

MEMORANDUM

TO: Fort Wayne Senate

FROM: Shannon Johnson, Chair  
Graduate Subcommittee

DATE: September 6, 2018

SUBJ: M.S. in Speech-Language Pathology

The Graduate Subcommittee approved on August 31<sup>st</sup>, 2018 the attached documents regarding M.S. in Speech-Language Pathology.

The committee finds that the proposed program requires no Senate review.

Shannon Johnson, MLS  
Chair, Graduate Subcommittee  
Walter E. Helmke Library

Approving:

David S. Cochran  
Shannon Johnson  
Tanya Soule  
Hank Strevel  
Brett Wilkinson

Not Approving:

Abstain:

**COVER PAGE**  
**FOR DEGREE PROGRAM PROPOSALS**

Institution:	Purdue University
Campus:	Fort Wayne
College:	Arts and Sciences
Department/School:	Communication Sciences and Disorders
Degree Program Title:	M.S. in Speech-Language Pathology
Suggested CIP Code:	51.0203
Projected Date of Implementation:	Summer II 2020

**SIGNATURE PAGE  
NEW DEGREE PROGRAM PROPOSAL**

**Degree title:** M.S. in Speech-Language Pathology

**Name of academic unit offering the new degree:** Communication Sciences and Disorders

---

Stacy Betz  
Department Chair  
Communication Sciences and Disorders

---

Date

---

Eric Link  
Dean  
College of Arts and Sciences

---

Date

---

Carol Sternberger  
Associate Vice Chancellor for Faculty Affairs  
Director of Graduate Studies, Purdue University Fort Wayne

---

Date

Approval Recommended by the Graduate Council

---

Date

---

Linda Mason  
Dean of the Graduate School

---

Date

---

Jay T. Akridge  
Provost

---

Date

## EXECUTIVE SUMMARY

### **M.S. in Speech-Language Pathology Department of Communication Sciences and Disorders College of Arts and Sciences, Purdue University Fort Wayne**

The Department of Communication Sciences and Disorders at Purdue University Fort Wayne proposes to offer an M.S. degree in Speech-Language Pathology. After receiving approval from the Purdue Board of Trustees and ICHE, the program will seek accreditation from the American Speech-Language-Hearing Association (ASHA) and the Indiana Department of Education. Accreditation from these agencies will provide students the necessary credentials to be licensed as speech-language pathologists in Indiana. Speech-language pathologists assess, treat, and prevent communication and swallowing disorders across the lifespan in a range of work settings including public schools, hospitals, and skilled nursing facilities. A few examples of the many types of clients speech-language pathologists work with include: newborns with Down syndrome who have difficulty swallowing which places them at risk for aspiration of liquid into the lungs, children with autism who have difficulty with social communication, preschoolers who pronounce words incorrectly making it difficult for family members to understand them, children who stutter, adults who have had a stroke resulting in problems producing and understanding language, adults who have Parkinson's disease and have difficulty producing speech, and adults with dementia who slowly lose the use of language and the ability to swallow safely.

The future job outlook for speech-language pathologists is high. The United States Bureau of Labor Statistics describes the increase in job openings for speech-language pathologists as "much faster than average" with the state of Indiana predicting a 27.7% increased need by 2026. The reasons for the increased need include an ageing population, improved survival rates for premature infants and people who have a stroke or other medical illness or accident, early identification of developmental disorders, and increased inclusion of children with special needs in public school curriculum. Currently, the state of Indiana falls behind neighboring states in the number of new speech-language pathologists who graduate each year; last year the state of Ohio graduated 358 master's degree level speech-language pathologists, Michigan 253, Illinois 406, but Indiana only graduated 154. Therefore, the proposed program will help meet the need for Indiana residents to have access to qualified speech-language pathologists.

The proposed program requires two years of full-time study which includes 57 credits. In addition to academic courses, students will complete clinical practicum experiences in the on-campus Communication Disorders Clinic and off-campus externships at local public schools and healthcare settings. Students may complete an optional research-based thesis, however, completing a thesis will not replace any other program requirements. As a c program, the learning objectives will align with the certification standards set forth by the American Speech-Language-Hearing Association. Students' mastery of these learning outcomes will be assessed throughout the program with integrated, summative assessments including a written comprehensive exam at the end of year 1, an oral comprehensive exam at the end of year 2, and completion of two clinical externship placements. The proposed program builds on existing strengths of the Department of Communication Sciences and Disorders and Purdue University Fort Wayne including the department's move last summer to a new physical space and the department's existing connections to local elementary schools and skilled nursing facilities.

## Program Description

### M.S. in Speech-Language Pathology to be Offered by the Department of Communication Sciences and Disorders College of Arts and Sciences, Purdue University Fort Wayne

#### 1. Characteristics of the Program

- a. *Campus(es) Offering Program:*  
Purdue University Fort Wayne
- b. *Scope of Delivery (Specific Sites or Statewide):*  
Purdue University Fort Wayne campus
- c. *Mode of Delivery (Classroom, Blended, or Online):*  
Coursework will consist primarily of face-to-face courses. Some courses may be offered online or in hybrid format.
- d. *Other Delivery Aspects (Co-ops, Internships, Clinicals, Practica, etc.):*  
Students will be required to complete on-campus clinical practica, off-campus clinical practica, and off-campus externships.
- e. *Academic Unit(s) Offering Program:*  
Department of Communication Sciences and Disorders which is part of the College of Arts and Sciences on the Purdue University Fort Wayne campus.

#### 2. Rationale for the Program

- a. *Institutional Rationale (Alignment with Institutional Mission and Strengths)*

*Rationale for proposing the program.* Purdue University Fort Wayne proposes to offer a master's degree program in speech-language pathology. As detailed below in Section C regarding labor market needs, there is a current, unmet need for speech-language pathologists in the region. The proposed graduate program would educate students with the credentials needed to fill these positions. Additionally, as noted below in the strengths of the department, current students who wish to pursue an advanced degree in speech-language pathology have stated they would choose Purdue University Fort Wayne for their studies if a program were available. Because a program is not available, some students are not able to pursue their career of choice because personal or financial reasons limit them to staying in Northeast Indiana. Therefore, the program will meet both the workforce needs of local employers and the needs of community members who wish to earn an advanced degree in speech-language pathology but must remain in the Fort Wayne area.

*Consistency with the mission of the institution.* Consistent with the mission of Purdue University Fort Wayne, a graduate degree program in speech-language pathology will advance the intellectual, social, economic, and cultural life of both students and the region. For students, the graduate program will provide advanced education which includes not only increased content knowledge about speech and language disorders, but

also heightened cultural awareness regarding how to work with people from different cultural backgrounds. Students will graduate with the qualifications to become speech-language pathologists which will lead to well-paying jobs, thus improving their own economic standing.

In terms of the outward mission of the university to advance the needs of the region, the students who graduate from the program will be prepared to fill workforce needs for speech-language pathologists in the community. Filling this need will help to ensure community members who have speech or language disorders will be able to live to their full potential, whether that is a young child with Down syndrome or an adult who had a stroke.

*Relationship to the institution's strategic plan.* A graduate program in speech-language pathology will positively contribute toward meeting many of Purdue University Fort Wayne's strategic goals. For example, one of the institution's goals is to increase retention and graduation rates (i.e., strategic plan item: *Goal 1 Foster Student Success - Retention, persistence, and graduation rates and Post-graduation success*). Similar programs in Indiana have a near 100% graduation rate (see Section 4) suggesting the proposed program will also have a high graduation rate. Given the regional and state need for speech-language pathologists (see evidence for the regional need in Section C below), a graduate program in speech-language pathology also meets this strategic goal by educating students who will have post-graduation success in the workforce.

Another strategic aim of the university is to value a broader range of diversity (i.e., strategic plan item: *Goal 1: Foster Student Success – A more diverse campus*). A graduate program in speech-language pathology would increase the Department of Communication Sciences and Disorders' ability to lead programming on campus that would enhance the university's understanding of diversity by focusing on diversity related to disabilities. For example, graduate students will be prepared to lead student success groups for college students with disabilities such as autism spectrum disorder as well as educational workshops for neurotypical students and faculty about how to include students with disabilities in all aspects of college life.

A third strategic goal a speech-language pathology graduate program would contribute to is, *Goal 2: Promote the Creation, Integration, and Application of Knowledge – Internal and external academic collaborations*. As part of the program's curriculum, students would complete on and off-campus practicum experiences working with people with speech, language, or swallowing disorders. Students would directly apply their knowledge of how to assess and treat communication disorders when working with clients in these practica.

*Building on the strengths of the institution.* The proposed graduate program builds on the current strengths of the Department of Communication Sciences and Disorders (CSD) in educating high caliber undergraduate students. Currently, CSD students make up only 1% of the total undergraduate student population on campus but 5% of students enrolled in the Honors College. Additionally, undergraduate students interested in pursuing graduate

degrees are accepted to graduate programs at extremely high rates. Of the students applying to graduate school in 2017, 100% were accepted. Students also self-report that they value the education they receive in the program. The 2016 First Destinations Survey conducted by IPFW found that 100% of CSD students who graduated in 2016 reported that they were satisfied with their time at IPFW, would choose IPFW again, and would return to IPFW for a graduate degree if IPFW offered the degree of interest.

A graduate program would also build on existing departmental strengths in serving community members with communication disorders. The department operates the on-campus Communication Disorders Clinic which provides clinical services to the community at no charge. The clinic currently serves approximately 15 clients per semester which would increase dramatically with the addition of a graduate program. Additionally, faculty members supervise students at two local elementary schools. The CSD students provide enhanced language and/or literacy instruction for students at risk for learning or reading disabilities. The department also places students in skilled nursing facilities as part of the undergraduate gerontology program's clinical practicum.

Because the proposed graduate program will require students to complete clinical practica in the community, the program will build on the institution's strengths in partnering with local businesses and community leaders. The educator preparation programs on campus have a longstanding record of working with local schools to place student teachers. More recently the university has had success in partnering with businesses, such as Sweetwater, to enhance educational opportunities for students. Because the field of speech-language pathology is relevant to multiple work settings, including education, healthcare, and industry, the new program will build upon the university's existing strengths in forging these types of connections to the community.

*See Appendix 1: Institutional Rationale, Detail*

*b. State Rationale*

The proposed master's degree in speech-language pathology meets all three of the guiding principles of the *2016 Reaching Higher, Delivering Value* document describing Indiana's goals for higher education (i.e., student-centered, mission-driven, and workforce-aligned). In terms of being student-centered, the proposed program meets the goal of offering degree options that "ensure college is affordable." The current number of graduate programs in speech-language pathology in Indiana is not sufficient to meet the workforce needs of the state. The newest graduate program in the state is offered at a private university which makes its cost out-of-reach for many students.

According to the *2016 Reaching Higher, Delivering Value* document, the state's higher educational system should include "a system of regional campuses that provides a lower-cost, close-to-home option for baccalaureate and advanced degrees for traditional, non-traditional and transfer students." The proposed master's degree aims to serve exactly that purpose – to be an affordable option for residents of Northeast Indiana to obtain an advanced degree; currently, there is no similar program in Northeast Indiana which means residents in this area who wish to pursue a career as a speech-language pathologist

have no in-state option to pursue advanced training while continuing to live in the area they call home. At the university level, the proposed program also meets the aim for programs to be “mission-driven.” As described in Section A above, the proposed program directly aligns with the mission of Purdue University Fort Wayne.

Finally, in terms of the *2016 Reaching Higher, Delivering Value* goal to be “workforce-aligned,” the proposed curriculum requires students to participate in “work-based, applied learning experiences” each semester. These applied experiences include assessing and treating people with communication disorders, both on campus and in real-world work settings in the community. Students who graduate from the program will meet the requirements to become licensed speech-language pathologists in Indiana as well as to be professionally certified as speech-language pathologists by the American Speech-Language-Hearing Association (N.B. students must also complete a nine-month, post-graduation work experience to earn these credentials). National certification by the American Speech-Language-Hearing Association is typically the required credential throughout the United States and will reflect the fact that students have met a national standard for professional certification as a speech-language pathologists.

*c. Evidence of Labor Market Need*

*i. National, State, or Regional Need*

- In 2017, U.S. News and World Report rated speech-language pathology as #38 of the top 100 jobs. The ranking noted a \$74,680 median national salary and a 1.5% unemployment rate.
- According to the American Speech-Language-Hearing Association, the need for speech-language pathologists is growing for multiple reasons including: an ageing population; improved survival rates for premature infants, people who have a stroke or other medical illness or accident; early identification of developmental disorders; and increased inclusion of children with special needs in public school curriculum (<https://www.asha.org/Careers/Market-Trends/#market>).
- All five current graduate level speech-language pathology programs in Indiana reported a 100% employment rate for students graduating in the most recent academic year indicating that the job market is strong (data taken from each program’s ‘Student Outcome’ data provided online).

*ii. Preparation for Graduate Programs or Other Benefits*

- For students interested in high level administration positions, either in a public school setting or a hospital, a professional doctoral level degree is often required for administrative jobs. Therefore, some students may wish (after gaining experience in the workplace) to pursue professional doctoral degrees, such as an Ed.D. or SLP.D. (Doctor of Speech-Language Pathology). Although



there are very few SLP.D. programs, those that exist are typically not entry-level degrees, that is, students must already have earned a master's degree to apply.

- For students interested in pursuing a research based Ph.D. in the field of communication sciences and disorders, many research doctoral programs require applicants to have a professional master's degree as well as clinical experience. Therefore, this program would prepare students who choose to later pursue a Ph.D.

*iii. Summary of Indiana DWD and/or U.S. Department of Labor Data*

- Job openings for speech-language pathologists with a master's degree are expected to grow by
  - 24.9% in Region 3/Northeast Indiana by 2024
  - 27.7% in the state of Indiana by 2026
  - 17.8% in the United States by 2026
- These numbers project a large increase in the need for speech-language pathologists in Northeast Indiana and also throughout the entire state and country. The United States Bureau of Labor Statistics describes the increase in job openings as “much faster than average.”
- Per the Indiana Department of Workforce data, the number of new openings for speech-language pathologists in northeast Indiana (i.e., region 3) is expected to be 16 per year. The anticipated cohort size for our program is 15 students per year. Therefore, the number of graduates from our program will be lower than the projected number of job openings in this region. Additionally, it is expected that not all students in the program will remain in Region 3 after graduating, and will move elsewhere in Indiana, nearby states, and perhaps throughout the entire United States. Therefore, the cohort size of our program will be a meaningful boost to meet the workforce need for speech-language pathologists in Northeast Indiana and surrounding locations. The data also demonstrate that enough job openings will be available for students after graduating, leading to a 100% employment rate of graduates.

*See Appendix 2: Summary of Indiana DWD and/or U.S. Department of Labor Data, Detail*

*iv. National, State, or Regional Studies*

- Per the 2018 Schools Survey conducted by the American Speech-Language-Hearing Association (ASHA), 54% of speech-language pathologists working in a school setting indicated that the number of job openings exceeded the number of job seekers in their area.

- Per the 2017 Health Care Survey conducted by the American Speech-Language-Hearing Association (ASHA), 35% of speech-language pathologists working in a healthcare setting indicated that the number of job openings exceeded the number of job seekers in their area.
- These data indicate a need for speech-language pathologists across all clinical settings.

*See Appendix 3: National, State, or Regional Studies, Detail*

v. *Surveys of Employers or Students and Analyses of Job Postings*

- As of August 2018, per the Indiana Career Connect website (<https://www.indianacareerconnect.com/jobbanks/>) there were 61 open speech-language pathologist jobs in the state of Indiana. Similarly, a search for speech-language pathologist positions in Indiana posted on monster.com returned 180 open positions; a search on indeed.com 254 positions; and a search on glassdoor.com 373 positions.
- These data indicate a substantial number of current job openings, more than would be needed for all 15 graduates of the program to find employment immediately after graduation each year.

*See Appendix 4: Surveys of Employers or Students and Analyses of Job Postings, Detail*

vi. *Letters of Support*

Letters of support are included from:

Connie Brown  
 Director of Special Services  
 East Allen County Schools  
 Chanda Lichtsinn M.S., CCC-SLP  
 Director of Rehabilitation Therapy  
 Turnstone

Sara D. Marjamaa M.S., PT  
 Director of Rehabilitation Services  
 Lutheran Hospital of Indiana  
 Tracy Reed M. Ed.  
 Chief Academic Officer  
 Fort Wayne Community Schools

*See Appendix 5: Letters of Support, Detail*

**3. Cost of and Support for the Program**

a. Costs

i. Faculty and Staff

The Department of Communication Sciences and Disorders currently has 3 full-time tenured/tenure-track faculty and 1 full-time continuing lecturer. All of these faculty will teach in the proposed program, as well as continue to teach in the undergraduate program. Currently the department also has 4 part-time limited term lecturers. One of these limited term lecturers will teach in the proposed graduate program and the other three will continue to teach undergraduate courses only.

To meet the needs of the proposed program, the department will need to hire one full-time tenure-track faculty, two full-time clinical faculty members, and one limited term lecturer. The tenure track and clinical faculty will teach courses and/or supervise clinical practica. The limited term lecturer will supervise clinical practica. To begin the program, the one new tenure-track faculty, one of the new clinical faculty, and the new limited term lecturer will need to be hired. The second new clinical faculty will need to be in place for the second year of the program.

*See Appendix 6: Faculty and Staff, Detail*

ii. Facilities

The Department of Communication Sciences and Disorders recently relocated to new space in the Modular Clinic and Classroom Building. This space provides the majority, but not all, of the space needs for the proposed program. The proposed program will require additional space to accommodate the new faculty, students, and increased number of clients who will be served through the on-campus Communication Disorders Clinic. New space needs include:

- One new faculty office
- Research lab space for the new tenure-track faculty member.
- A materials/equipment room for storing materials and equipment needed for clinical practica courses.
- A graduate student clinical workroom. This space is needed for students to work on clinical documentation for their clinical practicum courses and to watch video recordings of their clinical sessions.

*See Appendix 7: Facilities, Detail*

iii. Other Capital Costs (e.g. Equipment)

The proposed program will require the purchase of: 5 computers for the graduate clinical workroom, 3 iPads to be used for students to learn and practice using assessment and treatment methods that are implemented using tablets, new office furniture for three faculty offices (as noted in Appendix 7, the department has space for two of these offices, but they are not furnished), and tables/chairs for the graduate student clinical workroom.

*See Appendix 8: Other Capital Costs, Detail*

b. Support

i. Nature of Support (New, Existing, or Reallocated)

In the summer of 2017, the Department of Communication Sciences and Disorders moved to new space in the Modular Clinic and Classroom Building. This space provided the clinical space needed to support a graduate degree in speech-language pathology. This space also provides office space for the majority of new faculty needed for the program. Therefore, the majority of space and financial needs have already been provided by the university. The additional funding needed to begin the program will be provided by the College of Arts and Sciences and the office of the Vice Chancellor for Academic Affairs. There is sufficient revenue to cover expenses.

ii. Special Fees above Baseline Tuition

Because the proposed program requires one-on-one supervision in clinical practica courses which is a significant salary cost, the program suggests charging a special fee of \$250 per semester. In addition, the clinical practicum course (CSD 54900) will charge a lab fee of \$50 per semester to cover the cost of student access to the electronic health records system used in the clinic and clinical materials that students will learn to use as part of the course requirements.

**4. Similar and Related Programs**

a. List of Programs and Degrees Conferred

i. Similar Programs at Other Institutions

*Campuses offering (on-campus or distance education) programs that are similar:* Currently there are five master's degree programs in speech-language pathology in the state of Indiana that are accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology. Four of these programs are public universities and one is a private college.

Based on data gathered by the American Speech-Language-Hearing Association (ASHA), across these five existing master's degree programs in Indiana, a total of 1,159 applications were received during the 2015-2016 year with only 167 of those students matriculating into a program. These data correspond to only 14.4% of applicants matriculating in a program in the state of Indiana. The five programs averaged an acceptance rate of only 30%. Data are not available to determine the quality of applicants who were not accepted to these specific programs, however, on a national level, data show that many qualified applicants are denied acceptance due to limitations in entering cohort size; that is, there are not enough spots in graduate programs to accept all qualified applicants. The 2016-2017 CSD Education Survey National Aggregate Data Report

(<https://www.asha.org/uploadedFiles/2016-2017-CSD-Education-Survey-National-Aggregate-Data-Report.pdf>) found that 86.2% of graduate programs in speech-language pathology stated that an “insufficient number of qualified candidates applying” was not a factor that impacted their graduate enrollment. Only 2.8% of programs believed that the number of qualified applicants had a moderate or major impact on their enrollment. Therefore, we expect to have more than a sufficient number of qualified applications for the proposed program.

<b>Master’s Degree Programs in Speech-Language Pathology in Indiana<sup>1</sup></b>								
Program	Target Entering Class Size	# Applications	# Accepted Students	# Students Enrolled	# Applicants not Accepted	Acceptance Rate	# Students Graduating	Graduation Rate <sup>2</sup>
Purdue WL	30	245	77	36	168	31%	29	100%
Ball State	40	250	60	42	190	24%	49	100%
Indiana State	22	196	43	22	153	22%	21	100%
Indiana University – Bloomington	39	251	92	43	159	37%	35	93%
Saint Mary’s College	30	217	83	24	134	38%	20	91.7%
<b>TOTAL</b>	<b>161</b>	<b>1159</b>	<b>355</b>	<b>167</b>	<b>804</b>		<b>154</b>	
<b>AVERAGE</b>	<b>32.2</b>	<b>232</b>	<b>71</b>	<b>33</b>	<b>161</b>	<b>30%</b>		<b>97%</b>

<sup>1</sup>Data based on information from the 2016 - 2017 academic year:

<https://www.asha.org/edfind/results.aspx?area=SLP&degree=MASTERS&location=IN>

<sup>2</sup>Data based on each university’s ‘Student Outcomes Data’ provided on the program’s website for the most recent year. This information is required by ASHA to be publicly available.

ii. Related Programs at the Proposing Institution

Currently there are no graduate level programs in speech-language pathology at Purdue University Fort Wayne. Because the most common work setting for speech-language pathologists is public schools, the field of speech-language pathology is professionally related to programs in education. Purdue University Fort Wayne has undergraduate programs in Early Childhood and Elementary Education and graduate programs in Special Education. Those programs lead to licensure as a teacher, whereas the proposed program will lead to certification and licensure as a speech-language pathologist.

b. List of Similar Programs Outside Indiana

Relevant enrollment and graduation data are provided in the tables below for programs in the contiguous states of Michigan, Ohio, and Illinois. These data are taken from the American Speech-Language-Hearing Association’s EdFind online database which is based on information self-reported by programs for the 2016 - 2017 academic year (<https://www.asha.org/edfind/>).

**Master's Degree Programs in Speech-Language Pathology in Michigan**

Program	Target Entering Class Size	# Applications	# Accepted Students	# Students Enrolled	# Degrees Granted
Andrews University	15	120	35	16	14
Calvin College	34	144	40	28	30
Central Michigan University	40	211	94	40	41
Eastern Michigan University	40	243	125	38	34
Grand Valley State University	32	244	55	32	34
Michigan State University	32	370	32	32	32
Wayne State University	40	284	89	39	40
Western Michigan University	30	284	150	27	28

**Master's Degree Programs in Speech-Language Pathology in Ohio**

Program	Target Entering Class Size	# Applications	# Accepted Students	# Students Enrolled	# Degrees Granted
Baldwin Wallace University	20	106	41	20	15
Bowling Green State	31	317	95	31	31
Case Western Reserve University	12	130	27	11	19
Cleveland State University	36	332	35	35	32
Kent State University	40	229	69	40	39
Miami University	29	220	60	29	26
Ohio State University	32	255	76	32	29
Ohio University	25	234	104	25	19
University of Akron	60	301	72	34	36
University of Cincinnati	103	363	139	105	72
University of Toledo	50	174	51	51	40

<b>Master's Degree Programs in Speech-Language Pathology in Illinois</b>					
Program	Target Entering Class Size	# Applications	# Accepted Students	# Students Enrolled	# Degrees Granted
Eastern Illinois University	31	330	68	32	26
Elmhurst College	24	369	94	24	21
Governors State University	35	238	75	37	38
Illinois State University	40	254	97	31	39
Midwestern University Illinois	43	416	174	45	44
Northern Illinois University	22	219	51	43	17
Northwestern University	57	483	176	78	65
Rush University	33	410	111	30	27
Southern Illinois University Carbondale	24	189	50	24	27
Southern Illinois University Edwardsville	24	230	44	24	19
St. Xavier University	35	401	213	34	34
University Illinois Urbana-Champaign	25	224	103	20	29
Western Illinois University	20	160	20	40	20

c. Articulation of Associate/Baccalaureate Programs

Not applicable because this is a proposed graduate program.

d. Collaboration with Similar or Related Programs on Other Campuses

The program will collaborate with the College of Professional Studies to ensure the program meets requirements as an approved educator preparation program. This includes collaborating to document all standards set by the Indiana Department of Education including the Council for the Accreditation of Educator Preparation (CAEP).

**5. Quality and Other Aspects of the Program**

a. *Credit Hours Required/Time To Completion*

The proposed program will require 57 credit hours. The program will require two years of full-time study corresponding to six consecutive semesters. The program will begin with a summer semester, therefore students will attend: Summer Year 1, Fall Year 1, Spring Year 1, Summer Year 2, Fall Year 2, and Spring Year 2.

*See Appendix 10: Credit Hours Required/Time To Completion, Detail*

b. *Exceeding the Standard Expectation of Credit Hours*

Not applicable because this is a proposed graduate program.

c. *Program Competencies or Learning Outcomes*

As a professional degree program aimed at preparing students to be speech-language pathologists, the learning outcomes for the program will reflect the professional certification standards established by the Council for Clinical Certification (CFCC) in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association. The learning outcomes are: By graduation students will be able to:

- integrate information pertaining to normal and abnormal human development across the lifespan including biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases of communication. (*relates to CFCC Standard IV-B*)
- describe disorders in the following areas: articulation; fluency; voice and resonance; receptive and expressive language in speaking, listening, reading, writing; hearing, including the impact on speech and language; swallowing; cognitive aspects of communication; social aspects of communication; and the use of augmentative and alternative communication modalities. (*relates to CFCC Standard IV-C*)
- compare and contrast communication and swallowing disorders in terms of etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. (*relates to CFCC Standard IV-C*)
- describe the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates. (*relates to CFCC Standard IV-D*)
- select, implement, and interpret relevant assessment and treatment procedures including formulating appropriate assessment and intervention plans. (*relates to CFCC Standard V-B*)
- explain and implement professional standards of ethical conduct. (*relates to CFCC Standard IV-E*)
- identify and critique the processes used in research and integrate research principles into evidence-based clinical practice. (*relates to CFCC Standard IV-F*)
- explain and implement knowledge regarding professional issues such as billing for clinical services and professional licensure/certification. (*relates to CFCC Standard IV-G*)
- apply oral and written communication skills to professional practice situations such as defending clinical decisions regarding assessment and treatment of clients, creating written treatment plans, and presenting a clinical case to colleagues. (*relates to CFCC Standard V-A*)
- engage in interprofessional education and practice such as collaborating with students from related disciplines to interpret assessment results from a holistic perspective and develop appropriate treatment plans that can be implemented using a co-treatment model. (*relates to CFCC Standard V-B*)

In addition to the above learning objectives which are required for professional certification/licensure, the following two learning objectives will be incorporated into the program. Although these standards are not currently required to be certified as a speech-language pathologist by the American Speech-Language-Hearing Association, it is expected they may be added when the certification standards are revised in the near



future. Therefore, the program plans to include them from the outset: By graduation students will be able to:

- differentiate which clinical responsibilities support personnel can complete and will supervise support personnel in completing these responsibilities.
- modify assessment and treatment activities for implementation via telepractice.

*d. Assessment*

Each learning objective has been mapped to one or more specific courses in which it will be taught. Each of the learning outcomes for a specific course will be assessed in that course using an appropriate combination of examinations, papers, projects, and clinical case studies. For clinical practica, students will be assessed each semester using the same rubric for clinical learning outcomes, with the criteria for passing increasing each semester. Each course will also use formative assessments to assist students in identifying their strengths and weaknesses and to provide additional support for students who are having difficulty.

On a program level, at the end of the first year of the program, students will complete a written comprehensive examination focused on all content covered during the first three semesters of the program. At the end of the second year, students will complete an oral comprehensive examination synthesizing all learning outcomes. Both the oral and written comprehensive exams will focus on content knowledge and application of content knowledge to clinical cases. Final, summative assessment of students' mastery of clinical skills will be completed during their externship experiences.

*e. Licensure and Certification*

Graduates of this program will be prepared to earn the following:

- *State License:*

*Indiana Professional Licensing Agency.* Graduating students will be prepared to be licensed as Clinical Fellows by the Speech-Language Pathology and Audiology Board of the Indiana Professional Licensing Agency. Following successful completion of this clinical fellowship year (i.e., 9 months of full time practice), graduates will qualify to receive a state license to practice as speech-language pathologists.

*Indiana Department of Education.* Students will be qualified for a Communication Disorder (Speech Language Pathologist) licensure by the Indiana Department of Education. To qualify for this license students must have a license from the Indiana Professional Licensing Agency (see above). Graduates must also have a valid CPR card and a Suicide Prevention Certificate which students will be required to complete during the Licensure course in their final semester of the program.

- *National Professional Certifications* (including the bodies issuing the certification):

*American Speech-Language-Hearing Association (ASHA)*. Upon graduation, students will have completed all academic coursework and clinical practicum hours required to be Clinical Fellows of the American Speech-Language-Hearing Association. At that point, graduates will complete a nine-month clinical fellowship and pass the Praxis exam in speech-language pathology which will then qualify them for national certification as speech-language pathologists by the American Speech-Language-Hearing Association. This certification is referred to as CCC-SLP (Certificate of Clinical Competence – Speech-Language Pathology).

- *Third-Party Industry Certifications* (including the bodies issuing the certification): None/Not applicable.

*f. Placement of Graduates*

Students who graduate from this professional degree program are expected to pursue careers as speech-language pathologists. The program will prepare students to work in the range of settings for speech-language pathologists including schools, early intervention, acute care hospitals, skilled and long term care nursing facilities, otolaryngology offices, rehabilitation centers, and private practice.

*g. Accreditation*

The program will apply for accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology. Professionals who want to be certified as speech-language pathologists by the American Speech-Language-Hearing Association must earn a graduate degree in speech-language pathology from a program that is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology. Therefore, this accreditation will allow students to seek national certification as speech-language pathologists. Applications for accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology are accepted twice a year, in February and August. A requirement for accreditation is that the program has been approved by the institution and the state to offer a master's degree in speech-language pathology. Therefore, accreditation cannot be sought until receiving ICHE approval. The application for accreditation will be submitted for the February or August deadline following ICHE approval.

After receiving ICHE approval, the program will also apply for accreditation by the Indiana Department of Education as an approved program in the area of Communication Disorders. This accreditation will be sought because the program will prepare students to work as speech-language pathologists in the P-12 public schools.

## **6. Projected Headcount and FTE Enrollments and Degrees Conferred**

See table.

<b>6. Projected Headcount and FTE Enrollments and Degrees Conferred</b>						
<b>Date: 07/31/18</b>						
Institution/Location: Purdue University Fort Wayne						
Program: M.S. in Speech-Language Pathology						
	<b>Year #1</b>	<b>Year # 2</b>	<b>Year # 3</b>	<b>Year # 4</b>	<b>Year # 5</b>	
	<b>FY 2020</b>	<b>FY2021</b>	<b>FY 2022</b>	<b>FY 2023</b>	<b>FY 2024</b>	
Enrollment Projections (Headcount)						
Full-Time	15	30	30	30	30	
Part-Time	0	0	0	0	0	
Total	15	30	30	30	30	
Enrollment Projections (FTE)						
Full-Time	15	30	30	30	30	
Part-Time	0	0	0	0	0	
Total	15	30	30	30	30	
Degree Conferred Projection	0	15	15	15	15	
CHE Code: 12-XX						
Campus Code: XXXX						
County: Allen						
Degree Level: Master's						
CIP Code: Federal - 51.02.03; State - 000000						

## ***Appendix 1: Institutional Rationale, Detail***

*Purdue University Fort Wayne Mission Statement*

Retrieved from <https://www.pfw.edu/about/strategic-plan/mission-values-vision.html>

Purdue University Fort Wayne is a comprehensive university that provides local access to globally recognized baccalaureate and graduate programs that drive the intellectual, social, economic, and cultural advancement of our students and our region.

*Purdue University Fort Wayne Plan 2020: 2014-2020 Strategic Plan*

Retrieved from <https://www.pfw.edu/about/strategic-plan/goals-and-metric-areas.html>

# MISSION VALUES AND VISION

## MISSION

Purdue University Fort Wayne is a comprehensive university that provides local access to globally recognized baccalaureate and graduate programs that drive the intellectual, social, economic, and cultural advancement of our students and our region.

## VALUES

The University values:

- Access to affordable and high-quality programs and services.
- The integrity, significance, and value of Purdue University degrees.
- An environment of open intellectual inquiry, mutual respect, shared governance, and civility.
- An environment that enhances learning by recognizing the inherent worth of all individuals and celebrating differences of culture, background, and experience among all individuals and groups.
- The highest ethical standards of equity, fairness, transparency, and academic integrity.
- A multifaceted and mutually beneficial collaboration with Fort Wayne and the greater northeast Indiana region.

## VISION

Purdue Fort Wayne will be the university of choice for the citizens of northeast Indiana and beyond. It will be recognized for a transformative learning environment characterized by intensive mentoring, excellence in faculty scholarship and knowledge creation, integration of life and work experiences, and community engagement. The University will be known for exceptional retention, persistence, and graduation rates, respected signature programs, and graduates prepared to improve the quality of life in their communities as well as compete locally, regionally, and globally.

# GOALS, STRATEGIC DIRECTIONS, AND ACTION PRIORITIES

## GOAL 1: FOSTER STUDENT SUCCESS

Purdue Fort Wayne will improve the quality and fidelity of its assessment processes and effectively utilize data to improve student learning outcomes through the continuous improvement of course, curricular, and co-curricular offerings. Student participation in high-impact instructional practices and advising interventions will be increased. The University will support the development of activities and experiences that celebrate multiculturalism and the broad array of human differences, and promote programs featuring international and interdisciplinary curricula. Metric areas

### METRIC AREAS

- Retention, persistence, and graduation rates
- Post-graduation success
- Achievement of learning outcomes (Baccalaureate Framework)
- A more diverse campus
- Signature programs
- Honors Program

## GOAL 2: PROMOTE THE CREATION, INTEGRATION, AND APPLICATION OF KNOWLEDGE

The University will expand the production of high-quality and high-impact scholarship by students, faculty, and staff.

## METRIC AREAS

- Peer-reviewed scholarly products
- Students participating in research and scholarly activity
- External grants and contracts and competitive awards in support of scholarly activity
- Internal and external academic collaborations

## GOAL 3: SERVE AS A REGIONAL INTELLECTUAL, CULTURAL, AND ECONOMIC HUB FOR GLOBAL COMPETITIVENESS

The University will expand collaborations with regional partnerships in government, social service, and business sectors, and will provide leadership in regional economic development efforts as well as access to outstanding intellectual, cultural, and artistic programming

## METRIC AREAS

- Intellectual, cultural, and artistic events
- Regional, national, and global collaborations
- Consultations supporting regional business and industry

# GOAL 4: CREATE A STRONGER UNIVERSITY THROUGH IMPROVING THE SUPPORT OF STAKEHOLDERS AND THE QUALITY AND EFFICIENCY OF THE ORGANIZATION

The University will establish a culture of assessment through a set of appropriate performance metrics for all units as well as an integrated system of program reporting, review, assessment, and accreditation that is aligned with institutional performance metrics. Priorities for resource allocation will be identified in order to create, expand, merge, or reduce activities as appropriate.

## METRIC AREAS

- Reallocations as a percentage of general fund budget
- Philanthropic and public support for strategic priorities
- Efficiency ratios (examples: expenses/revenues, students served/resources used)



**Appendix 2: Summary of Indiana DWD and/or U.S. Department of Labor Data, Detail**

<b>Indiana Department of Workforce Data for Indiana Region 3 for 2014 to 2024 (which includes Fort Wayne)<sup>1</sup></b>				
	Projected Occupational Employment	Average Annual Openings	Openings to Fill by 2024	Growth Rate (for Advanced Degrees)
Speech-language pathologists	381	16	160 <sup>2</sup>	24.9%

<sup>1</sup>Data based on: <http://www.hoosierdata.in.gov/FD/comparison.aspx>

<sup>2</sup>All openings are listed as requiring an advanced degree, therefore data are not broken down into educational level

<b>Indiana Department of Workforce Data for 2016 to 2026 (for speech-language pathologists)<sup>1</sup></b>							
	Total	Less than a High School Diploma	High School Diploma	Post Secondary Certificate or Some College	Associate Degree	Bachelor's Degree	Advanced Degrees
Openings for Replacement Jobs	65	0	0	0	0	0	65
Openings for New Jobs	72	0	0	0	0	0	72
10 year growth	27.7%	0%	0%	0%	0%	0%	27.7%

<sup>1</sup>Data based on: <http://www.hoosierdata.in.gov/FD/overview.aspx>

<b>U.S. Department of Labor Data for 2016 to 2026<sup>1</sup></b>							
Occupation	Employment 2016 (thousands)	Employment 2026 (thousands)	Employment change 2016-2026 (thousands)	Employment change, 2016-2026 (percent)	Occupational openings 2016-2026 annual average (thousands)	2016 median annual wage	Typical entry level education
Speech-language pathologists	145.1	171	25.9	17.8%	10.4	74,860	master's degree

<sup>1</sup>Data based on: <https://data.bls.gov/projections/occupationProj>

*Appendix 3: National, State, or Regional Studies, Detail*

2018 Schools Survey conducted by the American Speech-Language-Hearing Association  
<https://www.asha.org/research/memberdata/schoolssurvey/>

2017 Health Care Survey conducted by the American Speech-Language-Hearing Association  
<https://www.asha.org/Research/memberdata/HealthcareSurvey/>

#### *Appendix 4: Surveys of Employers or Students and Analyses of Job Postings, Detail*

As of August 2018, per the Indiana Career Connect website (<https://www.indianacareerconnect.com/jobbanks/>) there were 61 open speech-language pathologist jobs in the state of Indiana. Similarly, a search for speech-language pathologist positions in Indiana posted on monster.com returned 180 open positions; a search on indeed.com 254 positions; and a search on glassdoor.com 373 positions.

These job openings included positions across a range of work settings and regions within Indiana. Details of a small subset of current openings are listed below to illustrate the range of positions that would be open to graduates.

##### Public schools

Fort Wayne Community Schools (position in Fort Wayne)

[https://fwcsjobs.searchsoft.net/ats/job\\_board\\_frame?APPLICANT\\_TYPE\\_ID=00000001&COMPANY\\_ID=00008119](https://fwcsjobs.searchsoft.net/ats/job_board_frame?APPLICANT_TYPE_ID=00000001&COMPANY_ID=00008119)

Elkhart Community Schools (position in Elkhart)

<https://apps.elkhart.k12.in.us/employment/Job.aspx?id=913>

Whitley County Consolidated Schools (position in Whitley County, near Fort Wayne)

<https://www.applitrack.com/r8esc/onlineapp/1BrowseFile.aspx?id=30443>

##### Hospitals

Parkview Hospital – Randallia (position in Fort Wayne)

<https://pm.healthcaresource.com/CS/pvh/#/job/19030>

Lutheran Hospital / Community Health Systems (position in Fort Wayne)

<http://www.careershealthcare.com/jobs/27680/speech-language-pathologist/>

Bluffton Regional Medical Center (position in Bluffton, near Fort Wayne)

<https://chs.taleo.net/careersection/10001/jobdetail.ftl>

##### Outpatient Therapy / Home HealthCare

Hopebridge Autism Therapy Centers (positions open in Fort Wayne, Greenwood, Kokomo, Richmond, Marion, and Terre Haute)

<https://recruiting.paylocity.com/Recruiting/Jobs/Details/54295>

Indiana University Health Systems (positions open in Bloomington, Lafayette, and Muncie)

<https://careers.iuhealth.org/search/results?jobID=&category=Nursing+and+Patient+Support+Careers&keyword=speech&zip=>

Brookdale Senior Living, Inc. (position in Indianapolis)

<https://www.monster.com/jobs/search/?q=speech-language-pathologist&where=Indiana&jobid=199220677>

Great Lakes Caring (position in Lafayette)

<https://www.monster.com/jobs/search/?q=speech-language-pathologist&where=Indiana&jobid=11265233-06c0-4d5b-b1e8-2df6c6eb065b>

Skilled nursing facilities

Lifecare Centers of America (position in Rensselaer)

<https://careers.asha.org/jobs/11306298/speech-language-pathologist>

Green House Village of Goshen (position in Goshen)

<https://www.monster.com/jobs/search/?q=speech-language-pathologist&where=Indiana&jobid=fb645231-3c8b-4fac-9858-952e6dbb5877>

Telepractice positions (that allow people to work from home)

Presence Learning

<https://www.presencelearning.com/clinicians/apply/>

*Appendix 5: Letters of Support, Detail*

Letters of support are included below from:

Connie Brown  
Director of Special Services  
East Allen County Schools

East Allen County Schools is one local employer of speech-language pathologists and also a site that will be used as an externship site for students.

Chanda Lichtsinn M.S., CCC-SLP  
Director of Rehabilitation Therapy  
Turnstone

Turnstone is a center that provides comprehensive services to people with disabilities. They will be a site for clinical practica and externships for students.

Sara D. Marjamaa M.S., PT  
Director of Rehabilitation Services  
Lutheran Hospital of Indiana

Lutheran Health Network is one local employer of speech-language pathologists and also a site that will be used as an externship site for students.

Tracy Reed, M.Ed.  
Chief Academic Officer  
Fort Wayne Community Schools

Fort Wayne Community Schools is one local employer of speech-language pathologists and also a site that will be used as an externship site for students.

**SPECIAL SERVICES DEPARTMENT**

800 Homestead Drive  
Telephone 260-446-0128

New Haven, IN 46774  
Fax 260-446-0127

---

---

July 31, 2018

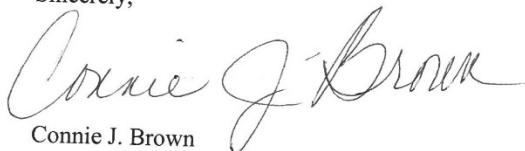
To whom it may concern:

Please accept this letter of support for the new master's degree in speech-language pathology being proposed by the Department of Communication Sciences and Disorders at Purdue University Fort Wayne. In December 2017 we met with the department chair, Stacy Betz, to discuss their plans for the program and are happy to support their efforts and believe the community would benefit from having a graduate program here in Fort Wayne.

The speech-language pathologists in the East Allen County Schools enjoy working with student interns. We would look forward to being an off-campus site for clinical experiences for graduate students in the new program at Purdue University Fort Wayne. Our district has several unique opportunities for students to gain experiences working as a speech-language pathologist in a public school including the Language Acquisition through Motor Planning program, Eagle Eyes technology to help children with severe disabilities communicate, the STAR program to support children with autism spectrum disorders, and working within the response to intervention approach with children who need additional assistance with developing phonological awareness skills.

We look forward to the East Allen County Schools partnering with the Department of Communication Sciences and Disorders at Purdue University Fort Wayne when the new graduate program begins. If you have any questions, we can be reached at 260-446-0121.

Sincerely,



Connie J. Brown  
Director of Special Services

cc: Marilyn Hissong, Superintendent  
Tina Grady, Director of Human Resources  
Lisa York, Manager of Special Services

---

---

*The mission of East Allen County Schools is to inspire in all students a passion for learning while developing knowledge, skills and character necessary to become responsible contributors to the local and global society.*



August 1, 2018

To Purdue Board of Trustees and Indiana Commission for Higher Education Members:

As a graduate of Indiana University – Purdue University Fort Wayne, I am excited to write this letter of support for a master’s program in speech-language pathology to begin in the Department of Communication Sciences and Disorders at Purdue University Fort Wayne. Without the undergrad program at IPFW, I would not have been able to experience the successes in life. At the time of graduation I was forced to look elsewhere for a graduate program. It would have been of great benefit to me as a non-traditional student to attend graduate school at IPFW.

After a few years of experience as a SLP, I returned to IPFW to teach for twelve years first teaching the introduction class, then the Language Development, and Language Disorders courses.

Currently I am Director of Rehabilitation Services at Turnstone which is a non-profit agency in Fort Wayne that provides community therapeutic, recreational, fitness and wellness, and social services to individuals with disabilities. This includes speech-language pathology services as well as occupational therapy, physical therapy, for adults and children. Turnstone currently has ties to the Department of Communication Sciences and Disorders at Purdue University Fort Wayne which we expect to grow if a graduate program is added. Their student organizations host events for children with autism at our facility and some of their undergraduate students volunteer with us in the summer.

Should this graduate program be approved, Turnstone would partner with the Department of Communication Sciences and Disorders to provide clinical practicum and externship experiences for their graduate students through traditional supervised experiences with our speech-language pathologists as well as in our six week summer speech camp each year. Our Memory Care program which provides adults with dementia a safe environment for day activities would also be a resource for graduate students to gain experience working with people with memory loss.

I can be reached at 260-483-2100 extension 232 if you have any questions.

Sincerely,

Chanda Lichtsinn, M.S., CCC-SLP  
Speech Language Pathologist  
Director of Rehab Therapy

TURNSTONE.ORG

Turnstone  
3320 North Clinton St.  
Fort Wayne, IN 46805  
260 483.2100 ph  
260 484.5059 f





# Lutheran Hospital

July 31, 2018

Dear Stacy,

I am writing in support of Purdue Fort Wayne Department of Communication Sciences and Disorders proposed M.S. Degree in Speech Language Pathology. I anticipate that our facility, Lutheran Hospital of Indiana at 7950 W. Jefferson Blvd., Fort Wayne, IN 46804, would be open to providing clinical practical and externship experiences for students to gain clinical experience working with Speech Language Pathologists in the medical setting.

The services offered by our facility and staff include both Inpatient and Outpatient Rehab Services serving ages neonate to geriatric. On the Inpatient side, Product Lines include: Orthopedics, Neuro, Cardiac, Med-Surg and Pediatric. Our Outpatient services are extensive with specialty areas of Brain Injury, Pediatrics, Swallowing, Voice and Total Laryngectomy among others.

Northeast Indiana would benefit from having a graduate program to prepare students to be certified Speech Language Pathologists to meet the growing needs of our local medical facilities. Lutheran Hospital Rehab Services would also welcome the opportunity to collaborate with Purdue Fort Wayne faculty for continuing education needs for our therapists.

A strong connection between practicing Speech Language Pathologists and Purdue Fort Wayne's proposed Master's Degree program will assist with developing excellent entry level clinicians. And that benefits both our medical facilities and the community at large. Therefore, please accept my endorsement of the proposed Master's Degree in Speech Language Pathology at Purdue Fort Wayne.

Sincerely,



Sara D. Marjamaa MS, PT  
Director of Rehab Services  
Lutheran Hospital of Indiana





WE ARE YOUR SCHOOLS

---

FORT WAYNE COMMUNITY SCHOOLS

August 8, 2018

Stacy Betz, Ph.D.  
Associate Professor and Chair  
Purdue University Fort Wayne  
Department of Communication Sciences and Disorders  
Modular Clinic and Classroom Building Room 118  
2101 East Coliseum Blvd.  
Fort Wayne, IN 46805-1499

Greetings!

Please accept this letter of support for a proposed graduate program in Speech Language Pathology at Purdue University, Fort Wayne. There is a shortage of speech language pathologists in the Midwest, specifically Indiana. As the largest school district with more than 2,200 students qualifying for speech language services, it is imperative to have qualified personnel to provide services. In recent years there has been a significant challenge recruiting and hiring speech language pathologists. Frequently, SLP services are provided by contracted personnel. The proposed graduate program would help our district recruit and retain qualified candidates.

On behalf of Fort Wayne Community Schools, we support the proposed graduate Speech Language Pathology program. I look forward to discussing future collaboration between Fort Wayne Community Schools and the Department of Communication Sciences and Disorders.

Sincerely,

A handwritten signature in blue ink that reads "Tracy R. Reed".

Tracy R. Reed, M.Ed.  
Chief Academic Officer

*Office of the Chief Academic Officer*

1200 S. Clinton Street • Fort Wayne, IN 46802 • Phone: 260.467.2005 • Fax: 260.467.1980

**Appendix 6: Faculty and Staff, Detail**

Current faculty who will teach in the proposed program:

<b>Faculty Name</b>	<b>Highest Degree Earned</b>	<b>Current Rank</b>	<b>Current FTE in CSD</b>	<b>Projected FTE in Proposed Graduate Program</b>	<b>Notes</b>
Stacy Betz	Ph.D.	Associate Professor	1.0	0.375	Will continue to teach in current, undergraduate program also
Naomi Gurevich	Ph.D.	Assistant Professor	1.0	0.25	Will continue to teach in current, undergraduate program also
Sharon Mankey	M.A.T.	Continuing Lecturer	1.0	0.42	Will continue to teach in current, undergraduate program also
Joy Musser	Ph.D.	Limited Term Lecturer	0.25	0.125	Will continue to teach in current, undergraduate program also
Pamela Reese	Ph.D.	Assistant Professor	1.0	0.25	Will continue to teach in current, undergraduate program also

Faculty to be hired:

<b>Faculty Name</b>	<b>Highest Degree Earned</b>	<b>Anticipated Rank</b>	<b>Projected FTE in Proposed Graduate Program</b>	<b>Reason for hire</b>
Tenure-Track <sup>a</sup>	Ph.D.	Assistant Professor	0.51	Graduate teaching and clinical supervision
Clinical Faculty #1 <sup>a</sup>	M.S. or M.A.	Clinical Instructor or Assistant Professor	1.0	Clinical supervision and graduate teaching
Clinical Faculty #2 <sup>b</sup>	M.S. or M.A.	Clinical Instructor or Assistant Professor	0.87	Clinical supervision
Limited Term Lecturer <sup>a</sup>	M.S. or M.A.	Limited Term Lecturer	0.25	Clinical supervision

<sup>a</sup> This new hire is needed in the first year of the program

<sup>b</sup> This new hire is not needed until the second year of the program

*Appendix 7: Facilities, Detail*

<b>Space Need</b>	<b>Notes</b>
One new faculty office	<p>Three new full-time hires will be needed for the proposed program. The department has available office space for two of these hires, therefore, one additional office space is needed.</p> <p>This office needs to be located in the Modular Clinic and Classroom Building so that the faculty member would have access to the newly installed video recording system that is used to live stream and view recordings of clinical sessions. If the faculty member’s workload includes clinical supervision, she/he must have access to this video system.</p> <p>There is a possible office space in a room in the Modular Clinic and Classroom Building where the department is housed which would allow access to the clinical video recording system, however, this space is approximately twice the size of a typical office. If renovation costs were available, this space could potentially be divided into two offices, thus meeting the immediate need for one office space as well as one additional office space for possible future growth in enrollment in the proposed program. If no renovation costs were available, this space could be used as one office that would be larger than typical.</p>
Research lab space	<p>The exact amount and type of space needed will depend on the type of research conducted by the new tenure-track faculty hire, but is expected to be no less than 300 square feet. It is not expected that renovations would be needed for this new space.</p>
Materials / equipment room	<p>A materials/equipment room for storing materials and equipment for clinical practica courses is needed. Note that the department currently uses a clinic room for this purpose, but with the addition of a graduate program, this room will need to be used as a therapy room to meet the needs of the clinical practicum courses. The materials/equipment room must be located in the Modular Clinic and Classroom Building to allow for immediate access to these resources for use in the therapy rooms. The approximate space need is 300 square feet. It is not expected that renovations would be needed for this new space.</p>
Graduate student clinical workroom	<p>A graduate student clinical workroom is needed for students to work on documentation (e.g., diagnostic reports, therapy notes) for clinical practicum courses. Students also need to watch video recordings of their clinical sessions in order to improve their own clinical skills and take accurate data regarding a client’s communication skills. This space must be located in the Modular Clinic and Classroom Building in order to meet federal and state regulations regarding confidentiality of health records. Additionally, the video recordings students need to access are stored on a dedicated intranet located in the Modular Clinic and Classroom Building. A minimum of five Ethernet ports to the local intranet will be needed. Additionally, ports to the campus wide internet will also be needed. The approximate space need is 400 – 600 square feet. It is not expected that renovations would be needed for this new space other than the need for the Ethernet ports to be installed and/or activated.</p>

*Note that the Modular Clinic and Classroom Building (MCC) is the building the Department of Communication Sciences and Disorders is housed in.*

**Appendix 8: Other Capital Costs, Detail**

<b>Capital Cost</b>	<b>Rationale</b>	<b>Cost Estimate</b>	<b>Total Expected Cost</b>
5 computers for the graduate student clinical workroom	Needed for students to view clinical videos and to complete clinical documentation for clinical practica.	~\$1,000 per computer	\$5,000
3 iPads for clinical practica	Needed for faculty to teach students how to use tablet based apps in therapy and then for students to practice these methods and implement them in their clinical practica. Due to advances in technology, computer based therapy materials are becoming more common. Employers will expect students to be successful in integrating this technology into their clinical practice.	~\$800 per iPad	\$2,400
Office furniture for 3 faculty offices	The office space that the new faculty hires will use is currently used for other purposes and does not have existing office furniture. Therefore, office furniture will need to be purchased.	~\$2,000 per office	\$6,000
Tables/chairs for graduate student clinical workroom	Students enrolled in clinical practica need space that allows them to complete clinical documentation.	~\$4,000	\$4,000
<b>Total Capital (one-time) costs</b>			<b>\$17,400</b>

*Appendix 9: Articulation of Associate/Baccalaureate Programs, Detail*

Not applicable because this is a graduate program.

***Appendix 10: Credit Hours Required/Time To Completion, Detail***

The program requires two years (six semesters) of full time study to complete for a total of 57 credits. As shown in the table below, the number of credits required to complete the program is comparable to other master’s degree programs in speech-language pathology in Indiana.

<b>Program</b>	<b># Academic Course Credits</b>	<b># Clinical Course Credits</b>	<b>Total # Credits for Graduation</b>
Ball State	42	14	56
Indiana State	42	21	63
Indiana University	38	16	54 (up to 60)
Purdue University	36	<i>Varies (26; 62)</i>	
Saint Mary’s College	45	10	55
<b><i>Average for Indiana Programs</i></b>	<b>40.6</b>	<b>15.25</b>	<b>57</b>

*Data were obtained from university bulletins and the ASHA Ed-find website.*

The program will operate on a cohort model with a set curriculum for each semester (i.e., all students will take all of the same courses each semester).

Students who pursue the optional thesis option will also need to complete the required number of research credits as determined by the Purdue Graduate School.

See curriculum schedule on the following page.

<b><u>Year 1 Curriculum</u></b>		<b><u>Year 2 Curriculum</u></b>	
<i>Course/Semester</i>	<i>Credits</i>	<i>Course /Semester</i>	<i>Credits</i>
<b>Summer Semester – Year 1</b>		<b>Summer Semester – Year 2</b>	
CSD 54300: Clinical Methods in Speech-Language Pathology	2	CSD 54000: Augmentative and Alternative Communication	2
CSD 50500: Evidence Based Practice in Speech-Language Pathology	2	CSD 54900: Clinical Practice in Speech/Language Pathology	3
CSD 54900: Clinical Practice in Speech/Language Pathology I	1		
<b><i>Summer Total Credits</i></b>	<b>5</b>	<b><i>Summer Total Credits</i></b>	<b>5</b>
<b>Fall Semester – Year 1</b>		<b>Fall Semester – Year 2</b>	
CSD 52300: Language Disorders in Children	2	CSD 53200: Voice Disorders	2
CSD 52100: Speech Sound Disorders in Children	2	CSD 51400: Critical Thinking in Clinical Practice 3	2
CSD 52600: Language & Literacy Disorders	2	CSD 54900: Clinical Practice in Speech/Language Pathology	1
CSD 54400: School Based Speech-Language Pathology	2	CSD 64800: Speech-Language Pathology Education Externship <i>or</i> CSD 64900: Speech-Language Pathology Healthcare Externship <sup>a</sup>	4
CSD 51200: Critical Thinking in Clinical Practice 1	4		
CSD 54900: Clinical Practice in Speech/Language Pathology	2		
<b><i>Fall Total Credits</i></b>	<b>14</b>	<b><i>Fall Total Credits</i></b>	<b>9</b>
<b>Spring Semester – Year 1</b>		<b>Spring Semester – Year 2</b>	
CSD 53100: Language and Cognitive Communication Disorders in Adults	2	CSD 52900: Stuttering: Nature, Diagnosis, and Treatment	2
CSD 53800: Motor Disorders of Speech	2	CSD 51500: Critical Thinking in Clinical Practice 4	2
CSD 53900: Deglutition and Dysphagia	2	CSD 54500: Licensure	0
CSD 53300: Medical Speech-Language Pathology	2	CSD 64800: Speech-Language Pathology Education Externship <i>or</i> CSD 64900: Speech-Language Pathology Healthcare Externship <sup>a</sup>	5
CSD 51300: Critical Thinking in Clinical Practice 2	4		
CSD 54900: Clinical Practice in Speech/Language Pathology	3		
<b><i>Spring Total Credits</i></b>	<b>15</b>	<b><i>Spring Total Credits</i></b>	<b>9</b>
<b>Year 1 Total Credits</b>	<b>34</b>	<b>Year 2 Total Credits</b>	<b>23</b>
<b>Total Credits to Degree Completion: 57</b>			

<sup>a</sup> Students will take CSD 64800 one semester and CSD 64900 the other semester

*Appendix 11: Exceeding the Standard Expectation of Credit Hours, Detail*

Not applicable because this is a graduate program



## Appendix A: Curriculum and Requirements

### Admission Requirements

Based on the number of applications at similar programs in the region, admission is expected to be competitive.

Students must meet all of the following minimum requirements:

- Students must meet all graduate admission requirements of Purdue University Fort Wayne including the following criteria:
  - An earned baccalaureate degree from a college or university or recognized standing as verified through official transcripts of all colleges/universities attended.
  - A minimum 3.0 grade point average in the student's undergraduate major.
  - Students whose native language is not English and who received an undergraduate degree from a non-English speaking university will also be required to submit documentation of English proficiency. Proficiency can be demonstrated by:
    - Minimum TOEFL score of 550 or higher on the paper-based test
    - Minimum TOEFL score of 77 or higher on the internet based test with minimum subtest scores of reading 19, listening 14, speaking 18, and writing 18
    - Minimum IELTS (Academic Module) score of 6.5 or higher
- Students must have earned a minimum cumulative grade point average for all college/university coursework of 3.0.
- Students must have completed foundational coursework in biological sciences, physical sciences, social sciences, and statistics that meet the requirements to be certified as a speech-language pathologist by the American Speech-Language-Hearing Association. At least one college level course in each of the following areas must be completed with grade of a C- or higher:
  - Biological science: a course that is entirely or in part related to human or animal biology
  - Physical science: a course in chemistry or physics
  - Social/behavioral science: a course in psychology, sociology, anthropology, or public health
  - Statistics: a stand-alone course in statistics
- Students must have completed undergraduate coursework in the field of communication sciences and disorders sufficient to provide the prerequisite knowledge to enroll in graduate courses. To demonstrate this prerequisite knowledge, students must have completed coursework in the following content areas with a minimum grade of C- or higher:
  - Phonetics
  - Child language development
  - Speech and neural anatomy and physiology
  - Acoustics
  - Audiological assessment
  - Audiological rehabilitation
  - At least one course on speech-language disorders

There does not need to be a one-to-one correspondence between the prerequisite content listed above and undergraduate courses. Depending on the curriculum used at the student's undergraduate university, a single course might meet more than one of these content area prerequisites, or a combination of several courses might meet one content area requirement.

- Students who have a deficiency in only one of the foundational coursework and/or one of the communication sciences and disorders coursework requirements may be admitted on a case-by-case basis depending on whether the student would be able to complete the one deficiency prior to when that background knowledge would be needed in a graduate course. Students who are accepted conditionally must meet the coursework deficiency no later than the end of spring of the first year. Students who have multiple coursework deficiencies will not be admitted and will be advised to reapply after completing the required undergraduate courses.
- Students must submit scores from the Graduate Record Exam (GRE) General Test. Scores on all three subtests will be considered during the admission process, however, no minimum score will be required.
- Students must submit three letters of recommendation from people who are knowledgeable about the applicant's academic, professional, and/or clinical abilities.
- Students must submit a written personal statement (maximum 500 words) describing the reasons for their interest in pursuing a career in speech-language pathology.
- Students must complete a personal interview on-campus or via teleconference if traveling to campus is not feasible. The purpose of the interview is to evaluate an applicant's oral communication skills that will be required when working with clients in a clinical practicum.
- Students must pass a criminal background check that verifies they meet state and university requirements to work with vulnerable populations, including children and adults with disabilities. The requirement to pass a background check will be clearly described in the program's admissions information. Students who are admitted will be required to submit background checks after acceptance but no later than ten days prior to the first day of classes.

### **Curriculum Requirements**

- The proposed program requires 57 credits to graduate. The program will operate using a cohort model in which all students in a cohort start the program at the same time and follow the same sequence of courses.
- In addition to coursework, students will be required to pass a written examination assessing knowledge of the undergraduate communication sciences and disorders content required for admission to the program (i.e., phonetics, child language development, speech and neural anatomy/physiology, acoustics, audiological assessment, audiological rehabilitation, and foundational content regarding speech-language disorders). Although students will be required to pass undergraduate coursework in these areas prior to beginning the program (as described in the admissions requirements above), these courses might have been taken years prior to the start of the graduate program. Requiring students to pass an examination at the beginning of the program ensures they have retained the prerequisite knowledge to complete the graduate level courses.

During the first summer semester of the program, students will be provided with study materials for this content knowledge. Students can take the examination as many times as needed to pass (examination questions will be randomly selected from a large test bank allowing for different test questions to be used for each testing attempt). Students must attempt the examination at least once prior to the end of the first summer semester in the program. If the student does not pass the examination prior to the beginning of the first fall semester of the program, a faculty remediation committee consisting of three faculty members will be formed to develop a remediation plan aimed at providing the student the experiences needed to pass the examination. The student must pass the examination no later than the end of the first fall semester of the program or they will be dismissed from the program.

- In addition to coursework, students will be required to pass a written comprehensive examination at the end of year 1 and an oral comprehensive examination at the end of year 2. Each examination will be evaluated by a minimum of three faculty members, in accordance with Purdue University Fort Wayne policies. Students will have two opportunities to pass each examination. If the student does not pass on the first attempt, a faculty remediation committee consisting of three faculty members will be formed to develop a remediation plan aimed at providing the student experiences in assisting them with passing the examination. As part of the remediation plan, the faculty members will identify a timeline for attempting the examination a second time with the second attempt occurring no later than the week before the subsequent fall semester. If the student fails the second examination attempt they will be dismissed from the program.
- Students who choose to complete an optional research-based thesis will be required to complete 3-9 thesis credits (CSD 69800). The exact number of credits needed to successfully complete the project will be determined by the faculty mentor. Students will also need to successfully pass the written and oral examination of their thesis according to all rules established by Purdue University. Completing a thesis is entirely optional and will not replace any program requirement.

### **Sample Curriculum**

Because the program will operate on a cohort model, the sequence of courses below will be used by all students in the program. The program requires two years to complete which is equivalent to six consecutive semesters of coursework starting in a summer semester.

<b><u>Year 1 Curriculum</u></b>		<b><u>Year 2 Curriculum</u></b>	
<i>Course/Semester</i>	<i>Credits</i>	<i>Course /Semester</i>	<i>Credits</i>
<b>Summer Semester – Year 1</b>		<b>Summer Semester – Year 2</b>	
CSD 54300: Clinical Methods in Speech-Language Pathology	2	CSD 54000: Augmentative and Alternative Communication	2
CSD 50500: Evidence Based Practice in Speech-Language Pathology	2	CSD 54900: Clinical Practice in Speech/Language Pathology	3
CSD 54900: Clinical Practice in Speech/Language Pathology I	1		
<b><i>Summer Total Credits</i></b>	<b>5</b>	<b><i>Summer Total Credits</i></b>	<b>5</b>
<b>Fall Semester – Year 1</b>		<b>Fall Semester – Year 2</b>	
CSD 52300: Language Disorders in Children	2	CSD 53200: Voice Disorders	2
CSD 52100: Speech Sound Disorders in Children	2	CSD 51400: Critical Thinking in Clinical Practice 3	2
CSD 52600: Language & Literacy Disorders	2	CSD 54900: Clinical Practice in Speech/Language Pathology	1
CSD 54400: School Based Speech-Language Pathology	2	CSD 64800: Speech-Language Pathology Education Externship <i>or</i> CSD 64900: Speech-Language Pathology Healthcare Externship <sup>a</sup>	4
CSD 51200: Critical Thinking in Clinical Practice 1	4		
CSD 54900: Clinical Practice in Speech/Language Pathology	2		
<b><i>Fall Total Credits</i></b>	<b>14</b>	<b><i>Fall Total Credits</i></b>	<b>9</b>
<b>Spring Semester – Year 1</b>		<b>Spring Semester – Year 2</b>	
CSD 53100: Language and Cognitive Communication Disorders in Adults	2	CSD 52900: Stuttering: Nature, Diagnosis, and Treatment	2
CSD 53800: Motor Disorders of Speech	2	CSD 51500: Critical Thinking in Clinical Practice 4	2
CSD 53900: Deglutition and Dysphagia	2	CSD 54500: Licensure	0
CSD 53300: Medical Speech-Language Pathology	2	CSD 64800: Speech-Language Pathology Education Externship <i>or</i> CSD 64900: Speech-Language Pathology Healthcare Externship <sup>a</sup>	5
CSD 51300: Critical Thinking in Clinical Practice 2	4		
CSD 54900: Clinical Practice in Speech/Language Pathology	3		
<b><i>Spring Total Credits</i></b>	<b>15</b>	<b><i>Spring Total Credits</i></b>	<b>9</b>
<b>Year 1 Total Credits</b>	<b>34</b>	<b>Year 2 Total Credits</b>	<b>23</b>
<b>Total Credits to Degree Completion: 57</b>			

<sup>a</sup> Students will take CSD 64800 one semester and CSD 64900 the other semester

### **Existing courses in the proposed curriculum**

The following is a list of courses that are currently listed in the graduate bulletin at Purdue University Fort Wayne that will be included in the proposed program:

- CSD 59000 Directed Study of Special Problems  
*Note that this course is not a required course in the proposed program. It will not be offered on a regular basis, but will be used if needed to address new topics that arise in the field or topics of particular interest to students.*
- CSD 54900 Clinical Practice in Speech/Language Pathology I  
The second in a series of practicum courses designed to provide instruction and practical experience in fundamental diagnostic and therapeutic approaches to speech and language disorders.

### **New courses to be added**

Because Purdue University Fort Wayne does not currently offer a graduate program in communication sciences and disorders, the majority of courses are new courses that will need to be approved. When appropriate, existing course names and numbers of courses at the Purdue West Lafayette (PWL) campus will be used.

The following is a list of courses to be added that will use existing Purdue course numbers:

- CSD 52100 Speech Sound Disorders in Children  
A detailed study of phonetic and phonological aspects of speech sound disorders in children. Recent research findings dealing with normal and disordered development are reviewed. Advanced procedures for diagnosis and intervention are discussed.

*Note on differences from the course at PWL: The title for this course is currently Phonetic and Phonological Disorders in Children. We will request a change to, Speech Sound Disorders in Children. At PWL this course is 3 credits. We will offer it as a 2 credit course concurrently with an integrated critical thinking course that will cover applied aspects of the course content.*

- CSD 52300 Language Disorders in Children  
Principles of description assessment and intervention for children with language disorders.

*Note on differences from the course at PWL: The title for this course at PWL is Language Disorders in Children: Basic Principles. We will use the title, Language Disorders in Children. At PWL this course is 3 credits. We will offer it as a 2 credit course concurrently with an integrated critical thinking course that will cover applied aspects of the course content. At PWL, the course description includes the phrase “Specific language evaluation and treatment procedures for children in the preschool years.” The proposed course will include children of all ages, therefore, this phrase will be omitted from the course description.*

- CSD 52900 Stuttering: Nature, Diagnosis, and Treatment  
Reviews applications of research findings and theoretical developments to our understanding of the onset, development, perpetuation, and amelioration of stuttering. Demonstrates and discusses methods and procedures for diagnosing and treating stuttering across the lifespan.

- CSD 53100 Language and Cognitive Communication Disorders in Adults  
Study of the causes, assessment, and treatment of acquired language disorders in adults, including aphasia, right hemisphere syndromes, traumatic brain injury, and dementia.

*Note on differences from the course at PWL: The title for this course at PWL is Language Disorders in Adults. We will use the title, Language and Cognitive Communication Disorders in Adults to emphasize the inclusion of cognitive communication disorders such as dementia. At PWL this course is 3 credits. We will offer it as a 2 credit course concurrently with an integrated critical thinking course that will cover applied aspects of the course content. We will add reference to traumatic brain injury in the description.*

- CSD 53200 Voice Disorders  
Principles of differential diagnosis and clinical management for children and adults presenting voice disorders, based on a working knowledge of normal laryngeal structure and function.

*Note on differences from the course at PWL: At PWL this course is 3 credits. We will offer it as a 2 credit course concurrently with an integrated critical thinking course that will cover applied aspects of the course content.*

- CSD 53300 Medical Speech-Language Pathology  
Introduces the graduate speech-language pathology student to issues encountered in the medical environment in preparation for a healthcare externship and a career in the healthcare setting. Topics will include collaborative models in the medical setting, clinical documentation, ethical issues, equipment and instrumentation, medications, among others.

- CSD 53800 Motor Disorders of Speech  
A study of the neuropathologies that affect the speech production system. Emphasizes the differential diagnosis and management of acquired motor speech disorders.

*Note on differences from the course at PWL: At PWL this course is 3 credits. We will offer it as a 2 credit course concurrently with an integrated critical thinking course that will cover applied aspects of the course content.*

- CSD 53900 Deglutition and Dysphagia  
A study of the normal and disordered anatomy and physiology of the swallowing process. Principles of evaluation and treatment of dysphagia are discussed.

*Note on differences from the course at PWL: The title for this course at PWL is Dysphagia. We will use the title, Deglutition and Dysphagia to highlight that the course also includes content related to the typical swallow process. At PWL this course is 3 credits. We will offer it as a 2 credit course concurrently with an integrated critical thinking course that will cover applied aspects of the course content.*

- CSD 54000 Augmentative and Alternative Communication  
Introduction to augmentative and alternative communication. Cognitive, educational, physical, psycho-social, and linguistic aspects are considered together with symbol characteristics, teaching strategies, and research issues.

*Note on differences from the course at PWL: At PWL this course is 3 credits. We will offer it as a 2 credit course concurrently with a clinical practicum experience in AAC.*

- CSD 54400 School Based Speech-Language Pathology  
Organization, materials, and methods for conducting speech, language, and hearing services in elementary and secondary schools.

*Note on differences from the course at PWL: At PWL this course title is School-Clinical Methods in Communication Disorders. Because the proposed program will have a separate broad based clinical methods course and to parallel the title of the CSD 53300: Medical Speech-Language Pathology course, we propose using the title, School Based Speech-Language Pathology. At PWL this course is 3 credits. We will offer it as a 2 credit course concurrently with an integrated critical thinking course that will cover applied aspects of the course content.*

- CSD 64800 Speech-Language Pathology Education Externship  
School-clinical experience to provide speech, language, and hearing services in elementary and secondary schools, under the supervision of a school clinician and university staff holding the ASHA Certificate of Clinical Competency.

*Note on differences from the course at PWL: At PWL this course description states the experience will be full-time. We eliminated that phrasing because the exact hours may depend on the arrangement with each off-site placement and to parallel the course description for CSD 64900.*

- CSD 64900 Speech-Language Pathology Healthcare Externship  
An advanced-level clinical practicum in speech and language disorders.  
Prerequisite: SLHS 54900. Permission of instructor required.
- CSD 59000 Directed Study of Special Problems  
Topics vary. Permission of instructor required.
- CSD 61900 Advanced Topics in Audiology and Speech Pathology  
Study of advanced topics, varying from semester to semester. Course content will be drawn from areas for which there are no permanent courses.

- CSD 6900 Directed Study of Special Problems  
Topics vary. Permission of instructor required.
- CSD 69800 Research MS Thesis  
Research MS Thesis. Permission of instructor required.

The following is a list of courses to be added that do not correspond to an existing course in the Purdue course numbering system:

- CSD 54300: Clinical Methods in Speech-Language Pathology  
Introduction to principles and procedures for the assessment and treatment of communication disorders including written documentation of clinical practice.
- CSD 50500: Evidence-Based Practice in Speech-Language Pathology  
Emphasis on evaluating scientific evidence and the application of research findings to evidence-based practice.
- CSD 52600: Language and Literacy Disorders  
Principles of description, assessment, and intervention for children with language disorders with an emphasis on the interaction of oral language and literacy.
- CSD 51200: Critical Thinking in Clinical Practice 1:  
Introduction to critical thinking in a clinical setting. Integration of course material from concurrent courses focused on child/developmental disorders with an emphasis on developing assessment and treatment skills using clinical simulations.
- CSD 51300: Critical Thinking in Clinical Practice 2:  
Further development of critical thinking in a clinical setting. Integration of course material from concurrent courses focused on adult/acquired disorders with an emphasis on developing assessment and treatment skills using clinical simulations.
- CSD 51400: Critical Thinking in Clinical Practice 3:  
Application of critical thinking skills to clinical practice with an emphasis on interprofessional practice in medical and school based speech-language pathology.
- CSD 51500: Critical Thinking in Clinical Practice 4:  
Application of critical thinking skills to clinical practice with an emphasis on interprofessional practice in medical and school based speech-language pathology and effective supervision of support staff.
- CSD 54500: Licensure:  
Professional requirements for obtaining and maintaining credentials for clinical practice as a speech-language pathologist.



## Appendix B: Program Faculty and Administrators

The following faculty members currently hold positions in the Department of Communication Sciences and Disorders (CSD):

<b>Faculty Name</b>	<b>Highest Degree Earned</b>	<b>Clinical Certification</b>	<b>Current Rank</b>	<b>Percent Appointment in CSD</b>	<b>Area of Specialization</b>
Stacy Betz	Ph.D.	None	Associate Professor	100%	Child language disorders
Naomi Gurevich	Ph.D.	CCC-SLP	Assistant Professor	100%	Adult motor speech, cognitive communication, and dysphagia
Sharon Mankey	M.A.T.	CCC-SLP	Continuing Lecturer	100%	Augmentative and alternative communication
Joy Musser	Ph.D.	CCC-SLP	Limited Term Lecturer	25%	Voice disorders
Pamela Reese	Ph.D.	CCC-SLP	Assistant Professor	100%	Literacy, child language disorders, and autism spectrum disorder

The Department of Communication Sciences and Disorders is administratively housed in the College of Arts and Sciences. The department chair has direct oversight of the department and is supported by one full-time administrative assistant. With the addition of the proposed graduate program, a graduate director will need to be named in accordance with the accreditation standards of the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association. Because the overlap between the department chair and graduate director's responsibilities is substantial, it is anticipated that the department chair will also serve as the graduate director; however, it is possible that these roles will be filled by two different faculty members.

In addition to the faculty members listed above, the following new hires will need to be made:

<b>Faculty Name</b>	<b>Highest Degree Earned</b>	<b>Clinical Certification</b>	<b>Anticipated Rank</b>	<b>Percent Appointment in CSD</b>	<b>Area of Specialization / Reason for Hire</b>
Tenure-Track <sup>a</sup>	Ph.D.	CCC-SLP preferred	Assistant Professor	100%	Speech disorders
Clinical Faculty #1 <sup>a</sup>	M.S. or M.A.	CCC-SLP	Clinical Instructor or Assistant Professor	100%	Clinical supervision
Clinical Faculty #2 <sup>b</sup>	M.S. or M.A.	CCC-SLP	Clinical Instructor or Assistant Professor	100%	Clinical supervision
Limited Term Lecturer <sup>a</sup>	M.S. or M.A.	CCC-SLP	Limited Term Lecturer	25%	Clinical supervision

<sup>a</sup> This new hire is needed in the first year of the program

<sup>b</sup> This new hire is not needed until the second year of the program

## **Appendix C: Courses Needed**

Applications for courses to be added are provided through Curriculog.

## Comment Sheet for Graduate Program Proposal

Name of Dean, Division Director, or Department Chair:

Proposal:

1. The rationale for the proposed program:
2. The program's effects on PFW:
3. The program's effects on PFW's constituencies:
4. Other comments:

The (Unit Name):

has no objections to the proposal.

endorses the proposal.

has minor objections to the proposal which can be dealt with through revision.

has major objections to the proposal and recommends that the Graduate Subcommittee postpone review.

Please send comments to [sternber@pfw.edu](mailto:sternber@pfw.edu).