

**Strategic Plan  
For the  
Department of Communication Sciences and Disorders  
University of South Carolina**

**2007-2012**

## **I. Executive Summary**

The Department of Communication Sciences and Disorders (COMD) continues to meet its mission to be “the leading graduate and research program in speech-language pathology in South Carolina”. However, the Department has grown beyond its earlier vision statement to be “best in the state” to higher level to be “a leader nationally and internationally”. Realization of this potential can be accomplished through the effective management of the department resources and support provided by this progressive University. The following summary reviews the Department’s current status, strengths and weaknesses, and vision for the future.

COMD offers three graduate degrees, the Master of Speech-Language Pathology (MSP), the Master of Communication Disorders (MCD), and the Doctor of Philosophy in Speech-Language Pathology and Audiology (PhD). The Department, as part of the Arnold School of Public Health, has committed to the University’s goal to become a Research I University at every level of participation. When Strategic Plan 2000 was developed by the Department, COMD completed extensive internal and external assessments identifying opportunities, and challenges in meeting this goal. COMD embraced the need for change and extended its more limited commitment to improve communication based health outcomes in SC to a world wide focus to contributing to the national efforts in the field of Communication Sciences and Disorders. The goal of this wider focus is to provide evidence based diagnosis and treatment, extend the field’s basic knowledge base, and to provide the future high level researchers for the field,

The history of the Department, an organizational chart, and a growth chart are contained in Appendix A. During the previous five year strategic plan period, COMD met or exceeded all the goals in administrative, teaching, and service areas. In the area of research, COMD readjusted the goals outlined and initiated a more extensive foundation to provide opportunities to expand and enhance the research production within the department.

COMD has achieved a strong level of administrative and budgetary security with the oversight by the Arnold School of Public Health. The Department has integrated the budget reimbursement changes implemented by the University while maintaining student enrollment. The MSP program has been filled to its capacity, the MCD program has been increased through admission prerequisite requirement refinement, and an undergraduate minor program has been implemented.

To support the program, faculty members have been added to replace the previously open positions (one position is in the “search process”) and one new faculty position is in the search process through a Faculty Enhancement Incentive Grant (FEI). To the USC Speech and Hearing Center, additional staff has been added. The Cochlear Implant Team has continued to increase activities and the new Voice Clinic has been successful. The Department has joined the effort of the University to provide a Neuroscience Focus and has initiated extensive programming in this area. The Department continues to demonstrate a dedicated, talented, and energetic group of faculty, staff, and students with a strong allegiance to the Arnold School of Public Health and USC.

Several strengths within the Department have been identified. These strengths include 1) an outstanding training program curriculum and record of clinical and classroom teaching, 2) a collaborative research faculty with independent yet related programs of research particularly in the area of imaging (fMRI and voice), 3) a consistent ability to attract quality students including a targeted minority representation, 4) excellent relationships with rehabilitation and education agencies in the state and nation, 5) continued external support for the professional training program, 6) two specialization tracts in auditory verbal training and rehabilitation of patients with neurogenic communication disorders, and 7) an outstanding speech and hearing center including an active cochlear implant team. These strengths should be recognized as the products of a consistently high quality, professional educational training program developed over a thirty-year period.

However, several weaknesses in the Department have been identified. The Department is has a critical shortage of space and clinical and research facilities. National space information indicates that the Department also is one of the largest programs and has the least amount of space of any other program in the nation. This problem has been recognized by the university administration and a commitment of space has been made in the Discovery I complex; however, additional space is critically needed. A current plan is proposed for space allocation in the Discovery II Building.

This strategic plan seeks to identify the current state of the Department and to recommend the changes necessary to develop a program that reflects the goals of the University, School, and Department. “Through excellence in scientific research, instruction, and service, the Department is committed to fulfill its mandate as the leading graduate and research program in communication sciences and disorders in South Carolina and to reflect the broader community (state, national, and international) it seeks to serve.”

The recommended strategic goals are to 1) build Communication Sciences and Disorders facilities to house the academic, research, and clinical programming; 2) continue to attract and train quality master’s level and doctoral level students; 3), increase the amount of external funding for research, training, and programming; 4) enhance the stature of the Department through scholarly productivity and reflect this enhanced stature in national rankings; 5) continue to develop research within specific focus areas; 6) improve research and equipment holdings; and 7) increase collaborative efforts with other disciplines and institutions.

## **II. Vision**

The Department of Communication Sciences and Disorders will be known as a department that provides the highest quality research, education, and service. It will be the resource for excellence in graduate communication sciences and disorders in South Carolina, nationally, and in specific international locations. It will be known as 1) a producer of highly trained professionals ready to assume clinical and/or research leadership positions in universities and rehabilitative health care organizations serving the discipline of speech-language pathology and communication sciences; 2) a resource in consulting to both the private and public health sectors in South Carolina and the nation; and 3) a networking and integrating resource for alumni,

providers, and leaders in the discipline of speech-language pathology. **Distinct areas of research will continue to be developed to focus on the collaborative study of adult neurogenic disorders, child language disorders and aural rehabilitation/habilitation, and imaging including neuroimaging and laryngeal imaging.** Through research, teaching, and service, faculty will create a department at the forefront of the discipline of speech-language pathology that maximizes the use of current technology to create a nationally recognized, financially sound, and well-managed program. It will reward faculty at a level reflective of productivity and excellence in research, teaching, and service.

### III. Mission

The mission of the Department of Communication Sciences and Disorders is to promote and advance knowledge of the nature, prevention, diagnosis, and treatment of communicative disorders. Through excellence in scientific research, instruction, and service, the Department seeks to fulfil its mandate as the leading graduate and research program in communication sciences and disorders in South Carolina. The scope of the program reflects the broader communities (state, national, and international) it seeks to serve.

### IV. Internal Assessment of the Department

#### IV.1. Strengths of the Department

**IV.1.1. The two Master's degree curricula (Master of Speech-Language Pathology and Master of Communication Disorders) exceed basic professional standards and are consistently updated. The Department has been open to new delivery models, including distance education and continuing education.**

**IV.1.1.1.** The Department's professional training programs offer a two or three year curriculum leading to a master's degree either from the on-campus or distance education format. The variety and number of courses required are substantially more than the minimum standards specified by the Graduate School, the State Licensure Board, and the Council on Academic Accreditation of the American Speech-Language-Hearing Association. In fact, the South Carolina Department of Education recognizes graduates of our program as possessing a "Masters plus 30" level of education.

**IV.1.1.2.** Despite the strength of this curriculum, the Department continues to evaluate and update its course offerings. Utilizing input from various sources of self-assessment, the Department's Curriculum Committee takes an active role in recommending the modification of current course content and the creation of new courses. Annual faculty retreats to discuss and plan curriculum matters have become routine.

**IV.1.1.3.** The Department has developed a curriculum, which is presented through distance education. This program has been recognized as a model for other universities and has been offered in an international format.

**IV.1.1.4.** The Department has two Specialty Areas  
Students apply to enter these specialty-training programs. The programs provide extended and specialized coursework and practica in these areas.

IV.1.1.4.1. The two specialty areas are:  
Auditory Verbal/Cochlear Implant Habilitation  
Neurogenic Based Disorder Rehabilitation

**IV.1.1.5.** The Department has initiated a program of Continuing Education Classes presented in DVD format.

#### **IV.1.2. The Department is consistently able to attract quality students.**

**IV.1.2.1.** Applications to our Department continue to be at a strong level. There has been a steady increase in the grade point average of students entering the Department's graduate program. (In 1981, the mean GPA of students entering the program was 3.1. and currently, the mean GPA for first year master's degree students is 3.55 in their major (on a 4.0 scale).

**IV.1.2.2.** Our current student enrollment, 133 master's degree students and 10 doctoral students, places us among the largest programs nationally.

#### **IV.1.3. The Department has a long history of active self-evaluation.**

**IV.1.3.1.** The Council on Academic Accreditation (CAA), the National Council of the Accreditation of Teacher Education (NCATE), and Southern Association of Colleges and Schools (SACS) accredit the Department's professional training program in speech-language pathology. These accrediting agencies, as well as the Commission on Higher Education (CHE), require documentation of active, ongoing self-assessment. Numerous types of internal and external evaluations are conducted annually. For example, exit interviews with the Department Chair are required of each student prior to graduation. Students take a standardized national examination and their scores are compared with the rest of the nation. Students in COMD at USC score an average of 90% on the national examination compared to the latest national average of 77%. All students are employed at graduation or before graduation. Employers of recent graduates are surveyed regarding the quality of our product. The results from course instructor and clinical supervisor evaluations, completed each semester, are forwarded to the Department's Curriculum Committee for review.

**IV.1.4. The Departmental faculty has an outstanding record of clinical/classroom teaching.**

**IV.1.4.1.** The results from course instructor and supervisor evaluations indicate that our Department faculty continues to score well above the overall mean ratings for our School as well as the University. Several faculty members have received state and national awards recognizing their clinical and teaching skills.

**IV.1.4.2.** The faculty members are receptive to new technology for teaching. Many courses have been made available in DVD format, with supplementary Web pages, and with other faculty produced materials.

**IV.1.5. The Departmental faculty exhibits a wide range of professional expertise.**

**IV.1.5.1.** Faculty within the Department possess specialized skills and interests in the following areas:

Language Disorders in Children  
 Articulation and Phonological Disorders  
 Neurogenic Disorders  
 Neural Brain Imaging  
 Neurology  
 Speech Disorders  
 Craniofacial Anomalies  
 Genetics of Communicative Disorders  
 Voice Disorders in Children and Adults  
 Vocal Fold Imaging  
 Stuttering  
 Augmentative/Alternation Communication  
 Adult Aural Rehabilitation  
 Pediatric Aural Habilitation  
 Central Auditory Processing Disorders  
 Pediatric and Adult Neurological Disorders  
 Early Identification and Intervention- Severe and Profoundly Handicapped  
 Accent Modification  
 Literacy  
 Bilingual speech/language services  
 Cochlear Implant Team

**IV.1.6. The Department has a history of external support for the professional training program.**

**IV.1.6.1.** The program received consistent training grant support through 2003. A Distance Education Health Disparities Grant to support the MCD program in the rural communities of South Carolina and three grants from Project SLP-RRS in the SC Department of Education are active.

#### **IV.1.7. Departmental faculty has strong liaisons with relevant state and federal agencies.**

##### **IV.1.7.1. Examples:**

Two of our faculty serve on the state advisory board for special education.  
 Two of our faculty serve on review panels for the U.S. Department of Education.  
 Faculty member serves on Charter Review for Clinical Neuroscience and Disorders at NIH  
 Faculty members serve on two study sections for NIH  
 Editorial reviewers for over 20 journals  
 Faculty have served as reviewers for ASHA grants  
 Associate editors for 2 journals  
 One faculty member is a founding member of the SC Chapter of the AG Bell Association  
 Two faculty members have served on the program selection committee for the ASHA convention  
 One faculty is currently a member of the ASHA Ad Hoc Working Group on Clinical Voice Assessment.  
 Two faculty members have served on the SC A.G. Bell Association Board of Directors  
 One member of the faculty is an ASHA Continuing Education Consultant for SCSHA.  
 Two members of the faculty is the SCSHA Continuing Education Chair, on SCSHA Executive Council and Past Presidents' Council.  
 One member of the faculty is a Former ASHA Emerging Leaders Institute Representative from South Carolina.  
 One member of the faculty has been the SCSHA  
 Faculty support the Catawba Indian Outreach Program  
 One of our faculty is a site visitor for the Council on Academic Accreditation (CAA).  
 One of our faculty is a member of the South Carolina Academy of Audiology  
 Two Faculty members are in the Academy of Neurologic Communication Science and Disorders  
 Two faculty members have served as the President of SC Speech-Language-  
 Two faculty judges in the Voice Foundation's committee for the poster sessions  
 Several members of the faculty serve on the Executive Board of the SC Speech-Language-Hearing Association  
 One member is on the SCSHA Dept of Governmental Affairs Committee and one is Chair of the Research Committee  
 Faculty members serve on the South Carolina Department of Education Bilingual Task Force and Early childhood Task Force for Special Education  
 Faculty member is Board Member of the Hispanic Health Coalition  
 Multiple Keynote speeches by faculty at national and international meetings

#### **IV.1.8. The Department's professional staff is active in the community.**

##### **IV.1.8.1. Examples:**

Involvement in Lost Chord Club (Laryngectomy support group)  
 Sponsorship of Stroke Club  
 Sertoma sponsorship  
 Faculty provides frequent speakers at civic organizations and service clubs.

Faculty provides numerous television and radio public service announcements promoting better speech, language, and hearing.

Professional Advisor: PALCO, Chapter of SHHH

**IV.1.9. The University's commitment to the research focus in Neuroscience and particularly in imaging.**

**IV.1.9.1.** Filling tenure track positions

IV.1.9.1.1. Stella deBode, PhD with research focus in child language and rehabilitation of children post hemispherectomy.

**IV.1.9.2.** Adding a new tenure track position

IV.1.9.2.1. Chris Rorden, PhD with research focus in stroke and fMRI.

**IV.1.9.3.** Adding a new research position

IV.1.9.3.1. Leonardo Bonihla, MD, a neurologist with research focus in stroke and epilepsy and fMRI.

**IV.1.9.4.** Placing two new positions on track for future development.

IV.1.9.4.1. Additional neuroimaging researcher in children

IV.1.9.4.2. Researcher in Health Disparities

**IV.1.9.5.** Development of state of the art data analysis equipment in the NeuroImaging Laboratory and the acquisition of an fMRI at USC with a high concentration of time available for research scanning.

**IV.1.9.6.** Development a state of the art Voice Imaging Laboratory with capabilities of analyzing large data arrays.

**IV.1.10. The Department's training activities articulate well with both educational and medical fields. Evidence is shown through the following cooperative relationships and activities:**

**IV.1.10.1.** USC College of Education

Child Development and Research Center

Office of Field Experience

State of South Carolina Education Certification Coordination

NCATE Certification Coordination

**IV.1.10.2.** Local School Districts

Practica established with over 55 public schools

Referrals to Speech and Hearing Center by public school personnel.

Summer Speech Camps in 5 Districts

Screenings performed at 15 different private schools

Atlanta Speech School

**IV.1.10.3.** Examples of Medical Facilities

Developmental Pediatric Clinic

Palmetto Richland and Palmetto Baptist Hospitals

SC Center for Cleft Palate/Craniofacial Disorders

Dorn VA Hospital in Columbia, SC

Augusta VA Hospital

Toumey Hospital in Sumter, SC

St. Joseph's Hospital in Augusta, GA  
 All Children's Hospital, St. Petersburg, FL  
 Children's Hospital of Alabama, Birmingham, AL  
 Columbus County Hospital, Whiteville, NC  
 Scottish Rite Center, Atlanta, GA

**IV.1.10.4. Examples of Rehabilitation Facilities**

Health South Rehabilitation Center  
 Central Georgia Speech and Hearing Center  
 Charlotte Speech and Hearing Center  
 Georgetown Home Health  
 Boyleston Rehabilitation  
 Roger C. Peace Rehabilitation Hospital  
 Walton Rehabilitation

**IV.1.11. The Department is able to anticipate and develop educational training and clinical programs serving the communication disorders across the life span, from very young handicapped children to older adults.**

**IV.1.11.1.** As a result of federal legislation (PL 99-457) and initiatives by DHEC and other state agencies, South Carolina has begun providing habilitative services to handicapped populations at younger ages. In response to the emphasis on prevention and early intervention, the Department of Communication Sciences and Disorders has established numerous model programs, the purpose of which is threefold: 1) to provide services for young, communicatively-handicapped children that are not typically found elsewhere in the community, 2) to demonstrate for local professionals innovative approaches for working with these younger populations, and 3) to prepare students to function in their expanding professional roles as infant and preschool intervention specialists.

**IV.1.11.1.1. Examples of these programs**

Augmentative/Assistive Communication Program  
 Child Phonology Clinic  
 Language Stimulation Group  
 Early Language Preschool  
 Parent Training Program  
 Speech-Language Diagnostic Clinics  
 Stuttering Intervention Program  
 Motor-Speech Group  
 Central Auditory Processing Program  
 SC Center for Cleft Palate/Craniofacial Disorders  
 Cochlear Implant Program

**IV.1.11.2.** Adult Neurogenic Programs have been expanded to include individual and group programming for individuals with aphasia and for individuals at risk and with dementia.

IV.1.11.2.1. Examples of these programs

Aphasia Group Treatment  
 Individualized Aphasia Treatment  
 Traumatic Brain Injury Evaluation and Treatment  
 Huntington Disease Test Center

## **IV.2. Emerging Strengths**

### **IV.2.1. The University administration and the ASPH have announced two new facilities to house COMD.**

**IV.2.1.1.** Discovery I – Research Facility housing COMD NeuroImaging Laboratory. Anticipate date of completion – January 2009.

**IV.2.1.2.** Discovery II – All other aspects of COMD including the USC Speech and Hearing Research Center. Anticipate date of completion – June 2009.

### **IV.2.2. COMD has made a strong commitment to research, publications, and grant activities.**

**IV.2.2.1.** The Department has established the following research laboratories.

IV.2.2.1.1. The NeuroImaging and Language Function group includes Julius Fridriksson, PhD; Chris Rorden, PhD; Peter Soros, MD, and Leonardo Bonilha, MD. Two post doctoral fellows have been added, Dr. Dana Moser and Dr. John Christie. Several international collaborations have been established. This group has initiated fMRI studies at MUSC and are highly involved with the fMRI scanner which came on line in August 2005 at USC. Multiple grants in this area are funded including an R01 with a second R01 pending. Publications from data collection have been well received and additional publications are in press.

IV.2.2.1.2. The Voice and Speech Laboratory consists of Dimitar Deliyski, PhD, Heather Bonilha, PhD, doctoral fellow Raphael Schwarz, PhD, and laboratory associates. National collaborations with the Massachusetts General Hospital, Bowling Green State University, Setton Hall University, MUSC and CEENTA, and several international collaborations have been established and ongoing. This lab has received a large R01 grant, an R03 grant

and several foundation or industry grants. The voice center which has been very successful opened in May 2005 for service delivery.

IV.2.2.1.3. The Child Language group consists of Hiram McDade, PhD, Allen Montgomery, PhD; and doctoral students in their laboratories. An additional position in child language is currently with a search committee. This group has initiated research activities in child language data collection, collaborations with Exercise Science in follow-up studies on children post hemispherectomy with a supporting subcontract, literacy studies, and analysis of the Childe data set.

IV.2.2.1.4. The Speech Perception laboratory has continued data collection under the direction of Eric Healy, PhD and doctoral fellow, Fred Apoux in the area of language and speech function after cochlear implant. This laboratory has coordinated efforts with the neuroimaging group to evaluate acoustic function in special populations.

**IV.2.2.2.** COMD faculty members have authorship of articles in peer review journals.

## List of Articles 2007

### In Print

1. Almor A, Smith DV, Bonilha L, Fridriksson J, Rorden C. What is in a name? Spatial brain circuits are used to track discourse references. *Neuroreport*. 2007 18:1215-1219.
2. Bonilha L, Alessio A, Rorden C, Baylis G, Damasceno BP, Min LL, Cendes F. Extrahippocampal gray matter atrophy and memory impairment in patients with medial temporal lobe epilepsy. *Hum Brain Mapp*. 2007 28:1376-1390.
3. Bonilha L, de Vries PM, Vincent DJ, Rorden C, Morgan PS, Hurd MW, Besenski N, Bergmann KJ, Hinson VK. Structural white matter abnormalities in patients with idiopathic dystonia. *Mov Disord*. 2007 22:1110-1116.
4. Bonilha L, Halford J, Rorden C, Li LM, Patel A, Rumbolt Z, Morgan P. Microstructural white matter abnormalities in nodular heterotopia with overlying polymicrogyria. *Seizure*. 2007 16:74-80.
5. Bonilha L, Rorden C, Halford JJ, Eckert M, Appenzeller S, Cendes F, Li LM. Asymmetrical extra-hippocampal grey matter loss related to hippocampal atrophy in patients with medial temporal lobe epilepsy. *J Neurol Neurosurg Psychiatry*. 2007 Mar;78(3):286-94.
6. Bonilha L, Yasuda CL, Rorden C, Li LM, Tedeschi H, de Oliveira E, Cendes F. Does resection of the medial temporal lobe improve the outcome of temporal lobe epilepsy surgery? *Epilepsia*. 2007 48:571-578.
7. Datta A, Cusack R, Hawkins K, Heutink J, Rorden C, Robertson IH, Manly T. The p300 as a marker of waning attention and error propensity. *Comput Intell Neurosci*. 2007;:93968.

8. Davis, M.S., Fridriksson, J., Healy, E.W., & Baylis, G.C. (2007). Effects of MRI scanner noise on language task performance in persons with aphasia. *Journal of Medical Speech-Language Pathology*, 15, 119-126.
9. de Bode, S., Sininger, Y., Healy, E.W., Mathern, G.W. & Zaidel, E. (2007). Dichotic listening after cerebral hemispherectomy: Methodological and theoretical observations. *Neuropsychologia*, 45, 2461-2466.
10. Deliyski, D. (2007). Clinical Feasibility of High-Speed Videoendoscopy. *Perspectives on Voice and Voice Disorders*, 17(1):12-16.
11. Evans, M., Deliyski, D. (2007). Acoustic Voice Analysis of Prelingually Deaf Adults Before and After Cochlear Implantation. *Journal of Voice*, 21(6):669-682.
12. Fridriksson, J., Moser, D., Bonilha, L., Morrow-Odom, K.L., Shaw, H., Fridriksson, A., Baylis, G.C., Rorden, C. (2007). Neural correlates of phonological and semantic-based anomia treatment in aphasia. *Neuropsychologia*, 45(8): 1812-1822.
13. Gaudrain, E., Grimault, N., Healy, E.W., & Béra, J.C. (2007). Effect of spectral smearing on the perceptual segregation of vowel sequences. *Hearing Research*, 231, 32-41.
14. Goldenberg G, Hermsdörfer J, Glindemann R, Rorden C, Karnath HO. Pantomime of tool use depends on integrity of left inferior frontal cortex. *Cereb Cortex*. 2007 17:2769-2776.
15. Healy, E.W. & Bacon, S.P. (2007). Effect of spectral frequency range and separation on the perception of asynchronous speech. *Journal of the Acoustical Society of America*, 121, 1691-1700.
16. Healy, E.W. & Montgomery, A.A. (2007). The consistency of sentence intelligibility across three types of signal distortion. *Journal of Speech, Language, and Hearing Research*, 50, 270-282.
17. Healy, E.W. & Steinbach, H.M. (2007). The effect of smoothing filter slope and spectral frequency on temporal speech information. *Journal of the Acoustical Society of America*, 121, 1177-1181.
18. Healy, E.W., Moser, D.C., Morrow, K.L., & Fridriksson, J. (2007). Within-session learning of novel auditory tasks by persons with aphasia. *Journal of Medical Speech Language Pathology*, 15, 327-335.
19. Healy, E.W., Moser, D.C., Morrow-Odom, K.L., & Fridriksson, J. (2007). Within-session learning of novel auditory tasks by persons with aphasia. *Journal of Medical Speech-Language Pathology*, 15, 327-335.
20. Healy, E.W., Moser, D.C., Morrow-Odom, K.L., Hall, D.A., & Fridriksson, J. (2007). Speech perception in MRI scanner noise by persons with aphasia. *Journal of Speech, Language, and Hearing Research*, 50, 323-334.
21. Hirth, V., Davis, J., Fridriksson, J., Rorden, C., & Bonilha, L. (2007). Cognitive performance and neural correlates of detecting driving hazards in healthy older adults. *Dementia and Geriatric Cogn. Dis.*, 24(5), 335-342.
22. Melvin, CF "Laryngectomy and Travel: What every laryngectomee should know before they go!" *International Association of Laryngectomees Newsletter* June, 2007

23. Moser, D., Fridriksson, J., & Healy, E.W. (2007). Sentence comprehension and general working memory. *Journal of Clinical Linguistics and Phonetics*, 21(2), 147-156.
24. Rorden C, Bonilha L, Nichols TE. Rank-order versus mean based statistics for neuroimaging. *Neuroimage*. 2007 35:1531-1537.
25. Rorden C, Karnath HO, Bonilha L. Improving lesion-symptom mapping. *J Cogn Neurosci*. 2007 Jul;19(7):1081-8.
26. Schwarz, R., Lohscheller, J., Doellinger, M., Deliyski, D. (2007). Model-based quantification of pathological voice production. *Journal of the Acoustical Society of America*, 122(5):3020.

#### **IV.2.2.3. COMD faculty members have had significant grant activity.**

#### **GRANTS ACTIVE in 2007**

1. Adams (2007) Hewlett Foundation Curriculum Development Grant, Methods of Inquiry, (\$3500)
2. Baylis, Rorden & Baylis. Mechanisms of Perceptual Extinction Following Stroke \$1,086,000, 2003-2007, National Institutes of Health R01 grant.
3. Burrows, H.N. & Potts, W.B. "AG Bell 2007 Cochlear Implant Fellowship", 8/1/07 – 7/31/08 \$15,000
4. deBode, S., Bonilha, L., & Dubinsky, S. USC Research and Productive Scholarship: "Reducing Cortical Atrophy and Improving Functional Outcomes in Post-Hemispherectomy Children", April 2006-2007 (\$18,000)
5. Deliyski, D. "Efficacy of Laryngeal High-Speed Videoendoscopy", R01 grant, National Institutes of Health, 2/1/2007 – 1/31/2012, (\$3,078,744)
6. Deliyski, D. "Enhanced Visualization of Laryngeal High-Speed Videoendoscopy", research grant, Institute of Laryngology and Voice Restoration, 5/15/2006 – 11/15/2007, (\$57,509)
7. Frank, EM. Speech-language Pathology Recruitment and Retention in Public Schools:Cohort A-Year 1:. SC Department of Education, 2007, \$162,630 funded.
8. Frank, EM. Speech-language Pathology Recruitment and Retention in Public Schools:Cohort A-Year 2:. SC Department of Education, 2007, \$154,052.
9. Frank, EM. Speech-language Pathology Recruitment and Retention in Public Schools:Cohort B-Year 1: SC Department of Education, 2007, \$19,970.
10. Frank, EM. Speech-language Pathology Recruitment and Retention in Public Schools:Cohort B-Year 2: SC Department of Education, 2007, \$84,820.
11. Frank, EM. (2007) Autism Research: Mirror Neuron Function, McCausland NeuroImaging Center, Columbia, SC \$17,000.
12. Fridriksson, J. "National Institute of Deafness and other Communication Disorders. Neurological Predictors of Anomia Recovery in Aphasia, 4/1/2007-3/31/2012. (Annual budget: \$1,125,000.

13. Fridriksson, J. “National Institute of Deafness and other Communication Disorders.” Neurological Predictors of Aphasia Recovery, 8/1/03-7/31/07, \$225,000
14. Fridriksson, J. & Bonilha, L. Anonymous donor – unsolicited funding (no grant application prepared). Cortical atrophy and memory decline in normal aging. Funding period: 7/06-6/07. (\$75,000)
15. Healy, E.W. “A Novel Technique for Assessing Cochlear Implant Sensitivity”, Arnold School of Public Health Seed Grant, 6/1/07 – 5/31/08 \$11,500.
16. Healy, E.W. “Mechanism Underlying the Across-Frequency Processing Deficit in Hearing-Impaired Listeners”. National Organization for Hearing Research (NOHR) 2006 Oticon Foundation Grant in Auditory Science, 1/27/06 – 1/26/07. \$20,000.
17. Healy, E.W. “Spectro-Temporal Processing of Speech by Normal and Impaired Listeners”, , NIH/NIDCD Grant R01 DC008594, 7/1/07 – 6/30/12 \$1,445,000
18. Healy, E.W., Kunchur, M.N., A. Monti, A. “Limits of Human Hearing and their Role in Biomedical and Audio Technologies”, , University of South Carolina Vice President for Research and Health Sciences, Small Grants Program, 3/1/07 – 5/30/08, \$28,000.
19. Mathern, G.W. & deBode, S. “Cortical Plasticity following Hemispherectomy”, NIH/NICHHD Grant R21 HD050707, 8/15/05 - 7/31/07, Direct costs: \$186,193. \$270,911.
20. McDade, H.L., U.S. Department of Education - Preparing Personnel to Fill Speech-Language Pathology Positions in South Carolina: A Partnership with School Districts. 2006-2009 for \$787,680.
21. Potts, W. AG Bell 2007 Cochlear Implant Fellowship, 2007, \$15,000.
22. Rogers, C. Cochlear Implant Fellowship Program, National AGBell Association, August 1, 2005-July 31, 2006. Total amount funded: 15,000
23. Rorden, Baylis & Fridriksson. Dissociating Components of the Attentional Network in Neglect, 2006-2011, National Institutes of Health R01 grant, \$1,458,000.
24. Rorden, C. & Fridriksson, J “National Institute on Neurological Disorders and Stroke.” *Dissociating Components of the Attentional Network in Neglect*, 8/1/2006-7/31/2011, \$1,025,000.

**IV.2.3. The Department research equipment will be maintained and updated as needed. New equipment and programs will be acquired as requested..**

**IV.2.3.1.** The Department is committed to the continued support of laboratory efforts in both equipment and faculty.

**IV.2.4. The Department has had moderate success in recruiting students from under represented populations.**

**IV.2.4.1.** The Department has had an anonymous donor provide a scholarship fund designated to support minority graduate students and the department has training grants specifically targeted at student support with minority inclusion.

### **IV.3. Weaknesses in the Department**

**IV.3.1.1.** Current facilities are less than optimal for research and clinical services. Interim plan for next two years in development.

**IV.3.1.2.** Department does not have an endowment fund or substantial gifting program in place. Strong needs with building program for equipment, furniture for the immediate future and need for long term endowment for future development.

**IV.3.1.3.** Need for greater use of center's clinical population in research protocols. More collaboration needed between clinical and research faculty.

### **IV.4. Opportunities Available**

#### **IV.4.1. NIH Divisions**

**IV.4.1.1.** A number of NIH Divisions are interested in Communication Sciences and Disorders. These potential funding sources include the National Institute of Deafness and Other Communicative Disorders and the National Institute on Aging. The amount of support has increased; however, the access to funds is difficult for new investigators.

#### **IV.4.2. The U.S. Department of Education**

**IV.4.2.1.** The U.S. Department of Education has designated as personnel preparation funding priorities handicapped infants, toddlers, and preschool children, hearing impaired, and low incidence disorders such as traumatic brain injury. Our Department has obtained training grants from this agency and has a history of continuous extramural support over the last 16 years.

#### **IV.4.3. National Shortage**

**IV.4.3.1.** There is a national shortage of individuals prepared at the doctoral level. This situation provides a strong market for graduates of our doctoral program.

#### **IV.4.4. Distance Education**

**IV.4.4.1.** Distance Education has come to the forefront at universities around the United States and Internationally. There is an opportunity for expansion of the Distance Programming to other states and countries.

## **IV.5. Threats and Anticipated Constraints**

### **IV.5.1. National Shortage of Doctoral SLPs**

**IV.5.1.1.** There is a national shortage of individuals prepared at the doctoral level. This situation provides excellent employment opportunities for doctoral graduates. It has been difficult for all programs across the nation to attract doctoral candidates as the employment market is also strong for master's prepared individuals. Recruitment of appropriate doctoral students is challenging.

### **IV.5.2. Under-representation of Minority Individuals in the Profession**

**IV.5.2.1.** Currently, African Americans represent only 2% and males 10% of members of the American Speech-Language-Hearing Association. Our Department has recently has success attracting minority students despite the availability of limited financial assistance and frequent participation in minority recruitment activities, both on and off campus. This effort needs to continue.

## **IV.6. Strategic Goals**

- IV.6.1. Establish appropriate facilities to house the teaching and research components in COMD and the USC Speech and Hearing Center.**
- IV.6.2. Continue to attract and train quality master's-level students, with emphasis on activities for recruiting underrepresented populations.**
- IV.6.3. Increase the amount of external funding for research, training, and programming.**
- IV.6.4. Increase the effort to recruit doctoral candidates who show an interest in research and university teaching.**
- IV.6.5. Enhance the stature of the Department through scholarly productivity (e.g., publications, presentations).**
- IV.6.6. Continue to develop an emphasis on research and graduate training in the areas of young children and the geriatric population.**
- IV.6.7. Improve research and training equipment holdings.**
- IV.6.8. Increase collaborative efforts with other disciplines and institutions.**

### Tactical Goals for 2007-2012 and Action Plan

<b>I. Administrative Goals and Objectives</b>	<b>Status</b>	<b>Plan for 2007--2012</b>	<b>Person Responsible</b>
<b>A. <u>Budget</u></b>			
A.1. The Department will achieve a balanced account in July 1, 2006.	a. Budget balanced as of July 1, 2007  b. Carry over: 2007: 7.6% 2008: 2009 2010 2011 2012	a. Balance budget on July 1 yearly b. Expend A funds with 10% carryover	Frank
A.2. The Department budget will be increased by the following revenue changes.			
A.2.1. Increase revenue from the Distance Education Program through offering of DVD continuing education courses and increases in the number of students served in the MCD program.	a. Autism Course offered 2007. b. All prerequisite courses are available through MCD program c. PRAXIS course in 2007.	a. Offer Autism Course through Continuing Education b. Initiate Pre-Requisite Courses through MCD Program c. Initiate PRAXIS Prep Course for graduating students and continuing education students.	Frank McDade Murphree Holden
A.2.2. Increase revenue at the Speech and Hearing Center with the goal of offsetting the overhead costs (excluding faculty salaries).	a. Strategic plans in place in center	a. Maintain strategic and tactical plans for center b. Implement staff changes to increase professionals in service provision and staff use in program contracts etc.	Frank Varnedoe
A.2.3. Increase revenue through research grant activities	A. Grant funding increased by 400% in 2007.	a. Increase grant funding by 25% during 2007 and 10% each year after.	Doctoral Faculty

	Status	Plan for 2007-20012	Person Responsible
<b>B. <u>Faculty Staffing</u></b>			
B.1. The current faculty will be increased by two tenure and promotion positions –in health disparities and in child focus neuroscience. A position in voice disorders will be proposed.		<ul style="list-style-type: none"> <li>a. FEI Position to begin 8/08</li> <li>b. Replace child language beginning 8/08</li> </ul>	Frank Strategic Planning Committee
<b>C. <u>Facility Enhancement</u></b>			
C.1. Arnold II – Research Faculty will be located in this building.	<ul style="list-style-type: none"> <li>a. University did not continue plan for second building for ASPH at this time (pending new dean)</li> <li>b. COMD will relocate to Discovery I Plaza in 2008. Continue coordination plan with new building location.</li> </ul>	<ul style="list-style-type: none"> <li>a. Coordinate with Dr. Cheryl Addy for space needs in this building.</li> <li>b. Assist in architectural design needs for laboratories, offices, and common areas.</li> <li>c. Plan for internal equipment and furniture needs.</li> </ul>	Frank All Faculty
C.2. University Specialty Clinics – USC Speech and Hearing Center will be located in this building.	<ul style="list-style-type: none"> <li>a. Center will be co-located in Discovery II Plaza or in new building pending Dean search completion</li> </ul>	<ul style="list-style-type: none"> <li>a. Coordinate with Dr. Harris Pastides for space needs in this building.</li> <li>b. Assist in architectural design needs for clinical spaces, offices, and common areas.</li> <li>c. Plan for internal equipment and furniture needs</li> </ul>	Frank Varnedoe All Faculty
C.3. Provide temporary expansion for next two years.	<ul style="list-style-type: none"> <li>a. Completed renovations and faculty office changes</li> <li>b. CDRC faculty moved to Washington Street 3/08</li> </ul>	<ul style="list-style-type: none"> <li>a. Coordinate office and laboratory changes on 6<sup>th</sup> floor of the Nursing Building</li> <li>b. Move CDRC faculty to Washington Street Location</li> </ul>	Frank Varnedoe
<b>D. <u>Development</u></b>			
D.1. Establish Partnership Board	<ul style="list-style-type: none"> <li>a.</li> </ul>	<ul style="list-style-type: none"> <li>a. Meet Partnership board as a group and define mission</li> <li>b. Establish strategic and tactical plans for support of mission</li> </ul>	Frank Coston

D.2. Increase Development Funds	a.	a. Advertise Angel Fund to Community b. Advertise 21 <sup>st</sup> Century Scholars program to the families of students	Frank Coston
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II. Teaching	Status	Plan for 2007-2012	Person Responsible
<b>A. <u>Undergraduate Minor</u></b>			
A.1. Increase the number of students in undergraduate minor as a source of graduate student recruitment.	a. Undergraduate monor increased to 15 students per semester per course in 2007//	a. Increase visibility in other departments through advisor awareness and participation in ASPH undergraduate degree program. b. Increase student visibility through university publicity and student to student communication.	Frank
<b>B. <u>Minority Development</u></b>			
B.1. Continue to attract and train quality master's level students, with an emphasis on activities for recruiting under-represented populations.	Minority Students 2007 MSP -4 MCD - 13 PhD – 4	Maintain and/or increase minority enrollment	All Faculty
B.2. The Department will continue to conduct a recruitment day and will participate in the University wide activities to encourage minority applicants to apply to the graduate program.	a. Recruitment day held 11/07. Minority invited and several attendees. b. Participated in ASPH recruitment activities.	a. Continue Recruitment Day with broader invitation b. Participate in Outreach in ASPH and through undergraduate minor.	All Faculty McDade
B.3. Extensive efforts will be designed to recruit strong minority applicants from physical, biologic, and social science departments at USC. As a part of this effort, an advisory board consisting of faculty, students, and alumni will be established to guide the recruitment efforts	a. Recruitment Day advertised on campus b. One additional master's student funded in 2008 for stipends.	a. Contact and presentations should be made – on campus, ads. b. Realistically funding (student stipends) will be necessary c. Advisory Board will be formed.	McDade
B.4. Staff will attend minority recruitment fairs at USC as well as other colleges and universities within South Carolina in an effort to encourage more minority	c. Stipends MSP one stipend offered and 35 stipends available for MSP and MCD students interested in school positions..	a. Continue Activity b. Place an ad in the Gamecock c. Offer a \$1500 stipend	McDade

applications to the master's degree program	Doctoral:		
B.5. Recruitment literature will be sent South Carolina Colleges with large minority populations	a. .	Assign to Graduate Director Staff – Recruitment materials to be sent for recruitment day 2008.	McDade

	Status	Plan for 2007-2012	Person Responsible
<b>C. <u>General Recruitment Activities</u></b>			
C.1. The Department will continue to cooperate, and expand relationships, with other programs on campus (e.g., Office of Field Experience).		Assign to Graduate Director Staff	McDade
C.2. Faculty will continue to participate in the Recruitment Centers provided at national and state scientific meetings (e.g., ASHA)		a. ASHA in Chicago (2008) b. SCSHA for MCD and MSP	McDade Montgomery Murphree-Holden

<b>III. Research Activities</b>	Status	Plan for 2007-2012	Person Responsible
<b>A. <u>Enhance the stature of the Department through scholarly productivity (e.g., publications and presentations). Linking of academic and clinical faculty in teaching and research teams will enhance the efficiency of the program.</u></b>			
A.1. Define the plan of research for 2 years for each of the focus areas.	a.	a. Adult Neurogenic Plan  b. Child Language Plan	a. Fridriksson, Frank, Rorden, Bonihla b. McDade, deBode c. Healy, Deliyski, Rodgers, Herrod, Montgomery

		<p>c. Cochlear Implant Plan</p> <p>d. Speech and Voice Plan</p>	<p>d. Deliyiski, Montgomery</p>
<p>A.2. All tenure-track and research faculty in the Department will be strongly encouraged to submit proposals for external funding.</p>	<p>a. Accomplished for 2007.</p> <p>b. Not accomplished 2007.</p>	<p>a. Need at least one grant per faculty member in 2007 (17).</p> <p>b. Faculty Members will not be given overloads unless absolutely impossible to avoid.</p>	<p>a. All Faculty</p> <p>b. Frank</p>
<p>A.3. All faculty, including professors and clinical instructors, will be reviewed on an annual basis. This process is designed to make all faculty accountable for research activity, peer review publications, presentations at scientific meetings, and clinical activity. The results of these evaluations are given to the Department Chair for consideration concerning: 1) salary raises, 2) equipment requests, 3) travel authorization and reimbursement, and 4) release from teaching or service.</p>	<p>A. All tenure and non-tenured faculty reviewed. New revisions of all promotion procedures within the ASPH.</p>	<p>a. Review tenured and non-tenure track evaluations</p>	<p>Frank/Varnedoe</p>

III. Research Activities	Status	Plan for 2007-2012	Person Responsible
B. <u><i>The Department will conduct original research in speech-language pathology and related areas.</i></u>			
B.1. The department will provide support for these submissions through <u><i>responsibility</i></u> adjustments within the potential of the department's resources as managed by the Chair.	a. 2007: 24 Grants funded	a. Submit 9 grants.	All Faculty
B.2. Collaborative research among departmental faculty members and interdepartmental research will be encouraged.	COMD exceeded the goal	a. Submit 18 manuscripts for publication in refereed journals b. Encourage high impact journals for publications.	All Faculty
B.3. Support faculty development through a series of 3-4 seminars focusing on research issues as determined by the Research Committee.	a. Neurogenic meeting held b. Auditory Perception held, c. Voice and Speech held.	a. Monthly Research Group Meetings	Research Committee
B.4. Provide 3 research assistantships under the direction of faculty to support research efforts.	a. 3 Departmental Research b. Post doctoral Fellowships4 Post Docs initiated.	a. Place ads in national pubs for three assistantships. b. Make contacts through other universities to recruit students.	Montgomery
B.5. Develop a plan to utilize the Speech and Hearing Center as a Research laboratory for the study of disorders, assessment, and intervention outcomes.	A. Plan to utilize center for research has been written and pending re-location will be implemented. B. Stroke groups established and members volunteer for research.	a. Establish protocols for research programs. b. Increase stroke groups for participant recruitment.	All faculty/ Varnedoe
C. <u><i>The Department will promote research on a state and national level, serving as a program of excellence.</i></u>			
C.1. Present at high quality research presentations at state and national meetings.	a. Goal exceeded.	a. Present at 10 National Meetings	All Faculty

C.2. Establish a list of research possibilities on our Web site to attract to the program students interested in research.	a. Entire Web site redone and updated.	a. Establish a task Force to Update Web Page	Healy
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	Status	Plan for 2007-2012	Person Responsible
<b>b. <i>Student Research Activity</i></b>			
D.1. Include all graduate students in research activities. The students at the all master's degree level graduate students will take the <i>Introduction to Research</i> course and present graduate research. Doctoral students will complete coursework in statistical analysis and research design, will participate in faculty research programs, will complete dissertations, and present graduate research.	a. All students involved in Research class and Research Festival. Students are invited to lab meetings and doctoral students are required to attend.	a. Weekly Lab <u>Meetings</u>	All Faculty
a.1. Support graduate students in publishing all research completed within the department.	8 publications which included students in 2007.	a. Have 16 publications with student involvement.	All Faculty
a.2. Maintain statistical consultative support through the availability of a part time research statistician.	a. Continued on contract in 2007 and 2008.	a. Dr. Roumen Vesselinov on contract.	Frank

<b>IV. Service and Outreach Activities</b>	<b>Status</b>	<b>Plan for 2007-2012</b>	<b>Person Responsible</b>
A.1. The Department will participate in the faculty governance of the school and university.	a. Continued participation and involvement administrative matters.	a. Participate in Administrative Council.	Frank
a.1. Support the School of Public Health in assuring the effectiveness of the student and alumni services through the newsletter and graduate directors' office.	a. Not accomplished in 2007.	a. Print newsletter two times per year.	Frank
a.1. Participate in department, school, and university committees as assigned.	a. Participation as assigned.	a. Participate as assigned.	All Faculty
a.1. Collaborate with other departments.	a. Collaborations active with all departments targeted.	b. Increase collaborations with 1. Prevention Center 2. Psychology 3. Exercise Science 4. Medical School	All Faculty
a.2. The Department will maintain strong relationships with South Carolina Hospitals and Rehabilitation Agencies, the SC Department of Education, other state government agencies, and other educational organizations to expand student educational and career opportunities.	a. Continued strong relationships with new educational practicum opportunities added as needed.	a. Ongoing Research and Student Practicum Assignments	All Faculty
a.1. Utilize and provide guest speakers when requested	a. Provided as requested. Two National documentaries and local coverage.	a. As Requested.	All Faculty
a.1. Utilize schools, rehabilitation centers, and hospitals for student practicum experiences and internships	a. Practicum placements include over 400 options	a. Practicum Placement Development	Honaker
a.1. Seek input from practicing speech –language pathologists	a. Employer survey completed.	a. Employer Surveys	Frank

to identify relevant issues and skills needed by speech-language pathology professionals.			
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## Appendix A

History of the Program  
Organizational Chart

## History

The Department of Communication Sciences and Disorders was originally known as the Department of Communication Disorders. It was established in 1968 through a federal grant to the School of Education at the USC. The goal of the grant was to provide highly trained and qualified professionals in communication diagnosis and intervention to serve the needs of the citizens of South Carolina. The program graduated its first Masters Degree candidate in 1970. In 1973, by an agreement between the Dean of the School of Education and the Vice President of the newly formed Division of Health Affairs, the program in Speech Pathology and Audiology became the first-degree granting, free standing Department in the Division. Health Affairs also housed Social Work and the embryonic Schools of Public Health and Medicine. Following a one-year alliance with Social Work under the umbrella of the College of Allied Health Professions, the Department joined the emerging School of Public Health and the Departments of the College of Health and Physical Education to form the College of Health. The close alliance between the Department of Speech-Language Pathology and Audiology and the Departments within the School of Public Health led the faculty to be administratively housed within the School of Public Health. In 1999, the department recognized its expanding scientific research emphasis and became the Department of Communication Sciences and Disorders (COMD).

The professional program has developed and evolved into an outstanding training program for clinical speech-language pathologists through its educational opportunities at the Columbia campus and distance education. In 1984, a doctoral program was initiated, which has grown to be one of the largest programs for doctoral training in the United States. Presently the Department is comprised of a faculty of 17 members and 120 graduate students and offers three degrees, the traditional Master of Speech-Language Pathology (MSP), the Master of Communication Disorders (MCD) offered through Distance Education, and the Doctor of Philosophy in Speech-Language Pathology and Audiology (Ph.D).

Appendix B

Degree Programs, Goals, and Objectives  
Curricula

***Communication Sciences and Disorders – Master of Speech-Language Pathology***

**Mission Statement:**

To produce clinical speech-language pathologists for employment in school and clinical positions.

**Goal Statement:**

To expose students through a *full time* professional degree to the scientific bases of human communication and its disorders so that the graduates may better understand and contribute to the scholarly modalities of the profession.

**Objectives**

Students will demonstrate:

1. Basic knowledge in the sciences requisite to an understanding of normal speech, language, and hearing functions across the lifespan (COMD 501, 502, 504, 507, 570, 760).
2. Knowledge of the nature and causes of speech, language, and hearing disorders and their sequelae (COMD 526, 701, 702, 703, 704, 705, 713, 721, 722, 759, J526, PSYC 732).
3. Knowledge of assessment and intervention issues, particularly as they relate to various populations, including age, ethnicity, socioeconomic considerations, and handicapping conditions (COMD 521, 526, 551, 552, 701, 702, 703, 704, 705, 707, 713, 715, 721, 722, 754, 759, 761, 772, J774, PSYC 732).
4. Knowledge of the principles of research for the study and understanding of published research in communication function (COMD 790, 799).
5. Knowledge of the professional issues confronting speech-language pathologists (COMD 712, 717, 724, 772, J774).
6. Skills for mastery of clinical procedures which will enable graduates to analyze and evaluate the problems presented by individuals with speech, language, and hearing disorders and to devise and carry out appropriate programs of management (COMD 521, 770, 772, 774, J521, J772, J774).
7. An understanding for the multidimensional character of disorders of communication and the need for cooperative efforts by associated professional groups in meeting the needs of individuals with such disorders (COMD 521, 770, 772, 724, 774, J772, J774).
8. An understanding and appreciation for normal variation in communicative styles of culturally diverse populations and an ability to translate this knowledge to appropriate clinical practice conditions (COMD 521, 526, 551, 552, 701, 702, 703, 704, 705, 707, 713, 715, 721, 722, 754, 759, 761, 772, J772, J774, PSYC 732).

9. An ability to work as an effective member of a team of habilitation or rehabilitation professionals in the evaluation of the problems of persons with disorders of communication and provide appropriate habilitative/rehabilitative programs to meet their needs (COMD 521, 770, 772, 724, 774, J770, J772, J774).
10. Skills in professional written and oral communication (COMD 521, 770, 772, 724, 774, J770, J772, J774).
11. Abilities to meet academic and national testing criteria for certification by the American Speech-Language-Hearing Association and SC State Licensure and Department of Education Certification (All courses).

**Assessment Criteria and Procedures:** Skill development and implementation of acquired skills are measured by evaluation procedures that are embedded in the courses associated with the stated objectives and/or by evaluations conducted outside the classroom. Specifically, attainment of objectives are determined by:

1. Student performance on course examinations, term papers, and class projects,
2. Evaluations of clinical performance by both departmental faculty and externship practicum supervisors,
3. Completion of an internship practicum experience,
4. Optional completion of a master's thesis,
5. Student performance on the National PRAXIS Examination in Speech-Language Pathology, and,
6. Feedback from employers through formal surveys.
7. Feedback from students through individual student meetings with the Chair of the Department.

**Implementation:** Accomplishment of stated objectives will be determined by the following:

1. Students enrolled in master's-level coursework will maintain the minimum 3.0 GPR required by the Graduate School,
2. Students enrolled in clinical practicum will receive satisfactory ratings on their clinical supervisors' evaluations,
3. All students will successfully complete an internship practicum and may complete an optional master's thesis,
4. 95% of graduating students will achieve a passing score of 600 or higher on the National PRAXIS Examination in Speech-Language Pathology, and
5. Graduates of the master's degree programs will receive satisfactory ratings on the employer survey.

6. All graduates from the program will provide feedback to the Chair of the Department through individual meetings at graduation.

### *Use of Assessment Results*

1. Course grades and general performance in courses, along with scores on the PRAXIS Examination in Speech-Language Pathology, are monitored by the Departmental Curriculum Committee. If a pattern of poor performance by students in a particular subject area is noted, the course(s) responsible for that area is/are reviewed and revised when appropriate. Occasionally new courses are created; some dropped, while others are combined to accommodate the development of appropriate competencies.
2. Regular meetings of the clinical faculty review performances in practica. Students are evaluated by each of their supervisors at the end of the semester. Results of these evaluations are used to determine the appropriate practicum placement(s) for the next semester. Generally, if a student's performance at an outside practicum is unsatisfactory, the student is reassigned to the Department's Speech and Hearing Center so that his/her professional skills can be more closely monitored and modified.
3. Faculty on each student's thesis committee reviews the original proposal, data analysis, and content and writing style of the final draft. Students are required to provide multiple re-writes of the document until it is deemed acceptable by the committee.
4. After all graduation forms are completed, each student graduating from the program meets individually with the Chair of the Department. In a frank discussion, the strengths and weaknesses of the program are discussed and recommendations are received from the student. Frequently, these recommendations have resulted in changes in the curriculum, procedural changes, and student support changes.
5. Students' scores on the PRAXIS Examination are forwarded to the Department. Each student's performance is broken down by specific content area. The Curriculum Committee analyzes these profiles to determine if gaps or weaknesses exist in the curriculum. When such weaknesses are identified, the Committee reviews those courses responsible for the content area and recommends appropriate changes to the Departmental Executive Committee and course instructor.
6. One year after graduation, surveys are sent to employers of program graduates. The Departmental Evaluation Committee reviews responses to the survey. Again, any patterns of poor performance are called to the attention of the Curriculum Committee for appropriate action.
7. Departmental faculty submits an annual review document, which summarizes results from the Course and Instructor Evaluations for each course taught. The teaching performance of the various faculty is reviewed by the Departmental Evaluation Committee and recommendations are forwarded to the Chair of the Department, who provides written and oral feedback to each faculty member. Annual salary raises for faculty, as well as progress towards tenure and promotion, are determined, in part, by one's record.

***Communication Sciences and Disorders – Master of Communication Disorders***

**Mission Statement:**

To produce clinical speech-language pathologists for employment in school and clinical positions. Primary focus will be on upgrading students with an undergraduate degree in Speech-Language Pathology to the Master's Degree Level.

**Goal Statement:**

To expose students through a *part time* professional degree in a *distance education format* to the scientific bases of human communication and its disorders so that the graduates may better understand and contribute to the scholarly modalities of the profession.

**Objectives**

Students will demonstrate:

1. Basic knowledge in the sciences requisite to an understanding of normal speech, language, and hearing functions across the lifespan (COMD 501, 502, 504, 507, 570, and 760).
2. Knowledge of the nature and causes of speech, language, and hearing disorders and their sequelae (COMD J526, J701, J702, J703, J704, J705, J713, J721, J722, and J759).
3. Knowledge of assessment and intervention issues, particularly as they relate to various populations, including age, ethnicity, socioeconomic considerations, and handicapping condition (COMD J701, J702, J703, J704, J705, J707, J713, J715, J721, J722, J754, J759, J761, J772, and J774).
4. Effective continuing education so that the graduate may become an independent life-long learner through distance education (All courses are open to professionals seeking continuing education training).
5. Knowledge of the principles of research for the study and understanding of published research in communication function (COMD J790 and J799).
6. Knowledge of the professional issues confronting speech-language pathologists (COMD J712, J717, J724, J772, and J774).
7. Skills for mastery of clinical procedures, which will enable graduates to analyze and evaluate the problems presented by individuals with speech, language, and hearing disorders and to devise and carry out appropriate programs of management (COMD J521, J770, J772, and J774).
8. An understanding for the multidimensional character of disorders of communication and the need for cooperative efforts by associated professional groups in meeting the needs of individuals with such disorders (COMD J724, J770, J772, and J774).

9. An understanding and appreciation for normal variation in communicative styles of culturally diverse populations and an ability to translate this knowledge to appropriate clinical practice conditions (COMD J701, J702, J703, J704, J705, J707, J713, J715, J721, J722, J754, J759, J761, J772, and J774).
10. Ability to work as an effective member of a team of habilitation or rehabilitation professionals in the evaluation of the problems of persons with disorders of communication and provide appropriate habilitative/rehabilitative programs to meet their needs (COMD J521, J724, J770, J772, and J774).
11. Skills in professional written and oral communication (COMD J521, J724, J770, J772, and J774).
12. Abilities to meet academic and national testing criteria for certification by the American Speech-Language-Hearing Association and SC State Licensure and Department of Education Certification (All courses).

**Assessment Criteria and Procedures:** Skill development and implementation of acquired skills are measured by evaluation procedures that are embedded in the courses associated with the stated objectives and/or by evaluations conducted outside the classroom. Specifically, attainment of objectives are determined by:

1. Student performance on course examinations, term papers, and class projects,
2. Evaluations of clinical performance by both departmental faculty and externship practicum supervisors,
3. Completion of an internship practicum experience
4. Optional completion of a master's thesis,
5. Student performance on the National PRAXIS Examination in Speech-Language Pathology, and,
6. Feedback from employers through formal surveys.
7. Feedback from students through individual student meetings with the Chair of the Department.

**Implementation:** Accomplishment of stated objectives will be determined by the following:

1. Students enrolled in master's-level coursework will maintain the minimum 3.0 GPR required by the Graduate School,
2. Students enrolled in clinical practicum will receive satisfactory ratings on their clinical supervisors' evaluations,
7. All students will successfully complete an internship practicum and may complete an optional master's thesis,
3. 95% of graduating students will achieve a passing score of 600 or higher on the National

Teacher's Examination, and

4. Graduates of the master's degree programs will receive satisfactory ratings on the employer survey.
5. All graduates from the program will provide feedback to the Chair of the Department through individual meetings at graduation.

### ***Use of Assessment Results***

1. Course grades and general performances in courses, along with scores on the PRAXIS, are monitored by the Departmental Curriculum Committee. If a pattern of poor performance by students in a particular subject area is noted, the course(s) responsible for that area is/are reviewed and revised when appropriate. Occasionally new courses are created; some dropped, while others are combined to accommodate the development of appropriate competencies.
2. Performances in practica are reviewed by the practicum coordinator. Students are evaluated by each of their supervisors at the end of the semester. Results of these evaluations are used to determine the appropriate practicum placement(s) for the next semester.
3. Faculty on each student's thesis committee reviews the original proposal, data analysis, and content and writing style of the final draft. Students are required to provide multiple re-writes of the document until it is deemed acceptable by the committee.
4. After all graduation forms are completed, each student graduating from the program meets individually with the Chair of the Department. In a frank discussion, the strengths and weaknesses of the program are discussed and recommendations are received from the student. Frequently, these recommendations have resulted in changes in the curriculum, procedural changes, and student support changes.
5. Students' scores on the PRAXIS Examination in Speech-Language Pathology are forwarded to the Department. Each student's performance is broken down by specific content area. The Curriculum Committee analyzes these profiles to determine if gaps or weaknesses exist in the curriculum. When such weaknesses are identified, the Committee reviews those courses responsible for the content area and recommends appropriate changes to the Departmental Executive Committee and course instructor.
6. One year after graduation, surveys are sent to employers of program graduates. Responses to the survey are reviewed by the Departmental Evaluation Committee. Again, any patterns of poor performance are called to the attention of the Curriculum Committee for appropriate action.
7. Departmental faculty submits an annual review document, which summarizes results from the Course and Instructor Evaluations for each course taught. The teaching performance of the various faculty is reviewed by the Departmental Evaluation Committee and recommendations are forwarded to the Chair of the Department, who provides written and oral feedback to each faculty member. Annual salary raises for faculty, as well as progress towards tenure and promotion, are determined, in part, by one's teaching record.

***Communication Sciences and Disorders – Doctor of Philosophy in Speech-Language Pathology and Audiology***

**Mission Statement:**

To prepare students to assume positions in teaching, research, and leadership in universities or research institutes

**Goal Statement:**

To expose students to the scientific research process and advanced clinical aspects of the bases of human communication and its disorders. The specific curriculum for program is presented in Appendix A.

**Objectives**

The students will demonstrate:

1. Knowledge of the major approaches to communication research (survey, qualitative, and experimental design research) and the appropriateness of various applications for problem solving (BIOS 700, 757, COMD 790, 791, and 899).
2. Methodology to statistically analyze and interpret data, quantitative and qualitative solving (BIOS 700, 757, COMD 790, 791, and 899).
3. Knowledge of major issues in communication research through the critical review of current literature (COMD 790, 791, 800, 801, 802, 803, 805, 806, 820, 821, 822, and 823).
4. Support and opportunity to a) contribute to collaborative research and dissemination of that research and b) conduct original research by completing a successful doctoral dissertation contributing to the communication sciences and disorders discipline (COMD 790, 791, and 899).
5. Knowledge on how to teach graduate students through supervision and teaching experiences (COMD 800 and teaching experiences).
6. Skills in professional written and oral communication through formal in class papers and presentations, publications of research, and state/ national presentations.

**Assessment Procedures:** In addition to evaluations embedded in doctoral coursework, skill development of PhD candidates is measured by their performance on the following:

1. Admission to Candidacy Examination (PRAXIS Examination in Speech-Language Pathology),
2. Course and Instructor Evaluations,
3. Written and oral comprehensive examination, and

4. Dissertation proposal, completion, and oral defense.

**Implementation:** Accomplishment of stated objectives will be determined by the following:

1. Students will successfully pass the Admission to Candidacy Examination and the Comprehensive Examination,
2. Students will receive satisfactory scores on their Course and Instructor Evaluations, and
3. Students will successfully conduct and defend a dissertation.

### *Use of Assessment Results*

1. Course grades and general performance in courses are monitored by the Departmental Curriculum Committee. If a pattern of poor performance by students in a particular subject area is noted, the course(s) responsible for that area is/are reviewed and revised when appropriate. Occasionally new courses are created; some dropped, while others are combined to accommodate the development of appropriate competencies.
2. Faculty on each student's dissertation committee reviews the original proposal, data analysis, and content and writing style of the final draft. Students are required to provide multiple re-writes of the document until it is deemed acceptable by the committee.
3. Department faculty members submit an annual review document, which summarizes results from the Course, and Instructor Evaluations for each course taught. The teaching performance of the various faculty members is reviewed by the Departmental Evaluation Committee and recommendations are forwarded to the Chair of the Department, who provides written and oral feedback to each faculty member. Annual salary raises for faculty, as well as progress towards tenure and promotion, are determined, in part, by one's teaching record.
4. After all graduation forms are completed, each student graduating from the program meets individually with the Chair of the Department. In a frank discussion, the strengths and weaknesses of the program are discussed and recommendations are received from the student. Frequently, these recommendations have resulted in changes in the curriculum, procedural changes, and student support changes.