

Name of Institution: Francis Marion University

Name of Program (include concentrations, options, and tracks): Master of Speech Pathology

Program Designation

- Associate's Degree Master's Degree
 Bachelor's Degree: 4 Year Specialist
 Bachelor's Degree: 5 Year Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA)
 Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.)

Does the program qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes
 No

Proposed Date of Implementation August 2018

CIP Code 510203

Delivery Site(s) Main Campus

Delivery Mode

- Traditional/face-to-face*
*select if less than 50% online
- Distance Education
 100% online
 Blended (more than 50% online)
 Other distance education

Program Contact Information (name, title, telephone number, and email address)

Dr. Alissa Warters
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Institutional Approvals and Dates of Approval

Graduate Council	September 8, 2015
Faculty Senate	September 24, 2015
General Faculty	October 15, 2015
Provost Approval	October 16, 2015
President Approval	October 22, 2015
FMU Board of Trustees	November 5, 2015

Background Information

State the nature and purpose of the proposed program, including target audience and centrality to institutional mission. (1500 characters)

As result of requests from health care organizations and public school districts in the Pee Dee region of South Carolina, Francis Marion University began several years ago to explore the possibility of offering a Master's degree in Speech Pathology. Having determined that there is a shortage of qualified and licensed speech pathologists in South Carolina and especially in the northeastern region of the state, in the fall of 2013 an *ad hoc* committee examined more thoroughly the prospects for a Speech Pathology program. In December 2013, the committee recommended the establishment of a Master's in Speech Pathology program.

The Master of Speech Pathology program is consistent with South Carolina's statewide higher education plan, which emphasizes workforce development, especially in the field of healthcare occupations. The Speech Pathology program is also congruent with the mission of Francis Marion University to serve the people of the Pee Dee region and the state of South Carolina. The University offers professional degrees at the baccalaureate, master's, and specialist levels, and the Master of Speech Pathology will be one of the professional degrees that University offers at the master's level. In the field of professional graduate degrees in healthcare, Speech Pathology will join the Master of Science in Nursing-Family Nurse Practitioner, Master of Science in Nursing in-Nurse Educator, and Physician Assistant programs. It should also be noted that in October 2008, the South Carolina Commission on Higher Education approved the creation of the Pee Dee Health Education Partnership. The proposed Master's degree in Speech Pathology was included as a priority in the strategic plan adopted by the Partnership.

List the program objectives. (2000 characters)

An application for accreditation will be submitted by FMU to the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA) once the program has been approved by the South Carolina Committee on Higher Education (CHE). Graduates will be eligible for licensure by the Board of Examiners in Speech-Language Pathology and Audiology and by ASHA in the form of the Certificate of Clinical Competence, Speech-Language Pathology (CCC-SLP) after qualifying work experience. Graduates who wish to work in the school system will be eligible for certification by the South Carolina Board of Education after a qualifying internship.

The program will recruit qualified students, particularly from the Pee Dee Region and South Carolina in accordance with the University mission and produce graduates to enhance the provision of speech-language pathologist services in the Pee Dee region.

PROGRAM MISSION STATEMENT

The Francis Marion University Speech Pathology Program seeks to provide a comprehensive academic course of study combined with supervised clinical experiences in a variety of settings in order to prepare graduates who are ready to provide the highest quality services for persons with communication disorders.

Objectives

Students who graduate from the proposed program will demonstrate:

1. knowledge of human communication disorders (speech, language and hearing) across the lifespan
2. an understanding of different linguistic and cultural communication norms and disorders
3. the ability to assimilate academic material into evidence-based clinical practice
4. the ability to think critically and evaluate research relevant to the field of speech-language pathology
5. knowledge of current standards of practice in the speech-language pathology profession including policies and standards of ASHA and state licensing procedures

6. behavior in accordance with ethical standards of the profession in academic research and clinical environs
7. the ability to work with other professionals to benefit the care of individuals with communication disorders
8. knowledge of regulations and record keeping in a variety of clinical settings

Assessment of Need

Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable. (1500 characters)

According to the American Speech-Language-Hearing Association, the need for speech pathologists continues to increase for several reasons. These include: (1) Aging of the general population (2) Improved survival rates among infants and the elderly (3) Greater awareness of the importance of early identification and diagnosis of speech, language, and swallowing disorders in young children (4) Educational services—children with disabilities (5) Hospitals, clinics, and nursing care facilities increasingly provide treatment and services offered by speech pathologists. (6) Scope of practice—the scope of practice for Speech Pathologists continues to grow. (Katie Squires, “Addressing the Shortage of Speech Language Pathologists in School Settings,” *Journal of the American Academy of Special Education Professionals*, Winter 2013). Added to the current need is an expected increase in retirements throughout the coming years should create excellent job opportunities for speech-language pathologists.

The BLS Occupational Outlook Handbook project a growth of 21% in the number of speech-language pathologists from 2014 to 2024, much faster than the average of all occupations.

A survey of local school districts and medical facilities in the FMU feasibility study found vacancies at 15 of the 17 entities contacted. Respondents made comments such as “absolutely there is a need “ , “we have been looking for a speech pathologist for over a year now” and “there is a terrible shortage and we have difficulty recruiting for speech pathology”.

Thus the need for speech pathologists is increasing, but the supply of qualified and licensed speech pathologists is not keeping pace. The result is a nationwide shortage of speech pathologists, and an acute unmet need in South Carolina, the Pee Dee region and in other rural areas of the state.

Employment Opportunities

Is specific employment/workforce data available to support the proposed program?

Yes

No

If yes, complete the table and the component that follows the table on page 4. If no, complete the single narrative response component on page 5 beginning with “Provide supporting evidence.”

Employment Opportunities			
Occupation	Expected Number of Jobs	Employment Projection	Data Source
Speech Pathologist in FMU service area (2015-2025)	295	326 (plus 81 retiring)	Occupational Snapshot of Healthcare Practitioners and Technical Occupations in the FMU Service Area (NESA)
Speech Pathologist in SC to 2017	1,880	1,950	Projectionscentral.com
Speech Pathologists in US (2014-2024)	135,400	164,300	US Bureau of Labor Statistics, Employment Projections program

Provide additional information regarding anticipated employment opportunities for graduates. (1000 characters)

The North Eastern Strategic Alliance provided the above information in row 1. Currently there are 295 speech pathology positions in the FMU service area. NESA predicts this number will rise by 31 positions by 2025 and that 81 of currently employed speech pathologists will retire by 2025.

The FMU survey conducted in 2013 documented unfilled positions in 15 of 17 employers surveyed,

Indeed.com, an employment website, listed 778 speech pathology positions in South Carolina. (mid March)

SpeechPathology.com, an employment website, lists 165 vacancies in South Carolina, 23 of which were posted in the past 2 days. (mid March)

Monster.com lists 127 vacancies for speech pathologists in South Carolina. (mid March)

The current speech pathology programs at USC-Columbia and SCSU report 100% employment of graduates over the most recent 3 years reported (2012-2014).

Provide supporting evidence of anticipated employment opportunities for graduates, including a statement that clearly articulates what the program prepares graduates to do, any documented citations that suggests a correlation between this program and future employment, and other relevant information. Please cite specific resources, as appropriate. (3000 characters)

Note: Only complete this if the Employment Opportunities table and the section that follows the table on page 4 have not previously been completed.

Will the proposed program impact any existing degree programs and services at the institution (e.g., course offerings or enrollment)?

Yes

No

If yes, explain. (500 characters)

The 20 new students in the program each year will be new students to FMU and not students that might be in alternate programs.

There will be interaction between faculty and students in the other healthcare graduate programs - namely Nurse Practitioner, Physician Assistant and Clinical Psychology - to the benefit of all.

Faculty from the Department of Biology, Psychology and Sociology may be involved in teaching some classes in the speech pathology program.

This graduate program will offer opportunities for suitably qualified FMU graduates to further their education.

List of Similar Programs in South Carolina

Program Name	Institution	Similarities	Differences
Master of Speech Pathology	USC Columbia	Full-time 2-year program, similar curriculum following standards set by ASHA. Graduates undertake extra internship before graduation to be certified to work in SC schools.	Practicums of FMU students will take place in Pee Dee region with likelihood of employment within the region. There should be very little to no competition for practicum sites.
Master of Communication Disorder	USC Columbia		Part-time program offered through distance learning
Master of Arts in Speech Pathology and Audiology	SCSU	Full-time 2-year program, similar curriculum following standards set by ASHA.	Degree with thesis is offered as an alternative at SCSU. Practicums of FMU students will take place in Pee Dee region with likelihood of employment within the region. There should be very little to no competition for practicum sites.

Description of the Program

Projected Enrollment						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
Yr 1	20	300	20	300	20	180
Yr 2	40	540	40	540	20	180
Yr 3	40	540	40	540	20	180
Yr 4	40	540	40	540	20	180
Yr 5	40	540	40	540	20	180

Besides the general institutional admission requirements, are there any separate or additional admission requirements for the proposed program?

Yes

No

If yes, explain. (1000 characters)

All applications to the program must be submitted to the FMU Graduate Office. To complete the application a student must: ...

1. Provide a criminal background check.
2. Complete all prerequisites including the Pre-Professional Course sequence.

Prerequisite courses to be completed before matriculation:

1. At least 3 credits in Biological Sciences
2. At least 3 credits in Social/Behavioral Sciences
3. At least 3 credits in a Physical Science (preferably physics or chemistry)
4. 3 credits in statistics

For those who have an undergraduate degree in a field other than Communications Sciences and Disorders or equivalent, a post-baccalaureate sequence of courses must be completed before matriculation (ASHA requirement):

1. Anatomy and Physiology of the Speech and Hearing Mechanism (3 credits)
2. Language and Speech Development (3 credits)
3. Introduction to Speech and Language Disorders (3 credits)
4. Phonetics (3 credits)

Are there any special articulation agreements for the proposed program?

Yes

No

If yes, identify. (1000 characters)

No articulation agreements have been made, but all the 17 employees contacted in an FMU survey were willing to have students at their locations for clinical practicums. Due to the shortage of speech pathologists in the area and the need to recruit by local employers we see no issues in placing students in clinical practicums.

Curriculum

Select one of the following charts to complete: Curriculum by Year **or** Curriculum by Category

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Fall		Spring		Summer	
SP 531 School Age Language Disorders	3	SP 561 Dysphagia	3	SP 591 Motor Speech Disorders	3
SP 537 Speech and Hearing Science	3	SP 567 Research Methods I	3	SP 595 Medical Aspects of Speech-Language Pathology	3
SP 540 Communication Disorders in the Birth to Five Population	3	SP 570 Audiology and Aural Rehabilitation	3	SP 601 Advanced Clinical Practicum I	3
SP 545 Introduction to Multicultural Issues	1	SP 575 Adult Language Disorders	3		
SP 547 Neurology of Speech-Language and Hearing	3	SP 580 Clinical Practicum	2		
SP 550 Beginning Clinical Practicum	2	SP 581 Hearing Clinical Practicum	1		
Total Semester Hours	15	Total Semester Hours	15	Total Semester Hours	9
Year 2					
Fall		Spring		Summer	
SP 607 Augmentative/Alternative Communication	1	SP 621 Advanced Clinical Practicum III	9		
SP 610 Professional Issues and Ethics	1	SP 630 Research Methods II: Capstone Project	3		
SP 615 Voice Disorders	2				
SP 617 Fluency Disorders	2				
SP 620 Advanced Clinical Practicum II	6				
Total Semester Hours	12	Total Semester Hours	12	Total Semester Hours	

Total Credit Hours Required 63

Course Descriptions for New Courses

Course Name	Description
531 School Age Language Disorders	This course is an introduction to the nature, assessment, and treatment of speech and language disorders. The course will help prepare students for working with pediatric and adult populations with speech and language disorders.
537 Speech and Hearing Science	This course will provide a foundational understanding of the basic principles of acoustics, psychoacoustics, acoustics of voice and speech production.
540 Communication Disorders in the Birth to Five Population	This course explores communication disorders from infancy through the preschool period. Topics addressed include theoretical frameworks for the assessment and treatment of childhood language disorders, etiology and characteristics of language/communication disorders in infants and preschool children, and principles and methods of assessment and intervention.
545 Introduction to Multicultural Issues	This course focuses on the identification and treatment of speech and language differences in diverse populations. The course will explain terminology and concepts related to cultural and linguistic diversity and students will learn to evaluate how cultural variables impact service delivery and treatment options.
547 Neurology of Speech-Language and Hearing	This course provides an overview of neuroanatomy and neurophysiology with a concentration on neurological mechanisms related to speech, language and hearing. This course will increase knowledge of basic human communication and swallowing processes, including basic biological and neurological structure and function.
550 Beginning Clinical Practicum	This course provides clinical practice in the diagnosis and treatment of communication disorders. Clinical work is accompanied by regular group and individual meetings with clinical staff. Clinical hours are accumulated under direct supervision. Acceptable clinical hours may be applied toward ASHA certification.
561 Dysphagia	This course examines the anatomical bases of normal and disordered swallowing in children and adults. The course will prepare students to access and diagnose swallowing disorders across the lifespan.
567 Research Methods I	This course is an introduction to research procedures in the study of communication sciences and disorders with an emphasis on Evidence-Based Practice. The course is designed to increase knowledge of principles of basic and applied research and research design, improve ability to access sources of research information, and increase ability to relate research to clinical practice.
570 Audiology and Aural Rehabilitation	This course is an introduction to the theory and techniques of pediatric and adult audiology and the habilitation and rehabilitation of hearing differences across the lifespan.
575 Adult Language Disorders	This course introduces students to the prevention, assessment, and treatment of cognitive-linguistic disorders of communication resulting from stroke, dementia, and traumatic brain injury.
580 Clinical Practicum	This course continues the practice of diagnosis and treatment of communication disorders. Clinical work is accompanied by regular group and individual meetings with clinical staff. Clinical hours are accumulated under direct supervision. Acceptable clinical hours may be applied toward ASHA certification.

Course Name	Description
581 Hearing Clinical Practicum	This course provides students with the opportunity to conduct hearing screenings for children and adults under the supervision of an audiologist or speech-language pathologist, following protocols established by the American Speech, Language and Hearing Association.
591 Motor Speech Disorders	This course provides an examination of the neurological basis, assessment, and treatment of dysarthria and apraxia. Students will be introduced to the appropriate procedures for evaluation and intervention of children and adults with motor speech disorders.
595 Medical Aspects of Speech-Language Pathology	This course will provide students in medical field placements with knowledge regarding service delivery models, reimbursement issues, documentation requirements, assessment approaches, goal setting, interdisciplinary team approaches, prioritizing treatment concerns and discharge planning. Case study presentations and discussion will be generated from students' field placement experiences.
601 Advanced Clinical Practicum I	This course provides guided clinical observations and experiences under the supervision of an ASHA Certified Speech-Language Pathologist. This course will help prepare students for working with clients, patients, and students with communication and/or swallowing disorders. Acceptable clinical hours may be applied toward ASHA certification.
607 Augmentative/Alternative Communication	This course provides fundamental knowledge of the principles and functions of augmentative and alternative communication. The course will provide students with the skills needed to assess the needs of differing populations and determine the best treatment strategies.
610 Professional Issues and Ethics	This course will introduce students to issues related to employment settings, job exploration/preparation, credentialing, trends in service delivery, ethics, legal considerations, and professional advocacy in the profession of speech therapy.
615 Voice Disorders	This course provides a foundational understanding of the anatomical and physiological bases of voice production. Emphasis is placed on diagnosis and therapy for phonatory disorders in children and adults.
617 Fluency Disorders	This course explores the theoretical and diagnostic approaches to the modification of stuttering behavior. Students will learn to identify normal and abnormal anatomy as it relates to speech production and will learn to assess and diagnose fluency of speech across the lifespan.
620 Advanced Clinical Practicum II	This course provides guided clinical observations and experiences under the supervision of an ASHA Certified Speech-Language Pathologist. This course will help prepare students for working with clients, patients, and students with communication and/or swallowing disorders. Acceptable clinical hours may be applied toward ASHA certification.
621 Advanced Clinical Practicum III	This course provides guided clinical observations and experiences under the supervision of an ASHA Certified Speech-Language Pathologist. This course will help prepare students for working with clients, patients, and students with communication and/or swallowing disorders. Acceptable clinical hours may be applied toward ASHA certification.
630 Research Methods II: Capstone Project	This course will increase knowledge of applied research and research design, data collection, analysis and presentation of results.

Faculty

Faculty and Administrative Personnel				
Rank	Full- or Part-time	Courses Taught or To be Taught, Including Term, Course Number & Title, Credit Hours	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Comments (i.e., explain role and/or changes in assignment)
Director and Assoc. Professor *	FT	SP 537 Speech and Hearing Science, Fall (3) SP 561 Dysphagia, Spring (3)	D. Speech Pathology or equivalent, TBA	Certificate of Clinical Competence, Speech-Language Pathology (CCC-SLP)
Clinical Coordinator and Assistant Professor*	FT	SP 550 Beginning Clinical Practicum Fall (2) SP 620 Advanced Clinical Practicum, Fall (6) SP 580 Clinical Practicum, Spring (2) SP 581 Hearing Clinical Practicum Spring (1) SP Advanced Clinical Practicum, Spring (9) SP 601 Advanced Clinical Practicum I, Summer (3)	D. Speech Pathology or equivalent, TBA	Certificate of Clinical Competence, Speech-Language Pathology (CCC-SLP)
Assistant Professor*	FT	SP 531 School Age Language Disorders, Fall (3) SP 540 Communication Disorders in the Birth to Five Population, Fall (3) SP 607 Augmentative/ Alternative Communication, Fall (1) SP 615 Voice Disorders, Fall (2) SP 567 Research Methods I, Spring (3) SP 575 Adult Language	D. Speech Pathology or equivalent, TBA	Certificate of Clinical Competence, Speech-Language Pathology (CCC-SLP)

		Disorders Spring (3) SP 630 Research Methods II Capstone Project, Spring (3)		
Assistant Professor	PT	SP 547 Neurology of Speech-Language and Hearing, Fall (3)	D. Speech Pathology or equivalent, TBA or Ph.D. in Neuroscience, Physiology or similar area	
Assistant Professor	PT	SP 545 Introduction to Multicultural Issues, Fall (1)	Ph.D. in Sociology or similar area	
Assistant Professor*	PT	SP 610 Professional Issues and Ethics, Fall (1) SP 617 Fluency Disorders Fall (2) SP 595 Medical Aspects of Speech-Language Pathology, Summer (3)	Minimum, Masters in Speech Pathology or equivalent	Certificate of Clinical Competence, Speech-Language Pathology (CCC-SLP)
Assistant Professor*		SP Audiology and Aural Rehabilitation, Spring (3)	Minimum, Masters in Audiology or equivalent	Certificate of Clinical Competence, Audiology (CCC-A)

Note: Individuals should be listed with program supervisor positions listed first. Identify any new faculty with an asterisk next to their rank.

Total FTE needed to support the proposed program (i.e., the total FTE devoted just to the new program for all faculty, staff, and program administrators):

Faculty	Staff	Administration
2.5	1	1

Faculty /Administrative Personnel Changes

Provide a brief explanation of any additional institutional changes in faculty and/or administrative assignment that may result from implementing the proposed program. (1000 characters)

The program will have a full-time director, a full-time clinical coordinator and one other full-time faculty member. All of the foregoing will be certified clinical speech pathologists.

Some classes in neurology and ethics may be taught by non-clinical Ph.Ds from other departments of the university. In the second year and continuing after the first year, part-time instructors drawn from local practicing clinicians will be used to teach some courses

Library and Learning Resources

Identify current library/learning collections, resources, and services necessary to support the proposed program and any additional library resources needed. (1000 characters)

The 77,000 square feet James A. Rogers Library seats 475 and is open 85.5 hours per week. The library houses a collection of over 407,000 print volumes, 583 print subscriptions, 377,000 volumes of microforms, and 142 electronic databases to access information from almost anywhere. In addition, the library provides electronic access to over 340,000 accessible e-books and 34,499 accessible e-journals.

Currently we have online access to the following journals.

American Journal of Speech-Language Pathology
American Journal of Audiology
Brain and Language
Journal of Speech, Language, and Hearing Research
Language, Speech and Hearing Services in Schools

We also have a selection of electronic books in this subject area and access to databases including Medline and Science Direct.

Through PASCAL partnerships, the Rogers Library provides access to an extensive collection of electronic resources.

New

ComDisDome is an indexing and abstracting tool covering the communications disorders literature, with focus on speech-language pathology and audiology.

Student Support Services

Identify academic support services needed for the proposed program and any additional estimated costs associated with these services. (500 characters)

Student academic services include the Academic Computing Center, the James A. Rogers Library, the All Campus Tutoring Center and the Writing Center.

Other student services include the Office of Counseling and Testing and the Student Health Center. Recreational services include access to the gymnasium, racket ball courts, volleyball courts, weight rooms, outdoor and indoor swimming pools, participation in intramural sports and free entry to all university athletic events.

All current student services will be available to the speech pathology students.

Physical Resources

Identify any new instructional equipment needed for the proposed program. (500 characters)

Audiometers

Calipso Software for clinical records

Standardized tests

Anatomical models

Visi-Pitch computerized speech lab

Will any extraordinary physical facilities be needed to support the proposed program?

Yes

No

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements, including new facilities or modifications to existing facilities. (1000 characters)

No new facilities will be needed for this program. Classroom and faculty office space is available in the new Carter Center for Health Sciences, the Lee Nursing Building and the Richardson Center for the Child. The Center for Health Sciences and the Center for the Child have interview rooms that can be used for objective structured clinical exams (OSCEs). These rooms are equipped with video and audio recording systems to allow later viewing of experiences by teachers and students. Other classrooms and flexible lab spaces are available for teaching and practicing client interactions and technical skills.

Financial Support

Estimated New Costs by Year						
Category	1st	2nd	3rd	4th	5th	Total
Program Administration	129,200	131,784	134,420	137,108	139,850	672,362
Faculty and Staff Salaries	312,800	319,056	325,437	331,946	338,585	1,627,824
Graduate Assistants						
Equipment	100,000	20,000	0	0	20,000	140,000
Facilities	300,000	300,000	300,000	300,000	300,000	1,500,000
Supplies and Materials	50,000	60,000	60,000	62,000	62,000	294,000
Library Resources	4,000	4,080	4,162	4,245	4,330	20,817
Other*						
Total	896,000	834,920	824,019	835,299	864,765	4,255,003
Sources of Financing						
Category	1st	2nd	3rd	4th	5th	Total
Tuition Funding	456,000	785,522	801,232	817,257	833,602	3,693,613
Program-Specific Fees						
State Funding (i.e., Special State Appropriation)*	500,000	500,000	500,000	500,000	500,000	2,500,000
Reallocation of Existing Funds*						
Federal Funding*						
Other Funding*						
Total	956,000	1,285,522	1,301,232	1,317,257	1,333,602	6,193,613
Net Total (i.e., Sources of Financing Minus Estimated New Costs)	60,000	450,602	477,213	481,958	468,837	1,938,610

*Provide an explanation for these costs and sources of financing in the budget justification.

Budget Justification

Provide a brief explanation for the other new costs and any special sources of financing (state funding, reallocation of existing funds, federal funding, or other funding) identified in the Financial Support table. (1000 characters)

Note: Institutions need to complete this budget justification *only* if any other new costs, state funding, reallocation of existing funds, federal funding, or other funding are included in the Financial Support table.

Assumptions: 2% annual increase in salaries and tuition, 36% fringes.

Francis Marion University has requested \$500,000 recurring funds from the General Assembly to support the Speech Pathology program.

Evaluation and Assessment

Programmatic Assessment: Provide an outline of how the proposed program will be evaluated, including any plans to track employment. Identify assessment tools or software used in the evaluation. Explain how assessment data will be used. (3000 characters)

The Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA) has accreditation standards which include evaluation and assessment.

Specifically:

- 4.1 The program conducts ongoing and systematic formative and summative assessment of the performance of its current students.

This may include both written answer and multiple choice quizzes and tests, research papers, class presentations and demonstrations.

- 4.2 The program documents student progress toward completion of the graduate degree and professional credentialing requirements and makes this information available to assist students in qualifying for certification and licensure.

Each student's progress is evaluated midway through the semester and at the end of the semester to ensure that the student is making adequate progress. Midterm and final semester conferences keep students informed of progress toward graduation. All academic records are maintained by the university Registrar.

- 4.3 The program conducts regular and ongoing assessments of program effectiveness and uses the results for continuous improvement.

ASHA requires data to be collected from multiple sources e.g. students, alumni, faculty employers, preceptors and the community. In addition, the following data must be gathered and published on the program's website: program completion rate, pass rate for the Praxis examination and employment rate of graduates. Employment data will be gathered through survey at graduation and 12 months after graduation.

- 4.4 The program regularly evaluates all faculty members and faculty uses the results for continuous improvement.

All FMU faculty complete an annual report that is evaluated by their supervisor who then offers a written critique followed by the opportunity for a discussion.

All classes are evaluated by students and data is collected anonymously and reported to the faculty member and the program coordinator and Dean.

Student Learning Assessment

Expected Student Learning Outcomes	Methods of/Criteria for Assessment
The student will demonstrate knowledge of human communication disorders (speech, language, hearing, and swallowing) across the lifespan	Successful completion of all academic courses as noted on transcript and CALIPSO reports. Formative and summative assessment in classrooms, skills labs and clinical settings to ensure sufficient mastery of subjects. Benchmarks will be established and refined in subsequent years. CALIPSO software provides a means for assessing the attainment of ASHA standards for Knowledge and Skills as well as providing a record of student/client interaction to ensure sufficient clinical interaction across the lifespan.
The student will demonstrate an understanding of different linguistic and cultural communication norms and disorders	Successful completion of all academic courses as noted on transcript and CALIPSO. Formative and summative assessment in classrooms, skills labs and clinical settings to ensure sufficient mastery of subjects. Benchmarks will be established and refined in subsequent years. CALIPSO software provides a record of student/client interaction to ensure sufficient coverage of norms and disorders.
The student will demonstrate the ability to assimilate academic material into evidence-based clinical practice	Successful completion of all clinical internships as noted on transcript and CALIPSO. Formative and summative assessment in classrooms, skills labs and clinical settings to ensure sufficient mastery of subjects and assimilation into clinical practice. Benchmarks will be established and refined in subsequent years. CALIPSO software provides a record of student/client interaction to ensure sufficient breadth of exposure.
The students will demonstrate the ability to think critically and evaluate research relevant to the field of speech-language pathology	Successful completion of all academic courses as noted on transcript. Formative and summative assessment in classrooms, skills labs and clinical settings to ensure assimilation of relevant research into clinical practice. Benchmarks will be established and refined in subsequent years.
The student will demonstrate knowledge of current standards of practice in the speech-language pathology profession including policies and standards of ASHA and state licensing procedures and will act in an ethical manner in all clinical settings.	Successful completion of SP 610 Professional Issues and Ethics which will include formative and summative assessment tools and positive feedback from clinical supervisors.

Will the proposed program seek program-specific accreditation?

Yes

No

If yes, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

FMU will seek accreditation from the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA).

Application for review no later than February 2017 followed by review and readiness decision by CAA.

Formal application no later than August 2017 followed by site visit and candidacy decision.

Program starts August 2018.

Will the proposed program lead to licensure or certification?

Yes

No

If yes, explain how the program will prepare students for licensure or certification. (500 characters)

Graduates of the program (ASHA accredited) will be well prepared for the Praxis examination in Speech-Language Pathology. Successful completion of Praxis, along with supervised work experience, is necessary for full licensure by the SC Department of Labor, Licensing and Regulation, the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) by ASHA, and certification by the SC Department of Education.

Teacher or School Professional Preparation Programs

Is the proposed program a teacher or school professional preparation program?

Yes

No

If yes, complete the following components.

Area of Certification

Please attach a document addressing the South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards.

McLeod Health

The Choice for Medical Excellence

March 3, 2016

Peter King, Ph.D.
Associate Provost and Professor of Biology
Francis Marion University
Post Office Box 100547
Florence, SC 29502

Dear Dr. King,

McLeod Regional Medical Center serves as the tertiary health care provider for a twelve (12) county area across Northeastern and coastal areas of South Carolina. As the Medical Center continues to grow, our need for health care professionals also increases.

We are encouraged to learn of Francis Marion University's intention to develop a Master of Speech Pathology program. There is a growing need for Speech Pathology services as our Stroke Center expands, the Trauma Program continues and our Children's services continue to serve the region.

We are happy to endorse your request to the South Carolina Commission on Higher Education to approve Speech Pathology at Francis Marion University.

Sincerely,



Marie Segars Saleeby
Senior Vice President/Administrator
McLeod Regional Medical Center

MSS/sm

555 East Cheves Street • P.O. Box 100551 • Florence, SC 29502-0551 • Phone (843) 777-2000 • www.mcleodhealth.org

*McLeod Regional Medical Center • McLeod Darlington • McLeod Dillon • McLeod Loris • McLeod Seacoast • McLeod Health Cheraw
McLeod Behavioral Health Services • McLeod Physician Associates • McLeod Family Medicine Center*

CAROLINAS HOSPITAL SYSTEM

Outpatient Rehabilitation Center



March 16, 2016

Dr. Richard Chapman, Provost
Francis Marion University
PO Box 100547
Florence, SC 29502

Dear Dr. Chapman:

This is a letter of support for the new Master of Speech Pathology program to be offered by Francis Marion University (FMU). As you know, Carolinas Hospital System has served as a clinical site for FMU's nursing, nurse practitioner, undergraduate pre-medical students, as well as physician assistant students. We are excited to see the school expand its medical curriculum to include speech language pathology students. These practitioners are essential in meeting the increasing medical needs of the Pee Dee Region. Recruitment of Speech Language Pathologists has been challenging throughout the years. We hope to retain some of the students who complete this program in the Pee Dee to serve the needs of our growing population. The addition of this program will provide a valuable resource for our community.

I endorse the proposed program in Speech Pathology and the contribution to workforce development in the Pee Dee region. I clearly join with Francis Marion University in recommending approval for this program.

Sincerely,

A handwritten signature in cursive script, reading "Roxie J. Smallwood".

Roxie J. Smallwood
Director of Rehabilitation Services

March 2, 2016

To Whom It May Concern:

Please accept this letter of recommendation from HealthSouth Rehabilitation Hospital of Florence in regards to the Master of Speech Pathology program that is being proposed by Francis Marion University. We acknowledge that our state has a need for this program as evidenced by the number of job openings in the state of SC for Speech Language Pathologists. (A quick internet search produced one website with 547 full time Speech Language Pathology job openings in SC.) The Bureau of Labor and Statistics projects a 21% growth rate for jobs between 2014 and 2024, a rate that exceeds the average for all other occupations.

The addition of a Master of Speech Pathology Program at Francis Marion University will not only help the state to make headway towards filling the vast need for Speech Pathology services in SC, but will also allow the experienced therapists in our area to provide clinical education opportunities for the Speech Pathology students at Francis Marion University. This program will only strengthen the interdisciplinary team approach of the existing medical system and broaden the scope of services available to the residents of South Carolina.

Thank you for your consideration of Francis Marion University's Master of Speech Pathology Program.

Sincerely,



Jill Strawn, PT

Chief Executive Officer

HealthSouth Rehabilitation Hospital of Florence, SC



www.hope-health.org

March 2, 2016

Dr. Richard Chapman, Provost
Francis Marion University
PO Box 100547
Florence, SC 29502

Dear Dr. Chapman,

I wanted to offer this letter of support for Francis Marion University's (FMU) new Master of Speech Pathology program. As one of the larger healthcare providers in the Pee Dee region, HopeHealth has greatly benefited from our relationship with Francis Marion through its nursing program. We partner with FMU to provide nursing rotations for their undergraduate nursing students.

We continue to expand our own services to better meet the needs of our patients not only here in Florence, but also in Clarendon and Williamsburg counties. In the past two years, we have added chiropractic care, pain management, massage therapy and behavioral health counseling.

As a healthcare employer, I can see the potential benefit of having a program to train speech pathology in our local community and a possible partnership to offer speech therapy to our patients. If you have any questions or should you want to speak to me in person, I can be reached at 843-656-0341.

Sincerely,

Ken Burgess
Chief Performance Officer
HopeHealth, Inc



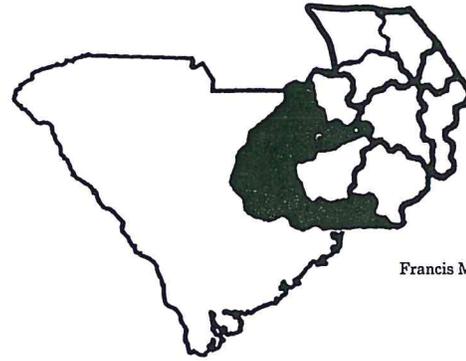
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Orangeburg
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MEMO

To: Commission on Higher Education
From: *AR* Rick Reames, Executive Director, Pee Dee Education Center
Subject: Proposed Masters of Speech Pathology at Francis Marion University
Date: February 29, 2016

For approximately forty five years, I have worked in education in the Pee Dee area of South Carolina. For the vast majority of those years, I was head of the Special Education Department for Florence School District One and I have firsthand knowledge of the difficulty school districts have in finding, attracting, and retaining qualified speech pathologists. We recruited extensively and still were unable to find a sufficient number of candidates to meet our needs.

I now work with all of the sixteen school districts in the Pee Dee area and know that this situation has not improved; in fact it is more dire than before. We simply do not have enough qualified speech pathologists in our area.

I and my member school district strongly support the initiative by Francis Marion University to begin a program to train Master's Degree Speech Pathologists. Every one of those graduates will be able to find employment even before they have finished their program. We encourage you to approve this proposal from FMU.

If you have any questions, please call me at 843-661-1816.