August 15, 2014

UNIVERSITY CURRICULUM COMMITTEE – 2014-2015

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Dear Colleagues:

The attached proposal for a new online Graduate Certificate in Pre-Professional Speech-Language Pathology will be an agenda item for the August 22, 2014, Full University Curriculum Committee meeting.

Sincerely,

William K Vencill

William K. Vencill, Chair
University Curriculum Committee

cc: Provost Pamela S. Whitten
          Dr. Laura D. Jolly

Committee on Facilities, Committee on Intercollegiate Athletics, Committee on Statutes, Bylaws, and Committees,
Committee on Student Affairs, Curriculum Committee, Educational Affairs Committee, Executive Committee, Faculty Admissions Committee,
Faculty Affairs Committee, Faculty Grievance Committee, Faculty Post-Tenure Review Appeals Committee, Faculty/ Staff Parking Appeals Committee,
Human Resources Committee, Strategic Planning Committee, University Libraries Committee, University Promotion and Tenure Appeals Committee
An Equal Opportunity/Affirmative Action Institution

I. Basic Information

1. Institution: University of Georgia

2. School/College: College of Education

3. Department/Division: Communication Sciences and Special Education

4. Certificate Title: Online Graduate Certificate in Pre-professional Speech-Language Pathology

5. Proposed starting date for program: Summer 2015

6. An abstract of the program is included on the next page of this proposal.

ABSTRACT

The proposed Online Graduate Certificate in Pre-professional Speech-Language Pathology will provide qualified students with the knowledge, skills, and abilities they need to be prepared to apply to master's degree programs in speech-language pathology. The need for this certificate emerged from multiple converging factors, including projected job growth nationally for speech-language pathologists for 2010-2020; application data from our existing University of Georgia (UGA) programs; and the national growth of, and demand for, online programs in this content area.

The master's degree is the required entry-level practitioner's degree in speech-language pathology, necessary for both state licensure and national certification. Most master's degree programs, however, including our own, assume and require undergraduate preparation in the area, a requirement that often makes it difficult for many students and other professionals interested in speech-language pathology to move into this field. The proposed certificate will address this need in the form of an 18-credit-hour program (seven online graduate courses) that will provide post-baccalaureate learners with the pre-professional information they require to be able to apply to master's degree programs. All courses are new and are being proposed as this certificate is proposed, but the content of those courses is familiar to the program faculty from other courses. All faculty and staff in the Communication Sciences and Disorders (CMSD) program are committed to supporting this online certificate and have the time to do so, assuming the allocation of additional funding as described in the complete proposal, in part because it replaces and eliminates a current, inefficient, on-campus "3-year" master's degree program. Existing library, computer, and other supports and facilities are also adequate to support this program.

In summary, the faculty involved in the development of this proposal believe it to be ideally suited to improving the quality of graduate and professional education that UGA can provide to students and professionals interested in speech-language pathology and/or at a distance from the Athens campus. This certificate will allow UGA to be at the forefront of providing high-quality graduate and pre-professional education to current and future professionals, reaching an audience of potential students who are not being served by current course and program offerings.

II. Response to the Criteria for All Programs
 1. *The purpose and educational objectives of the program must be clearly stated, and must be consistent with the role, scope, and long-range development plan of the institution.*
 A. *State the purpose and educational objectives of the program and explain how the program complements the role, scope, and long-range development plan of the institution.*

The content of this certificate was designed to be responsive to state and national educational, credentialing, and licensure requirements for speech-language pathologists, including specifically the requirement of the American Speech-Language Hearing Association (ASHA) that applicants for national certification must meet specific academic and clinical professional standards. Of particular relevance are Standards IV-B, IV-C, and V-B of the 2014 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology (http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/):

> "Standard IV-B. The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span."

> "Standard IV-C. The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates" in each of nine areas, including articulation, fluency, voice and resonance, receptive and expressive language, and others.

The implementation language further specifies that "It is expected that course work addressing the professional knowledge specified in Standard IV-C will occur primarily at the graduate level," an expectation that effectively transfers satisfaction of Standard IV-B ("basic…processes, including the appropriate biological [and other] bases") to either the bachelor's degree level or, for students who have a bachelor's degree in another area, to post-baccalaureate coursework. Standard V-B then lists many very specific skills requirements (in prevention, evaluation, and intervention for disorders) that, again, are to be developed at the graduate level but require the basic knowledge specified in Standards IV-B and IV-C. ***The purpose of the proposed certificate, therefore, is to provide post-baccalaureate students with the pre-professional education that they need to be prepared to apply to a master's degree program in speech-language pathology, effectively meeting ASHA's Standard IV-B*** and preparing them to benefit from master's program work focused on Standards IV-C and V-B.

This certificate complements and expands the role, scope, and long-range development of the communication disorders program, the department, the college, and the University of Georgia, because it is responsive in creative, focused ways to the needs of applicants, learners, and future professionals. More specifically, this Certificate addresses several Strategic Priorities from the 2020 Strategic Plan related to scholarship and education in healthcare and in such inherently interdisciplinary professions as speech-language pathology, including the following:

> "II.a.1. Strategic Priority: Provide and promote additional opportunities for interdisciplinary, dual, and joint degree experiences for graduate and professional students….

> "III.j. Strategic Priority: Expand UGA research programs that advance human health, wellness, and medicine…and [develop] new clinical and translational research programs….

> "IV.a. Strategic Priority: Document educational and outreach programs that enhance the social, economic, and environmental well-being and health of individuals and communities" (University of Georgia Strategic Plan: Building on Excellence. October 30, 2012).

B. Describe the interdisciplinary nature of the proposed program. Which school(s) or college(s) and department(s) will be involved in the development of the program? Describe the expected stage of development for this program within five years.

The proposed certificate program is primarily intended to be discipline-specific and will be developed and administered within the existing Department of Communication Sciences and Special Education in the College of Education. It is also important to note, however, that speech-language pathology is inherently interdisciplinary, as an allied-health profession focused on both educational settings and medical settings. Students will be exposed to topics in areas of biology, physics, education, language, and healthcare professions, among others. In addition, students who need specific coursework in such areas as special education for later licensure can gain that exposure while enrolled as certificate students.

Within five years, we expect this certificate program to be fulfilling a central role in the instructional mission of the department and therefore of the University. Based on the needs analyses described immediately below, we anticipate enrollments of at least 25 students per year.

2. There must be a demonstrated and well-documented need for the program.
A. Explain why this program is necessary.

This program is necessary for several reasons. Nationally, speech-language pathologists remain among the most in demand of professionals. The United Statues Bureau of Labor Statistics describes speech-language pathology as faster than average in projected job growth and with a positive job outlook for the years 2010-2020 for several reasons (http://www.bls.gov/ooh/healthcare/speech-language-pathologists.htm). The reasons for this demand are also themselves projected to grow, including the aging of the population and the ever-increasing ability of medical science and practice to extend the lifespan of very ill or multiply affected newborns, children, and older persons who then need assistance in speech, language, hearing, and related areas. All in all, speech-language pathology is and will continue to be a nationally in-demand profession.

Second, our trends here at UGA in applications, enrollment, and graduate job placement are consistent with national trends. The master's degree is required for entry-level practice in speech-language pathology, and our master's program has had essentially steady enrollment at our maximum capacity for many years. We receive over 100 applications each year for our "standard" 2-year master's degree program; we have room for one cohort each fall of not more than about 25. All of our master's degree graduates for many years have passed the national licensure exam, and all of our master's degree graduates who are seeking a job at graduation (which is essentially all of them) tend to have permanent jobs secured before they have graduated. Thus, spaces in our program are in demand, and our graduates are in demand.

Third, and more specifically for this proposal in particular, one of the complexities in running a master's degree program in speech-language pathology is that it assumes bachelor's-level preparation in speech-language pathology, but some of the most promising candidates discover the field after they have pursued or completed another undergraduate degree. One of the most interesting features of these "out

of field" applicants is that they are in many ways superior to the "typical" master's program applicant just finishing a bachelor's degree in the area. Analysis of our application and admission data, for example, shows consistently that we are rejecting applicants with higher GPAs, higher GREs, and/or better life experiences relevant to allied health or "helping" professions like speech-language pathology simply because they do not have the undergraduate or prerequisite education that our 2-year master's degree program assumes.

There is no standard for dealing with this problem within our discipline other than that certain knowledge, skills, and abilities criteria must be met by the end of the master's program to seek licensure and certification (as described above in Section II.1.A.). Thus, different training programs deal with this problem differently. Some training programs in Georgia do not admit master's students who do not have a bachelor's degree in the field, a system that requires potential students to spend time and money earning a second bachelor's degree. Some programs allow "nondegree" students to take undergraduate courses and then apply to the master's program. Our solution here at UGA for many years has been to accept a small number of what we refer to as "3-year" master's students each year; these students are admitted as true master's students, but they spend their first year taking most of what would typically be the junior-year and senior-year courses for the undergraduate major before moving in their second year to what would typically be the first year of graduate work. This approach is problematic in part because graduate students are advised to take undergraduate courses, which is clearly not an ideal solution for many reasons. In addition, we have had to keep the number of 3-year students very limited, and we cannot accept nondegree post-baccalaureate students, because our undergraduate courses are already at approximately twice their approved "high demand major" capacity (i.e., we were approved some years ago for 35-student undergraduate cohorts, but we have been accepting many more and currently have approaching 70 students in most of our undergraduate courses).

Given the recent rise of online education options, another route is emerging in the field: online "leveling" or "pre-application" courses and programs. These programs are intended to help potential applicants from other fields gain the basic knowledge that they need to then be able to apply to a master's program in speech-language pathology. They are also intended to be relatively flexible so that, for example, students are not required to leave their current jobs before they know that they have been fully admitted to a master's program. Developing such a leveling or pre-professional program here at UGA, which is the focus of this proposal, would serve many needs for us as a program and also for our discipline more generally. For us as a program, an online pre-professional leveling program that replaces and eliminates our current "3 year" master's program would allow us to serve the needs of our master's program applicants in a more equitable way, rather than having to be so very selective in accepting only a few "3-year" master's students each year while accepting "2-year" students whose credentials are arguably weaker in every aspect except their possession of a bachelor's degree in the field. Moreover, as such online leveling options grow, we need and want to retain some control over their content, and we also want to be able to assist students who would otherwise complete a leveling program through another institution. The use of a graduate-level certificate turns out to be ideal for this purpose, in that graduate courses (as opposed to the practice of allowing post-baccalaureate nondegree-status students to take existing undergraduate courses) can allow, expose students to, and even expect the professional maturity and awareness that is so critical to later success in graduate school and as a clinician. All in all, the goal of the certificate program that we seek to develop is to serve more students in better ways, in a manner that also moves our profession and our discipline forward. We find the combination to be not only ideally suited to our current needs but also a positive contribution to our discipline in the best possible ways.

B. In addition, provide the following information:
  1. Semester/Year of Program Initiation: Summer 2015

2. Semester/Year Full Implementation of Program: Fall 2015
3. Semester/Year First Certificates will be awarded: Spring 2016
4. Annual Number of Graduates expected (once the program is established): 25
5. Projected Future Trends for number of students enrolled in the program: Annual enrollment in this program is expected to increase from 15 in 2015, to 35 by Fall 2016, to a total of 50 at all stages by Fall 2017.

3. *There must be substantial evidence that student demand for the program will be sufficient to sustain reasonable enrollments in the program.*
A. Provide documentation of the student interest in the program, and define what a reasonable level of enrollment is for a program of this type. Provide evidence that student demand will be sufficient to sustain reasonable enrollments.

Evidence of student interest in this program comes from several sources. First, we have received for many years between 50 and 75 applications per year, and more in some years, for our "3-year" master's degree program. On the assumption that at least half of those applicants would be interested in an alternative program that allows them to keep working while completing the first year, rather than enrolling in a full-time residential program, and also on the assumption that the proposed online certificate can draw students who would not have considered our 3-year master's program for primarily geographic reasons, we predict initial enrollments of at least 25 students in the proposed certificate program. Informal evidence of demand for an online program in particular exists in the form of multiple inquiries from potential students asking about such a program; many of these students have then chosen not to apply to our on-campus program, so they are not reflected in the estimates generated from application numbers. Reasonable enrollment for this program is approximately 15-40 students per course, or more, numbers that are consistent with anticipated demand. (Students who complete the proposed online pre-professional certificate can be assumed to then apply to multiple graduate programs, including some in the southeast that do not have undergraduate programs and that accept students from our undergraduate program; the assumption is not that our 2-year master's degree program would need to or would attempt to absorb all students who complete the online pre-professional certificate.)

B. In addition, provide the following information:
To what extent will minority student enrollments be greater than, less than, or equivalent to the proportion of minority students in the total student body?

It is reasonable to expect that students from traditionally underrepresented backgrounds, including especially older students and those from socioeconomically challenging circumstances, might be more inclined to enroll in this distance-education program, which allows them to complete the prerequisite coursework while remaining in their own jobs or communities. Their success in the Certificate program should then also lead to the consequence of their increased representation in our on-campus (2-year) master's degree program itself.

4. *The design and curriculum of the program must be consistent with appropriate disciplinary standards and accepted practice.*
Provide the following information:
A. Present a detailed curriculum outline of the program listing specific course requirements (to include programs of study, course prefix, number, and title).
B. Identify which aspects of the proposed curriculum already exist and which constitute new courses.

The proposed certificate will require the following seven fully online courses, with no electives or other

options, totaling 18 semester hours of required graduate-level coursework:

CMSD 6110E: Anatomy and Physiology of Speech and Hearing (3 units)
CMSD 6120E: Phonetics for Speech-Language Pathology (2 units)
CMSD 6130E: Speech and Hearing Science (3 units)
CMSD 6140E: Language Development (3 units)
CMSD 6150E: Speech and Language Disorders (3 units)
CMSD 6160E: Audiology Assessment and Rehabilitation (3 units)
CMSD 6170E: Professional Issues for SLP (1 unit)

All of these courses are formally "new" courses and will be proposed as such through appropriate proposals and systems. One of the strengths of the proposed certificate, however, is that it builds on multiple existing courses and materials; thus, these specific courses will be new and are designed to meet the needs of the students in this certificate program, but existing faculty are well prepared to manage the courses because of substantial experience with the material at both undergraduate and graduate levels. Once the program is fully established, each course will be offered twice per year, to accommodate different student schedules as shown in the two sample programs of study below. Because of the nature of this program, and based on our substantial experience with "3-year" master's degree students, we do not expect any students to have completed any equivalent courses prior to their enrollment in this certificate program (i.e., all programs of study can be anticipated to require and include all required courses).

Example Program of Study A: Full time, no previous coursework, completed in one academic year

Fall	Spring
CMSD 6110E: Anatomy and Physiology of Speech and Hearing (3 units) CMSD 6130E: Speech and Hearing Science (3 units) CMSD 6140E: Language Development (3 units)	CMSD 6120E: Phonetics for Speech-Language Pathology (2 units) CMSD 6150E: Speech and Language Disorders (3 units) CMSD 6160E: Audiology Assessment and Rehabilitation (3 units) CMSD 6170E: Professional Issues for SLP (1 unit)

Example Program of Study B: Part time, spread over four consecutive semesters

Summer	Fall	Spring	Summer
CMSD 6110E: Anatomy and Physiology of Speech and Hearing (3 units) CMSD 6140E: Language Development (3 units)	CMSD 6130E: Speech and Hearing Science (3 units) CMSD 6170E: Professional Issues for SLP (1 unit)	CMSD 6120E: Phonetics for Speech-Language Pathology (2 units) CMSD 6150E: Speech and Language Disorders (3 units)	CMSD 6160E: Audiology Assessment and Rehabilitation (3 units)

Satisfactory completion of the certificate program will be defined as completing all seven of the required courses with a grade of "C" or better in each course and also with an overall GPA of at least 3.0. Students will be allowed to retake no more than two courses, no more than once each, in an effort to improve their GPA or to complete the certificate.

C. Identify model programs, accepted disciplinary standards, and accepted curricular practices against which the proposed program could be judged. Evaluate the extent to which the proposed curriculum is consistent with these external points of reference and provide a rationale for significant inconsistencies and differences that may exist.
D. If program accreditation is available, provide an analysis of the ability of the program to satisfy the curricular standards of such specialized accreditation

This pre-professional certificate program itself will not be subject to professional accreditation or specific disciplinary standards, but as noted above it was designed to satisfy, in part, the requirement that professionals applying for national certification in speech-language pathology must have demonstrated knowledge and skills in basic human communication and swallowing processes; normal and abnormal human development across the life span; and the evaluation and treatment of persons with disorders or differences of speech, language, hearing, swallowing, or related issues. This certificate was also designed to provide students with the education that graduate programs assume students have received at the undergraduate level, with the exception that this program is explicitly intended to be post-baccalaureate, provided at the graduate level, and designed not only to provide the underlying basic information, but also to help students acquire the professional level knowledge, skills, and abilities that underlie successful future practice. This professionalism aspect is also part of the national certification requirements (Standard V.B.3., Interaction and Personal Qualities). The certificate program meets all of these needs, as determined by the departmental faculty, based on our extensive experience with undergraduate programs and our nationally accredited master's degree program, as well as comparison with other bachelor's, post-baccalaureate pre-professional, and master's degree programs.

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5. Faculty resources must be adequate to support an effective program.
A. Define the size, experience, and specializations of the full-time faculty needed to support an effective program. Identify the extent to which such faculty resources currently exist at the institution, and what additions to the faculty will be needed to fully implement the program. Specify how many full-time faculty will provide direct instructional support to this program.

This certificate program will not be offered in isolation and does not need a specialized or devoted faculty; it is intended to become part of the routine instructional programs in the Communication Sciences and Disorders program within the Department of Communication Sciences and Special Education. Existing faculty, supplemented by additional instructors as noted below, are capable of supporting the program and have been working since January 2013 on minor revisions to all CMSD degrees, programs, and course offerings that will allow us to better serve all students, including those in the proposed certificate program.

Theoretically, the 18 credit hours required for this certificate could be covered by one faculty member teaching three or four courses per semester. Much more realistically, given the areas of expertise that are represented, the instructors for these courses will generally need to be at least three different people. As currently envisioned, the teaching for this certificate will initially be shared by six people, three to five of whom will be current members of the faculty and will each absorb one course for this certificate as part of their regularly assigned teaching load, plus one to three part-time instructors who will be supported by income from this certificate program.

B. In addition, for each faculty member directly involved in this program, list:
1) Name, rank, degrees, academic specialty, educational background
2) Special qualifications related to this program
3) Relevant professional and scholarly activity for past five years

4) Projected responsibility in this program and required adjustments in current assignments

Name	Special qualifications	Relevant activity	Potential responsibility and adjustments
J. Brown, Ph.D., Assistant Professor, early childhood language and language disorders	previous experience in online teaching	multiple peer-reviewed publications in the area of childhood language disorders; online and on-campus instruction in same areas	could teach CMSD 6140E or 6150E; no adjustments necessary (new faculty member; teaching load was designed to allow this)
L. Chen, Ph.D., associate professor, language development and disorders, bilingualism	previous experience in online teaching	multiple peer-reviewed publications in the area of childhood language; online and on-campus instruction in same areas	could teach CMSD 6140E; no further adjustments necessary (recent changes in on-campus assignments were designed to allow this)
P. Finn, Ph.D., Professor and CMSD Program Coordinator	overall responsibility for CMSD instructional programs	overall responsibility for CMSD instructional programs	will assist in developing CMSD 6110E, assist other faculty, and/or assure consistency of overall quality of CMSD academic programs
S. Iyer, Ph.D., Associate Professor, infant vocal development and speech sound disorders	expertise in speech and language development and disorders	multiple peer-reviewed publications in the area of speech and language; on-campus instruction in same areas	will assist in developing CMSD 6120E; could teach CMSD 6120E in some years if adjustments were made to on-campus undergraduate teaching assignments
H. Kaplan, Ph.D., Associate Clinical Professor, audiologic assessment and rehabilitation	previous online teaching experience	substantial instructional and clinical experience; state and national leadership in certification, licensure, and program accreditation	will teach CMSD 6160E; may share in CMSD 6170E; no adjustments necessary depending on other instructional assignments
A. Marcotte, Ph.D., professor and department head, speech disorders and professional issues	overall responsibility for department programs	multiple peer-reviewed publications in the area of speech disorders and professional issues; on-campus instruction in same areas	could teach CMSD 6120E or CMSD 6150E; no adjustments needed (current instructional assignments are flexible)
R. Marshall, Ph.D., Associate Professor, adult language disorders	expertise in adult language and treatment issues	multiple peer-reviewed publications in the area of language disorders and treatment; on-campus instruction in same areas	could assist with portions of CMSD 6150E or CMSD 6170E

C. Where it is deemed necessary to add faculty in order to fully develop the program give the desired qualifications of the persons to be added.

Additional temporary and/or part-time instructional faculty will be required to manage the program, initially to be hired to teach one section of one course at a time. Instructors will need to hold the master's degree in speech-language pathology, communication disorders, or an equivalent field; have current state or national licensure or certification in speech-language pathology or audiology, if that is relevant to the particular course; have experience in online education; and demonstrate specific expertise through previous clinical or instructional experiences in the specific topics for the course. Assuming that enrollments support the need for another full-time instructor, and provide the revenues for such a position, the qualifications of that additional full-time person would be similar to those listed for part-time instructors but tailored to complement existing faculty's specific areas of expertise.

6. Library, computer, and other instructional resources must be sufficient to adequately support the program.
A. Describe the available library resources for this program and the degree to which they are adequate to support an effective program. Identify the ways and the extent to which library resources need to be improved to adequately support this program.
B. Likewise, document the extent to which there is sufficient computer equipment, instructional equipment, laboratory equipment, research support resources, etc. available to adequately support this program. Specify improvements needed in these support areas.

Existing library resources, computer facilities, and other support resources are adequate to support students completing this certificate. These include especially online journal subscriptions held by the university libraries, which are generally adequate for departmental scholarship and instruction, and instructional technology supports provided within the College of Education. As an online instructional program, this program will not require research or other facilities or equipment for students.

7. Physical facilities necessary to fully implement the program must be available.
Describe the building, classroom, laboratory, and office space that will be available for this program and evaluate their adequacy to fully support an effective program. Plans for allocating, remodeling, or acquiring additional space to support the program's full implementation of the program should also be identified.

Because this is an online program, physical facilities required for students are minimal. Until 25 students are enrolled, this certificate can be managed in existing physical facilities. Once an additional 0.5 EFT advisor or faculty member is required, additional office space will be identified within departmental areas or in collaboration with the College of Education.

8. The expense to the institution (including personnel, operating, equipment, facilities, library, etc.) required to fully implement the program must be identified.
A. Detailed funding to initiate the program and subsequent annual additions required to fully implement the program are needed below. Estimates should be based upon funding needed to develop an effective and successful program and not upon the minimal investment required to mount and sustain a potentially marginal program.

The "UGA Online Program Proposal Budget Sheet" was used to estimate expenses and revenue for this

certificate for its Year 1 and its Year 2. Year 2 should be representative of a full-scale implementation.
A brief summary of relevant items and some discussion is provided below.

	Year 1: 2015-2016	Year 2: 2016-2017
Enrollment	15	25
Credit hours	270	450
Tuition differential revenue	$81,000	$135,000
Program expenses	$81,000	$135,000

Revenue and expenses were calculated assuming an E-rate tuition differential of $300 per credit hour
that is returned to the department and available to this program; 15 students in Year 1 and 25 students in
Years 2 and following; the equivalent of six 3-unit courses (of the 7 courses, one is 2 units and 1 is 1
unit; instructors' pay will be prorated by credit hours), each being taught twice per year in Year 1 and
then being taught three times per year in Years 2 and following; and instructor pay of $4000 per 3-unit
course. One graduate assistant to help (50% time, doctoral) with program needs, and an advisor at Year
2, were also budgeted. As shown in the complete budget, tuition differential is adequate to cover the
instructional and other personnel needs; some faculty development to ensure continuing program
development, assessment, and enhancement; and a small supplies budget.

 *B. Indicate the extent of student support (fellowships, assistantships, scholarships, etc.) available for
this program, and evaluate the adequacy of this support. Assistantships funded from institutional (as
opposed to sponsored) funds should be included in this   funding analysis as well.*

We do not anticipate offering student fellowships or scholarships for this program.

*9. Commitments of financial support needed to initiate and fully develop the program must be secured.
 A. Identify the sources of additional funds needed to support the program and the probability of their
availability.*

This program was designed assuming E-rate revenues of $300/credit hour. The program requires only
the continuation of current faculty salaries and the tuition differential revenues that will be generated. If
program enrollment is larger and requires more sections of courses, each additional necessary instructor
(at $4000/course) is supported by as few as 7 students, even assuming conservatively that the department
might ultimately receive only $220 of each $300 generated as funding models change. The only
foreseeable financial questions will come at the very beginning of the program, when the program
faculty may seek support from the Office of Online Learning for some course development, training, and
marketing (described in the Online Program Proposal Budget Sheet as provided by the university).

*B. It is particularly important to include in this response the long-range plans for additional or
expanded facilities necessary to support an effective program. Evaluate the timing and likelihood of
such capital funding.*

Physical facilities to support this online program will be limited primarily to office space and computers.
Funding for these facilities should be adequate from available sources, including income generated by
the program itself and other resources.

10. *Provisions must be made for appropriate administration of the program within the institution and for the admission to and retention of students in the program in keeping with accepted practice.*

Describe and evaluate the structure for the administration of the program. Explain the degree to which that structure is in keeping with good practice and accepted standards. Similarly, explain how and by what criteria students will be admitted to and retained in the program, and how these procedures are consistent with accepted standards for effective and successful programs.

This program will be administered within and as part of the existing programs in communication sciences and disorders. As mentioned throughout this proposal, it was developed by many of the faculty in that program and is intended to replace and expand on an existing program (the "3-year" master's degree). The relevant administrative structure will therefore be the same for this program as for the other CMSD degrees, including general oversight by the department head, academic leadership from the CMSD Program Coordinator, and input and assistance from other relevant faculty and staff.

For this particular certificate, the faculty have agreed on two admissions criteria:
    1. must hold a bachelor's degree from an accredited institution before enrollment in this program;
    2. must have a competitive GPA in all previous college coursework.

We believe these admissions criteria to be reasonable on several grounds. First, this program is explicitly intended to be a post-baccalaureate program for students interested in changing fields. The faculty considered the possibility that some currently enrolled undergraduate students might seek to take these courses, or that other students might have some interest, but have decided to focus this program exclusively on students who are prepared for graduate level work and need the content related to speech-language pathology. We are prepared to accept students with what might otherwise be perceived as relatively low GPAs because students will be changing fields and often returning to school after some time in the workforce in another area. Many of our applicants for our current "3-year" master's program have very high grades from their previous work, as mentioned above, but another important subset of applicants is those whose grades in another discipline at a previous time were not outstanding for any number of reasons. Many of these adult learners are returning to school to become speech-language pathologists and bring many important skills and abilities that enhance our programs and our profession but that are not reflected in previous grades. Students will be expected to meet any Graduate School requirements for admission.

After admissions, and until the program has enrolled 25 students, as mentioned above, student advisement will be handled by two current faculty members by shifting current advisement assignments, and the student support staff in the department can absorb the additional students. As is the case with all other CMSD program students, each student will be assigned to one academic advisor and will be expected to review progress and goals with that advisor once per semester. These conversations will occur as phone calls or video-chat real-time conversations, just as on-campus students meet once per semester with their advisor. Advisement will initially be guided by either the two-semester program of study or the four-semester program of study shown above, although advisors will assist and allow students to enroll according to individualized schedules. Advisement conversations will monitor student progress, grades, and plans. Students will also be made aware of a 3-year planning sequence of scheduled course offerings to support their enrollment decisions each semester.

As the program grows, the half-time academic advisor specified in the budget will be hired and expected to work as one of the department's student-related staff members, within existing administrative

structures. We have experience and success in the department using staff advisors to meet with students, and as enrollments warrant this shift, we will move from faculty as advisors to the use of a committed advisor with expertise in the needs of online students. These structures are well within good practice and accepted standards, currently resulting in the successful recruitment, enrollment, retention, and graduation of the vast majority of students in CMSD programs.

In summary, the Communication Sciences and Disorders program faculty and staff are excited by the opportunity to develop this certificate program. We believe we have designed a program that will be self-supporting or even revenue-positive under the e-rate tuition differential funding model, and that will complement our current academic and clinical programs while also expanding our ability to serve our discipline and potential students in creative, professional ways. We thank all concerned for their assistance in this process.

UGA Online Program Proposal Budget Sheet

Line #				2015-2016	2016-2017
1	**Program Name:** Online Graduate Certificate in Pre-professional Speech-Language Pathology				
	Projected Enrollments				
2	New Students			15	25
3	Existing Students			0	0
4	**Total Enrollments**			15	25
	Projected Student Credit Hours				
5	New Student Credit Hours			270	450
6	Existing Student Credit Hours			0	
7	**Total Student Credit Hours**			270	450
	E-Rate Tuition* (no entry required unless differing from UGA standard rates)				
8	Base tuition per credit hour			$337	$337
9	Differential Tuition per credit hour *(UGA standard rate is entered. If program is requesting a different rate, change the figure entered for each year -- assume a $25 increase every other year)*			$300	$300
10	Total E-Rate Tuition Per Credit Hour			$637	$637
	Tuition Revenue **				
11	Total Base Tuition			$90,990	$151,650
12	Total Differential Tuition Revenue			$81,000	$135,000
13	**Total Tuition Revenue**			$171,990	$286,650

UGA Online Program Proposal Budget Sheet

		Degree/Certificate Program Departmental Budget				
		Program Expenses ***				
	14	Direct Instructor Support Costs				$48,000	$72,000
	15	Graduate Assistants				$24,425	$24,425
	16	Faculty Resease Time				$0	$0
	17	Program Coordinator				$0	$0
	18	Advising Support (one fulltime position)				$0	$30,000
	19	Clerical Support				$0	$0
	20	Professional Development				$8,000	$8,000
	21	Supplies/Operating				$575	$575
	22	Additional Marketing				$0	$0
	23	Course Development/Enhancement ***					
	24	Faculty Training ***		**PROVIDED BY THE UNIVERSITY**			
	25	Marketing ***					
	26	Student Support ***					
	27	Other Expenses (please be specific)				$0	$0
	28	**Total Program Expenses**				$81,000	$135,000
		Program Revenue					
	29	E-Rate Differential Tuition Revenue				$81,000	$135,000
	30	Grant Funds					
	31	Other: (Name source)					
	32	College/Department Redirection					
	33	**Total Revenue Allocated for Program**				$81,000	$135,000
	34	**Annual Program Balance** (Total Program Revenue less Total Program Expenses)				$0	$0

UGA Online Program Proposal Budget Sheet

Notes:
*An E-Rate Tuition is charged for fully online programs. The e-Rate Tuition is the sum of the Base Tuition and the E-Rate Differential Tuition. Each year UGA sets a standard E-Rate Differential Tuition. Programs may request approval for an alternate E-Rate Differential Tuition by providing a justification for the difference as part of the Request to Offer an Online Program form.
** The e-Rate Differential Tuition Revenue is derived by multiplying the E-Rate Differential Tuition rate by the number of credit hours to be generated per year. This amount will go to the college to support the program. In addition, departments and colleges are encouraged to consider other funds that may be available at the college/department level will be used to support this program. These should be identified on this sheet in the Program Revenue section (lines 30-32).
*** Program expenses are costs that will be incurred by the college/department with the development and offering of the new program. The University will provide services centrally for course development, faculty training, marketing, and student services. These items have been blacked out on this form and need not be addressed in the program budget.
1/30/2012