MEMORANDUM

TO: Gregory Ball  
Dean, College of Behavioral and Social Sciences

FROM: Elizabeth Beise  
Associate Provost for Academic Planning and Programs

SUBJECT: Proposal to Establish a Non-Degree Post-Baccalaureate Program Hearing and Speech in the Evening (PCC Log No. 15048)

At its meeting on March 4, 2016, the Senate Committee on Programs, Curricula and Courses approved the proposal to establish a non-degree, post-baccalaureate program Hearing and Speech in the Evening. A copy of the proposal is attached.

The new program is effective Fall 2016. Please ensure that the new program is fully described in all relevant descriptive materials.

MDC/  
Enclosure

cc: Andrew Harris, Chair, Senate PCC Committee  
Barbara Gill, Office of Enrollment Management  
Reka Montfort, University Senate  
Erin Taylor, Division of Information Technology  
Pam Phillips, Institutional Research, Planning & Assessment  
Anne Turkos, University Archives  
Linda Yokoi, Office of the Registrar  
Cynthia Stevens, Office of Undergraduate Studies  
Katherine Russell, College of Behavioral and Social Sciences  
Rochelle Newman, Department of Hearing and Speech Sciences
UNIVERSITY OF MARYLAND PCC
PROGRAM/CURRICULUM/UNIT PROPOSAL

Program: Hearing and Speech in the Evening
Department / Unit: Hearing and Speech Sciences
College/School: College of Behavioral and Social Sciences
Proposal Contact Person (with e-mail): Rochelle Newman, Chair, Hearing and Speech Sciences, email: rnewman1@umd.edu

TYPE OF ACTION: Italicics Indicate that the proposal must be presented to the full University Senate for consideration.
☐ Curriculum change (including modifying minors, concentrations/specializations, and creating informal specializations)
☐ Curriculum Change is for an LEP Program
☐ Renaming of program or formal Area of Concentration
☐ Establish/Discontinue a formal Area of Concentration
☐ Establish a new academic degree/certificate program
☐ Create an online version of an existing program
☐ Establish a new minor
☐ Suspend/Discontinue a degree/certificate program
☐ Establish a new Master or Certificate of Professional Studies program
☐ New Professional Studies program will be administered by Office of Extended Studies
✓ Other: Establish New Post-Baccalaureate Program

APPROVAL SIGNATURES: Please print name, sign, and date. Include additional lines for multi-unit programs.
Instructions: When approved by the dean of the college or school, send the proposal and signed form to the Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus-5031, and e-mail the proposal document as an MSWord attachment to pcc-submissions@umd.edu.

1. Department Committee Chair: Rochelle Newman 12/7/2015
2. Department Chair: Rochelle Newman 12/7/2015
3. College/School PCC Chair: Yarol Sotran 1/2816
4. Dean: Katherine Russell 1/28/16
5. Dean of the Graduate School (if required):
6. Chair, Senate PCC: Andrew Harris 3/4/16
7. Chair of University Senate (if required):
8. Vice President of Academic Affairs & Provost: Elizabeth J. Beine 3/29/16

Summary of Proposed Action (use additional sheet if necessary):
The Department of Hearing and Speech Sciences proposes Hearing and Speech in the Evening (HESPIE). This non-degree, post-baccalaureate program provides students who wish to work professionally as a speech-language pathologist or audiologist the opportunity to gain the necessary pre-requisite coursework to apply to graduate schools. Students pursuing these professional tracks must obtain a graduate degree in order to meet national certification requirements, and most state licensure laws.

Proposal for new instructional program, Face-to-Face, Non-Degree Post-Baccalaureate Program, OES-administered, p. 1
I. PROGRAM OVERVIEW

The Department of Hearing and Speech Sciences (HESP) in the College of Behavioral and Social Sciences (BSOS) has experienced increased demand for its courses. The department has determined that this demand is based on the following groups of students: HESP undergraduate degree-seeking majors and degree-holding post-baccalaureate students who enroll in a set of specific courses that are required to pursue a career in a speech field. HESP internal research demonstrates that most of the post-baccalaureates have decided to pursue a career in either speech-language pathology or audiology after having been out in the workforce for some time. Any student who wishes to work professionally in these fields must obtain a graduate degree in order to meet national certification requirements, and most state licensure laws. These fields require graduate study, and their graduate programs only accept students who have a specific set of undergraduate-level prerequisite coursework.

To help meet this growing need, HESP proposes Hearing and Speech in the Evening (HESPIE). This non-degree, post-baccalaureate program provides students who wish to work professionally as a speech-language pathologist or audiologist the opportunity to gain the necessary pre-requisite coursework to apply to graduate schools. Students pursuing these professional tracks must obtain a graduate degree in order to meet national certification requirements, and most state licensure laws. Courses are offered at convenient evening times in campus classrooms during the University’s fall and spring semester, accommodating workforce schedules. The content of these UMD-approved courses are identical to those offered to traditional degree-seeking UMD students. Courses follow the same curriculum, have the same academic rigor, and follow the same academic policies as the University’s undergraduate program. Instructors are carefully screened and regularly evaluated to maintain quality.

II. MISSION AND PURPOSE

A. How does the proposed program support the Mission and Strategic Goals of the University? Why is it necessary?

The current mission statement (Mission and Goals Statement, University of Maryland, College Park, April 29, 2014) emphasizes the University’s commitment to “Continue to extend our learning community beyond the campus boundaries through the development of programs that fill demonstrated needs for the State and are consistent with the objectives of our academic programs.” (V.1 p.7).

The mission of the Department of Hearing and Speech Sciences (HESP) is to provide state-of-the-art teaching, research, and clinical services in the areas of Audiology and Speech-Language Pathology. In developing Hearing and Speech in the Evening (HESPIE), the department will extend its reach to meet the need of educating students who want to pursue these professions. According to the Bureau of Labor Statistics\(^1\), employment of speech-language pathologists is projected to grow 19 percent from 2012 to 2022, faster than the average for all occupations. As the large baby-boom population grows older, there will be more instances of health conditions that cause speech or language impairments, such as strokes and hearing loss. Employment of audiologists is projected to grow 34 percent from

2012 to 2022, much faster than the average for all occupations. Hearing loss increases as people age, so the aging population is likely to increase demand for audiologists.

B. Identify all related programs currently offered in the State of Maryland and explain how the proposed program differs in curriculum or otherwise addresses constituencies not currently served.

No other program exists in the State of Maryland that is similar to the proposed Hearing and Speech in the Evening (HESPIE). Post-baccalaureates who lack the necessary coursework and who seek admission to Towson University’s master’s program are advised to first apply to TU for a second Bachelor’s degree program in order to complete the pre-requisites.

C. Student Audience and Enrollment Estimates.

<table>
<thead>
<tr>
<th>Program Year</th>
<th>Estimated Cohort Enrollment</th>
<th>Description of Potential Audience and Market Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>10</td>
<td>OES completed a market research study and concluded that there is a viable market for this program. The price point, limited competition, evening course offerings, flexibility, and reputation of the HESP department will favorably impact enrollment.</td>
</tr>
<tr>
<td>Year 2</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<td>14</td>
<td>The target audience includes students preparing to enter graduate training in Speech—Language Pathology, Audiology, and in Hearing, Language, or Speech Sciences.</td>
</tr>
</tbody>
</table>

III. CHARACTERISTICS OF THE PROPOSED PROGRAM

A. Educational Objectives

Hearing and Speech in the Evening (HESPIE) is structured with the necessary prerequisite coursework to provide a strong background for graduate training in Speech-Language Pathology, Audiology, and in Hearing, Language, or Speech Sciences. Upon completion, students should have acquired the knowledge and skills to demonstrate knowledge of basic communication processes as well as knowledge of speech, language, and hearing disorders and differences, including etiologies and characteristics, prevention, assessment, and intervention.

B. Catalog Description

Hearing and Speech in the Evening (HESPIE) is a non-degree, post-baccalaureate program that is structured with the necessary prerequisite coursework to provide a strong background for graduate training in Speech—Language Pathology, Audiology, and in Hearing, Language, or Speech Sciences.

C. Program Requirements that include term/semester format with outline of course offerings, a full listing of courses (number, title, semester credit hours), and other components. Provide a catalog description for any courses that will be newly developed or substantially modified for the program.
While the program is structured similarly to our current undergraduate program, we are currently in the process of revising that undergraduate curriculum, and thus seek to make this new program more in-line with our plan for our undergraduate program rather than our existing one. Moreover, we would like this evening program to prepare students to apply for graduate training at any graduate program in the field, not just our own – hence we have made a few course changes that better match the expectations of other programs in the field. Catalog descriptions are below.

<table>
<thead>
<tr>
<th>Year</th>
<th>Term</th>
<th>Rubric</th>
<th>Course</th>
<th>Format</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>New Course (VPAC)</td>
<td>Introduction to Language Science</td>
<td>F2F</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HESP 400</td>
<td>Speech and Language Development in Children</td>
<td>F2F</td>
<td>3</td>
</tr>
<tr>
<td>1</td>
<td>Spring</td>
<td>New Course (VPAC)</td>
<td>Anatomy &amp; Physiology of Speech &amp; Hearing</td>
<td>F2F or Blended</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Phonetic transcription</td>
<td>F2F</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Summer</td>
<td>New Course (VPAC)</td>
<td>Speech &amp; Hearing Science</td>
<td>F2F or Blended</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>New Course (VPAC)</td>
<td>Neurobiology for Speech and Hearing</td>
<td>F2F</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Fall</td>
<td>HESP 411</td>
<td>Introduction to Audiology</td>
<td>F2F</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HESP 413</td>
<td>Aural Rehabilitation/ Habilitation</td>
<td>F2F</td>
<td>3</td>
</tr>
</tbody>
</table>

The following courses require VPAC approval:

**Introduction to Language Science**
This course is a combination of information from our currently-approved “Introduction to Linguistics” and “Introduction to Psycholinguistics.”

**Catalog description:** An introduction to the scientific study of and theories about language and its relationship to human communication behavior. Includes a focus on basic concepts of phonology, syntax, semantics and pragmatics, and how each of these are processed by the human brain.

**Anatomy & Physiology of Speech & Hearing**
This course is a combination of information from our currently-approved “Anatomy & Physiology of the Speech Mechanism” and “Anatomy & Physiology of the Hearing Mechanism.”

**Catalog description:** Anatomy and physiology of the ear/hearing system, respiratory system, and vocal/speech mechanism. Causes, development and effects of pathological conditions contributing to temporary or chronic hearing impairments or voice difficulties.

**Phonetic transcription**
Our current course, Introduction to Phonetics, includes both information on phonetics and information on speech science. We have pulled the information of speech science out and moved it into the “Speech and Hearing Science” course, below.

**Catalog description:** An introduction to physiological and perceptual phonetics; broad and narrow phonetic transcription of both typical and disordered speech.

**Speech & Hearing Science**
This is similar to our current Bases of Hearing Science course, but incorporates some speech science currently offered as part of our Introduction to Phonetics course.
Catalog description: Fundamentals of how humans hear the sounds of spoken language. Includes the physics of sound, anatomy and physiology of peripheral and central auditory nervous system, auditory sensation and perception, models of speech perception, acoustic phonetics, and psychological acoustics.

Neurobiology for Speech and Hearing

Catalog description: Basic neurology; anatomy and physiology of the neural substrates for speech, language, and hearing.

D. Describe admission policy, including any special criteria for students selecting this program.

Applicants must meet the following minimum admission criteria as established by Undergraduate Admissions:
- Applicants must have earned a four-year baccalaureate degree from a regionally accredited U.S. institution, or an equivalent degree from a non-U.S. institution.
- Applicants must have earned a 2.0 GPA (on a 4.0 scale) in all prior undergraduate coursework.

Special Criteria for Applicants
- Applicants must provide an official copy of a transcript for all of their post-secondary work.

Special Criteria for International Students
- This is a non-degree granting program. The University cannot issue the immigration documents necessary for international applicants to study.
- Only permanent residents and international applicants currently in the U.S. holding a valid visa that permits participation in a non-degree granting program may apply. The student must check with the State Department before submitting the application to determine permission.
- International students currently in the U.S. may not apply to fulfill undergraduate degree program requirements for any institution.
- Eligible international students must fulfill all requirements relating to international academic credentials, evidence of English proficiency, and visa documentation.

E. Student Learning Outcomes of the proposed program, including educational objectives and any areas of concentration.

Having completed this set of courses, students should have acquired the following knowledge and skills:
- Students will demonstrate knowledge of basic communication processes.
- Students will demonstrate knowledge of speech, language, and hearing disorders and differences, including etiologies and characteristics, prevention, assessment, and intervention.

IV. FACULTY AND ORGANIZATION

A. Who will provide academic direction and oversight for the program?

Academic Coordination
Faculty selection and appointments are made by the Department of Hearing and Speech Sciences. The academic unit provides academic and advising oversight to both incoming and admitted students. The academic unit will oversee see program marketing.
Administrative Coordination
The Office of Extended Studies will provide program development support (including budget
development and projections), program management that includes scheduling, marketing research,
planning and management, financial management (including faculty contracting and faculty pay
processing), and student services management (including support for admissions, registration, payment,
financial aid, and other campus services).

B. if the program is not to be housed and administered within a single academic unit, provide details of its
administrative structure.
Not applicable.

V. FACULTY, NEEDS, AND RESOURCES

Faculty selection and appointments are made by the academic unit. UMD faculty who teach in the
program will be compensated using overloads. A faculty member can only be paid for teaching courses
above their regular appointment if s/he has met the requirements of the position and the supervisor has
approved the overload. The overload is submitted via PHR. Teaching on an overload basis requires
approval each year. Faculty members who buy out of an on-load course (e.g. with research grant funds)
would have to consult with a college and agency official to determine if they can be paid for teaching an
overload course. For complete information regarding the UMD overload policy, visit:
http://www.provost.umd.edu/pers-bud/Forms/oloadguide2.html.

A. List Program Faculty and their Credentials (professional rank/title).

Some current faculty may teach in this program on a rotating basis; however, we have also heard from several
alumni of our programs who would be interested in teaching in this series.

Current faculty and adjuncts:
Rachael Caruso, MA, CCC-SLP
Kelly King, PhD
Chris Zalewski, PhD
Kate Skinker, MA, CCC-SLP
Julie Cohen, AuD (current PhD student)
Maureen Shader, AuD (current PhD student)
Vivian Sisskin, MA, CCC-SLP
Lisa Rickard, AuD
Kathy Dow-Burger, MA, CCC-SLP
Matt Goupell, PhD
Samira Anderson, PhD
Claire Buxton, AuD
Eusebia Mont, MA, CCC-SLP

Potential adjunct faculty who have expressed interest in this program:
Brian Boscolo, M.A., CCC-SLP
Mary Dunn Moirangthem, M.A., CCC-SLP
Jessica Duran, M.A., CCC-SLP, CBIS
Alexandra C. Boo, MA, CCC-SLP
Lauren Polovoy, MA, CCC-SLP
Inbal Esher, M.A. CCC-SLP
Judy Segal, MA, CCC-SLP
B. Some of these teaching, advising, and administrative duties may be covered by existing faculty and staff. Describe your expectations for this, and indicate how the current duties of these individuals will be covered, and the source of any needed resources.

Approval of all faculty overloads for teaching and advising will be in accordance with University of Maryland policy and procedures.

C. List new faculty needed and indicate the source of the resources for hiring them.

Tuition revenue will be used to support all salaries and benefits. Because many of our faculty already teach on an overload basis, and the university has limits on overload teaching, we may need to reach out to external adjuncts. However, as noted above, we have a substantial number of such individuals who have expressed interest in teaching these courses. Since we would only offer a maximum of 4 courses in the same semester, we believe we have sufficient instructors already available (including those who are new but have already expressed an interest). Hiring resources will come from tuition in the program.

D. Describe the anticipated advising and administrative loads. Indicate the personnel resources (administrative staff and teaching assistants) that will be needed to cover all these responsibilities.

As the program’s enrollment increases, the following position(s) will be hired: Academic Coordinator. Tuition revenue will be used to support all salaries and benefits.

VI. LIBRARY AND PHYSICAL RESOURCES

A. Required Library Resources. (To be determined in cooperation with the Libraries. A member of the Libraries’ staff will conduct an assessment and prepare a letter describing the collection needs).

See attachment VI.A. Library Assessment.

B. Required additional facilities, facility modifications, and equipment. Include faculty and staff office space, laboratories, special classrooms, computers, etc.

None.

C. Impact, if any, on the use of existing facilities and equipment. Examples are laboratories, computer labs, specially equipped classrooms, and access to computer servers.

This program does not require additional resources.

VII. PROGRAM RESOURCES

A. Identify the source to pay for the required faculty, administrative, advising, and physical resources identified in Sections V. and VI. above.

Tuition revenue will be used to cover all program expenses (salaries, benefits, program materials, and physical resources). All students will pay all associated mandatory fees and the application fee. This self-support program will have no impact on the unit’s traditional programs.
B. Complete the financial tables as required by MHEC.

See attachment VII.B. Budget.

VIII. PROPOSED MEANS OF OFFERING PROGRAM

A. Will any or all components of this program be offered off-campus or at another instructional site? If so, provide detailed information. Location must be an approved institutional site. Indicate how students will access student services.

Not applicable.

B. If on-line or thru distance learning — describe the concerns in “Principles and Guidelines for Online Programs” are to be addressed.

Not applicable.

C. If in cooperation with another institution, provide detailed information.

Not applicable.

D. If through a non-traditional schedule (weekends, intensive course offerings), provide detailed information.

Not applicable.

IX. OTHER ISSUES

A. Access to Academic Resources and Student Services: Indicate how students will have access to needed resources, such as library materials, other information sources, laboratory facilities, and others as appropriate. Describe arrangements for interaction with instructors, for advising, and for help with technical problems. Describe how student services such as admissions, enrollment, financial aid, bursar services, career advisement, bookstore, and similar services available to on-campus students will be provided.

As officially admitted students to the University of Maryland, students in this program will have access to University resources that are accessible to all admitted students. Students obtain a UID, a campus ID card, and may access services as required. Students are assessed the campus student services fee which supports access to University resources. The academic unit provides academic and advising oversight to both incoming and admitted students. Extended Studies provides the management of all student services.

B. Will the program require or seek accreditation? Is it intended to provide certification or licensure for its graduates? Are there academic or administrative constraints as a consequence?

Not applicable.

C. Are students in other programs permitted to enroll in courses in this program? Can students substitute courses from other institutions?

Courses offered in the proposed program are limited solely to students who have been admitted to this program. Other UMD students are not permitted to register for courses in this program.
D. What are the protocols for students unwilling or unable to follow courses in sequence, e.g. would they have to wait for the next cycle or next cohort?

For a student who does not complete the courses in the proposed sequence, s/he may enroll in any courses offered in a particular term if the prerequisites are met. The student may continue in the program by taking the necessary courses when offered. If the department recognizes a significant need to offer a particular course in a specific term, the department may opt to offer the course to meet students’ needs.

E. What is the exit strategy if the program proves not to be viable? How are canceled courses handled?

The Department fully expects to offer courses each semester as proposed; however, if a course is canceled, it will be either offered in a subsequent semester or students may take one term/semester longer to complete the program. If the program does not prove to be viable, the department will ensure that courses are offered in a manner that permits all existing students to complete the program.

X. COMMITMENT TO DIVERSITY

The University of Maryland is an equal opportunity institution with respect to both education and employment. The University does not discriminate on the basis of race, color, national origin, sex, age, or handicap in admission or access to, or treatment or employment in, its programs and activities as required by federal (Title VI, Title IX, Section 504) and state laws and regulations. Through its actions and statements of policy the University of Maryland has demonstrated a commitment to diversity by creating programs of study which explore the experiences, perspectives, and contributions of a wide variety of cultures, groups, and individuals; and as sought to create a campus environment which encourages tolerance and respect for individuals regardless of differences in age, race, ethnicity, sex, religion, disability, sexual orientation, class, political affiliation, and national origin.
Attachment VI.A. Library Assessment

DATE: Dec. 2, 2015

TO: Rochelle Newman
Chair, Hearing and Speech Sciences

FROM: On behalf of the University of Maryland Libraries:
Alan Mattlage, Hearing and Speech Sciences Liaison
Maggie Saponaro, Head of Collection Development
Daniel Mack, Associate Dean, Collection Strategies & Services

RE: Library Collection Assessment

We are providing this assessment in response to a proposal by the Department of Hearing and Speech Sciences in the College of Behavioral and Social Sciences to create a program entitled Hearing and Speech Sciences in the Evening. The Department of Hearing and Speech Sciences asked that we at the University of Maryland Libraries assess our collection resources to determine how well the Libraries support the curriculum of this proposed program.

Serial Publications
The University of Maryland Libraries currently subscribe to a large number of scholarly journals—almost all in online format—that focus on hearing and speech.

The Libraries subscribe to most of the top ranked journals that are listed in the Audiology & Speech-Language Pathology category in the Science and Social Sciences Edition of Journal Citation Reports.* These journals include the following, most all of which are available online:

- Brain and Language
- Hearing Research
- Ear and Hearing
- Journal of Speech, Language and Hearing Research
- Trends in Amplification
- Journal of Fluency Disorders
- International Journal of Audiology
- Journal of the American Academy of Audiology
- Noise and Health
- International Journal of Language & Communication Disorders
- Journal of Communication Disorders
• American Journal of Audiology
• Language and Speech
• Seminars in Speech and Language

Five highly-ranked core journals to which the Libraries do not currently subscribe are:
• Argumentative and Alternative Communication
• Audiology and Neuro-otology
• American Journal of Speech-Language Pathology
• Journals of the Acoustical Society of America
• International Journal of Speech-Language Pathology

However, articles in journals that we do not own are available in the University System of Maryland and are available through Interlibrary Loan/Document Delivery.

*Note: Journal Citation Reports is a tool for evaluating scholarly journals. It computes these evaluations from the relative number of citations compiled in the Science Citation Index and Social Sciences Citation Index database tools.

Databases
The Libraries' Database Finder (http://www.lib.umd.edu/dbfinder) resource offers online access to databases that provide indexing and access to scholarly journal articles and other information sources. Many of these databases cover subject areas that would be relevant to this proposed program.
Databases that would be useful in the field of hearing and speech sciences include the following:
• CINAHL Plus with Full Text
• Evidence Based Medicine Reviews
• Health Source: Consumer Edition
• Health Source: Nursing/Academic Edition
• Medline
• Medline Plus
• Neurosciences Abstracts
• PubMed

Some of the other subject databases that would be relevant to this curriculum include the following:
• Academic Search Complete
• Education Source
• ERIC
• Linguistics and Language Behavior Abstracts (LLBA)
• PsycINFO
• Scopus
• Web of Science

In many-and likely in most cases, these indexes offer full text copies of the relevant journal articles. In those instances in which the journal articles are available only in print format, the Libraries can
make copies available to graduate students through either the Libraries' Article Express Program (http://www.lib.umd.edu/access/article-express) or via Interlibrary Loan. (Note: see below.)

**Monographs**

The Libraries regularly acquire scholarly monographs in hearing, speech, and allied subject disciplines. Monographs not already part of the collection can usually be added upon request.

A search of the University of Maryland Libraries’ WorldCat UMD catalog was conducted, using a variety of relevant subject terms. This investigation yielded sizable lists of citations of books that we own. For example:

- Speech 8,690
- Hearing 4,051
- Speech Disorders 696
- Hearing Disorders 436
- Audiology 244

A further search revealed that the Libraries’ membership in the Committee on Institutional Cooperation (CIC) dramatically increases these holdings and citations. For example:

- Speech 25,035
- Hearing 7,420
- Speech Disorders 2,202
- Hearing Disorders 1,057
- Audiology 642

As with our own materials, graduate students can request that chapters be copied from these CIC books if the books are not available electronically.

**Article Express and Interlibrary Loan**

These services offer online delivery of bibliographic materials that otherwise would not be available online. As a result, remote users who take online courses may find these services to be helpful. Article Express and Interlibrary Loan are available free of charge.

A special amenity for graduate students and faculty, the Article Express service scans and delivers journal articles and book chapters within three business days of the request—provided that the items are available in print on the UM Libraries' shelves or in microform. In the event that the requested article or chapter is not available on campus, Article Express will automatically refer the request to Interlibrary Loan (ILL). Interlibrary Loan is a service that enables borrowers to obtain online articles and book chapters from materials not held in the University System of Maryland.

**Additional Materials and Resources**

In addition to serials, monographs and databases available through the University Libraries, students in the proposed program will have access to a wide range of media, datasets, software, and technology. Library Media Services (http://www.lib.umd.edu/lms) houses media in a variety of formats that can be
utilized both on-site and via ELMS course media. GIS Datasets are available through the GIS Data Repository (http://www.lib.umd.edu/gis/dataset) while Statistical consulting and additional research support is available through the Research Commons (http://www.lib.umd.edu/rc) while technology support and services are available through the Terrapin Learning Commons (http://www.lib.umd.edu/tlc).

The subject specialist librarian for the discipline Alan Mattlage also serves as an important resource to programs such as the one proposed.

Other Research Collections
Because of the University's unique physical location near Washington D.C., Baltimore and Annapolis, University of Maryland students and faculty have access to some of the finest libraries, archives and research centers in the country vitally important for researchers in hearing and speech. These include the Library of Congress and the National Library of Medicine to name just two.

Conclusion
With our substantial journals holdings and index databases, as well as additional support services and resources, the University of Maryland Libraries have resources to support teaching and learning in speech and hearing. These materials are supplemented by a strong monograph collection. Additionally, the Libraries Article Express and Interlibrary Loan services make materials that otherwise would not be available online, accessible to remote users in online courses. As a result, our assessment is that the University of Maryland Libraries are able to meet the curricular and research needs of the proposed Hearing and Speech in the Evening.
## Attachment VII.B. Budget

### Budget: Hearing and Speech in the Evening (Post-Bacc, F2F)

(This program is self-support. Instructors may not teach on-load.)

<table>
<thead>
<tr>
<th>Estimated Program Revenue &amp; Support</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Total Tuition Revenue</strong></td>
<td>$64,260</td>
<td>$103,459</td>
<td>$127,524</td>
<td>$153,737</td>
<td>$182,253</td>
</tr>
<tr>
<td>A. Total number of students (per year)</td>
<td>10</td>
<td>22</td>
<td>26</td>
<td>30</td>
<td>34</td>
</tr>
<tr>
<td>1. Cohort Enrollment 1st Year of matriculation</td>
<td>10</td>
<td>12</td>
<td>14</td>
<td>16</td>
<td>18</td>
</tr>
<tr>
<td>2. Cohort Enrollment 2nd Year of matriculation</td>
<td>10</td>
<td>12</td>
<td>14</td>
<td>16</td>
<td>18</td>
</tr>
<tr>
<td>B. Total Credits (annually)</td>
<td>18</td>
<td>24</td>
<td>24</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>1. Cohort Enrollment 1st Year of matriculation</td>
<td>18</td>
<td>18</td>
<td>18</td>
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<td>18</td>
</tr>
<tr>
<td>2. Cohort Enrollment 2nd Year of matriculation</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>C. Per credit in-state undergrad rate; Assumes 5% increase</td>
<td>$357</td>
<td>$375</td>
<td>$394</td>
<td>$413</td>
<td>$434</td>
</tr>
<tr>
<td><strong>II. Student Fee: Campus Mandatory Fee</strong></td>
<td>$11,532</td>
<td>$25,878</td>
<td>$31,195</td>
<td>$36,714</td>
<td>$42,441</td>
</tr>
<tr>
<td>A. Rate Totals</td>
<td>1,153</td>
<td>1,176</td>
<td>1,200</td>
<td>1,224</td>
<td>1,248</td>
</tr>
<tr>
<td>1. Fall rate; assumes 2% increase</td>
<td>440</td>
<td>449</td>
<td>458</td>
<td>467</td>
<td>476</td>
</tr>
<tr>
<td>2. Spring rate; assumes 2% increase</td>
<td>440</td>
<td>449</td>
<td>458</td>
<td>467</td>
<td>476</td>
</tr>
<tr>
<td>3. Summer Term rate; assumes 2% increase</td>
<td>273</td>
<td>279</td>
<td>284</td>
<td>290</td>
<td>296</td>
</tr>
<tr>
<td>C. Total number of students (per year)</td>
<td>10</td>
<td>22</td>
<td>26</td>
<td>30</td>
<td>34</td>
</tr>
<tr>
<td><strong>III. Student Fee: Application Fee</strong></td>
<td>$650</td>
<td>$780</td>
<td>$910</td>
<td>$1,040</td>
<td>$1,170</td>
</tr>
<tr>
<td>A. Fee (one-time)</td>
<td>65</td>
<td>65</td>
<td>65</td>
<td>65</td>
<td>65</td>
</tr>
<tr>
<td>B. Total students in new incoming cohort</td>
<td>10</td>
<td>12</td>
<td>14</td>
<td>16</td>
<td>18</td>
</tr>
<tr>
<td><strong>Total Estimated Program Revenue &amp; Support</strong></td>
<td>$76,442</td>
<td>$130,117</td>
<td>$159,629</td>
<td>$191,491</td>
<td>$225,864</td>
</tr>
</tbody>
</table>

### Estimated Program Expenses

<table>
<thead>
<tr>
<th>Estimated Program Expenses</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Total Instructional and Academic Administration</strong></td>
<td>$42,120</td>
<td>$57,845</td>
<td>$100,080</td>
<td>$116,610</td>
<td>$119,721</td>
</tr>
<tr>
<td>A. Instructional Totals</td>
<td>$42,120</td>
<td>$57,845</td>
<td>$59,580</td>
<td>$61,368</td>
<td>$63,209</td>
</tr>
<tr>
<td>1. Instructor Totals</td>
<td>$39,000</td>
<td>$53,560</td>
<td>$55,167</td>
<td>$56,822</td>
<td>$58,526</td>
</tr>
<tr>
<td>a. Average Instructor Salary (assumes 3% increase)</td>
<td>6,500</td>
<td>6,695</td>
<td>6,896</td>
<td>7,103</td>
<td>7,316</td>
</tr>
<tr>
<td>b. Total instructors per year</td>
<td>6</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>(1). # of instructors for 1st year of student matriculation</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>(2). # of instructors for 2nd year of student matriculation</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>2. Benefits: Total FICA (8%)</td>
<td>3,120</td>
<td>4,285</td>
<td>4,413</td>
<td>4,546</td>
<td>4,682</td>
</tr>
<tr>
<td><strong>B. Academic Administration Totals (assumes 3% increase)</strong></td>
<td>$0</td>
<td>$0</td>
<td>$40,500</td>
<td>$55,242</td>
<td>$56,513</td>
</tr>
<tr>
<td>1. Academic Coordinator Salary (75% then 100%)</td>
<td>0</td>
<td>0</td>
<td>37,500</td>
<td>51,150</td>
<td>52,326</td>
</tr>
<tr>
<td>2. Benefits: Total FICA (8%)</td>
<td>0</td>
<td>0</td>
<td>3,000</td>
<td>4,092</td>
<td>4,186</td>
</tr>
<tr>
<td>Estimated Program Expenses</td>
<td>Year 1</td>
<td>Year 2</td>
<td>Year 3</td>
<td>Year 4</td>
<td>Year 5</td>
</tr>
<tr>
<td>---------------------------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td><strong>II. Materials &amp; Supplies</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Cost per course (estimated)</td>
<td>$1,500</td>
<td>$4,400</td>
<td>$5,200</td>
<td>$6,000</td>
<td>$6,800</td>
</tr>
<tr>
<td>B. Total number of courses</td>
<td>25</td>
<td>25</td>
<td>25</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>C. Total number of students (per year)</td>
<td>6</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td><strong>III. Marketing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Marketing</td>
<td>$9,000</td>
<td>$9,000</td>
<td>$9,000</td>
<td>$9,000</td>
<td>$9,000</td>
</tr>
<tr>
<td><strong>SUBTOTAL: DIRECT PROGRAM EXPENSES</strong></td>
<td>$52,620</td>
<td>$71,245</td>
<td>$114,280</td>
<td>$131,610</td>
<td>$135,521</td>
</tr>
<tr>
<td><strong>VI. Student Fees (100% returned to campus)</strong></td>
<td>$12,182</td>
<td>$26,658</td>
<td>$32,105</td>
<td>$37,754</td>
<td>$43,611</td>
</tr>
<tr>
<td>A. Campus Mandatory Fee</td>
<td>11,532</td>
<td>25,878</td>
<td>31,195</td>
<td>36,714</td>
<td>42,441</td>
</tr>
<tr>
<td>B. Application Fee</td>
<td>650</td>
<td>780</td>
<td>910</td>
<td>1,040</td>
<td>1,170</td>
</tr>
<tr>
<td><strong>VII. Net OES Administrative Fee (OES absorbs UMD Overhead rate as an expense)</strong></td>
<td>$3,795</td>
<td>$6,784</td>
<td>$7,038</td>
<td>$8,793</td>
<td>$11,449</td>
</tr>
<tr>
<td>A. OES Administrative Fee = 10% of tuition revenue</td>
<td>6,426</td>
<td>10,346</td>
<td>12,752</td>
<td>15,374</td>
<td>18,225</td>
</tr>
<tr>
<td>B. UM Campus Overhead Rate = 5% of direct expenses</td>
<td>2,631</td>
<td>3,562</td>
<td>5,714</td>
<td>6,580</td>
<td>6,776</td>
</tr>
<tr>
<td><strong>Total Estimated Program Expenses</strong></td>
<td>$71,228</td>
<td>$108,249</td>
<td>$159,137</td>
<td>$184,737</td>
<td>$197,358</td>
</tr>
<tr>
<td><strong>Total Estimated Program Revenue &amp; Support</strong></td>
<td>$76,442</td>
<td>$130,117</td>
<td>$159,629</td>
<td>$191,491</td>
<td>$225,864</td>
</tr>
<tr>
<td><strong>Total Estimated Program Expenses</strong></td>
<td>$71,228</td>
<td>$108,249</td>
<td>$159,137</td>
<td>$184,737</td>
<td>$197,358</td>
</tr>
<tr>
<td><strong>Net Revenue (for Distribution)</strong></td>
<td>$5,214</td>
<td>$21,868</td>
<td>$491</td>
<td>$6,754</td>
<td>$28,507</td>
</tr>
</tbody>
</table>
Memorandum of Understanding

between

Office of Extended Studies

and the

Department of Hearing and Speech Sciences
College of Behavioral and Social Sciences

The Office of Extended Studies (OES) is a self-support unit reporting to the Senior Vice President for Academic Affairs and Provost. OES collaborates with university academic units to provide administrative services which include: program development and delivery, program management, student services management, financial management, and marketing management.

The Department of Hearing and Speech Sciences (HESP) in the College of Behavioral and Social Sciences has requested that OES provide administrative services for Hearing and Speech in the Evening (HESPIE). BSOS and OES hereby agree upon the following terms and conditions as set forth in this Memorandum of Understanding (MOU) for the period of five years, December 1, 2015 through June 30, 2020.

I. PURPOSE AND PROGRAM DESCRIPTION

The Department of Hearing and Speech Sciences proposes Hearing and Speech in the Evening (HESPIE). This non-degree, post-baccalaureate program provides students who wish to work professionally as a speech-language pathologist or audiologist the opportunity to gain the necessary pre-requisite coursework to apply to graduate schools. Students pursuing these professional tracks must obtain a graduate degree in order to meet national certification requirements, and most state licensure laws.

II. PROGRAM CONTACTS

Each party designates the person identified below as its primary contact and liaison for coordinating activities under this MOU. Program contacts may be change with notification via e-mail.

A. FOR OES: Tori Shay, Coordinator, OES, vshay@umd.edu; phone: 301-405-9708.

B. FOR HESP: Rochelle Newman, Chair, HESP, rnewman@umd.edu; phone: 301-405-4226.

III. OFFICE OF EXTENDED STUDIES PROVIDED SERVICES

A. Program Development and Delivery:
   1. Budget development and projections
   2. Proposal management
B. Program Management:
   1. Compliance with University regulations, policies, and procedures
   2. Web site
   3. Scheduling

C. Student Services Management:
   1. Admissions
   2. Registration
   3. Billing and Payment
   4. Other Campus Services

D. Financial Management:
   1. Faculty contracting and faculty pay processing
   2. Collection of revenue and transfer of net revenue with a distribution report

E. Marketing Management: The academic unit will oversee its own marketing.

IV. ACADEMIC UNIT RESPONSIBILITIES—HESP

A. Program Development: Includes budget development and projections, market research and planning, and proposal management
   1. Provides to OES information necessary for development of PCC proposal. The academic unit formally submits PCC document for campus routing.
   2. Responsible for obtaining all required approval for new courses through the Vice President’s Advisory Committee (VPAC). New courses must be VPAC-approved at least eight weeks before the beginning of the offered term in order that courses may be scheduled in a timely fashion.
   3. Ensures that staff receives access to necessary university systems.

B. Program Management
   1. Provides OES with complete information relating to program content and logistics.

C. Scheduling and Course Oversight
   1. Schedules courses according to the Course Proposal Preparation Guidelines.
   2. Manages curriculum content and instruction including instructor selection.
   3. Provides instructors with requirements for syllabus development, textbooks, supplies, class lists, and grades.

D. Student Services Management
   1. Admissions
      a. Obtains all access and training for the Graduate School admissions process.
      b. Reviews and makes all recommendations for admission.
   2. Registration
      a. Determines whether exceptions are appropriate for student registration.
      b. Provides students with specific course registration information (if necessary).
   3. Advising, Assessment, and Graduation
      a. Oversees all aspects of student advising to both current and prospective students.
      b. Oversees all aspects of measuring student learning outcomes and assessment.
      c. Reviews, approves, and submits all appropriate documentation relating to student graduation.

E. Financial Management
   1. Provides all necessary information required to generate course budgets and instructor contracts as per the Course Proposal Preparation Guidelines.

F. Marketing Management: The academic unit will oversee its own marketing.
V. **FINANCIAL ARRANGEMENTS**

A. Administrative Oversight
   1. The OES standard administrative fee is 10% of gross revenue.

B. Net Revenue Distribution
   1. OES will reconcile the program and transfer net revenue to KFS account 1115320. OES will make this transfer once all expenses have been accounted. Should transactions occur after the transfer, or if a negative balance results, then OES will use KFS account 1115320 to cover these expenses.
   2. Net Revenue will be distributed according to the following timeline:

<table>
<thead>
<tr>
<th>Program Offer Date Span</th>
<th>Distribution Sent By</th>
</tr>
</thead>
<tbody>
<tr>
<td>September - November</td>
<td>February 1</td>
</tr>
<tr>
<td>December - February</td>
<td>May 1</td>
</tr>
<tr>
<td>March - May</td>
<td>August 1</td>
</tr>
<tr>
<td>June - August</td>
<td>November 1</td>
</tr>
</tbody>
</table>

VI. **GENERAL**

A. HESP acknowledges that OES does not provide administrative support for co-mingled programs. Co-mingling occurs when (a) students in self-support programs enroll in state-supported courses and (b) “research-based, traditional” degree-seeking students enroll in self-support program courses.

B. HESP acknowledges that university faculty may not teach courses in programs administered by OES as a part of their regular teaching or work load.

VII. **TERM, MODIFICATION, AND TERMINATION**

A. This agreement will become effective upon the date of signature by the representatives below.

B. This agreement may be amended with the mutual written consent of both parties. This agreement may be terminated by an authorized representative of either party at any time by written notice.

C. Should HESP cancel for any reason, HESP agrees to reimburse OES for all expenses associated from such cancellation or default. After providing a full accounting, OES will use HESP KFS account # 1115320 to cover these expenses.
ACCEPTED AND AGREED TO

College of Behavioral and Social Sciences

Rochelle Newman
Rochelle Newman, Chair
Department of Hearing and Speech Sciences

Digitally signed by Rochelle Newman
Date: 2016.01.06 12:07:09 -05'00'

Gregory F. Ball, Dean

Digitally signed by Gregory F. Ball
Date: 2016.01.06 12:07:09 -05'00'

Office of Extended Studies

Terrie Hruzd, Director of Programs

Date

Chuck Wilson
Associate Vice President for Records, Registration, and Extended Studies

Date

MOU, OES-Administered Post-Baccalaureate Credit Program, p. 4