

**New Program Proposal
 Master of Science in Speech-Language Pathology
 Medical University of South Carolina**

Summary

Medical University of South Carolina (MUSC) requests approval to offer the program leading to the Master of Science in Speech-Language Pathology in Fall 2021. The proposed program is to be offered through traditional delivery. The following chart outlines the stages of approval for the proposal. The Advisory Committee on Academic Programs (ACAP) voted to recommend approval of the proposal. The full program proposal and support documents are attached.

Stages of Consideration	Date	Comments
Program Proposal Received	7/29/19	Not Applicable.
Staff comments to the institution	8/26/19	Staff requested revision of the proposal to include: <ul style="list-style-type: none"> • the correct CIP Code • sources of projected employment • clarification about the projected enrollment • clarification about budget justification
Program Proposal Resubmitted	8/29/19	Not Applicable.
ACAP Consideration	9/12/19	<p>Representatives from MUSC introduced the proposed Master of Science in Speech-Language Pathology program, explaining it was designed to guide students in developing the knowledge and skills to be successful speech-language pathologists (SLPs) with a focus on medical settings. The program will prepare SLPs to treat complex medically-based communication and swallowing disorders. MUSC resources including the new facility of the Children’s hospital, the College of Health Professions, the College of Medicine and MUSC Health are primed for the specialized speech-language pathologists trained in the state through providing an integrated clinical educational experience in medical settings to optimize student learning. In addition, MUSC representatives cited the need to create a career pathway for the undergraduate students with degrees in Communication Sciences and Disorders because one must obtain a graduate degree from an accredited institution in order to become a SLP. Furthermore, MUSC representatives addressed the urgent need to provide medical care to patients within the state.</p> <p>Members of the Advisory Committee on Academic Programs (ACAP) discussed the proposed program, including potential duplication. MUSC representatives remarked that the proposed program’s focus is to train SLPs to work at medical settings. However, graduates will be also well prepared to work at</p>

		<p>educational settings. ACAP members inquired about the total number of credit hours needed for a doctoral degree in the same field. MUSC representatives addressed 90 hours beyond a baccalaureate degree is required for a doctorate degree and they might plan to offer a doctoral degree program in SLP to meet the needs in the nation and the state in the future.</p> <p>Staff commended MUSC representatives for thorough and clear information and encouraged updates to the proposal to include comments provided during consideration.</p> <p>After remaining inquiry and discussion about the workforce need, by majority ACAP voted to recommend approval of the program proposal (USC Columbia opposed).</p>
Revised Program Proposal Received	10/2/19	The revised proposal satisfactorily included comments provided during ACAP consideration.

Recommendation

The staff recommends the Committee on Academic Affairs and Licensing favorably commend to the Commission program leading to the Master of Science in Speech-Language Pathology in Fall 2021.

Medical University of South Carolina Graduate Student and Program Data

Graduate In-State/Out-of-State Enrollment, Fall 2018	1,764 (67.46%) / 851 (32.54%)
Number of Approved Programs in 10 Yrs. (FY 2009- 2018)	18
Number of Terminated Programs in 10 Yrs. (FY 2009- 2018)	10

Industry related Occupational Wages and Projections in South Carolina, 2016 – 2026*

Occupational Field¹	2016 Median Income²	2016 Estimated Employment³	2026 Projected Employment	Total 2016-2026 Employment Change	2016-2026 Annual Avg. Percent Change	Total Percent Change
Healthcare Practitioners and Technical	\$56,870	124,135	145,742	21,607	1.62%	17.41%

¹ “Occupational Field” represents the closest related occupation category that includes the occupations aligned with the program proposal.

² SC Department of Employment & Workforce (DEW), Labor Market Information. (2018). Occupational Employment and Wage Rates (OES) for All Major Groups in South Carolina in 2016 [Data file]. Retrieved from <https://jobs.scworks.org/vosnet/lmi/default.aspx?pu=1>

³ SC Department of Employment & Workforce (DEW), Labor Market Information. (2018). Occupational Projections (Long-term) for Multiple Occupations in South Carolina in 2016-2026 [Data file]. Retrieved from <https://jobs.scworks.org/vosnet/lmi/default.aspx?pu=1>

* Data downloaded October 8, 2018; Most recent data available.

CAAL

11/06/2019

Agenda Item 3g

Name of Institution:

Medical University of South Carolina

NEW PROGRAM PROPOSAL FORM

Name of Program (include degree designation and all concentrations, options, or tracks):

Master of Science in Speech-Language Pathology (MS)

Program Designation:

- | | |
|---|--|
| <input type="checkbox"/> Associate's Degree | <input checked="" type="checkbox"/> Master's Degree |
| <input type="checkbox"/> Bachelor's Degree: 4 Year | <input type="checkbox"/> Specialist |
| <input type="checkbox"/> Bachelor's Degree: 5 Year | <input type="checkbox"/> Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA) |
| <input type="checkbox"/> Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.) | |

Consider the program for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes
 No

Proposed Date of Implementation: Fall 2021

CIP Code: 51.0203

Delivery Site(s):

Delivery Mode:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Traditional/face-to-face
*select if less than 25% online | <input type="checkbox"/> Distance Education |
| | <input type="checkbox"/> 100% online |
| | <input type="checkbox"/> Blended/hybrid (50% or more online) |
| | <input type="checkbox"/> Blended/hybrid (25-49% online) |
| | <input type="checkbox"/> Other distance education (explain if selected) |

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

Heather Shaw Bonilha Ph.D., CCC-SLP
Medical Director, Speech-Language Pathology
Evelyn Trammell Institute for Voice and Swallowing
Associate Professor, Dept of Health Sciences &
Research, College of Health Professions
Medical University of South Carolina
Office Phone: 843-792-2527
Email: bonilhah@musc.edu

Institutional Approvals and Dates of Approval (include department through Provost/Chief Academic Officer, President, and Board of Trustees approval):

CHP Leadership Council: April 18, 2019 - Approved
Education Advisory Committee: June 4, 2019 - Approved
Provost's Council: June 17, 2019 - Approved
Board of Trustees: August 8, 2019 - Approved

Background Information

State the nature and purpose of the proposed program, including target audience, centrality to institutional mission, and relation to the strategic plan.

The College of Health Professions (CHP) at the Medical University of South Carolina (MUSC) proposes to offer an 82-credit hour, six semester Master of Science in Speech-Language Pathology program in a traditional format. The curriculum of the Master of Science in Speech-Language Pathology program has been carefully crafted to guide students in developing the knowledge and skills to be a successful speech-language pathologist (SLP) with a focus on the medical setting. The curriculum complements the natural progression of student learning across the program and during each semester. The flow of course programming has been specified to focus on the disorders most commonly treated in medical speech-language pathology so that students can acquire that knowledge early in the program and have the remainder of the program to advance their knowledge and hone their clinical skills via their clinical rotations. By the completion of the first year, students will have had courses in the major disorders they will be responsible for and the remainder of the program will focus on specialized areas, research and further developing their clinical skills.

This program will prepare SLPs to treat complex medically-based communication and swallowing disorders. According to an independent report prepared for MUSC by Wiley Education Services (<https://edservices.wiley.com/>), over 1/3rd of states in the United States have a high demand for SLPs. South Carolina is one of those states. Specifically, 35% of SLPs surveyed reported open jobs and 26% had funded unfilled positions in their health-care organization. According to the American Speech-Language-Hearing Association, approximately 50% of SLPs work in healthcare (hospitals, skilled nursing facilities, long-term care, home health) indicating a clear need for a program with medical-emphasis.

Our resources at MUSC, including College of Health Professions, College of Medicine and MUSC Health, are primed for the specialty education of speech-language pathologists trained in our state. The National Institutes of Health recognize the importance of expertise in communication and swallowing rehabilitation, yet these critical components of health and quality of life are current gaps in CHP's training and academic rehabilitation mission. The strong interprofessional nature of the college and university would be bolstered and the addition of the SLP program and would complete the rehabilitation triad of occupational therapy/physical therapy/SLP. This program is consistent with the mission of MUSC, "to preserve and optimize human life in South Carolina and beyond." It aligns with the College of Health Professions vision, "to improve the health of populations by developing and inspiring health scientists and leader." The addition of a SLP program also aligns with one of the CHP's strategic initiatives, "to integrate more closely with MUSC Health."

Assessment of Need

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

In 2017, 10,655 undergraduate degrees were granted in Communication Sciences and Disorders. These students competed for the 8,500 openings in graduate degree programs (submitting a total of 64,000 applications). To work as a Speech-Language Pathologist one must attain a graduate degree from an accredited program, pass a professional exam and complete a Clinical Fellowship Year. Thus, 20% of students

graduating each year with an undergraduate degree (10,655-8,500) cannot enter graduate school and are essentially unable to use their undergraduate degree. This gap between the number of undergraduate degrees granted and admissions to graduate degree programs has been a long-term problem causing a backlog of students attempting to enter the graduate programs each year (many applying for several years in a row prior to gaining admittance). Source for student numbers: Council of Academic Programs in Communication Sciences and Disorders & American Speech-Language-Hearing Association. (2018). *Communication sciences and disorders (CSD) education survey national aggregate data report: 2016–2017 academic year*. Retrieved from www.capcsd.org and www.asha.org.

MUSC, as an academic medical center, is well-positioned to be a leader in training medical speech- language pathologist in the Southeast. We will offer unique, integrated clinical educational experiences in medical settings to optimize student learning and thoroughly prepare them to be competitive for their Clinical Fellowship Year and future career.

Employment Opportunities

Occupation	State		National		Data Type and Source
	Expected Number of Jobs	Employment Projection	Expected Number of Jobs	Employment Projection	
Speech Language Pathology	1,510	1,800 19.2% increase 2016-2026	145,100	171,000 17.8% increase 2016-2026	Bureau of Labor Statistics https://projectionscentral.com/Projections/LongTerm

Supporting Evidence of Anticipated Employment Opportunities

Provide supporting evidence of anticipated employment opportunities for graduates.

According to the BLS, the national employment rate of SLPs is expected to grow *much faster than average* through the year 2026. An additional 25,400 SLPs will be needed to fill the demand between 2016 and 2026—an 18% increase in job openings. Speech-language pathologist is among 20 occupations requiring a graduate degree that the BLS estimates will add more new jobs from 2016 to 2026 than other occupations with similar educational requirements. SLP ranks 11th on the list. Sources: Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Speech-Language Pathologists, on the Internet at <https://www.bls.gov/ooh/healthcare/speech-language-pathologists.htm> (visited July 31, 2019); ASHA - Supply and Demand Resource List for Speech-Language Pathology (2018) <https://www.asha.org/uploadedFiles/Supply-Demand-SLP.pdf>

We anticipate that the graduates from our program would be highly marketable with medical knowledge, experience, and significant hospital training that are not common among their peers (trachs & vents, HNC, voice disorders, pediatric/NICU etc.). At MUSC, we have 35-40 SLPs on staff and hire 4 to 5 new SLPs per year on average, but roughly 50% of the new recruits are hired from out of state due to lack of sufficient medical training in SLP. This data is indicative of hiring practices at other medical sites in SC. Information shared verbally by clinical SLPs who have treated patients in Charlotte

NC, Augusta GA, Charleston SC and Columbia SC, indicates that SC citizens are often sent out of state for treatment due to lack of medically-trained SLPs near their homes. Furthermore, while we hope and anticipate that many of our students will want to stay in SC after graduation, should they choose to move out of state there is a national need for SLPs.

Description of the Program

Projected Enrollment			
Year	Spring Headcount	Summer Headcount	Fall Headcount
2021	0	0	40
2022	40	40	80
2023	80	80	80
2024	80	80	80
2025	80	80	80

Explain how the enrollment projections were calculated.

The enrollment projections are based on a market analysis of our targeted audience of graduates from southeastern, post-secondary schools in the US offering bachelor's degree programs in the areas of speech-language pathology and communication science and disorders. The 46 schools in this region produced more than 1,600 graduates in the 2016-2017 academic year. In consultation with the college marketing director, it was determined that marketing efforts can yield anywhere from a 5%-20% yield of applicants who will enroll based on program demand and based on marketing research. The average conversion rate listed for Education and Healthcare in one report is listed at 8%

<https://www.marketingsherpa.com/article/chart/average-website-conversion-rates-by>. A very conservative percent of 2.5% was selected which would yield a class size of 40 applicants, an appropriate size for our institution and resources.

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

Yes

No

1. Transcripts from all colleges/universities attended
2. Minimum of a 300 combined verbal and quantitative score and 3.5 score on analytical writing on the Graduate Record Examination (GRE)
3. Completed prerequisite courses taken form
4. Minimum of a 3.0 Grade Point Average (GPA) on a 4.0 scale
5. One-page Statement of Interest in the Program/Profession
6. Resume

Curriculum

New Courses

SLP XXX: Professional Issues: Ethical Considerations 1 cr.

In Professional Issues: Ethical Considerations, students will study professional, medical and clinical ethics, providing opportunities for reflection and discussion of common situations encountered by Speech-Language Pathologists.

SLP XXX: Clinical Rotation 1 1 cr.

In Clinical Rotation 1, students will begin their supervised clinical training.

SLP XXX: Clinical Rotation Didactic 1 1 cr.

In Clinical Rotation Didactic 1, students will be guided to reflect on specific experiences during their supervised clinical training.

SLP XXX: Speech and Hearing Science 3 cr.

In Speech and Hearing Science, students will learn the science behind the clinical measures that are critical for making diagnoses as a Speech-Language Pathologist.

SLP XXX: Speech and Hearing Science Lab 1 cr.

In Speech and Hearing Science Lab, students will have hands-on experiences using instrumentation to make clinically-meaningful measures.

SLP XXX: Anatomy and Physiology 3 cr.

In Anatomy and Physiology, students will learn the anatomy and physiology used by Speech-Language Pathologists and demonstrate an understanding of how deviation in anatomy and/or impaired physiology relates to the diseases and disorders treated by Speech-Language Pathologists.

SLP XXX: Anatomy and Physiology Lab 1 cr.

In Anatomy and Physiology Lab, students will participate in a variety of immersion experiences including: case studies, model creation, and cadaver lab.

SLP XXX: Articulation and Phonological Disorders 3 cr.

In Articulation and Phonology Disorders, students will learn how to diagnose and treat articulation and phonological disorders.

SLP XXX: Cognitive Aspects of Communication 2 cr.

In Cognitive Aspects of Communication, students will learn how to diagnose and treat cognitive communication disorders.

SLP XXX: Professional Issues: Practice Settings and Reimbursement 1 cr.

In Professional Issues: Practice Settings and Reimbursement, students will study the various settings where Speech-Language Pathologists work and the reimbursement systems for each setting.

SLP XXX: Clinical Rotation 2 3 cr.

In Clinical Rotation 2, students will continue their supervised clinical training.

SLP XXX: Clinical Rotation Didactic 2 1 cr.

In Clinical Rotation Didactic 2, students will be guided to reflect on specific experiences during their supervised clinical training.

SLP XXX: Adult Swallowing Disorders 3 cr.

In Adult Swallowing Disorders, students will learn how to diagnose and treat swallowing disorders in adults.

SLP XXX: Childhood Language Disorders 3 cr.

In Childhood Language Disorders, students will learn how to diagnose and treat language disorders in children.

SLP XXX: Neurogenic Language Disorders 3 cr. In Neurogenic Language Disorders, students will learn how to diagnose and treat language disorders in adults.

IP 711: IP Foundations and TeamSTEPPS® 1 cr.

This course provides the foundation for beginning health professions students to develop competency in interprofessional collaborative practice. The goal of the course is to help prepare future health professionals for enhanced team-based care of patients and improved patient and population health outcomes through evidence-based team strategies and understanding of professional roles and responsibilities.

IP 718: TeamWorks 1 cr.

The course provides interprofessional (IP) learners opportunity to apply knowledge of TeamSTEPPS core principles through 5 or 6-hour observations of a clinical unit. Students will demonstrate reliable observation skills to recognize effective team dynamics in the practice setting and to suggest strategies to overcome barriers. Through an interprofessional context, students also will explore issues related to the health care system, cultural humility, and the Just Culture model.

SLP XXX: Professional Issues: Multicultural Communication 1 cr.

In Professional Issues: Multicultural Communication, students will study the various forms of multicultural communication and resources available to provide best patient care.

SLP XXX: Clinical Rotation 3 3 cr.

In Clinical Rotation 3, students will continue their supervised clinical training.

SLP XXX: Clinical Rotation Didactic 3 1 cr.

In Clinical Rotation Didactic 3, students will be guided to reflect on specific experiences during their supervised clinical training.

SLP XXX: Assessment 2 cr.

In Assessment, students will learn strategies and skills to accurately and efficiently conduct patient assessments.

SLP XXX: Patient Care Management 2 cr.

In Patient Care Management, students will learn strategies and skills to provide the most meaningful and efficient patient care management possible.

SLP XXX: Voice and Resonance Disorders 3 cr.

In Voice and Resonance Disorders, students will learn how to diagnose and treat voice and resonance disorders.

SLP XXX: Motor Speech Disorders 2 cr.

In Motor Speech Disorders, students will learn how to diagnose and treat motor speech disorders.

SLP XXX: Social Aspects of Communication 1 cr.

In Social Aspects of Communication, students will learn how to identify and improve the social aspects of communication.

SLP XXX: Professional Issues: Accreditation, Certification, Licensure, and Specialty Recognition 1 cr.

In Professional Issues: Accreditation, Certification, Licensure, and Specialty Recognition, students will study the regulations related to professional credentials.

SLP XXX: Clinical Rotation 4 3 cr.

In Clinical Rotation 4, students will continue their supervised clinical training.

SLP XXX: Clinical Rotation Didactic 4 1 cr.

In Clinical Rotation Didactic 4, students will be guided to reflect on specific experiences during their supervised clinical training.

SLP XXX: Trachs and Vents 1 cr.

In Trachs and Vents, students will learn how to manage patients with tracheostomy tubes and on mechanical ventilation.

SLP XXX: Head and Neck Cancer 2 cr.

In Head and Neck Cancer, students will learn how to evaluate and treat patients with head and neck cancer.

SLP XXX: Craniofacial Anomalies and Genetic Syndromes 1 cr.

In Craniofacial Abnormalities and Genetic Syndromes, students will learn how to evaluate and treat patients with craniofacial abnormalities and genetic syndromes.

SLP XXX: Introduction to Research in Speech-Language Pathology 3 cr.

In Introduction to Research in Speech-Language Pathology, students will learn and apply research methodology.

SLP XXX: Communication Modalities 1 cr.

In Communication Modalities, students will learn to evaluate and treat patients who may benefit from alternative communication modalities.

SLP XXX: Professional Issues: Praxis Prep 1 cr.

In Professional Issues: Praxis Prep, students will prepare to take the Praxis test.

SLP XXX: Clinical Rotation 5 3 cr.

In Clinical Rotation 5, students will continue their supervised clinical training.

SLP XXX: Clinical Rotation Didactic 5 1 cr.

In Clinical Rotation Didactic 5, students will be guided to reflect on specific experiences during their supervised clinical training.

SLP XXX: Pediatric Swallowing Disorders 2 cr.

In Pediatric Swallowing Disorders, students will learn to diagnose and treat patients with pediatric swallowing disorders.

SLP XXX: Hearing Disorders 3 cr.

In Hearing Disorders, students will learn to evaluate and treat patients with hearing disorders.

SLP XXX: Fluency Disorders 2 cr.

In Fluency Disorders, students will learn to diagnose and treat patients with fluency disorders.

SLP XXX: Clinical Externship 9 cr.

In Clinical Externship, students will have immersed supervised clinical training.

SLP XXX: Clinical Externship Didactic 1 cr.

In Clinical Externship Didactic, students will be guided to reflect on specific experiences during their immersed supervised clinical training.

Total Credit Hours Required: 82

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Fall		Spring		Summer	
Professional Issues: Ethical Conduct	1	Professional Issues: Practice Settings & Reimbursement	1	Professional Issues: Multicultural Communication	1
Clinical Rotation 1	1	Clinical Rotation 2	3	Clinical Rotation 3	3
Clinical Rotation Didactic 1	1	Clinical Rotation Didactic 2	1	Clinical Rotation Didactic 3	1
Speech and Hearing Science	3	Adult Swallowing Disorders	3	Assessment	2
Speech and Hearing Science Lab	1	Childhood Language Disorders	3	Patient Care Management	2
Articulation and Phonology Disorders	3	Neurogenic Language Disorders	3	Voice and Resonance Disorders	3
Anatomy & Physiology	3	IP Foundations and TeamSTEPS®	1	Motor Speech Disorders	2
Anatomy & Physiology Lab	1	IP TeamWorks	1	Social Aspects of Communication	1
Cognitive Aspects of Communication	2				
Total Semester Hours	16	Total Semester Hours	16	Total Semester Hours	15
Year 2					
Fall		Spring		Summer	
Professional Issues: Accrediation, Certification, Licensure, Specialty Recognition	1	Professional Issues: Praxis Prep	1	Clinical Externship	9
Clinical Rotation 4	3	Clinical Rotation 5	3	Clinical Externship Didactic	1
Clinical Rotation Didactic 4	1	Clinical Rotation Didactic 5	1		
Trachs & Vents	1	Pediatric Swallowing Disorders	2		
Head and Neck Cancer	2	Hearing Disorders	3		
Craniofacial Anomalies & Genetic Syndromes	1	Fluency Disorders	2		
Introduction to Research in SLP	3				
Communication Modalities	1				
Total Semester Hours	13	Total Semester Hours	12	Total Semester Hours	10

Note: All students regardless of background or prior courses taken will be required to take these courses. We will be teaching these courses as applied anatomy & physiology and applied articulation at the graduate level.

Similar Programs in South Carolina offered by Public and Independent Institutions

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
Master of Speech-Language Pathology (MSLP)	63	Francis Marion University	Prepare students to become SLPs by teaching in the 9 core areas	No focus on medical speech-language pathology. No specific courses devoted to trachs and vents, head and neck cancer, craniofacial abnormalities/genetic syndromes or pediatric dysphagia. No integrated, on-campus hospital for clinical rotations.
Master’s Degree in Speech-Language Pathology – Master of Arts (MA)	46	South Carolina State University	Prepare students to become SLPs by teaching in the 9 core areas	No focus on medical speech-language pathology. No specific courses devoted to trachs and vents, head and neck cancer, craniofacial abnormalities/genetic syndromes or pediatric dysphagia. No integrated, on-campus hospital for clinical rotations.
Master in Speech Pathology (MSP)	79	University of South Carolina	Prepare students to become SLPs by teaching in the 9 core areas	No focus on medical speech-language pathology. No specific courses devoted to trachs and vents, head and neck cancer, craniofacial abnormalities/genetic syndromes or pediatric dysphagia. No integrated, on-campus hospital for clinical rotations.

The three programs, listed above, provide quality education in the breadth of topics, 9 topic areas, as required for accreditation. USC’s program specifically offers enhanced depth of education in their neurogenic track, with a focus on adult language disorders, and in their cochlear implant tract. The proposed program at MUSC would complement the existing programs in the state by offering a depth of education in medically-complex patients including those with: head and neck cancer, trachs and vents, craniofacial abnormalities/genetic syndromes, and pediatric dysphagia.

Faculty

Rank and Full- or Part-time	Courses Taught for the Program	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Relevant Professional Experience (e.g., licensures, certifications, years in industry, etc.)
PhD New Hire 1 Assistant or Associate Professor Full-time	Speech & Hearing Science; Introduction to Research in SLP	PhD in SLP or related field	CCCs, SLP state practice board license
PhD New Hire 2 Assistant or Associate Professor Full-time	Anatomy & Physiology; Cognitive Aspects of Communication; Neurogenic Language Disorders; Assessment; Patient Care Management; Motor Speech Disorders	PhD in SLP or related field	CCCs, SLP state practice board license
PhD New Hire 3 Assistant or Associate Professor Full-time	Articulation and Phonology Disorders; Childhood Language Disorders; Fluency Disorders	PhD in SLP or related field	CCCs, SLP state practice board license
MS SLP New Hire Instructor or Assistant Professor Full-time	Professional Issues courses; Clinical Rotation Didactic courses; Clinical Externship Didactic	Master's degree in SLP	CCCs, SLP state practice board license
Associate Professor Full-time	Adult Swallowing Disorders; Voice and Resonance Disorders	PhD in SLP	CCCs, SLP state practice board license
Adjunct faculty	Adult Swallowing Disorders; Voice and Resonance Disorders	Master's degree in SLP	CCCs, SLP state practice board license
Adjunct faculty	Trachs & Vents	Master's degree in SLP	CCCs, SLP state practice board license
Adjunct faculty	Trachs & Vents	Master's degree in SLP	CCCs, SLP state practice board license
Adjunct faculty	Head and Neck Cancer	Master's degree in SLP	CCCs, SLP state practice board license
Adjunct faculty	Pediatric Swallowing	Master's degree in SLP	CCCs, SLP state practice board license
Adjunct faculty	Pediatric Swallowing	Master's degree in SLP	CCCs, SLP state practice board license

Adjunct faculty	Hearing Disorders	Master's degree in SLP	CCCs, SLP state practice board license
Adjunct faculty	Craniofacial Anomalies & Genetic Disorders; Communication Modalities	Master's degree in SLP	CCCs, SLP state practice board license
Adjunct faculty	Social Aspects of Communication	Master's degree in SLP	CCCs, SLP state practice board license

Total FTE needed to support the proposed program: Faculty: 4.0 FTE
 Staff: 3.0 FTE Administration: 0.5 FTE Program Director

Faculty, Staff, and Administrative Personnel

The administrative Program Director is currently on faculty. Three additional full-time faculty (1 MS SLP and 2 PhD) will be hired for the first year of the program and one additional full-time PhD faculty will be hired for the second year of the program resulting in 4.5 FTE faculty. Speech-language pathologists employed by the MUSC hospital will serve as adjunct instructors and as clinical rotation supervisors. Staff support will include three full-time staff: an administrative assistant, a student services coordinator, and a clinical education support staff member. New hires are needed as the existing staff workload in the college is at capacity and these positions may be shared with other programs as needed after assessing the needs of this program.

The career development of faculty has been carefully considered in the program design. At MUSC in the College of Health Professions, we have an area of concentration for Academic Educators (comparable to that for Academic Researchers). Academic Educators have larger teaching agendas and fewer research / external funding expectations. Our college has a track record of mentoring faculty to become successfully promoted and tenured academic educators within the OT and PT programs, and we believe this success will extend to the SLP program. The course load for the planned SLP faculty is well-within the expectations for the academic educator area of concentration, maximum planned course load is 15 credits/year.

Faculty and staff hires for the initiation of the program will be a major focus and we consider it one of the most critical aspects. While there has been a long-term shortage of SLP PhD faculty, MUSC is actively reducing this shortage via our existing Health and Rehabilitation Sciences PhD program. At any given time since opening the PhD program 10 years ago, we have 1 to 3 SLPs enrolled. Our graduates have been successful in attaining tenure-track positions. Several of them have expressed an interest in working in the proposed program. We do anticipate that hiring the right faculty will require an active recruitment plan. To facilitate hiring, we will use a multi-prong approach: 1) we have a marketing expert in the College of Health Professions who will help us attract candidates, 2) we have budgeted for competitive salaries with start-ups, 3) we will begin the process as soon as we receive approval, 4) we are building a program that is rare in many ways due to the connection with MUSC Health and the educational philosophy / promotion ability for educators in the CHP, and 5) Charleston, SC is broadly deemed a coveted place to live.

Resources

Library and Learning Resources

The Library's collections and resources to support the education and research initiatives of the program include over 26,400 electronic journals, over 460,000 electronic books, and 69 biomedical and health-related databases. Access to the library's collections and resources is available 24/7/365 through NetIDs. In addition, the library's free Interlibrary Loan (ILL) service enables MUSC students, faculty, and staff to request articles and books that are not available through MUSC Libraries collections.

The College of Health Professions (CHP) is housed in a state-of-the-art facility with cutting edge classroom technology. All classrooms are equipped with Smartboard technology, High Definition (HD), h.624 video recording, streaming, and conferencing. The College uses the Moodle learning management system and classroom audio/visual is integrated with Panopto lecture capture system to record and distribute online instruction from CHP classrooms, labs or conference rooms.

Student Support Services

No new university student support services will be required within the Division of Speech-Language Pathology; the existing university student support services will be used. Student support services on campus that are available to all MUSC students include the Center for Academic Excellence, the Writing Center, the Wellness Center, Counseling and Psychological Services, and the availability of supplemental instruction from tutors. The current MUSC students report satisfaction with the available university support services that will be available to the students in this program.

Physical Resources/Facilities

The College of Health Professions has excellent physical facilities with all classrooms equipped with Smartboard technology. The facilities will be available for use by the Division of Speech-Language Pathology.

Students in the CHP have access to all classrooms and labs and the computer technology available there. In the Student Life and Recruitment Center in the College "A" building, several shared computer stations and printers are provided to students during business hours. Students may also go to the Library and Education Center to access printers and computer labs. IT also evaluates emerging technologies and provides access to other hardware and software, such as digital video cameras and newly released software, for check-out or pilot use.

There are 25 full-time Speech-Language Pathologists (SLPs) at MUSC and between 10-15 PRN SLPs, at any given time. The clinical practice sites of our MUSC SLPs will serve as the clinic for this program. These include MUSC Hospital, Rutledge Tower, Ashley River Tower, the Children's Hospital, Hollings Cancer Center, East Cooper Medical Pavilion, and Therapy Center Pediatric. While all students in the program will spend significant time in clinical training in the MUSC hospitals and clinics, including the 4 newly acquired hospitals, some of our students' clinical training will occur outside of MUSC. As a part of MUSC, MUSC Health will prioritize MUSC students for rotations in all available clinical sites; however, no other clinical

sites would have an obligation to take students from MUSC. When establishing clinical placements, we will develop new sites without interrupting on-going clinical placements of other SC programs. We believe this is a viable approach since, as of December 2018, approximately 50% of all SLPs in SC, 1,090 SLPs, are employed in a health-care facility, per the American Speech-Language-Hearing Association (2018). Demographic Profile of ASHA Member and Nonmember Certificate Holders by State, retrieved from <https://www.asha.org/uploadedFiles/Demographic-Profile-Certificate-Holders-by-State.pdf>. At our projected enrollment of 40 students per cohort, this equates to less than 4% of the 1,090 SLPs that we would need to recruit to provide clinical placements. Thus, we are responsibly assured that we will be able to cultivate sufficient in-state clinical placements. The SLP business community has grown significantly in the greater Charleston area in the past 10 years. There are many SLP businesses that have expressed an interest in taking well-prepared students from MUSC for clinical rotations who do not currently take students for clinical rotations. We are optimistic that this increased market will provide a large source for clinical sites. Lastly, students will be advised, as is common with other clinical training programs, that their clinical sites, particularly their semester-long externship, may be out of state.

Equipment

No large, expensive equipment is needed for the proposed program. The MUSC hospital will serve as the educational clinic for the program and students will train via that equipment. Software, assessments and other educational supplies have been budgeted.

Impact on Existing Programs

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

Yes

No

Financial Support

Sources of Financing for the Program by Year												
Category	1 st (FY22)		2 nd (FY23)		3 rd (FY24)		4 th (FY25)		5 th (FY26)		Grand Total	
	New	Total	New	Total								
Tuition Funding	1,066,640	1,066,640	2,134,201	2,134,201	2,155,543	2,155,543	2,177,098	2,177,098	2,198,869	2,198,869	9,732,351	9,732,351
Program-Specific Fees	58,000	58,000	115,000	115,000	115,000	115,000	115,000	115,000	115,000	115,000	518,000	518,000
Special State Appropriation												
Reallocation of Existing Funds												
Federal, Grant, or Other Funding	200,000	200,000										
Total	1,324,640	1,324,640	2,249,201	2,249,201	2,270,543	2,270,543	2,292,098	2,292,098	2,313,869	2,313,869	10,450,351	10,450,351
Estimated Costs Associated with Implementing the Program by Year												
Category	1 st (FY22)		2 nd (FY23)		3 rd (FY24)		4 th (FY25)		5 th (FY26)		Grand Total	
	New	Total	New	Total								
Program Administration and Faculty/Staff Salaries	655,614	655,614	722,110	722,110	548,028	548,028	612,273	612,273	610,482	610,482	3,148,507	3,148,507
Facilities, Equipment, Supplies, and Materials	295,116	295,116	298,067	298,067	198,690	198,690	142,907	142,907	135,124	135,124	1,069,904	1,069,904
Library Resources												
Other (Investment & College Strategic Fund)		652,291		1,304,536		1,316,915		1,329,417		1,342,044		5,945,203
Total	950,730	1,603,021	1,020,177	2,324,713	746,718	2,063,633	755,180	2,084,597	745,606	2,087,650	4,218,411	10,163,614
Net Total (Sources of Financing Minus Estimated Costs)	173,910	(278,381)	1,229,024	(75,512)	1,523,825	206,910	1,536,918	207,501	1,568,263	226,219	6,031,940	286,737

Note: New costs - costs incurred solely as a result of implementing this program.
Total costs - new costs; program's share of costs of existing resources used to support the program; and any other costs redirected to the program.

Budget Justification

Provide an explanation for all costs and sources of financing identified in the Financial Support table. Include an analysis of cost-effectiveness and return on investment and address any impacts to tuition, other programs, services, facilities, and the institution overall.

Proposed in-state tuition is \$8,346 per student per semester and proposed out-of-state tuition is \$11,864 per student per semester (pending BOT approval). Students are enrolled for 3 semesters per year for 2 years, proposed in-state annual tuition = \$25,038 and proposed out-of-state annual tuition = \$35,592 (pending BOT approval). A detailed explanation of tuition funding for instate and out of state student mix is provided in the attached Excel chart.

Proposed fees (pending BOT approval) are \$500 per student per semester. Fees include program specific needs such as professional dues and conference opportunities.

Student fees (in year one) are \$58,000 because student attrition is part of the financial projections factored into the budget, that lowers the total student fees accordingly. Losing 2 students after the first semester would result in a loss of \$2,000 in fees in the first year. Attrition continues to be factored into each subsequent year.

The estimated cost for *Program administration and faculty/staff salaries* decreases from \$722,110 in FY23 to \$548,029 in FY24 because in the first 2 years of the program faculty will be engaged in developing and teaching the new courses for the program, by year 3 some faculty effort will be distributed to other teaching responsibilities within the college or offset by external grant funding. Additionally, three new staff are being hired for this program, one to provide administrative support, one for clinical support, and one to support student services. The expectation is that these positions will be assessed after 2 years when the program is well developed, and the staff will have the capacity to provide support to other programs that are projected to grow and will have increased staff needs. This is projected to decrease staff cost for the SLP program.

While there are no new facilities required for this program, the line item in the financial support table referring to *facilities, equipment, supplies and materials* is the comprehensive annual operating budget. Categories included in this line item include Contractual Services, Supplies, Fixed Charges, Entertainment, Equipment, Travel, and Traineeships. Examples of individual expenses in each category above include but are not limited to:

- Contractual Services: Program printing and advertising, lab equipment repairs, graduation expenses, student drug testing, student background checks, telephone charges, accreditation fees, program teaching support, professional development for faculty
- Supplies: Office supplies, Testing, classroom, and lab supplies, Cadavers
- Fixed Charges: Student insurance, Student memberships
- Entertainment: Graduation expenses, Pinning ceremony expensive, lectureships
- Equipment: Lab equipment, office equipment
- Travel: Faculty professional travel, clinical site travel
- Traineeships: Anatomy teaching assistants

The additional costs for implementation of this program will be covered by tuition; there is no addition external funding required.

The costs reflected for the line item *Other (Investment & College Strategic Fund)* are only in the total column because they are not costs incurred as a result of implementing the program. Every program is required to contribute a percentage of their revenue to the college and university to support central university services and the strategic fund.

Evaluation and Assessment

Program Objectives	Student Learning Outcomes	Methods of Assessment
P01: Program provides quality education		Student course effectiveness scores
		On time graduation rates
P02: Program facilitates career success		Praxis exam scores
		Employment report at 6-month graduate follow-up
	SLO1: Students will demonstrate clinical competency.	Rubric from final pre-clinical skills check-offs
		Rubric from final clinical externship report
	SLO2: Students will demonstrate content knowledge.	Passing grade on PRAXIS preparation test
		Evidence-based practice project rubric

Programmatic Assessment: The assessment plan follows the template used by all degree programs at MUSC, which relies on definitions employed by SACSCOC for program outcomes and student learning outcomes. The following Program and Student Learning Outcomes will be reported to the University’s Office of Institutional Effectiveness on an annual basis:

The SLP program will be systematically evaluated annually with both program outcomes (PO) and student learning outcomes (SLO), as described below.

Program Outcomes (PO):

P01: The program performs well on dashboard indices of quality education.

- Metric 1: Percentage of courses that students rate ≥ 4.0 (on 1-5 scale) for course effectiveness.
- Metric 2: Percentage of students that graduate in 3 years (within 150% of program length).

P02: The program enhances the ability of the graduate to advance their career.

- Metric 1: First-time pass rate on the Praxis Examination in Speech-Language Pathology certification exam.
- Metric 2: Percent of graduates who are employed 6 months after graduation.

Student Learning Outcomes (SLO):

SLO1: Students will demonstrate clinical competency.

- Metric 1: 90% of students will achieve adequate or higher on their final pre-clinical skills check off.
- Metric 2: 90% of students will achieve adequate or higher on their final clinical externship report per the clinical externship rubric.

SLO 2: Students will demonstrate content knowledge.

- Metric 1: 90% of students will achieve a passing grade on their PRAXIS preparation test in their fifth semester Professional Issues: Praxis Prep course.
- Metric 2: 90% of students will achieve at least adequate on their evidence-based practice project per the project rubric.

Results of the assessment plan will be compiled and then discussed annually at the program retreat and modifications will be implemented as needed.

Teaching Effectiveness Assessments: The University uses E-Value which is an anonymous survey sent to students at the end of each course to evaluate teaching effectiveness. A benchmark of 85% return rate is expected for each evaluated course. There are specific evaluations for both the instructor effectiveness and the course organization and content. The results are benchmarked against faculty evaluations in the College and are used for course improvement and in the annual faculty review process.

Accreditation and Licensure/Certification

Will the institution seek program-specific accreditation (e.g., CAEP, ABET, NASM, etc.)? If yes, describe the institution's plans to seek accreditation, including the expected timeline.

Yes

No

The Council on Academic Accreditation (CAA) in Audiology and Speech-Language Pathology provides program-specific accreditation for Speech-Language Pathology Master's programs (the entry level degree for the profession). We will apply for candidacy (a requirement as part of the accreditation process for new programs) once we achieve CHE approval. We have written communication from the CAA that submission in March 2020 will allow sufficient time for us to open admissions in July 2020 to prepare for our first class to matriculate in August 2021.

Will the proposed program lead to licensure or certification? If yes, identify the licensure or certification.

Yes

No

The proposed program will provide the degree (coursework and credit hours) as well as the associated clinical practice hours to prepare graduates to pass the PRAXIS exam and be competitive for a clinical fellowship year. At the successful completion of the degree after passing the PRAXIS exam and completing the requirements of the clinical fellowship year, the graduates will have earned their Certificate of Clinical Competence (CCC) and be eligible for State licensure.

If the program is an Educator Preparation Program, does the proposed certification area require national recognition from a Specialized Professional Association (SPA)? If yes, describe the institution's plans to seek national recognition, including the expected timeline.

Yes

No