciences. This knowledge is not currently covered in other minors. In addition, it is designed to provide most of the prerequisite background coursework needed for graduate programs in speech-language pathology and audiology, which existing minors do not include.

IX. List and indicate the resources required to implement the proposed minor. Indicate sources (e.g., reallocations or any new resources such as personnel, library holdings, equipment, etc.).

The proposed minor will be offered by the Department of Communication Sciences and Disorders in the College of Science. The department currently consists of three tenured/tenure-track faculty members, five clinical faculty members, and an administrative assistant. In addition, there is an academic advisor shared equally with the Department of Criminal Justice. The department also benefits from the assistance of four regular limited term lecturers. The proposed minor can be administered with the resources currently available in the department.

X. Describe any innovative features of the program (e.g., involvement with local or regional agencies, or offices, cooperative efforts with other institutions).

The minor is innovative in that it is designed to provide the majority of the prerequisite background knowledge needed for graduate programs in speech-language pathology and audiology, providing a path for non-CSD majors to apply to our graduate program. It is also innovative in that it offers opportunities for students from majors such as psychology, education, linguistics, health sciences, and human services to obtain knowledge that is beneficial for future employment in healthcare fields.

Liaison Librarian Memo

Date: 3/16/26

From: Shannon Johnson, Director of Helmke Library

To: Dr. Terri Swim, Associate Vice Chancellor for Academic Programs

Re: Minor in Communication Sciences and Disorders

Describe availability of library resources to support proposed new program:

We have access to CINAHL and Pubmed as well the ASHA journals to support this program.

Comments:

I do not anticipate a significant need for new materials for the program at this time but will monitor requests for future evaluation. The only major concern I have is related to staffing. If this increases the number of students significantly it will put additional strain on the science librarian position and document delivery.

Liaison Librarian Signature

9/10/26

Date

Please email academic_program@pfw.edu with questions.