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Dean’s Signature:

Provost Signature:
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Executive Summary
This initiative would create a communication sciences disorder (CSD) undergraduate minor and a new degree program leading to a master’s degree in speech-language pathology (SLP) within the College of Education. The graduate program would allow graduates to work in schools, hospitals, or clinics. The CSD minor and SLP master degree programs would be targeted to three audiences:

- Traditional undergraduate students preparing for entry into the Master of Science in Speech-Language and Pathology (MSLP).
- Those currently working as SLP aides in schools and education service districts and other interested candidates without a CSD coursework.
- Those with a bachelor’s degree in communication sciences and disorders (CSD) who would like to obtain licensure and certification.

These three audiences require different delivery options:

- An undergraduate CSD minor (24 semester credits) as part of a bachelor’s degree
- Intensive offering of undergraduate prerequisite courses (24 semester credits) for bachelor graduates without a CSD major
- 22-month (5-semester, 62 credits) SLP master’s degree program for candidates who have met all prerequisites.

The undergraduate program could be started without national accreditation. The graduate SLP program would require accreditation from the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech and Hearing Association (ASHA) prior to students entering the program.

According to the 2010 Occupational Outlook, Speech-language pathologists held about 119,300 jobs in 2008. About 48 percent were employed in educational services. Others were employed in hospitals; offices of other health practitioners, including speech-language pathologists; nursing care facilities; home healthcare services; individual and family services; outpatient care centers; and child day care centers. Nine percent of speech-language pathologists were self-employed in 2008. They contract to provide services in schools, offices of physicians, hospitals, or nursing care facilities, or work as consultants. There will need to be a 19% increase, or an additional 22,100 SLPs by 2018.

The plan targets cohorts that average 30 students a year in the master degree program, and 10 students a year taking the prerequisite courses. Additionally, we anticipate 10-15 College of Arts and Sciences enrolling in the CSD minor each year. At this rate the strategic investment will be paid back at the end of the third year and then average a gross margin (revenue – direct costs) of $450,000 per year, counting only the revenue from the post-bac and graduate programs. The plan calls for hiring seven tenure-track faculty members, two clinical faculty members, and a staff person over the first five years. Three tenure-track faculty have been hired, including a program director and clinic director, and advertisements have been placed for three assistant/associate professors.
Objective and Purpose
The objective of this strategic plan is two-fold: 1) to develop a communication sciences and disorders (CSD) undergraduate minor as a prerequisite for entry into a Speech Language Pathology (SLP) master's degree program; and, 2) to develop a nationally-accredited Speech Language Pathology master's degree program for entry into the SLP profession. The SLP professional program would need to be accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech and Hearing Association (ASHA), approved as a program by Oregon Teacher Standards and Practices Commission (TSPC) that recommends licenses to work in schools, and approved by Northwest Commission on Colleges and Universities (NWCCU). The purposes for creating this program are the following:

1. Prepare pre-professionals for entry into the SLP and Audiology professions.
2. Prepare professionals who meet the requirements for earning a license from the Oregon Board of Examiners for Speech-Language Pathology and Audiology and ASHA certification so that they might serve as speech language pathologists (SLPs) in Oregon and other states.
3. Help meet the state and national shortage of licensed SLPs.
4. Diversify the College of Education revenue streams.
5. Enhance the strength, reputation, and revenue of Pacific University.

Background Information
Speech language pathology is a dynamic and continuously changing profession. Speech language pathologists provide clinical services that includes prevention, diagnosis, habilitation, and rehabilitation of communication, swallowing, or upper aerodigestive disorders; elective modification of communication disorders; and enhancement of communication. There is a growing, national shortage of SLPs as revealed in a March 28, 2009 Oregonian article entitled “Oregon schools need speech pathologists: The demand is so great that students get offers before earning degrees:”

According to the Bureau of Labor Statistics, employment of speech language pathologists is expected to grow 11 percent from 2006 to 2016 as baby boomers age and medical advances improve survival rates of premature infants or trauma and stroke patients. The largest numbers of unfilled jobs are in the Pacific and mountain regions, according to a 2008 American Speech-Language-Hearing Association survey.

John Tracy, a speech pathologist and manager of work force recruitment and development at Salem Hospital, noted in the same article that this “a multi-pronged problem” since SLPs serve young people in schools who need specialized services to overcome speech communication disorders and older people in medical clinics and hospitals who need help in recovering from trauma and strokes.

The latest Occupational Outlook Handbook (2010-11 edition) notes that by 2018 there will need to be a 19% growth in the number of people prepared to be speech language pathologists. In 2008, there were slightly more than 119,000 SLPs working in the United States. By 2018 an additional 22,100 speech language pathologists are needed to meet the demand for services in schools, hospitals, medical clinics, and social service agencies.
Data from the Oregon 2009-10 Special Education Child Count reveal the great need for Speech Language Pathologists. The report indicated that 82,824 (13% of the school-age population) aged 0-21, had at least one of the disabilities listed below:

<table>
<thead>
<tr>
<th>Disability</th>
<th>2009-10</th>
<th>2008-09</th>
<th>2007-08</th>
<th>2006-07</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autism</td>
<td>7934</td>
<td>7579</td>
<td>7078</td>
<td>6374</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>9</td>
<td>16</td>
<td>24</td>
<td>15</td>
</tr>
<tr>
<td>Developmental Delay (0-4 years)</td>
<td>4628</td>
<td>4367</td>
<td>4291</td>
<td>4293</td>
</tr>
<tr>
<td>Emotional Disturbance</td>
<td>4708</td>
<td>4708</td>
<td>4682</td>
<td>4695</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>1138</td>
<td>1114</td>
<td>1100</td>
<td>1045</td>
</tr>
<tr>
<td>Mental Retardation</td>
<td>4063</td>
<td>4080</td>
<td>4212</td>
<td>4275</td>
</tr>
<tr>
<td>Other Health Impairment</td>
<td>9660</td>
<td>9380</td>
<td>8788</td>
<td>8304</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>966</td>
<td>1030</td>
<td>1009</td>
<td>1019</td>
</tr>
<tr>
<td>Specific Learning Disability</td>
<td>27681</td>
<td>27664</td>
<td>28044</td>
<td>28997</td>
</tr>
<tr>
<td>Speech/Language Impairment</td>
<td>21289</td>
<td>21314</td>
<td>20870</td>
<td>20583</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>294</td>
<td>284</td>
<td>271</td>
<td>278</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>454</td>
<td>452</td>
<td>457</td>
<td>436</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>82824</strong></td>
<td><strong>81988</strong></td>
<td><strong>80826</strong></td>
<td><strong>80314</strong></td>
</tr>
</tbody>
</table>

As the chart above reveals, children with speech language impairments account for more than one-quarter of the disabilities. When you factor in that students in the other categories (especially autism, developmental delay, hearing impairment, and traumatic brain injury) also often have speech communication disorders the need for SLPs is acute.

Since 1975, the federal government has required that all children with disabilities receive a free and appropriate public education and special services to meet their education needs. Today, the Individuals with Disabilities Education Act (IDEA) governs these services, provided at no cost to parents. As a result, local school districts and education service districts (ESDs) must hire licensed professionals to serve these students. The March 2009 *Oregonian* article indicated that to meet this overwhelming need some school districts said they are “growing their own” speech pathologists and hiring out-of-state candidates. Nowhere is this need greater than in rural school districts.”

Support for starting a program has poured in from around the state.
- Beaverton School District – We “would be extremely interested in participating in establishing another SLP program in the state of Oregon. We are constantly seeking
partnerships with local universities for a variety of reasons, including ‘grow your own’ models and similar programs that help our employees reach their own professional goals. We also recognize the extreme shortage of SLP candidates in our area. Any action that could help Oregon Higher Education produce more SLP graduates would have our support.”

• Oregon Department of Education (ODE) and the Special Education Advisory – We “strongly support the Pacific University plan to offer a Speech Language Pathology master’s program in Oregon. There is a profound shortage of SLPs in Oregon and across the United States. To address this shortage in Oregon, the 2007 Oregon Legislature created the SLP scholarship and mentoring fund, which ODE has administered since 2007. During that time, twenty-nine Oregon educators from across the state have been enrolled in SLP Cohorts I and II through Florida’s Nova Southeastern University. Currently, ODE is recruiting members of the SLP Cohort II with the hope that an additional fifteen SLPs will be certified to work in Oregon schools and districts after completing the Nova program. The $150,000 fund has offered a substantial incentive to current Oregon school district and Education Service District (ESD) employees to further their training in the SLP field. … When the Pacific University program is implemented, Oregon’s university system will benefit by doubling the current SLP Masters degree offerings.”

• Oregon Board of Examiners For Speech-Language Pathology & Audiology – The Board is acutely aware of the shortage of qualified SLPs in Oregon, and has taken steps (including creating a certification process for SLP Assistants) to remedy the situation. Existing programs at Portland State and University of Oregon have many more qualified applicants than student slots, and many would-be SLPs leave the state for training and subsequent employment, or remain under-employed in Oregon because they cannot meet their educational objectives. … Since the Board follows ASHA certification standards for licensure, we are particularly pleased that you intend to create an ASHA-accredited graduate program, so that your graduates would meet our licensing requirements.

• Northwest Regional Education Service District – We are very supportive of your efforts to start a Speech Language Pathology program. We would love to have your students serve as interns in our district.

Overview of Proposed Program at Pacific University
From 1945-1986 Pacific University offered an undergraduate program leading to entry as a speech language pathologist. Housed within the education department, past program graduates from Pacific are eager to see a communication sciences and disorders undergraduate program return along with a program for entry into the profession. Today, a master’s degree is required to be licensed in most states as required by the American Speech and Hearing Association (ASHA).

Accreditation

Required Program Accreditations
The proposed MS in Speech Language Pathology program is in the process of seeking ASHA accreditation and satisfy the academic and clinical requirements for:

• The Certificate of Clinical Competence in Speech Pathology granted by the American Speech-Language-Hearing Association (ASHA)
• The Communications Disorder endorsement granted by the Oregon Teacher Standards and
Practices Commission (TSPC)

**Accreditation Standards**

The following basic components are required by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech and Hearing Association (ASHA) for an academic program:

The program must provide a curriculum leading to a master's or other entry-level graduate clinical degree with emphasis in speech-language pathology.

The curriculum must provide the opportunity for students to complete a minimum of 400 supervised clinical education hours (325 at the graduate level) scattered across the program. There must be a breadth and depth of opportunities for students to obtain a variety of clinical education experiences in different work settings, with different populations, and with appropriate equipment and resources in order to acquire and demonstrate skills required by the profession.

The program must provide an academic and clinical curriculum that is sufficient for students to acquire and demonstrate, at a minimum, knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The program must provide opportunities for students to acquire and demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences, as well as swallowing disorders, including etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, linguistic, and cultural correlates. These opportunities must be provided in the following areas:

- Articulation
- Fluency
- Voice and resonance, including respiration and phonation
- Receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities
- Hearing, including the impact on speech and language
- Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction)
- Cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, executive functioning)
- Social aspects of communication (e.g., behavioral and social skills affecting communication)
- Communication modalities (e.g., oral, manual, and augmentative and alternative communication techniques and assistive technologies)

The program must provide opportunities for students to acquire and demonstrate knowledge in the following areas:
• Principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders across the life span, including consideration of anatomical/physiological, psychological, developmental, linguistic, and cultural correlates of the disorders
• Standards of ethical conduct
• Interaction and interdependence of speech, language, and hearing in the discipline of human communication sciences and disorders
• Processes used in research and the integration of research principles into evidence-based clinical practice
• Contemporary professional issues
• Certification, specialty recognition, licensure, and other relevant professional credentials

The program must provide opportunities for students to acquire and demonstrate skills in the following areas:
• Oral and written or other forms of communication
• Prevention, evaluation, and intervention of communication disorders and swallowing disorders
• Interaction and personal qualities, including counseling, collaboration, ethical practice, and professional behavior
• Effective interaction with patients, families, professionals, and other individuals, as appropriate
• Delivery of services to culturally and linguistically diverse populations
• Application of the principles of evidence-based practice
• Self-evaluation of effectiveness of practice

Plan for Meeting Accreditation Standards
The Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech and Hearing Association (ASHA) requires that the proposal for starting a SLP master’s degree program be taken to them for approval 18-months prior to offering courses to candidates. An initial proposal was submitted to the CAA in February 2011 and we expect to receive a final approval by February 2012. Thus, we are seeking to get on-campus and regional accreditation approval prior to December 2011 to be included in our final proposal to CAA.

Key program accreditation standards and how they will be met:
1. All faculty members, including all individuals providing clinical education, are qualified and competent by virtue of their education, experience, and professional credentials to provide academic and clinical education assigned by the program. **Will hire faculty members with the appropriate degrees.**
2. The curriculum (academic and clinical education) is consistent with the mission and goals of the program and prepares students in the full breadth and depth of the scope of practice in speech-language pathology. **Will provide a curriculum leading to a master’s degree in speech language pathology.**
3. Programs of study in speech-language pathology must be sufficient in depth and breadth for graduates to achieve the knowledge and skills outcomes identified for entry into professional practice. Typically, the achievement of these outcomes requires the completion of 2 years of
graduate education or the equivalent. Candidates will complete the program in 22 months.

4. The curriculum in speech-language pathology must provide the opportunity for students to complete a minimum of 400 clinical education hours, 325 of which must be attained at the graduate level. Candidates will meet this standard in the graduate program. These clinical hours will be spread throughout the curriculum as required by CAA.

5. The program conducts regular and ongoing assessments of program effectiveness and uses the results for continuous improvement. The program will collect multiple sets of data for the purpose of continuous improvement. However, it will meet the minimum CAA standards:
   - number and percentage of program graduates passing the Praxis examinations by year for the three most recently completed academic years
   - number and percentage of students completing the program within the program's published time frame for the three most recently completed academic years
   - number and percentage of program graduates employed in the profession or pursuing further education in the profession within 1 year of graduation for the three most recently completed academic years.

Timeline for Meeting Accreditation Standards
The CAA program standards will have to be met prior to any candidates starting the program, including the requirement that faculty are hired prior to the program beginning.

Communication Sciences and Disorders Undergraduate Minor

Academic Rigor and Learning Outcomes for the Prerequisite Requirements
In order to earn the Certificate in Clinical Competence through ASHA candidates for the MS in Speech Language Pathology must have completed courses that provide knowledge of the biological sciences, physical sciences, mathematics, and the social/behavioral sciences and in the foundations of the profession, such as speech and language development, phonetics, anatomy & physiology of speech, speech & hearing science and audiology, and a few disorder courses. The Communication Sciences and Disorders (CSD) minor would provide the foundation for possible entry into three professions: speech language pathology, audiology, or special education. Pacific University’s undergraduate minor in CSD would ensure that candidates are ready for these professions.

Academic Credit: Communication Sciences and Disorders Minor in a Bachelor’s Degree
The College of Education proposes to offer a Communication Sciences and Disorders (CSD) minor to undergraduate students on the Forest Grove campus as a prerequisite for entry into the master’s degree in Speech Language Pathology. The minor would also serve as a prerequisite for the Doctor of Audiology program proposed by the College of Health Professions and would be appropriate for entry into the Master of Arts in Teaching Special Education program currently offered by the College of Education. The CSD minor would consist of 24 semester hours. The capstone project required for a bachelor’s degree would be completed within the major in the College of Arts and
Sciences selected by the candidates. In order to earn the bachelor’s degree, students would meet the requirements as established by Pacific University for that degree. Thus, 100 credit hours would be available for meeting the standards for focal studies, core, minor, and cornerstone requirements.

**Academic Rigor: Standard for Determining a Credit Hour**

These courses will be delivered in a face-to-face environment, using the standard for a semester hour: 1 semester credit equates to 15 hours (or its equivalent) of class instruction.

**Determining Transfer Credit**

Transfer credit will be determined by the Pacific University standards required for the bachelor’s degree.

**Course of Study for the Communication and Sciences and Disorders Minor**

**Curriculum Requirements: Summary**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSD 200</td>
<td>Introduction to Communication Sciences and Disorders</td>
<td>2 cr.</td>
</tr>
<tr>
<td>CSD 202</td>
<td>Acoustics and Phonetics</td>
<td>4 cr.</td>
</tr>
<tr>
<td>CSD 204</td>
<td>Anatomy &amp; Physiology of Speech</td>
<td>4 cr.</td>
</tr>
<tr>
<td>CSD 206</td>
<td>Speech and Language Development</td>
<td>4 cr.</td>
</tr>
<tr>
<td>CSD 300</td>
<td>Audiology and Aural Rehabilitation</td>
<td>2 cr.</td>
</tr>
<tr>
<td>CSD 302</td>
<td>Adult Speech and Language Disorders</td>
<td>4 cr.</td>
</tr>
<tr>
<td>CSD 304</td>
<td>Child Speech and Language Disorders</td>
<td>4 cr.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>24 credits</strong></td>
</tr>
</tbody>
</table>

**Curriculum Requirements: Course Descriptions**

**CSD 200  Introduction to Communication Sciences and Disorders**

This course is designed to provide students with an overview of the development, etiology, and treatment of speech, language, hearing, and swallowing processes and disorders. 2 credits.

**CSD 202  Acoustics and Phonetics**

This course provides students with information on the physics of sound including basic acoustics, psychoacoustics and speech perception, and basic phonetics including the recognition and production of English speech sounds and the use of phonetic transcription to document production. 4 credits.

**CSD 204  Anatomy & Physiology of Speech & Swallowing**

This course includes information on the anatomy and physiology of the auditory system, the speech production mechanism and the swallowing mechanism. 4 credits.

**CSD 206  Speech and Language Development**

This course describes the acquisition of speech and language skills in typically developing children and adolescents. 4 credits.

**CSD 300  Audiology and Aural Rehabilitation**
This course introduces students to the study of hearing disorders and basic principles of clinical pure tone and speech audiometry, tympanometry and an overview of cochlear implants. 2 credits.  
(Prerequisites: CSD 200, CSD 202, CSD 204)

CSD 302 Adult Speech and Language Disorders
This course covers information related to the motor speech system and associated disorders including apraxia of speech and dysarthria, and the etiology and treatment of voice and stuttering disorders. 2 credits.  (Prerequisites: CSD 200, CSD 202, CSD 204)

CSD 304 Child Speech and Language Disorders
This course introduces students to the prevention, etiology, assessment and treatment of speech and language disorders in children. 4 credits.  (Prerequisites: CSD 200, CSD 202, CSD 204)

Post-baccalaureate Prerequisite Entry Requirements for MS in Speech Language Pathology Program
Candidates with a bachelor’s degree and no communications sciences and disorder (CSD) coursework in their undergraduate programs would need to complete prerequisite course requirements (24 semester hours) prior to entry into the SLP master’s degree program. The undergraduate CSD courses (202-304) would be offered in such a way that these candidates could take them in an intense schedule, likely during summer semester, or on the fall and spring schedule offered to traditional undergraduate students. These candidates would also need to take CSD 301 Professional Orientation to Communications Sciences and Disorders (2 credit).

CSD 301 Professional Orientation to Communication Sciences and Disorders
This course is designed to provide professional program candidates with a focused overview of the development, etiology, and treatment of speech, language, hearing, and swallowing processes and disorders. 2 credit

Approaches to Developing Intellectual Skills, Creative Capabilities, Methods of Inquiry, and Career Preparation by Students
Through course content, field experiences, and applied learning students will develop the prerequisite knowledge for entry into the speech language pathology, audiology, or special education professions. Students will learn the tools for asking questions about their own practice and the discipline for the purposes of continuous improvement. Students will learn how speech and hearing normally develops and the disorders that can occur through multiple causes. Further, students will have experiences in the field that introduces them to the work of speech language pathologists and audiologists in schools and medical settings.

Degree Time Completion
The bachelor’s degree requires 124 semester hours of credit at Pacific University. The plan of study is normally four years, though some students shorten the length of time because of Advanced Placement (AP), International Baccalaureate (IB), or College Level Examination Program (CLEP) credits that they bring into the undergraduate program.
Pedagogical Methods
Students will be engaged in learning through simulations, lectures, class and group discussions, demonstration of skills and techniques, presentations, and lab components.

Synthesizing Learning
Students will be required to synthesize their learning through research papers, reflective analysis, tests, presentations, performance of acquired skills, and the culminating senior research project.

Delivery of Instruction
The primary mode for delivering instruction for the CSD minor will be in a face-to-face, classroom delivery model. Classes will be offered in the schedule pattern used by the College of Arts and Sciences. Students will learn to use some of the technology typically used by speech language pathology professionals. In-classroom instruction will be supplemented with learning technology (course management system, presentation software, etc.) that requires students to show competency in using these technologies. Field experiences will be used to introduce CSD minors to the professions of speech language pathology, audiology, and special education.

The prerequisite courses required for entry into the master’s degree in speech language pathology for those with a degree in a field other than communication sciences and disorders will be offered primarily in a face-to-face, classroom environment in an intense summer schedule. There is a possibility that a few of these courses could be offered in a hybrid (online and face-to-face) or completely online environment.

Suggested Classification of Instructional Program (CIP Code)
The most recent CIP guide suggests code 51.0299.

Collaboration with Programs at Pacific, Other Institutions, and Community Programs
Faculty members hired to teach the CSD minor will collaborate with faculty members in the College of Education and the College of Arts and Sciences to ensure that students take full advantage of the undergraduate experience at Pacific. Specific collaborations will occur with current faculty members in the COE who will teach some of the courses in the minor. The CSD faculty will collaborate with faculty who teach in the Disability Studies minor in the College of Arts and Sciences.

Faculty members will actively make connections in the SLP community (schools, medical centers, and social services) to ensure that students have opportunities for understanding the professional careers available with the minor.

Students for the Prerequisite Program (CSD minors and Post-bac)

Identifying Potential Students
Students for the Communication Sciences and Disorders minor will be recruited to Pacific from high schools, community colleges, and other four-year institutions. We expect that students who enter Pacific with an interest in helping others will gravitate to this minor as they learn more about the career possibilities. Students who have completed a bachelor’s degree in a field other than communication sciences and disorders will be recruited for taking the prerequisite courses seeking entry into the master’s degree program in speech language pathology. These students will not earn a degree.
Entrance Requirements
Students will need to meet the entrance requirements into the undergraduate program at Pacific.

Student Characteristics
Students completing the Communication Sciences and Disorders minor will be traditional undergraduate students on the Forest Grove campus. Students taking the post-bac prerequisite courses for entry into the master’s degree in speech language pathology will be non-traditional students, having previously completed a bachelor’s degree.

State or National Exams Required for Licensure
None required at the undergraduate level since entry into the speech language pathology profession requires a master’s degree and entry into the audiology profession requires a doctoral degree.

Assessment of the Curriculum and Sciences Disorders Minor

Assessing Student Learning
Faculty members will use multiple assessment strategies to determine student growth throughout the program. These assessments will be targeted at the knowledge, skills, and competencies needed for entry into the profession of speech language pathology.

Documenting Student and Program Success
Aggregated data will be kept on groups of students regarding the key indicators of student knowledge, skills, and competencies. This data will be used for program improvement. Individual student performance will be measured and calibrated through grades.

Assessing Faculty Instruction
Faculty instruction will be assessed for quality through the faculty review system in the College of Education for teaching, scholarly or creative activity, and service. The COE guidelines fit within the framework defined in the University Handbook and described in the COE Personnel Committee Policies and Procedures Handbook. There are multiple sets of evidence required.

Ongoing Development, Evaluation, and Revision of Curriculum
Faculty members involved in teaching the courses required for the CSD minor will be actively involved in making certain that the curriculum remains relevant. They will annually review the data from the aggregated assessments for the purpose of improving the curriculum.

Faculty Hiring Requirements
The faculty requirements for the Communication Sciences and Disorders minor are integrated into the faculty members hiring plan for the Speech Language Pathology master’s degree program initiative. See that plan later in this document.
MS in Speech Language Pathology Program Components

Academic Rigor and Learning Outcomes—MS in Speech Language Pathology
In order to earn the Certificate in Clinical Competence through ASHA, candidates for the MS in Speech Language Pathology must have completed courses that provide knowledge of the biological sciences, physical sciences, mathematics, and the social/behavioral sciences and in the foundations of the profession, such as speech and language development, phonetics, anatomy & physiology of speech, speech & hearing science and audiology, and a few disorder courses. These are normally taken in undergraduate programs that lead to a bachelor’s degree in communication sciences and disorders, such as those at the University of Oregon and Portland State University. However, master degree programs at Nova Southeastern and the University of Pacific offer these courses as part of a longer master’s degree program to candidates who earned a bachelor’s degree in disciplines other than communication disorder sciences.

Pacific University’s SLP master’s degree program would ensure that candidates meet the prerequisite requirements through the following options:
1. Offer a communication sciences and disorders bachelor’s degree program.
2. Offer the undergraduate, pre-requisite courses during an intensive summer semester or during a regular academic year for people who have a bachelor’s degree in a field other than communication disorder sciences.

Academic Credit: MS in Speech Language Pathology
The College of Education proposes to offer a master’s degree program that requires 62 semester hours, of which 41 hours would be earned in courses and 21 hours in clinical practica. The curriculum would be offered in a 22-month, five-semester program for those who have met all prerequisites.

Candidates without CSD undergraduate coursework could enter into the program after completing prerequisite courses.

Academic Rigor: Standard for Determining a Credit Hour in the Master's Degree
These courses will be delivered in a face-to-face environment, using the standard for a semester hour: 1 semester credit equates to 15 hours (or its equivalent) of class instruction.

Culminating Learning Outcome (Exam, Thesis, Research Project, Capstone)
Students completing the MS in Speech Language Pathology will be required to meet the standard for a culminating learning outcome through a three-prong process:
1. Successfully meet the competencies, knowledge, and skills needed to qualify for the relevant state and national credentials for independent professional practice.
2. Successfully meet the knowledge, skills, and competencies required for 400 supervised clinical hours in practice settings (including, but not limited to, hospitals, schools, private practice, community speech and hearing centers, and industry).
3. Successfully pass the professional certification Praxis exam (Speech Language Pathology, 0330) available from the Education Testing Service. Candidates must score 600 or above.
Determining Transfer Credit

Up to ten hours of graduate transfer credit will be allowed into the master’s degree program from CAA-accredited MS in Speech Language Pathology programs. Credit hours must have been earned within the previous seven years. All transfer credits must be approved by the program director, or the SLP program admissions committee.

Course of Study for the MS in Speech Language Pathology

**Year 1**

**Fall Semester**
- CSD 500 Language Disorders in Children 3 cr.
- CSD 502 Neuroanatomy/Neurophysiology of Speech, Lang & Swallowing 3 cr.
- CSD 503 Articulation and Phonological Disorders in Children 3 cr.
- CSD 521 Clinical Methods and Observation 4 cr.
  **13 cr.**

**Spring Semester**
- CSD 504 Reading and Literacy Disorders 3 cr.
- CSD 508 Adult Neurogenic Disorders I 3 cr.
- CSD 512 Dysphagia 3 cr.
- CSD 522 Practicum Seminar I 1 cr.
- CSD 530 Clinical Practicum 3 cr.
  **13 cr.**

**Summer Semester**
- CSD 514 Research & Evidence Based Practice 3 cr.
- CSD 520 Topics in CSD (multiple topics) * 3 cr.
- CSD 523 Practicum Seminar II 1 cr.
- CSD 530 Clinical Practicum 3 cr.
- CSD 599 Thesis ** (1) cr.
  **10 (8) cr.**

**Year 2**

**Fall Semester**
- CSD 506 Voice and Fluency Disorders 3 cr.
- CSD 510 Adult Neurogenic Disorders II 3 cr.
- CSD 518 AAC and Severe Disabilities 3 cr.
- CSD 524 Practicum Seminar III 1 cr.
- CSD 530 Clinical Practicum 3 cr.
- CSD 599 Thesis ** (1) cr.
  **13 (14) cr.**

**Spring Semester**
- CSD 525 Practicum Seminar IV 1 cr.
- CSD 534 Clinical Externship 12 cr.
- CSD 599 Thesis ** (1) cr.
  **13 (14) cr.**

Credit Total = 62 credits
* Several “Topics in CSD” classes will be offered each summer semester. Requirements will include a project and presentation to be completed Spring Semester of year two.

** Students electing to complete a thesis will enroll in CSD 599 Thesis for three consecutive semesters (1 credit each) instead of Topics in CSD. Students successfully completing a thesis will not be required to complete a comprehensive examination.

Comprehensive Examination: Students will be required to successfully complete a comprehensive examination during their last semester.

In order to earn the Certificate in Clinical Competence through ASHA, candidates for the MS in Speech Language Pathology must have completed courses that provide knowledge of the biological sciences, physical sciences, mathematics, and the social/behavioral sciences and in the foundations of the profession.

**Curriculum Requirements: Course Descriptions MS in Speech Language Pathology**

**CSD 500 Language Disorders in Children**
This course provides advanced theoretical and practical information regarding the development, assessment and treatment of spoken and written phonological, morphological, semantic, syntactic and pragmatic disorders in children and adolescents. 3 credits.

**CSD 502 Neuroanatomy/Neurophysiology of Speech, Lang & Swallowing**
This course describes the development and anatomy and physiology of the neurological system and is a prerequisite for further study in medical speech, language and swallowing disorders. 3 credits

**CSD 504 Reading and Literacy Disorders**
This course provides an orientation to reading and literacy disorders in children and adolescents. It includes theoretical constructs and assessment-intervention procedures.

**CSD 508 Adult Neurogenic Disorders I**
This course introduces adult neurogenic language disorders including Aphasia, Motor Speech Disorders, and Right Hemisphere Disorders. Content includes: theoretical issues, neurogenic bases, definitions, symptomatology, etiology, prognosis, recovery, differential diagnosis and treatment. 3 credits.

**CSD 510 Adult Neurogenic Disorders II**
This course continues the study of adult neurogenic language disorders including Traumatic Brain Injury and Cognitive Communication Disorders. Content includes: theoretical issues, neurogenic bases, definitions, symptomatology, etiology, prognosis, recovery, differential diagnosis and treatment. 3 credits

**CSD 512 Dysphagia**
The course content describes the anatomical structures involved in swallowing and speech and the assessment and treatment of dysphagia and structural problems of the head and neck such as cleft
CSD 514 Research & Evidence Based Practice
This course introduces students to the research process including group and single subject design, writing research objectives, the critical analysis of research articles, and the translation of research findings to practice. 3 credits.

CSD 518 AAC and Severe Disabilities
This course addresses the assessment and treatment of severe disabilities including autism, cerebral palsy, and genetic syndromes, and the use of augmentative and assistive technologies. 3 credits.

CSD 520 Topics in CSD
This course will include various topics in communication sciences and disorders.

CSD 521 Clinical Methods and Observation
This course will orient students to clinical practicum, including the scope of assessment and intervention across the life span. It will include an overview of goal writing, lesson planning, writing SOAP notes, report writing, progress monitoring, and ethical conduct. As part of this course, students will complete a series of intensive observations in various educational and medical settings.

CSD 522 Practicum Seminar I
This practicum seminar will address the assessment process including standardized norm-referenced testing, criterion referenced tests, dynamic assessment and language sampling using a computerized program, advanced behavior management and counseling techniques. 1 credit.

CSD 523 Practicum Seminar II
This practicum seminar will emphasize assessment and treatment issues with multicultural populations and people with disabilities. 1 credit.

CSD 524 Practicum Seminar III
This practicum seminar is designed as a review of academic and practical content to prepare students for state and national certification and licensure. 1 credit.

CSD 525 Practicum Seminar IV
This practicum seminar will focus on evidence-based practices as related to students’ specific externship sites. The seminar will include case presentations and discussion of research supporting assessment and intervention procedures.

CSD 530 Clinical Practicum
Candidates complete a part-time supervised clinical experience working in an educational, medical or clinical setting. 1-3 credits (may be repeated for up to 15 credits)

CSD 534 Clinical Externship
Candidates complete two full-time supervised clinical experiences in educational, medical and/or clinical settings. 1-12 credits (may be repeated for up to 15 credits)

**Approaches to Developing Intellectual Skills, Creative Capabilities, Methods of Inquiry, and Career Preparation by Students**

Through course content and field experiences, students will have an opportunity to meet the state and national credentials for independent, professional practice.

Graduates will demonstrate the tools for asking questions about their own practice and the discipline, for the purposes of continuous improvement. Graduates will demonstrate the knowledge, skills, and competencies needed to earn the professional credential through CAA, the state licenses in Oregon through the Oregon Board of Examiners for Speech Language Pathology and Audiology and/or the Oregon Teacher Standards and Practices Commission (TSPC).

**Degree Time Completion**

The MS in Speech Language Pathology requires 62 semester hours of graduate credit at Pacific University. The plan of study is normally two years (five semesters).

**Pedagogical Methods**

Students will be engaged in learning through simulations, lectures, class and group discussions, demonstration of skills and techniques, presentations, and lab components.

**Synthesizing Learning**

Students will be required to synthesize their learning through research papers, reflective analysis, tests, presentations, performance of acquired skills, and the culminating learning sets of evidence. Candidates will need to demonstrate their knowledge and skills competencies in the classroom and in multiple clinical settings.

**Delivery of Instruction**

The primary mode for delivering instruction will be in a face-to-face, classroom delivery model. Classes will be offered in a schedule that allows for integrated clinical practice in each semester. In-classroom instruction will be supplemented with learning technology (course management system, presentation software, etc.) that requires students to show competency in using these technologies. Clinical experiences will require candidates to demonstrate their knowledge and skills.

The current plan is offer these courses on the Forest Grove campus. However, the Hillsboro campus will also be considered as a possible location site.

**Suggested Classification of Instructional Program (CIP Code)**

The most recent CIP guide suggests code 51.0203.

**Collaboration with Programs at Pacific, Other Institutions, and Community Programs**

Faculty members hired to teach in the MS in Speech Language Pathology program will collaborate with faculty members in the College of Education, College of Health Professions, and the College of Optometry to ensure that candidates have opportunities to work with other education and health professions in providing services to clients. There is a great opportunity to offer case symposia that brings all these professional candidates together to begin the process of collaborating on care services.
The MS in Speech Language Pathology will also be able to integrate their learning with the Early Learning Center operated by the College of Education. Candidates will have access to pre-school students to provide services. The pre-school students and their parents will have an opportunity for enriched services as a result of this program.

There will be many opportunities to work with Speech Language Pathologists in schools, hospitals, and other social agencies. The SLP community is very interested in being partners. Finally, the graduates of Pacific University’s communication sciences and disabilities major from 1945-1985 are very excited to become involved in this effort and make connections for graduates.

Students for the MS in Speech Language Pathology Program

Identifying Potential Students
Students for the MS in Speech Language Pathology Program will be recruited to Pacific from a pool of candidates with earned bachelor’s degrees. Those with a bachelor degree and a minor in communication sciences and disorders will be able to compete for entry into the master’s degree program. Students who have completed a bachelor’s degree in a field other than communication sciences and disorders will be recruited for taking the prerequisite courses seeking entry into the master’s degree program in speech language pathology.

The first source of students will be graduates from Pacific’s undergraduate communication sciences and disorders minor. In addition to these potential graduates, there appears to be a ready pool of candidates in Oregon. University of Oregon and Portland State University both graduate dozens of students each with a CSD major. These universities also offer a master’s degree in speech language pathology, limiting the entering class to 30-35 students respectively. In June, the director of PSU’s program indicated that they had more than 120 qualified applicants that they had to deny entry due to space.

Entrance Requirements
Students will need to meet the following entrance requirements:

Requirements for Admission
- Completed application.
- Transcripts from all colleges or universities attended
- A baccalaureate degree from a regionally accredited college or university (or the foreign equivalent) with a 3.00 GPA. *
- Undergraduate minor or major in communication sciences and disorders, or completion of equivalent pre-requisite courses by the time of matriculation.
- A combined score of 1000 or more on the verbal and quantitative sections of the Graduate Record Exam (GRE) and a score of 3.5 or greater on the analytical writing section.
- Résumé that includes professional work history.
- Three recommendations from any of the following categories:
An immediate supervisor in an educational or social agency who can attest to the applicant's ability to work with persons with disabilities and school-aged children, youth, and adults in volunteer or paid work experiences and as a team member in a professional or educational setting;

University or college professor with direct knowledge of applicant’s academic abilities; and,

An employer with direct knowledge of applicant's professional habits.

- Ability to write clearly and cogently as demonstrated in a one-page letter describing the applicant's personal and professional goals as a speech language pathologist.
- Proof of English language proficiency, as defined in the COE English Language Proficiency Policy (at end of this Admissions section).
- In addition to the COE English Language Proficiency, international students must meet minimum English speaking competencies. Candidates must score 50 or higher on the SPEAK (Speaking Proficiency English Assessment Kit) test developed by the Education Testing Service as well as passing a clinical screening.

**College of Education English Language Proficiency Policy**

A satisfactory command of the English language is required for admission to the College of Education graduate programs at Pacific University. All applicants, including resident aliens and citizens, must meet the English language proficiency requirement prior to admission. Any exception to this policy must be reviewed by the appropriate campus Associate Dean and the COE Admissions Committee. The College of Education Dean will have final approval after considering the COE Admissions Committee’s recommendation.

**Valid Proof of English Language Proficiency**

Applicants must meet one of the following conditions for valid proof of English language proficiency:

- Completion of a bachelor's, master's, doctoral, or professional degree at an accredited college or university where English is the primary language of instruction. Note: Individuals who are in the process of earning a bachelor’s degree from an accredited institution may be conditionally admitted.

- Achieving the minimum required official score on the International Test of English as a Foreign Language (TOEFL), the Pacific University Institutional TOEFL, or the International English Language Testing System (IELTS) exam.
  
  - Paper-based -- 600 overall. Minimum per section: 54-55 reading, 55 listening, 55 structure/written expression
  - Computer-based - 250 overall. Minimum per section: 21 reading, 22 listening, 22 structure/writing
  - Internet-based -- 100 overall minimum per section: 20 reading 21 listening 22 writing, 22 speaking
  - IELTS -- 7.0 overall Minimum sub scores per section: 7.0

Note: According to the Education Testing Services (ETS) policy the institutional TOEFL can only be offered to that institution’s students and thus is only valid at the institution. Thus, the Pacific University Institutional TOEFL can only be offered to Pacific University students and is only valid at Pacific.
Test scores are valid for two years after the test date. A test score more than two years old will be considered valid if the score exceeds the minimum requirements (overall and sections) and the candidate has maintained continuous residency in a country where English is the primary language since the exam date.

Invalid Proof of English Language Proficiency

- Test score less than Pacific’s minimum requirement
- Test score more than two years old (unless the candidate has lived in the United States since the exam date)
- Institutional TOEFL score from any school except Pacific
- Completion of an English as a Second Language (ESL) program at any school
- Successful completion of English, writing, or literature courses at any college or university
- An associate’s degree from a community college in the United States

A candidate’s proof of English language proficiency does not equate to admission into a program.

Student Characteristics
Candidates for the MS in Speech Language Pathology will be full-time graduate students taking classes on either the Forest Grove or Hillsboro campuses.

State or National Exams Required for Licensure
Candidates must score 600 or higher on the Education Testing Service Praxis exam: Speech Language Pathology (0330).

Assessment of the MS in Speech Language Pathology

Assessing Student Learning
Faculty members will use multiple assessment strategies to determine student growth throughout the program. These assessments will be targeted at the knowledge, skills, and competencies needed for meeting the state and national credentials for independent professional practice as a speech language pathologist.

Documenting Student and Program Success
Assessment data will be tracked on each candidate to ensure that they have the knowledge, skills, and competencies needed to meet the CAA credentials. Aggregated data will be kept on groups of candidates regarding the key indicators of student knowledge, skills, and competencies. This data will be used for program improvement. Faculty members will document the procedures followed in evaluating the quality, currency, and effectiveness of its graduate program and the process by which it engages in systematic self-study. The documentation will indicate the mechanisms used to evaluate each program component, the schedule on which the evaluations are conducted and analyzed, and the program changes and/or improvements that have resulted from assessments. The program will collect and evaluate data on students, alumni, faculty, employers, off-site supervisors or preceptors, community members, persons served). The data will include students' and graduates' evaluations of courses and clinical education.
Assessing Faculty Instruction
Faculty instruction will be assessed for quality through the faculty review system in the College of Education for teaching, scholarly or creative activity, and service. The COE guidelines fit within the framework defined in the University Handbook and described in the COE Personnel Committee Policies and Procedures Handbook. There are multiple sets of evidence required.

Ongoing Development, Evaluation, and Revision of Curriculum
Faculty members involved in teaching the courses required for the MS in Speech Language Pathology will be actively involved in making certain that the curriculum remains relevant. They will annually review the data from the aggregated assessments for the purpose of improving the curriculum and ensuring that candidates meet the standards for licensure.

Faculty Hiring Requirements
The requirements for hiring faculty members are set by the CAA standards of the American Speech and Hearing Association. These standards state:
- Qualifications and competence to teach graduate-level courses and to provide clinical education must be evident in terms of appropriateness of degree level, practical or educational experiences specific to responsibilities in the program, and other indicators of competence to offer graduate education. All individuals providing didactic and clinical education, both on-site and off-site, must have appropriate experience and credentials qualifications for the professional area in which clinical education is provided so that the program can achieve its mission and goals to enable its graduates to qualify for entry into independent professional practice.

Number of Faculty Members Required
In order to meet the CAA faculty requirement standards for the MS in Speech Language Pathology and offer an undergraduate minor in communication sciences and disorders, seven full-time, tenure-track faculty members and two clinical faculty members will be needed.

Degrees and Experiences Needed by Faculty Members
Tenure-track faculty members will need a terminal degree in the field, normally the PhD degree. Tenure-track faculty members will need to have specific knowledge within one or more concentrations within the Speech Language Pathology curriculum. These faculty members will also need to have the knowledge and background to be successful teachers and scholars in the field, while actively involved in the university and their profession. In addition, they will need to have prior professional experience as a speech language pathologist. Clinical faculty members will need to have professional experience as a speech language pathologist.

Faculty Member Employment Status
The tenure-track and clinical faculty members will be full-time employees of the university, eligible for salary and benefits according to university policies. In starting this program, initial faculty members will be appointed at the level of assistant, associate, or professor based on prior experience and scholarly production. The academic director will have significant, prior university experience and a professional record suitable for appointment beyond assistant professor.

Faculty Member Scholarship Requirements
Tenure-track faculty members will need to meet the university standards for creative and scholarly contributions as described in Chapter Four of the University Handbook and further explained in the

November 2, 2011
Support for Faculty Members
The College of Education provides support for faculty members to meet the standards for teaching, scholarly or creative contributions, and service. When appropriate specialized instruction for using technology is provided. Full-time faculty members (.625 or above) are eligible to receive up to $1,500 to attend national professional conferences when they are presenting and up to $1,250 for attendance at conferences and workshops when they are not presenting. In general, faculty members will receive support to attend only one conference and support for any individual will not exceed $1,500. Further, faculty members are eligible for reimbursement of $250 for the cost of membership in professional organizations and $200 for instructional materials (books, videos, software, etc.) to enhance student learning and their own professional development. Finally, the COE uses the university reimbursement rate for mileage when faculty members must make supervisory visits to oversee clinical appointments.

Faculty Recruitment
In addition to the help of the Speech Language Pathology community, faculty members will be recruited primarily through the Council of Academic Programs in Communication Sciences and Disorders (CAPSD) website as a place to recruit faculty. For anyone in the SLP field, the CAPCSD website is the first place to look. In addition, we’ll use the following job search tools: Chronicle of Higher Education, Inside Higher Education, Diverse Issues, National Minority Identification Program, and local sources like the Oregonian.

Primary Beneficiaries of the Proposal
This program would benefit the following people and groups:
1. Candidates who complete the program
2. Students in K-12 schools with speech and language problems
3. Stroke victims in hospitals and clinics
4. Children and adults with acquired brain injury
5. School districts facing shortage of qualified SLPs
6. State of Oregon’s need for qualified SLPs
7. Pacific University annual operations.

Implementation Summary
2010-11 –
- April-July – Create program taskforce, hire consultant (completed)
- July-December – Get approval for curriculum from the following groups: College of Education, Faculty Senate, Staff Senate, University Council, President’s Cabinet, and Board of Trustees (completed)
• January-March – Start approval process from the Northwest Commission on Colleges and Universities, Oregon Teacher Standards and Practices Commission, and the American Speech and Hearing Association. (In process)
• January-June – hire academic director and two additional faculty members to teach undergraduate courses; advertise undergraduate program (completed)

2011-12 –
• July-October – finish approval process for graduate program, establish practicum sites, establish agreements with professional partners (in process)
• September – begin undergraduate CSD minor (completed)
• July-June – advertise graduate SLP program, recruit and admit first graduate cohort, hire additional faculty members (in process)
• June-August – prerequisite courses offered in intense format for post-bac students (in process)

2012-13 –
• August-April – Recruit second cohort of 25 students
• October-March – hire additional faculty member
• September – first cohort starts first year of program

Future Jobs Outlook or Speech Language Pathologists
The Bureau of Labor Statistics indicates that there were 119,300 speech language pathologists working in 2008. They predicted that by 2018 there would be a need for 141,400, a 19% increase. As a result, the need for speech language pathologists will remain strong for quite sometime. Thus, although the Pacific University program will help meet some of the shortages currently faced in Oregon there will be ample opportunity for the program to meet its admission targets each year. The program intentionally will begin with cohorts of 30 students to ensure quality and to make certain that enough clinical sites are available. Should demand warrant and clinical sites are available this number could rise to 35+ students, matching the cohort size of the Portland State University and University of Oregon programs.

Employment change
Employment of speech-language pathologists is expected to grow by 19 percent from 2008 to 2018, faster than the average for all occupations. As the members of the baby-boom generation continue to age, the possibility of neurological disorders and associated speech, language, and swallowing impairments increases. Medical advances also are improving the survival rate of premature infants and trauma and stroke victims, who then need assessment and sometimes treatment.

Employment in educational services will increase with the growth in elementary and secondary school enrollments, including enrollment of special education students. The 2004 Individuals with Disabilities Education Act is a Federal law that guarantees special education and related services to all eligible children with disabilities. Greater awareness of the importance of early identification and diagnosis of speech and language disorders in young children will also increase employment.

In healthcare facilities, restrictions on reimbursement for therapy services may limit the growth of speech-language pathologist jobs in the near term. However, the long-run demand for therapists should continue to rise as growth in the number of individuals with disabilities or limited function spurs demand for therapy services.
The number of speech-language pathologists in private practice should increase because hospitals, schools, and nursing care facilities will contain costs by increasingly contracting out for these services.

**Job prospects**
In addition to job growth, a number of job openings in speech-language pathology will be due to retirements. Opportunities should be favorable, particularly for those with the ability to speak a second language, such as Spanish. Demand for speech-language pathologists can be regional so job prospects are expected to be favorable for those who are willing to relocate, particularly to areas experiencing difficulty in attracting and hiring speech-language pathologists.

*Occupational Outlook Handbook, 2010-1 edition*

**National employment and mean wage estimates for this occupation:**

<table>
<thead>
<tr>
<th>Employment</th>
<th>Mean Hourly Wage 2008</th>
<th>Mean Annual Wage 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>107,340</td>
<td>$31.80</td>
<td>$66,130</td>
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</tbody>
</table>

**Percentile wage estimates for this occupation:**

<table>
<thead>
<tr>
<th>Percentile</th>
<th>10%</th>
<th>25%</th>
<th>50%</th>
<th>75%</th>
<th>90%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hourly Wage</td>
<td>$19.83</td>
<td>$24.20</td>
<td>$30.25</td>
<td>$38.28</td>
<td>$47.70</td>
</tr>
<tr>
<td>Annual Wage</td>
<td>$41,240</td>
<td>$50,330</td>
<td>$62,930</td>
<td>$79,620</td>
<td>$99,220</td>
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</tbody>
</table>

**Industries with the highest levels of employment in this occupation:**

<table>
<thead>
<tr>
<th>Industry</th>
<th>Employment</th>
<th>Hourly mean wage 2008</th>
<th>Annual mean wage 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary and Secondary Schools</td>
<td>55,450</td>
<td>$29.31</td>
<td>$60,970</td>
</tr>
<tr>
<td>Offices of Other Health Practitioners</td>
<td>16,560</td>
<td>$34.19</td>
<td>$71,120</td>
</tr>
<tr>
<td>General Medical and Surgical Hospitals</td>
<td>12,440</td>
<td>$33.79</td>
<td>$70,270</td>
</tr>
<tr>
<td>Nursing Care Facilities</td>
<td>4,260</td>
<td>$38.29</td>
<td>$79,640</td>
</tr>
<tr>
<td>Home Health Care Services</td>
<td>3,040</td>
<td>$40.70</td>
<td>$84,660</td>
</tr>
</tbody>
</table>

These estimates are calculated with data collected from employers in all industry sectors in metropolitan and nonmetropolitan areas in every State and the District of Columbia.

Percentile wage estimates show the percentage of workers in an occupation that earn less than a given wage and the percentage that earn more. The median wage is the 50th percentile wage estimate--50 percent of workers earn less than the median and 50 percent of workers earn more than the median. *Occupational Employment and Wages, May 2008*, Bureau of Labor Statistics

**Measurements of Success**
2010-11 – Recruit students for undergraduate cohort to start in fall 2011.
2011-12 – Offer courses to undergraduate students for the initial undergraduate cohort. Draw the initial cohort from existing Pacific University undergraduates but target an increase of 5 new students to the university from starting this program.
2012-13 –
  • First undergraduate group of students graduate with a BA with CSD minor
  • Recruit 10 new undergraduate students to the university for the CSD minor
  • Total of 30 undergraduate students taking CSD courses
  • Offer undergraduate curriculum to 10 post-bac students who take 19 CSD prerequisite credits
  • Recruit 30 qualified graduate students
2013-14 –
  • Second undergraduate group of students graduate with a BA with CSD minor
  • Recruit 10 new undergraduate students to the university for the CSD minor
  • Total of 30 undergraduate students taking CSD courses
  • Offer undergraduate curriculum to 10 post-bac students who take 19 CSD prerequisite credits
  • Recruit 30 qualified graduate students
  • Graduate students from the first cohort with 100% pass rate on Praxis II exam
2014-15 –
  • Second undergraduate group of students graduate with a BA with CSD minor
  • Recruit 10 new undergraduate students to the university for the CSD minor
  • Total of 50 undergraduate students taking CSD courses
  • Offer undergraduate curriculum to 10 post-bac students who take 19 CSD prerequisite credits
  • Recruit 30 qualified graduate students
  • Graduate students from the second cohort with 100% pass rate on Praxis II exam
2015-16 –
  • Third undergraduate group of students graduate with a BA with CSD minor
  • Recruit 10 new undergraduate students to the university for the CSD minor
  • Total of 30 undergraduate students taking CSD courses
  • Offer undergraduate curriculum to 10 post-bac students who take 19 CSD prerequisite credits
  • Recruit 30 qualified graduate students
  • Graduate students from the third cohort with 100% pass rate on Praxis II exam

Market Strategies

Market Plan and Analysis

Once approved by Pacific University Board of Trustees, TSPC, NWCCU, and ASHA the following marketing plan will be implemented:
  • Send stories about the new SLP program to local (Forest Grove News-Times, Hillsboro Argus, Newberg Graphic, Portland Tribune, Asian Reporter, Willamette Week, Beaverton
Business and Curriculum Plan for Initiating a Speech-Language Pathology Program

Valley Times, Lake Oswego Review, Tigard Times, Tualatin Times, South County Spotlight, etc.) and state (Oregonian) newspapers.
• Develop a separate page on the COE website to fully explain the SLP program. Continuously update to reflect program changes.
• Create a SLP program brochure that can be sent to prospective students, clinical sites (school districts, ESDs, hospitals, etc.) and put on display at recruitment sites.

Advertising Plan

1. Advertise the CSD minor through the undergraduate admissions office, at local high schools, and at community colleges.
2. Work with College of Arts and Sciences and PCC partners to create a seamless entry into the undergraduate minor.
3. Advertise the graduate program on the Pacific University website during the start up phase.
4. Each year advertise the SLP program in university student newspapers across the western states that offer an undergraduate program in communication disorders:
5. Advertise the program in local and state newspapers 9-12 months prior to the program begins each year
6. Advertise the program through Google ads 9-12 months prior to the program begins each year
7. Supply clinical sites, school district and ESD partners, and statewide supporters with a ready supply of brochures to hand out to prospective students.
8. Hold information meetings throughout the year for prospective students.

During the start up phase the student recruitment effort would also consist of the following activities:
• Begin recruiting students approximately 12-18 months prior to anticipated student enrollment. (In process)
• Publish and implement admissions procedures, policies, and criteria. (Completed)
• Publish tuition and fees in accordance with institutional guidelines. (In process)
• Identify target student applicant pool, which could include undergraduate students (either in or not in the discipline), individuals holding BA/BS degrees in Communication Sciences and Disorders (CSD), and career changers. (In process)
• Develop program Web site. (Completed)
• Inform existing undergraduate programs in your geographic area about the program. (In process)
• Advertise with state, county, regional, and local colleges and universities. (In process)
• Advertise with regional and state speech-language-hearing associations and ASHA publications and meetings. (In process)
• Recruitment activities would be sponsored through COE Admissions. The COE Admissions office will establish a protocol for submitting and processing applications. (Completed)
Competitive Analysis

The main competitors for this program are universities who operate graduate programs in the western states accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech and Hearing Association (ASHA). Almost all of these universities offer two-year graduate programs. University of Pacific offers a 15-month intense program and Northern Arizona offers a program that combines online courses with four summers in a row on campus. The chart below shows the universities that offer these programs, the degree offered, the total number of credits (quarter or semester), and the approximate cost for an in-state and out-of-state student for the 2010-11 year.

<table>
<thead>
<tr>
<th>Sample of Graduate SLP Programs in Western Universities</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
</tr>
<tr>
<td>Arizona State</td>
</tr>
<tr>
<td>Northern Arizona University</td>
</tr>
<tr>
<td>Arizona</td>
</tr>
<tr>
<td>CSU-East Bay</td>
</tr>
<tr>
<td>San Diego St.</td>
</tr>
<tr>
<td>U of Pacific</td>
</tr>
<tr>
<td>U of Pacific</td>
</tr>
<tr>
<td>U of Redlands</td>
</tr>
<tr>
<td>Brigham Young</td>
</tr>
<tr>
<td>Idaho State</td>
</tr>
<tr>
<td>Portland State</td>
</tr>
<tr>
<td>U of Oregon</td>
</tr>
<tr>
<td>U Washington</td>
</tr>
<tr>
<td>Western Washington</td>
</tr>
<tr>
<td>U of Utah</td>
</tr>
</tbody>
</table>
The tuition will need to be indexed to competitor institutions in Oregon (PSU and UO), Washington (Western Washington and University of Washington), and California (University of Pacific). Depending upon a student's pre-requisites these programs charge $18,000-$47,000 for their two year programs for in-state tuition and $38,000-$89,000 for out-of-state tuition. Thus, a total tuition cost for the program needs to be in the mid-point range of these averages, or about $50,000.

The CSD graduate tuition rate for 2012-13 would be $798 a credit hour. Using a 2% tuition increase per year would establish a $814 per credit hour rate for 2013-14. Thus, to complete the two year program the total cost per student of the first cohort would be (26 hours X $798) and (36 hours X $814) for a total of $50,052. Candidates who need the prerequisite courses and the master's degree would invest $65,652.

This would make the program very competitive with the University of Oregon and Portland State University giving reason to believe that in-state candidates will see Pacific as a viable program for the following reasons:

1. Both PSU and University of Oregon report that they receive ten times the number of applications than they have seats available in their programs. Thus, candidates who don’t get in have to consider leaving the state. This price will be comparable to the out-of-state average for the western states, currently at $49,984.

2. Candidates who are location bound can’t just uproot and attend these other programs. Thus, they should be very willing to pay a higher tuition rate than the Oregon in-state rate to have access to a local program.

3. When hired by local school districts and ESDs candidates are placed on the salary scale for teachers. Because this degree requires a few more credit hours to complete (about 14 hours more than a Master of Arts in Teaching degree) candidates will exit with a larger debt load. However, unlike teachers these candidates can also compete for twelve-month jobs in hospitals and medical clinics.

**Outside Funds Development**

Currently there is no specific plan to seek outside funds to help supplement or pay for the plan’s implementation or ongoing financial needs. However, there is potential for outside support to the program and to candidates that could help the program be successful:

1. The Northwest Regional Education Service District (NWRESD) has suggested we might look into using their language lab as a clinic site. This will need to be studied further for its viability.

2. The Oregon Department of Education has indicated that they will have scholarship money available to SLP candidates who are interested in working in schools, especially in rural areas of the state.

3. NWRESD has indicated that they are willing to place as many candidates as they can in practica experiences.
4. Further, NWRESD mentioned that they would consider an internship arrangement. If this was modeled after Pacific’s special education internship agreements then the intern candidates could be paid 2/3 of a salary while going through the program while working in the district as a SLP. This has licensure issues and employment hiring issues so would need to be worked out in detail before it be considered.

Operations and Management Plan

Management of the Plan

The Dean of the College of Education will be responsible for overseeing and managing the success of the plan.

Personnel

There was a SLP Taskforce that was charged with developing the plan’s details. Two consultants were hired to lead the development of the program and shepherd the initiative through accreditation by the American Speech and Hearing Association. The COE Dean has shepherd the proposal through the on campus decision-making groups. These consultants were offered an opportunity to apply for any open positions, including the academic director and clinical director positions. A program director, clinical director, and one tenure-track faculty have been hired a year prior to when the first cohort of graduate students attends the program. The director will be involved in hiring the full-time faculty who will teach in the program, and the part-time faculty who will teach in the program and oversee clinical practica. Since there will be a close association with the special education program the director of that program will play a collegial role in the success of the program. Ultimately, the SLP program director and the SLP faculty will be responsible for the program’s success.

Position’s hired:
1. Director – this is a faculty position on an 11-month contract. The person will manage the program and also teach courses. The director will establish program policies and procedures prior to the beginning of the program. These include but are not limited to the following:
   a. Program Web site that would provide current information about admissions, academic calendar, course/curriculum information, grading policies, fees or their charges unique to the graduate program, and the graduate program's accreditation status.
   b. Policies and procedures handbook and/or student manual that is available by the time of students' orientation. The program administrator may choose to develop a single guidebook for students and faculty or to develop a separate student handbook and clinic manual. These important items should be included in the guidebooks: published policies and procedures, including remediation plan for marginal students; available student services/resources; curriculum description and sequence; maintenance of academic standing (probation/dismissal procedures); graduation requirements, including comprehensive exam and/or thesis/research expectations; professional credentialing information or links, including state teacher certification,
licensure, and ASHA clinical certification; nondiscrimination statement; compliance with the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA), including patient privacy/confidentiality; universal precautions; sample administrative forms (e.g., client consent forms, clinical hour tracking); professional resource links (ASHA, National Student Speech Language Hearing Association [NSSLHA], state associations); Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) contact information for student complaints/inquiries.

c. Gain and maintain accreditation through the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA).

2. Clinic Director
3. Tenure-Track Faculty Member

Positions to be hired

1. Faculty members – would need to hire three additional faculty members to teach in the program full-time.
2. Staff – would need to hire a staff member to be the administrative assistant. This person would track student progress, be involved in communicating with the clinical sites, help with the admissions process, and constantly communicate with candidates.

Salaries for a director and SLP faculty will likely need to be on a different scale than for COE faculty due to the shortage of qualified faculty members. As expected, many factors can affect the range of salary and benefit packages, including geographic area, size of the institution, school in which the program is administratively housed (e.g., School of Allied Health, School of Education), and the minimum educational level and years of college teaching/supervisory experience required for the positions. A comparative study of regional salaries will need to be made prior to hiring.

Physical Facilities

Any allocated physical facilities must be in compliance with the Americans with Disabilities Act (ADA) regulations to ensure that they are accessible, appropriate, safe, and sufficient to achieve the program's mission, goals, and objectives.

Classroom considerations

- Berglund Hall has "smart" classroom equipped with built-in LCD projector, screen, TV with CD/VCR player;
- Berglund Hall has videoconferencing capability with the other Pacific University campuses;
- Faculty have videoconferencing capability on their laptops through Skype;
- If need be the Berglund Hall computer lab could be networked so that a common software program could run simultaneously.
- Berglund Hall has capacity for lecture and small-group activities relative to a student cohort size of 20-25 students
- Berglund Hall science space could be used as lab space. There could be some storage space made available in that room or in the other storage rooms in Berglund Hall for access to equipment and materials
Office space

- There are currently five offices within the COE faculty office complex that are being used by adjunct faculty within the College of Arts and Sciences or College of Education. These could be made available for the program director and faculty members.
- Finding a location for another administrative staff support person could be more challenging. However, a solution can be found.
- There is room within Berglund Hall for storage space for treatment materials and office supplies, locked cabinet for standardized tests and disposable clinical items and a s secured filing system for student and/or client files.

Clinical facilities

There will not be an on-campus clinic. Rather, the program will use off-campus placements at a variety of settings. Listed below are clinical sites with which we have contracts (or are in the process of developing contracts).

Schools and Districts – Contracts Completed

Astoria School District 1
Banks School District 13
Beaverton School District 48J
Canby School District 86
Centennial School District
City View Charter School
Clackamas Education Service District
David Douglas School District 40
Evergreen School District 114
Faith Bible Christian School
Forest Grove Community School
Forest Grove School District 15
Gaston School District 511J
Gladstone School District 115
Gresham-Barlow School District 10J
Hillsboro School District 1J
Holy Trinity Catholic School
Hood River County School District
Jesuit High School
Knappa School District 4
Lake Oswego School District 7J
Lincoln County School District
McMinnville School District 40
Neah-Kah-Nie School District 56
Newberg School District 29J
North Clackamas School District 12
Northwest Regional ESD
Oregon City School District 62
Oregon Trail School District 46
Parkrose School District 3
Portland School District 1J
Rainier School District 13
Reynolds School District 7
Scappoose School District 1J
Seaside School District 10
Sherwood School District 88J
St. Helens School District 502
Catlin Gabel School (The)
Tigard-Tualatin School District 23J
Tillamook School District 9
Sisters of St. Mary of Oregon Campus Schools
Vancouver School District
Vernonia School District

Hospital/Health Systems - Contracts Completed

Providence Health Systems
  • Providence Portland Hospital
    • Inpatient/Acute care
    • Inpatient Rehabilitation
    • Outpatient Rehabilitation
    • Pediatric Neurodevelopmental Clinic
    • Center for Medically Fragile Children
  • Providence St. Vincent’s Hospital
    • Inpatient/Acute care
    • Inpatient Rehabilitation
    • Outpatient Rehabilitation
    • Pediatric Neurodevelopmental Clinic
  • Providence Newberg
    • Inpatient/Acute Care
    • Outpatient Pediatrics
  • Providence Willamette Falls Hospital
  • Providence Milwaukie Hospital
  • Providence Home Health

Hospital/Health Systems - Contracts in process

Legacy Health Systems
  • Legacy Emanuel Hospital
    • Inpatient/Acute care
    • Inpatient Rehabilitation
    • Outpatient Rehabilitation
    • Pediatric Inpatient
    • Pediatric Outpatient
• Legacy Good Samaritan Hospital
  • Rehabilitation Institute of Oregon (RIO)
• Legacy Salmon Creek
  • Inpatient/Acute Care
  • Inpatient Rehabilitation
  • Outpatient Rehabilitation
  • Pediatric Outpatient
  • Neonatal Intensive Care Unit (NICU)

Oregon Health and Science University (OHSU)
• Inpatient/Acute Care
• Inpatient Rehabilitation
• Outpatient Rehabilitation
• Northwest Clinic for Voice and Swallowing
• Doernbecher Children’s Hospital Inpatient Pediatrics and NICU
• Child Development and Rehabilitation Center

Veterans Affairs Medical Center (Portland and Vancouver)
• Portland VA Medical Center
  • Inpatient/Acute Care
  • Inpatient Rehabilitation
  • Outpatient Rehabilitation

Samaritan Health
• Samaritan Lebanon Community Hospital
• Samaritan Albany General Hospital
• Good Samaritan Regional Medical Center
• Samaritan Pacific Communities Hospital
• Samaritan Home Health

Tuality Community Hospital

Peace Health
• Southwest Washington Medical Center

**Rehabilitation Agencies**
• Consonus Health
• Premiere/Infinity Rehabilitation
• Fort Vancouver Convalescent Center

**Outpatient Clinics**
• Progressive Rehabilitation Associates/Brain Injury Rehabilitation Center
• Artz Center for Developmental Health

**Hospitals/Health Systems/Contract Agencies – To Be Contacted**

Shriners Hospital Portland
Adventist Medical Center
EBS Healthcare

Additional space considerations
- Area for student study, work, and research – there are designated areas in Berglund that would be available, including the computer lab.
- Video monitoring and control room – this would need to be evaluated for its efficacy.
- The SLP program will need classrooms for six classroom meeting times each week during fall, spring, and summer semesters.

Furniture and Equipment Needs
Berglund Hall has office and classroom space available to meet the requirements of this new program though this will necessitate moving adjunct faculty out of some offices and possibly turning a shared classroom into designated lab space. The consultant will have to help determine the space, furniture, and equipment needs.

The following furniture and equipment needs will be necessary:
- Year Two – Three new computers @ $1500
- Year Three – Three computers @ $1500 each
- Year Five – One computer @ $1500

Equipment and Materials
The CSD program must have access to sufficient equipment and materials to achieve the program's academic and clinical mission and goals. The following lists are samples of common materials and equipment that CSD programs use. To determine the exact resources, the program director will need to consider the population of clients to be served and their specific needs. The director will need to determine if resources are available through other departments on campus or in external facilities. These lists are not exhaustive.

Common clinic equipment and materials that will need to be ordered: diagnostic tests; audiometers; treatment materials; computer software for assessment and/or treatment; otoscopes; speech science equipment; immittance audiometry equipment; hearing aid equipment; disposable supplies (e.g., tongue depressor, latex gloves); anatomical models or posters; audio/video equipment and headsets; and, select AAC devices.

Accreditation
The program will need to be accredited through the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech and Hearing Association (ASHA). As a new graduate program in the process of development a signed Application for Candidacy must be submitted to CAA at least 18 months in advance of the proposed student enrollment date.

CAA-accredited academic programs have long been recognized as the standard for quality and consistency, not only by the students and the academic community but also by employers, state
licensure boards, federal regulatory agencies, and related professional associations, as well as by consumers served by speech, language, and hearing practitioners.

The program has submitted its application for Candidacy and expects to receive a response from the CAA to schedule a site visit by November 2011.

In addition, the program will need to be approved by Oregon Teacher Standards and Practices Commission (TSPC) in order to recommend candidates for a license to work in schools.

Library Resources
Library faculty members have identified key materials to be added to the Pacific University resources for starting the Speech Language Pathology strategic initiative. Standard review sources and other academic libraries supporting accredited SLP programs were consulted. Since Pacific University is also considering starting a doctor of audiology program, the analysis of resources needed for both a speech language pathology master’s degree program and doctor or audiology program have been considered simultaneously. Thus, the following plan for resources will support both programs.

Currently, Pacific University subscribes to 13 databases that allow access to some journals that publish issues related to speech language pathology. However, none of these databases include access to the primary journals in the field. Of the 82 journals identified to support the new program, the Library provides some form of access to 39 of them. Thus, our plan is to consider purchasing annual subscriptions to five additional databases and 43 journals that would provide candidates and faculty access to scholarship in the field of speech language pathology. These include the following potential databases:

- Linguistics and Language Behavior Abstracts (LLBA) – This index provides access to citations and abstracts of books and book chapters, dissertations, and articles culled from over 1300 scholarly journals in the fields of linguistic research, language research, and research in the areas of speech, hearing, and language pathology. Coverage is 1973 to present.
- ComDisDome – Premier resource for journal articles on speech language pathology, audiology and communication disorders in general. It indexes more than 155 journals; many are peer-reviewed. Special features include links to scholars in the field and 30+ books.
- MIT CogNETb – An electronic community for scholarly research in the cognitive and brain sciences provided by MIT Press. It includes a library of journals, books, reference works and conference proceedings. An ever-growing electronic collection of relevant books, journals, conference proceedings, calls for papers and grey literature, and provides searchable access to ten major reference works published by the MIT Press; over 530 MIT Press books in full-text PDF; the full text of six MIT Press journals; and abstracts from more than 30 journals from other publishers like Cambridge University Press, the British Psychological Society, Kingston Press, Ltd., and Lawrence Erlbaum Associates.
- Communication & Mass Media Complete – Comprehensive index to research in communication studies and mass media. Covers disorders of communication, speech, hearing and language. Indexes 660 journals; full text for 350 journals.
- Education Research Complete – Topics covered include all levels of education from early childhood to higher education, and all educational specialties, such as multilingual education,
health education, and testing.

The following journals have been targeted as high priority for supporting the speech language pathology program: *ACM Transactions on Speech and Language Processing; Acta Oto-Laryngologica; Advances in Speech Language Pathology; Advances in Speech Language Pathology; Annals of Dyslexia; American Journal of Speech-Language Pathology; Aphasiology; ASHA Leader; Asia Pacific Journal of Speech, Language & Hearing; Brain; Brain and Language; Canadian Journal of Speech-Language Pathology and Audiology; Cleft Palate-Craniofacial Journal; Clinical Linguistics & Phonetics; Clinics in Communication Disorders; Cognition; Contemporary Issues in Communication Science and Disorders; Evidence-Based Communication Assessment and Intervention; Folia Phoniatrica et Logopaedica: International Journal of Phoniatrics, Speech Therapy and Communication Pathology; International Journal of Language and Communication Disorders; International Journal of Speech Technology; International Journal of Speech-Language Pathology; Journal of Communication Disorders; Journal of Laryngology and Otology; Journal of Medical Speech-Language Pathology; Language & Speech; Language, Speech and Hearing Services in Schools; New Directions for Child and Adolescent Development; Phonetica; Seminars in Speech & Language, and Topics in Language Disorders.*

We have budgeted $40,000 in the first year to purchase databases, journals, and other holdings. This budgeted amount will increase each year on a schedule tied to inflation. Speech language pathology master degree candidates will have electronic access to the databases and journals. Text materials will be available for checkout through any of the Pacific University libraries. Candidates will also have access to materials through Summit (Orbis-Cascade Alliance) and the inter-library loan program cooperative.

<table>
<thead>
<tr>
<th>Major Activity</th>
<th>Completion Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop support for SLP program concept from COE faculty</td>
<td>Completed 2006</td>
</tr>
<tr>
<td>Develop support from SLP professional community</td>
<td>February 2010</td>
</tr>
<tr>
<td>Develop support for SLP from Pacific University administrators</td>
<td>March 2010</td>
</tr>
<tr>
<td>Submit SLP Business Plan and Strategic Budget to President’s Cabinet for consideration</td>
<td>March 31, 2010</td>
</tr>
<tr>
<td>Submit SLP Business Plan to Provost Council for feedback</td>
<td>April 2010</td>
</tr>
<tr>
<td>Submit SLP Business Plan to President’s Cabinet for approval</td>
<td>April 2010</td>
</tr>
<tr>
<td>Hire SLP Professional Consultants to create curriculum plan, etc.</td>
<td>June 2010</td>
</tr>
<tr>
<td>COE consideration of SLP Business Plan</td>
<td>September 2010</td>
</tr>
<tr>
<td>Submit Business Plan to Pacific University Academic Affairs Committee of the Board for consideration</td>
<td>Fall 2010</td>
</tr>
<tr>
<td>Submit to COE faculty for SLP initial consideration</td>
<td>June 2010</td>
</tr>
<tr>
<td>Submit SLP Business Plan to University Council for consideration</td>
<td>September 2010</td>
</tr>
<tr>
<td>Submit SLP Business Plan to Staff Senate for consideration</td>
<td>September 2010</td>
</tr>
<tr>
<td>Event Description</td>
<td>Date</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Submit SLP Business Plan to Faculty Senate for approval</td>
<td>Summer 2010</td>
</tr>
<tr>
<td>Submit Business Plan to Pacific University Board for consideration</td>
<td>September 2010</td>
</tr>
<tr>
<td>Seek TSPC program approval of SLP curriculum for ability to recommend candidates for license to work in schools</td>
<td>Fall 2010</td>
</tr>
<tr>
<td>Submit to COE faculty for SLP approval</td>
<td>October 2010</td>
</tr>
<tr>
<td>Submit to Curriculum and Standards Committee for approval</td>
<td>October 2010</td>
</tr>
<tr>
<td>Submit SLP Business Plan to University Council for approval</td>
<td>October 2010</td>
</tr>
<tr>
<td>Submit SLP Business Plan to Faculty Senate for approval</td>
<td>October 2010</td>
</tr>
<tr>
<td>Submit SLP Business Plan to Faculty Senate for approval</td>
<td>Summer 2010</td>
</tr>
<tr>
<td>Submit Business Plan to Pacific University Board for approval</td>
<td>December 2010</td>
</tr>
<tr>
<td>Submit SLP Business Plan to Faculty Senate for approval</td>
<td>October 2010</td>
</tr>
<tr>
<td>Submit SLP Business Plan to Faculty Senate for approval</td>
<td>October 2010</td>
</tr>
<tr>
<td>Submit Business Plan to Pacific University Board for approval</td>
<td>December 2010</td>
</tr>
<tr>
<td>Submit SLP Business Plan to Faculty Senate for approval</td>
<td>October 2010</td>
</tr>
<tr>
<td>Submit to NWCCU for approval as minor change</td>
<td>December 2010</td>
</tr>
<tr>
<td>Apply to CAA for accreditation candidacy (must be submitted 18 months prior to proposed student enrollment date)</td>
<td>January 2011</td>
</tr>
<tr>
<td>Search for SLP Director and first two faculty members</td>
<td>October 2010 – March 2011</td>
</tr>
<tr>
<td>SLP Director starts</td>
<td>August 2011</td>
</tr>
<tr>
<td>SLP Director develops policies and procedures, curriculum details, CAA candidacy materials, establish practicum sites, establish agreements with professional partners, develop modified clinic, etc.</td>
<td>July – December 2011</td>
</tr>
<tr>
<td>Begin undergraduate course offerings</td>
<td>August 2011</td>
</tr>
<tr>
<td>Advertise program, recruit and admit first graduate cohort of students</td>
<td>July 2011 – March 2012</td>
</tr>
<tr>
<td>SLP Director develop Advisory Council for program</td>
<td>Spring 2012</td>
</tr>
<tr>
<td>Hire additional faculty members</td>
<td>Spring 2012</td>
</tr>
<tr>
<td>First SLP cohort begins</td>
<td>Late June 2012</td>
</tr>
<tr>
<td>Seek full CAA accreditation (needs to happen prior to first cohort completing)</td>
<td>Fall 2012</td>
</tr>
<tr>
<td>Second SLP cohort begins</td>
<td>Late June 2013</td>
</tr>
<tr>
<td>First SLP cohort graduates</td>
<td>August 2013</td>
</tr>
</tbody>
</table>

**Risk Management**

There are several major risk considerations of this plan as outlined:
1. The plan depends upon hiring a knowledgeable and capable director.
2. The program would need to be delayed by a year (2013-14) should any of the on-campus decision making groups slow down the process.
3. If the program were not successful in recruiting the initial cohort of 20 students.
4. If the program director was not able to find the necessary clinical practica sites (school and hospital.)

Steps that could be taken to mitigate or minimize the risk and still implement a successful plan:
1. Listen to the Oregon SLP professional community for advice on hiring a director.
2. Continue towards the goal of CAA accredited program even if the approval process gets delayed. Start the following year, for example.
3. Not begin the program until 80% of the target cohort is filled.
4. Consider developing own clinical site (building on the success of the Early Learning Community) should school and hospital sites not be available.

Support Services and Contact Person

Support service areas and functions that need to be considered:

- **Academic Affairs:**
  - Registrar – Anne Herman
  - International Programs – Steve Prag
  - Institutional Research – Wil O’Shea

- **University Information Services** – Ted Krupicka (technology and telecommunications)

- **Finance and Administration:**
  - Business Office – Allie Losli
  - Financial Aid – Mike Johnson
  - Human Resources – Mona Ward
  - Facilities & Campus Public Safety – Harold Roark
  - Legal Affairs – Monica Marvin
  - Conference Services – Lois Hornberger

- **Student Life:**
  - Admissions – Diana Watkins
  - Student Services – Wil Perkins

Exit Strategy

1. Should the plan not garner on campus support the plan would be terminated before it starts.
2. If approved on campus, Pacific University Board of Trustees, and other governance bodies (NWCCU, TSPC, CAA) the plan could be abandoned should the projected cohort size not be fulfilled by the end of the third year. Financial Plan

Financial Plan

**Budget Plan Template**
See page 44.

**Capital Needs**
There needs to be an investment in communication science lab equipment. This is estimated to cost $80,000 spread over two years.
Reserve Needs
Every year $3000 should be set aside for replacement of speech science equipment every fourth year.

Budget Plan Narrative
See pages 40-43
<table>
<thead>
<tr>
<th>Summary of Initiative (Required)</th>
<th>Purpose, Goals, Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>This would be a program with two elements: an undergraduate communications and sciences disorder (CSD) minor and a master's degree program allowing people to work in schools, hospitals, or clinics. About 60% of SLPs work in schools. The program would be targeted to three audiences:</td>
<td></td>
</tr>
<tr>
<td>• Traditional undergraduates seeking pre-professional entry into the professions of SLP and Audiology</td>
<td></td>
</tr>
<tr>
<td>• Those currently working as SLP aides in schools and education service districts who have a bachelor's degree but no prerequisite courses.</td>
<td></td>
</tr>
<tr>
<td>• Those with a bachelor’s degree in pre-SLP who have no prior work experience.</td>
<td></td>
</tr>
<tr>
<td>These three audiences will allow for different delivery options:</td>
<td></td>
</tr>
<tr>
<td>• 22-credit Communication Science and Disorders minor as part of a bachelor’s degree</td>
<td></td>
</tr>
<tr>
<td>• 22-month (5-semester) program for candidates with an undergraduate degree in communication sciences and disorders or its equivalent.</td>
<td></td>
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<tr>
<td>• 30-month (7-semester) program for students with non-speech-language pathology baccalaureate degrees.</td>
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<tr>
<td>The program would require candidacy approval from the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech and Hearing Association (ASHA) prior to first student entering.</td>
<td></td>
</tr>
</tbody>
</table>
| There is a growing shortage of SLPs as revealed in this quote from a March 28, 2009 article entitled “Oregon schools need speech pathologists: The demand is so great that students get offers before earning degrees”: According to the Bureau of Labor Statistics, employment of speech language pathologists is expected to grow 11 percent from 2006 to 2016 as baby boomers age and medical advances improve survival rates of premature infants or trauma and stroke patients. The largest numbers of unfilled jobs are in the Pacific and mountain regions, according to a 2008 American Speech-Language-Hearing Association survey. “I call it a multi-pronged problem,” said John Tracy, a speech pathologist and manager of workforce recruitment and development at Salem Hospital. Some school districts said they are “growing their
For Five Fiscal Years: 2010/11 thru 2014/15

Measurements of Success
Recruit and retain 10-15 new undergraduate students each year. Recruit 10 candidates taking the 19 post-bac prerequisite credits per year. Recruit 10 candidates a year for the intensive, 15-month program. Recruit 20 students a year for the two-year graduate program. Expansion could be available in future years but that is not included in this proposed plan.

Start Date
Establish program components in 2010-11; hire director in 2011-12 and three faculty members; start with undergraduate students in 2011-12; start with graduate students in 2012-13.

Completion Date
Fully operational in 2013-14

REVENUE ITEMS:

<table>
<thead>
<tr>
<th>Item</th>
<th>Comments to Support Financial Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition &amp; Fees</td>
<td>• We will use the COE tuition rate for the post-bac credits. Traditional undergraduates will pay the university rate for undergraduate students. Graduate students will pay a tuition rate of $798 per credit for 2012-2013 academic year. Tuition is expected to increase by 2% in subsequent years.</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>• Follow current practices for graduate programs. $30,000 would be budgeted the first year, with a 3% increase per year. Follow current practices for traditional undergraduate students: 45.8% reduction rate.</td>
</tr>
<tr>
<td>Contributions</td>
<td>• Can’t plan on any for program dollars for start up, though indirect support would come from potential financial aid support for individual candidates through the Oregon Department of Education.</td>
</tr>
<tr>
<td>Clinics</td>
<td>• SLP lab work could be accomplished in Berglund Hall.</td>
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<td></td>
<td>• If audiology was started in CHP then SLP candidates could use that clinic for the audiology portion of their curriculum. This is a small part of the SLP curriculum.</td>
</tr>
<tr>
<td></td>
<td>• A modified on-site clinic could be established in partnership with the Early Learning Community.</td>
</tr>
<tr>
<td></td>
<td>• Would rely on partners to provide clinic opportunities for field experiences.</td>
</tr>
<tr>
<td>Other Revenues</td>
<td>• ASHA requires many pre-requisites to get into this program. Some students might need to take these concurrently in a longer program. Thus, revenue from these extra courses is built into the proposal.</td>
</tr>
</tbody>
</table>

EXPENDITURE ITEMS:

<table>
<thead>
<tr>
<th>Item</th>
<th>Comments to Support Financial Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary &amp; Wages</td>
<td>• Direct costs for supporting the initiative.</td>
</tr>
<tr>
<td>Other/Contractual/Leases</td>
<td>•</td>
</tr>
</tbody>
</table>

November 2, 2011
## For Five Fiscal Years: 2010/11 thru 2014/15

<table>
<thead>
<tr>
<th>Budget Pool</th>
<th>• Faculty development, disposables, travel, etc.</th>
</tr>
</thead>
</table>
| Capital Outlay               | • Classroom considerations – “smart” classroom equipped with built-in LCD projector, screen, TV with CD/VCR player; videoconferencing capability; networked computers. These are already in Berglund.  
• Common clinic equipment and materials:  
  o diagnostic tests  
  o audiometers  
  o treatment materials  
  o computer software for assessment and/or treatment  
  o otoscopes  
  o speech science equipment  
  o immittance audiometry equipment  
  o disposable supplies (e.g., tongue depressor, latex gloves)  
  o anatomical models or posters  
  o audio/video equipment and headsets  
  o select AAC devices |