

Missouri Department of Higher Education Proposal for New Program:

Maryville University –

1. New Program Proposal Form: (See Form NP-graduate – attached)
Speech-Language Pathology (MS)

2. Rationale for the Program
Included on Form SE—graduate—attached

3. Student Enrollment Projections for Five Years – Full and Part-time (See Form SE – attached)
Included on Form SE—graduate—attached

4. Evidence of Market Demand / Societal need supported by research (include how these projections were calculated) (Included on Form SE – attached)
Included on Form SE—graduate--attached

5. Duplication and Collaboration: If similar programs currently exist in Missouri, what makes the proposed program necessary and/or distinct from the others at public institutions, area vocational technical schools, and private career schools?
Does delivery of the program involve a collaborative effort with any external institution or organization? If yes, please complete Form CL.

This program will not be delivered in collaboration with other institutions.

6. Program Structure: (See Form PS – attached)
 - A. Total credits required for graduation
 - B. Residency requirements, if any
 - C. Courses and credits required for general education
 - D. Courses and credits required for the major
 - E. Number of free elective credits remaining (Sum of C, D, and E should equal A)
 - F. Requirements for thesis, internship, or other capstone experiences
 - G. Any unique features, for example, interdepartmental cooperation

All of the aforementioned details are included on Form PS—graduate—attached.

7. Financial Projections (for public institutions only): Please complete Form FP. Additional narrative may be added as needed. If more than one institution is providing support, please complete a separate form for each institution.

N/A—Maryville University is a private institution.

8. Program Characteristics and Performance Goals: See the recommended format and issues to be addressed (Form PG). For collaborative programs, responsibility for program evaluation and assessment rests with the institution(s) granting the degree(s).

Included on Form PG—graduate—attached.

9. Accreditation: If accreditation is not a goal for this program, provide a brief rationale for your decision. If the institution is seeking program accreditation, provide any additional information that supports your program.

The program is seeking accreditation via the CAA (Council on Academic Accreditation in Audiology and Speech-Language Pathology). The introduction of this program is timely, as it fits with the University's strategic plan and the College of Health Professions' strategic plan. The program is situated in a location which allows for nearby clinical opportunities. Additionally, the opportunity for inter-professional education among other health professions and the education department are made possible by the strong programs already existing at Maryville.

10. Institutional Characteristics: Please describe succinctly why your institution is particularly well equipped or well suited to support the proposed program.

There is some overlap in the characteristics that make Maryville well suited to both the undergraduate and graduate programs.

The moving of the Walker Scottish Rite Clinic for Childhood Language Disorders to the Maryville campus will provide possible clinical practicum/externship experiences for Maryville students in the graduate Speech-Language Pathology program.

The Walker Scottish Rite Clinic for Childhood Language Disorders is certified by the Hanen Centre allowing for unique education in family teaching. The hope is that students will not only learn during practicum/externship experiences at the clinic, but that faculty may be able to partner with the clinic to create unique research opportunities in the area of carry over of skills to the home environment. This is the true measure of the success of intervention, and having the ability to offer students a window into this portion of the therapy process is unique.

The Walker Scottish Rite Clinic for Childhood Language Disorders currently offers a program called KidTalk which provides individual therapy in both English and Spanish. This is an unusual offering, which paired with the new academic program, allows for teaching and research in the areas of bilingualism and biliteracy. Again, this is a unique offering in the region and would assist with clinical service and advances in these areas.

The program at Maryville is also unique because interest has already been shown in interdisciplinary work between the new speech program and the literacy program. This interdepartmental work could perhaps culminate in a literacy clinic which could help better prepare students from both disciplines for later work as colleagues in the public school system. Initially, it is expected that children who have language based reading disorders will be treated via the speech-language clinic.

Additionally the program is housed in a strong College of Health Professions which will allow for inter-professional learning opportunities between occupational therapy students, physical therapy students, music therapy students, nursing students, and speech-language pathology students.

The intimate campus at Maryville University is unique and lends itself well to the mentorship necessary for building reflective and caring practitioners who use research based intervention.

11. Any Other Relevant Information:

N/A



STUDENT ENROLLMENT PROJECTIONS

Year	1	2	3	4	5
Full Time	0	15- 1 st year	20-1 st year 14-2 nd year	20-1 st year 19-2 nd year	30-1 st year 19-2 nd year
Part Time	0	0	14 spring	19	19
Total	0	15	34	39	49

Please provide a rationale regarding how student enrollment projections were calculated:

Enrollment data for surrounding programs in speech-language pathology were examined prior to setting enrollment projections for our new graduate program. It was determined that a class size of 30 was quite typical for graduate programs in speech-language pathology and that a class size of 30 graduate students would ensure sufficient mentorship, clinical and research opportunities for students.

Knowing that it might take time to recruit faculty and to gain student interest in our program, we determined to increase program enrollment incrementally over time. Thus, we set enrollment projections as follows:

Fall 2015, 15 graduate students

Fall 2016, 20 graduate students

Fall 2017, 20 graduate students

Fall 2018 and beyond, 30 graduate students



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Provide a **rationale** for proposing this program, including **evidence of market demand and societal need supported by research**:

There is clear evidence of not only a nationwide shortage of speech-language pathologists, but also of a regional and state shortage for professionals in this field. This shortage is demonstrated via projection studies, job market surveys, educational articles, loan forgiveness availability and recruitment listings.

The Bureau of Labor Statistics (<http://www.bls.gov/ooh/Healthcare/Speech-language-pathologists.htm>) reports that in 2010, the number of speech-language pathologists working in the U.S was 123, 200. An increase of 28,800 speech pathology jobs is expected by the year 2020. This is a 23% increase which translates to a “faster than average” growth field.

At the Association for Schools of Allied Health Professions (ASAHP) annual conference held October 26, 2012, then ASHA president Shelley Chabon noted upcoming trends in the profession of speech-language pathology including personnel shortages, increasing caseloads, and graduate programs operating at capacity. Additionally, Dr. Chabon cited Bureau of Labor Statistics, stating that there is a 19% anticipated increase in job openings requiring an additional 22,100 SLPs, translating to a faster than average growth through the year 2018. Likewise, there is an anticipated 25% increase in job openings, requiring an additional 3200 audiologists, translating to faster than average growth through 2018.

According to the 2012 ASHA (American Speech Language and Hearing Association) Schools Survey, in which SLPs responded based upon their geographical region of employment, nearly 50% (49.8%) of those in the West North Central region (which includes Missouri) reported that job openings were more numerous than job seekers.

ASHA’s most recent Health Care Survey (2011) demonstrates potential for SLPs, particularly for skilled nursing and home health positions. According to this survey 44.1 and 43.1 percent respectively of respondents said that job openings were more numerous than job seekers in these settings. From these data, all specialty areas within the realm of speech-language pathology are in need of educated professionals, but the greatest demand for SLPs is in the public school setting.

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The educational world is aware of these shortages, as evidenced by an article at the Scholastic website entitled “The Speech Gap” <http://www.scholastic.com/browse/article.jsp?id=3756872>. According to this article, there is a nationwide shortage of SLPs that has been in place over the past decade. As a result, school districts are turning to creative solutions such as tele-practice and RTI (response to intervention) techniques to meet K-12 students’ needs.

In Missouri, the Department of Elementary and Secondary Education also recognizes this demand. Speech-language pathology is listed as one of the ten teacher shortage areas approved by the U.S Department of Education for the 2012-2013 school year, and as such, may qualify students for loan forgiveness.

Finally, perhaps the strongest evidence regarding the need for more speech pathologists is advertisements for vacancies in the field. As of November 4, 2012, there were 220 vacancies listed at the ASHA careers website. This is a site which requires a fee to post a position. Of these 57 were academic positions and 163 were allied health—i.e. clinical positions in the realm of speech language pathology or audiology. Listings at speechpathologyjobs.com showed 18 positions near or around the 63017 zip code as of November 4, 2012. Postings considered near the 63017 zip code on this website include positions throughout the St. Louis metropolitan area—from St. Charles to Granite City.

Data on school SLP hiring tends to be cyclical. As of May 17, 2012, REAP USA listed 50 openings for school based SLPs. However, this same source listed only 21 openings nationwide on November 4, 2012.

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Form SE - Student Enrollment Projections

Form PS

PROGRAM STRUCTURE --graduate

A. Total credits required for graduation: _____ 50

B. Residency requirements, if any: in residence throughout the entire program excluding externships

C. General education: Total credits: 0

Courses (specific courses OR distribution area and credits):

NA

D. Major requirements: Total credits: _____ 42

Advanced Speech Pathology	3 cr.	Research Methods	3 cr.
Dysphagia	3 cr.	Practicum	8 cr.
Assessment Issues in Com Dis	4 cr.	Adult/ Geriatric Externship	4 cr.
Language Disorders in Children	3 cr.	School/Pediatric Externship	4 cr.
Acquired Dis of Lang and Cog	3 cr.	Advanced Audiology	3 cr.
Augmentative/Alt Comm	3 cr.	Professional Issues in Com Dis	1 cr.

E. Free elective credits: _____ 8 _____ (Sum of C, D, and E should equal A.)

F. Requirements for thesis, internship or other capstone experience:

SPLP 760 PRACTICUM

Credit hours to be arranged (2 per semester)

Prerequisites: accepted into the graduate program in SPLP, CMSD 410, CMSD 415, CMSD 450

Co-requisite: SPLP 530

Offered Fall Semester, Spring Semester, and Summer Semester

Students will integrate skills learned in academic coursework during this clinical practicum. Direct client contact is required, as is supervision by faculty holding the CCC-SLP credential. In addition to planning, selecting materials, administering tests and intervention, and communicating with family members, students will be required to reflect on treatment sessions, meet with supervisors, and write reports.

SPLP 770 ADULT/GERIATRIC EXTERNSHIP—8 weeks

4 credit hours

Prerequisites: completion of all academic coursework and 8 credit hours of SPLP 760

Offered Spring Semester; TBD for Fall Semester or Summer Semester

Students will provide speech/language services in a hospital or clinic setting with adult or geriatric patients under the supervision of a CCC-SLP credentialed speech pathologist who is employed by the facility. University faculty will monitor the student's progress via supervisor reports and/or on-site visits.

SPLP 780 SCHOOL/PEDIATRIC EXTERNSHIP—8 weeks

4 credit hours

Prerequisite: completion of all academic coursework and 8 credit hours of SPLP 760

Offered Spring Semester; TBD for Fall Semester

Students will provide speech/language services in a school or other pediatric setting under the supervision of a CCC-SLP credentialed speech pathologist who is employed by the facility. University faculty will monitor the student's progress via supervisor reports and/or on-site visits.

COMPREHENSIVE EXAMINATION

Students will be required to complete a written comprehensive examination in order to complete the Master degree in Speech-Language Pathology. Typically this exam will be given toward the end of the final semester of the program (i.e. April of the spring semester of the second year) with results (pass or fail) being made available to students prior to the end of the semester. Failure of any section of the written exam will result in the need for an oral examination concerning the failed section topic. Failure of the oral examination will result in repetition of the written exam at the next available opportunity. Students will be required to enroll in SPLP 725 Comprehensive Examination Preparation each semester until the exam is re-taken. The comprehensive examination may be taken a maximum of two times for the purposes of satisfying this graduation requirement

G. Any unique features such as interdepartmental cooperation: NA

Form PG

PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Institution Name Maryville University

Program Name: Speech-Language Pathology

Date November 26, 2013

(Although all of the following guidelines may not be applicable to the proposed program, please carefully consider the elements in each area and respond as completely as possible in the format below. Quantification of performance goals should be included wherever possible.)

Student Preparation

- Any special admissions procedures or student qualifications required for this program which exceed regular university admissions, standards, e.g., ACT score, completion of core curriculum, portfolio, personal interview, etc. Please note if no special preparation will be required.

Graduate Program Admission Requirements

- Demonstrated knowledge, likely through undergraduate coursework, is required for each of the following: biological sciences, physical sciences, statistics, social/behavioral sciences
- B.S. or B.A. in Communication Science and Disorders, Communication Disorders or Speech Pathology OR undergraduate degree in other area plus completion of the essential coursework in Communication Science and Disorders equivalent to the Maryville University courses below:
 - CMSD 100 Intro to Communication Disorders
 - CMSD 210 Phonetics
 - CMSD 310 Anatomy and Physiology of the Speech Mechanism
 - CMSD 320 Speech and Hearing Science
 - CMSD 330 Nature and Foundations of Language
 - CMSD 340 Audiology
 - CMSD 350 Speech Development and Disorders: Articulation and Phonology
 - CMSD 360 Language Development and Disorders
 - CMSD 370 Aural Rehabilitation
 - CMSD 410 Clinical Methods and Management
 - CMSD 415 Clinical Observation
 - CMSD 430 Professional Issues in Communication Disorders
- Additional essential coursework outside the major includes the following courses which will either need to be met via equivalent transfer credit from the student's undergraduate institution or via additional coursework at Maryville.
 - HEPR 300 Cultural Diversity
 - HEPR 350 Counseling for Healthcare

- PSYC 254 Human Development through the Life Span or EDUC 309 Child Development and Learning
- Those wishing to obtain student services certification from DESE in speech/language pathology will need to meet additional requirements if they have not been met in the applicant's undergraduate program. These requirements include:
 - EDUC 201 School and Society
 - PSYC 314 Adolescent Psychology or EDUC 310 Adolescent Development and Learning
 - EDUC 352 Ed/Psych of Exceptional Child
 - EDUC 318 Introduction to Reading Instruction and Intervention
- Personal written statement expressing why the student wishes to enter the graduate program in speech-language pathology at Maryville and/or the profession of speech-language pathology
- Two letters of reference from undergraduate professors who can evaluate the student's likelihood of success in graduate school
- A GPA of 3.0 on a 4.0 scale
- Resume
- Strong performance on the Verbal, Quantitative, and Analytical Writing components of the GRE, with a minimum Verbal Reasoning score of 150, and a minimum Quantitative Reasoning score of 150.
- A combined score of 100 or higher on the TOEFL is acceptable with minimum sub-scores of the following: speaking sub-score of 27, writing sub-score of 23, reading sub-score of 23, and listening sub-score of 27, for students whom English is a second language. A TOEFL paper-based score of 603 with sub-scores of speaking 62, writing 60, reading 57, and listening 62 is acceptable. An IELTS score of 7.0 or higher is also acceptable.

As Clinical Components are an Essential Part of the Graduate Curriculum, the Following Requirement are also Necessary for Admission:

- completed physical examinations annually
- immunity to Measles/Rubeola, Mumps, Rubella, and Tetanus/Diphtheria/Pertussis (Tdap), Polio, Varicella or Positive Varicella Titer and Hepatitis B (a Hepatitis B declination statement is acceptable in lieu of immunization)
- TB-Tuberculin PPD test (documented 2-step initially, then annual)
- annual flu vaccine
- CPR and First Aid Certification
- criminal background checks and urine drug screening records
- verification of health insurance to cover injuries that students may incur while engaged in the Educational Program at the Clinical Center
- fitting for a respiratory isolation device (i.e. N95 mask), if required by Clinical Center
- nicotine screening, if required by Clinical Center
- Signed release of information forms to allow Criminal Record Background Check, Urine Drug Screen, health and other pertinent data to be provided to the Clinical Education Program and to the Clinical Center facilities where the student completes clinical experiences.

- Characteristics of a specific population to be served, if applicable.

Graduate students will be served.

Faculty Characteristics

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate.

Terminal degrees in speech-language pathology, specifically research Ph.D. degrees with emphases in a variety of specialty areas in speech pathology/audiology represented across the faculty for teaching of academic courses. Master's degree with CCC-SLP will be required for clinical faculty.

- Estimated percentage of credit hours that will be assigned to full time faculty. Please use the term "full time faculty" (and not FTE) in your descriptions here.

Full time faculty will teach between approximately 70 and 100 percent of the courses depending on the year. Fall 4, as we prepare to hire both a full time audiologist and another full time faculty member, will result in the greatest percentage of non-full time faculty teaching.

- Expectations for professional activities, special student contact, teaching/learning innovation.

Faculty will be expected to engage in lines of research, to advise students, provide mentorship to students for lab experiences and to provide service to the department, university and/or community.

Enrollment Projections

- Student FTE majoring in program by the end of five years.

30 full time first year graduate students and 28 full time second year graduate students who will become part-time graduate students in the spring

- Percent of full time and part time enrollment by the end of five years.

Graduate enrollment is estimated at 75% full time since students are full time 3 out of 4 semesters (excluding summer).

Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation.

M.S. 14 graduates at end of three years; M.S. 52 graduates at end of five years.

- Special skills specific to the program.

In addition to skills to practice as a Speech Pathologist, students have option to receive Student Services Certification to teach in the K-12 schools as a speech-language pathologist, and to compete for participation in a bilingual (Spanish) practicum

- Proportion of students who will achieve licensing, certification, or registration.

Option for state student services certification in speech/language pathology available to students, 100% eligible for licensure with State Board of Healing Arts after completing 1 year of work in the field (aka Clinical Fellowship Year), also 100% eligible for Certificate of Clinical Competence (CCC) from the American Speech-Language and Hearing Association after completion of the Clinical Fellowship Year.

- Performance on national and/or local assessments, e.g., percent of students scoring above the 50th percentile on normed tests; percent of students achieving minimal cut-scores on criterion-referenced tests. Include expected results on assessments of general education and on exit assessments in a particular discipline as well as the name of any nationally recognized assessments used.

Expect Praxis pass rates of 85 to 100%

- Placement rates in related fields, in other fields, unemployed.

Expect 95-100% employment rate in the field.

- Transfer rates, continuous study.

Expect minimum transfer rates. Attrition is figured at 5%, translating to one student per class.

Program Accreditation

- Institutional plans for accreditation, if applicable, including accrediting agency and timeline. If there are no plans to seek specialized accreditation, please provide reasons.

The graduate program will be accredited by the Council on Academic Accreditation in Speech Pathology and Audiology (CAA). The CAA is the entity within the American Speech-Language and Hearing Association (ASHA) authorized to accredit graduate education programs for speech pathology and audiology. Accreditation Candidacy is expected to occur in March of 2015.

Alumni and Employer Survey

- Expected satisfaction rates for alumni, including timing and method of surveys

All students will participate in an exit interview at graduation.

Alumni surveys will be sent 12 months after graduation and expected satisfaction rates are 75% or higher. Questions regarding satisfaction will also be included in Maryville University Alumni surveys on an ongoing basis.

- Expected satisfaction rates for employers, including timing and method of surveys

At graduation/exit interview with student, plans for the students' employment will be requested and statistics will be kept on graduate employment rates. One year following graduation, employer surveys will be sent.