

Unit Missions

SHS Mission Statement

Mission statement

The Mission of the Department of Speech and Hearing Sciences is to provide undergraduate students with adequate academic and clinical preparation for entry into a graduate program in speech-language pathology, audiology, or other related disciplines. The department further strives to produce competent, compassionate, and ethical graduates who will graduate with a commitment to learning and an interest in the multifarious processes of communication and communication disorders.

BS-SHS 01: LO Development of Speech and Language Skills

Start: 7/1/2012

End: 6/30/2013

Providing Department: Speech and Hearing Sciences

Learning Outcome

Students should be able to describe the typical development of speech and language skills and relate the development of these skills to linguistic, cultural, cognitive, and psychological influences.

Data Collection (Evidence)

Performance competencies scored by faculty members. See Appendices A and B.

Scores on written exams, research papers, and presentations per competency requirements in BS-SHS 302; Phonetics, BS-SHS 304; Development of Speech and Language, BS-SHS 334; Language Disorders, and BS-SHS 420; Neurogenic Communicative Disorders.

Portfolios completed for BS-SHS 420; Neurogenic Communicative Disorders are evaluated by the faculty members. See Appendix C.

Attainment of course objectives are assessed by the department based on a standard grading rubric. See Appendix A

-  [Learning Outcome Narrative](#)

Results of Evaluation

Performance on language milestone competencies (BS-SHS 304) (Fall 2012) indicated a pass rate of 96% scored by faculty assessment team members.

Language Disorders (BS-SHS 334) (Spring 2013) competencies were passed at a rate of 95% as scored by faculty assessment team members.

Neurogenic Communicative Disorders (BS-SHS 420) (Spring 2013) portfolios were completed with 100% accuracy evaluated by faculty assessment team members.

Phonetics (BS-SHS 302) (Fall 2012) competencies were completed with 83% accuracy as scored by faculty assessment team members.

Use of Evaluation Results

Student performance on departmental course objectives reflected a need to make the following changes:

Use of video presentation of actual patients with language delays or disorders to focus on assessment and treatment methods.

Instructor offered students practical application of knowledge and skills learned in class with clinical practicum experience with clients who experience neurogenic communicative disorders.

BS-SHS 02: LO Understanding Basic Processes of Communication

Start: 7/1/2012

End: 6/30/2013

Providing Department: Speech and Hearing Sciences

Learning Outcome

Students should be able to understand the role of the following basic processes of communication: respiration, phonation, articulation, resonance and cerebration. Students should be able to describe how abnormal functioning of each process may result in disorder.

Data Collection (Evidence)

Criterion referenced performance competencies scored by faculty assessment team members. See Appendix A.

Scores on written exams, research

projects, and presentations per competency requirements in BS-SHS 306; Anatomy and Physiology, BS-SHS 332; Disorders of Articulation, BS-SHS 416; Neuroanatomy, and BS-SHS 422; Voice Disorders.

Attainment of course objectives are assessed by the department based on a standard grading rubric. Exams are standard to the course, not individual instructors. See Appendix A.

-  [Learning Outcome Narrative](#)

Results of Evaluation

Anatomy and Physiology (BS-SHS 306) (Fall 2012) competencies were passed at a rate of 96% as scored by faculty assessment team members.

Articulation (BS-SHS 332) (Spring 2013) competencies were passed at a rate of 91% as scored by faculty assessment team members.

Neuroanatomy and Physiology (BS-SHS 416) (Fall 2012) competencies were passed at a rate of 100% as scored by faculty assessment team members.

Voice (BS-SHS 422) (Spring 2013) competencies were passed at a rate of 100% as scored by faculty assessment team members

Use of Evaluation Results

Student performance on departmental course objectives reflected a need to make the following changes:

In addition to classroom presentation of interactive lessons on DVD for student learning objectives in Anatomy and Physiology (BS-SHS 306) for speech and hearing biological systems, students also use discs purchased with class text for independent study. Instructor provided "hands-on" lab activities related to respiration and phonation.

The class text for Articulation Disorders (BS-SHS 332) was changed to focus more on clinical case scenarios and to allow students to utilize group activities for learning.

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Blue Tree Publishing software technology, a computerized approach to the study of brain and behavior to aide in the understanding of the anatomy and physiology of the brain as it relates to communication, is still being used.

Vocal Pathology software has also proven to be useful in promoting active student participation through auditory, visual, and verbal modalities during class and individual study sessions.

BS-SHS 03: LO Communication Assessment

Start: 7/1/2012

End: 6/30/2013

Providing Department: Speech and Hearing Sciences

Learning Outcome

Students should be able to select, describe, and integrate the findings from standardized and non-standardized assessment instruments for children and adults with communicative disorders.

Data Collection (Evidence)

Criterion based competency on communication assessments in BS-SHS 430 (Fall 2012, Spring 2013) scored by faculty team members. See Appendix B.

Portfolios completed for Appraisal and Diagnosis of Communication Disorders (BS-SHS 336) (Spring 2012) are evaluated by faculty team members. See Appendix C.

Scores on written exams, research papers and presentations per competency requirements in BS-SHS 410, Clinical Orientation (Fall 2012 and Spring 2013); and BS-SHS 336, Appraisal and Diagnosis of Communication

Disorders (Spring 2013).

Attainment of course objectives are assessed by the department based on a standard grading rubric. Exams are standard to the course, not individual instructors. See Appendix A.

-  [Learning Outcome Narrative](#)

Results of Evaluation

Communication assessment Performance Competencies in BS-SHS 430 (Fall 2012 and Spring 2013) and BS-SHS 410 (Fall 2012 and Spring 2013) were completed with 100% accuracy as scored by faculty assessment team members.

Portfolios for Appraisal/Diagnosis (BS-SHS 336) (Spring 2013) were passed with 100% accuracy as scored by faculty assessment team members.

Use of Evaluation Results

Student performance on departmental course objectives reflected a need to make the following changes:

The clinical director will continue to maintain clinical practicum portfolios including summary of observation and practicum hours, supervised by an ASHA certified clinician according to accreditation guidelines (KASA) in Clinical Orientation, BS-SHS 410, Clinical Practicum, BS-SHS 430, Language Acquisition I, BS-SHS 322, and Language Acquisition II, BS-SHS 323.

Portfolios to assess specific disorder categories for BS-SHS 336, Appraisal and Diagnosis of Communication Disorders along with a grading rubric for portfolios will continue to be utilized.

BS-SHS 04: LO Perform Routine Audiological Assessment

Start: 7/1/2012

End: 6/30/2013

Providing Department: Speech and Hearing Sciences

Learning Outcome

Students should be able to perform routine audiological assessment procedures including hearing screening and air conduction threshold testing.

Data Collection (Evidence)

Criterion referenced competencies on Hearing Screening and Air/Bone Conduction testing in BS-SHS 414, Audiology (Fall 2012) and BS-SHS 455, Diagnostic Audiology (Spring 2013) scored by faculty team members. See Appendix C.

Scores on written exams, research papers and presentations per competency requirements in BS-SHS 414, Audiology and BS-SHS 455, Diagnostic Audiology.

Attainment of course objectives are assessed by the department based on a standard grading rubric. Exams are standard to the course, not individual instructors. See Appendix A.

-  [Learning Outcome Narrative](#)

Results of Evaluation

Hearing Screening Competencies (BS-SHS 414) (Fall 2012) were completed with 100% accuracy as scored by faculty assessment team members.

Diagnostic audiological competencies (BS-SHS 455) (Spring 2013) were completed with 100% accuracy as scored by faculty assessment team members.

Use of Evaluation Results

Student performance on departmental course competencies reflected the need for student learning of proper procedure for patient audiological assessment using audiometers, otoscopes, and tympanometers. Students provided community public education regarding prevention of noise induced hearing loss.

BS-SHS 05: LO Behavioral Objectives

Start: 7/1/2012

End: 6/30/2013

Providing Department: Speech and Hearing Sciences

Learning Outcome

Students should be able to formulate behavioral objectives and plan appropriate procedures to achieve those objectives in intervention with clients who have communication disorders.

Data Collection (Evidence)

Criterion Referenced competencies on writing and executing behavioral objectives in Clinical Practicum (BS-SHS 430) (Fall 2012, Spring 2013) therapy sessions. See Appendix B.

Completion of portfolio on long and short term lesson plans evaluated by faculty assessment team members. See Appendix B.

Clinical documentation of intervention practicum. See Appendix B.

Scores on written exams, research papers and presentations per departmental competencies in BS-SHS 412; Methods in Communication Disorders (Fall 2012).

Attainment of course objectives are assessed by the department based on a standard grading rubric. Exams are standard to the course, not individual instructors. See Appendix A.

-  [Learning Outcome Narrative](#)

Results of Evaluation

Behavioral Objective competencies (BS-SHS 412) (Fall 2012) were completed with 100% accuracy as scored by faculty assessment team members.

Lesson Plan Portfolios (BS-SHS 430) (Fall 2011 and Spring 2013) were completed with 100% accuracy as scored by faculty assessment team members.

Methods in Communication Disorders (BS-SHS 412) (Fall 2012) competencies were passed at a rate of 93% as scored by faculty assessment team members.

Use of Evaluation Results

Student performance on departmental course competencies reflected the need to facilitate student preparation of appropriate intervention goals for individual client needs. Developmental sequences and skill set resources from the curriculum committee were provided for student access as they create therapy goals for individual clients.

Clinical supervisor monitored and recorded student practicum hours. Each student was responsible for submitting client reports and clinical records weekly.

Gen Ed Learning Outcomes

SHS_360_GE 07: Cultural Awareness

Start: 7/1/2012

End: 6/30/2013

Gen Ed learning outcome (competency)

Developing an understanding and appreciation of the diverse cultures that form the global community

Data Collection

Performance competencies scored by faculty members. Scores on receptive and expressive sign language assessments. Performance on ASL Projects-story/poetry, songs, and skits.

Results of Evaluation

Sign Language (BS-SHS 360) (Fall 2012) competencies were passed at a rate of 100% as scored by faculty assessment team members.

Use of Results

The department will continue to utilize various class projects to expose students to the experiences of individuals living with hearing impairment. We will continue to strive for students to demonstrate a sense of awareness and tolerance to transcend cultural and ethnic differences.

Related Items



GE 07: Cultural Awareness

Unit Goals

SHS 2013_01: Maintain High Quality Undergraduate Curricula

Start: 7/1/2012

End: 6/30/2013

Unit Goal

Continue to maintain high quality undergraduate curricula to prepare students for graduate school as well as employment within the MS school system.

Evaluation Procedures

Actual enrollment in graduate programs and number of students employed after graduation.

Actual Results of Evaluation

Of 13 students who graduated in the 2012-2013 academic year with a B.S. degree in Speech and Hearing Sciences from DSU, five have been accepted into graduate programs and three have accepted positions in a public school in Mississippi.

Use of Evaluation Results

We will continue to utilize the American Speech-Language Hearing Associations' Knowledge and Skills Acquisition guidelines for academic curricula and clinical practicum for accredited graduate programs to plan and monitor our preprofessional curriculum and clinical practicum content to prepare students for graduate studies/employment. We will also continue to encourage students to pursue graduate degrees in Speech-Language Pathology/Audiology or related disciplines.

Related Items

  **SP1.Ind08: Curriculum Development and Revision**

 **SHS 2013_02: Public Service to Individuals with Communicative Disorders**

Start: 7/1/2012

End: 6/30/2013

Unit Goal

To increase public service to individuals with communication disorders through our Speech and Hearing Clinical services.

Evaluation Procedures

Summary of service learning hours from Clinic Records for Summer II 2012, Fall 2012, Spring 2013, and Summer I 2013.

Actual Results of Evaluation

We have continued to expand our clinical services to clients in our area at the DSU Speech and Hearing Clinic. During Summer II 2012, 20 clients received Speech-Language intervention with 53 service learning hours accrued by four student clinicians providing assessment and therapeutic intervention. During Fall 2012, 11 clients received Speech-Language intervention with 109 service learning hours accrued by 10 student clinicians providing assessment and therapeutic intervention. During Spring 2013, 11 patients received Speech-Language intervention with 102 service learning hours accrued by 13 student clinicians providing assessment and therapeutic intervention. During Summer I 2013, 23 clients received Speech-Language intervention with 90 service learning hours accrued by six student clinicians providing assessment and therapeutic intervention.

Use of Evaluation Results

We will continue to involve students in clinical practicum because it allows us to provide greater service to the community and increases the professional clinical skills of our students. This data can also be analyzed to pursue grant funding for specific clinical populations.

Related Items

 **SP5.Ind06: Community Outreach**

 **SP5: Improve the quality of life for all constituents**

 **SHS 2013_03: Professional Development of Faculty & Staff**

Start: 7/1/2012

End: 6/30/2013

Unit Goal

To increase support of professional development of faculty and staff.

Evaluation Procedures

Annual merit evaluations; Student/teacher evaluations; MS State Licensure Mandate; Professional Portfolio; Certificate of Clinical Competence Renewal.

Actual Results of Evaluation

The results of each full-time faculty member's annual merit evaluation revealed that each was rated above benchmark indicating that each are performing their duties above what is expected. Student/teacher evaluations of full-time faculty were also positive and suggest that students are satisfied with content they are receiving in the classroom. Each full-time faculty member maintains a current license to practice in the state of Mississippi and is nationally certified by the American Speech-Language Hearing Association. Full-time faculty were supported financially by the department and the college to attend continuing education conferences. Faculty attended conferences at the regional, state, and national level to support professional development. Staff attended several workshops and in services to increase use of technology to facilitate increasing productivity.

Use of Evaluation Results

The department will continue to support faculty in maintaining licensure and certification to facilitate IHL and national requirements and enhance classroom/clinical instruction. The department will also continue to support staff to facilitate use of technology in increasing productivity.

Related Items

 **SP3.Ind09: Professional development**

 **SHS 2013_04: Increase Enrollment and Retention**

Start: 7/1/2012

End: 6/30/2013

Unit Goal

To increase enrollment and retention to improve graduation rate in Speech and Hearing Sciences.

Evaluation Procedures

Assessment of effectiveness of this goal will be measured by increases in enrollment in Speech and Hearing Sciences.

Actual Results of Evaluation

The number of students majoring in Speech and Hearing Sciences has increased from the previous academic year from 58 students to 68 students and during the 2012-2013. As an attempt to help in retaining our students in the major, the department hosted a welcome back orientation session for students in the major. The students seemed to enjoy the orientation and reported that it was helpful to start the year with learning about the different expectations of the program and how to complete the academic year successfully.

Use of Evaluation Results

We will continue to establish plans for student recruitment in their home town community colleges and high schools through the Student Speech-Language and Hearing Association. We will also attempt to maintain a presence on the Orientation team every summer. We will also continue to participate in university recruitment efforts. Faculty will also plan to accompany recruiters to community college visits.

Related Items

  **SP2.Ind01: Enrollment**

  **SP2.Ind02: Retention**

  **SP2.Ind03: Graduation Rate**

SHS 2013_05: Distance Learning Graduate Program

Start: 7/1/2012

End: 6/30/2013

Unit Goal

To develop a plan for creating a distance learning (online) graduate program in Speech Language Pathology.

Proposal for graduate program in Speech Language Pathology at Delta State University.

Name of Academic Program: Master of Science in Speech and Hearing Sciences

The Master of Science in Speech and Hearing Sciences will enable graduates to be certified by the American Speech Language Hearing Association and the Mississippi Department of Education and licensed by the Mississippi State Board of Health. These credentials qualify students for the abundant employment opportunities in schools, medical settings, nursing homes, mental health centers, etc. There is an extreme shortage of Speech-Language-Pathologists (SLPs) in Mississippi. This program will lead to the provision of needed services for the communicatively handicapped in Mississippi, and will provide excellent career opportunities for students.

Program Preview Synopsis

Objectives: This program will build on a strong, reputable, established undergraduate department to serve students and the communicatively impaired in Mississippi, the Delta region in particular. The academic and clinical requirements for certification and licensure will be met through the current undergraduate and proposed graduate programs.

State Needs: There is a long-standing shortage of SLPs in Mississippi, as evidenced by the approximately 142 speech language teachers with interim or emergency certificates working in Mississippi public schools (Mississippi Department of Education data). The Master's Degree is the nationally recognized clinical certification requirement in this profession. Undergraduate training is not sufficient to prepare students to provide diagnostic, therapeutic, and consultative services to people who have suffered strokes, traumatic brain injury, cancer of the larynx, cleft palate, cerebral palsy, autism, swallowing disorders, and many other conditions associated with communication disorders in articulation, voice, fluency, and/or language skill dysfunction.

Evaluation Procedures

The personnel needed for this graduate program (and to continue the undergraduate program) are five to six faculty, a Chair, and a secretary. Accreditation standards require that the Chair of the graduate program have a doctorate in SLP, Audiology, or Speech and Hearing Science. A half-time teaching load would be typical for that position. Two of the faculty will need to hold a doctorate in SLP or a related field (Ed.D. in Special Education or a related area is acceptable if the person also holds a Master's Degree and certification in SLP). This will enable having the bulk of the graduate courses offered by doctoral faculty. One faculty member will need to be the on-campus clinic director. The clinic will increase the number of clients, which is feasible with promotional activities and expanded relations with day care centers and other organizations.

Actual Results of Evaluation

Meeting with Dr. Nylander, Dean of Graduate Education, to determine financial feasibility for hiring a minimum of four faculty members who hold a doctorate in SLP to begin establishing curriculum to work towards accreditation. Contracting with professors to provide online distance learning seems to be the most feasible way to achieve this goal.

Use of Evaluation Results

We will continue to express the need for a graduate program to fulfill accreditation requirements for the Certificate of Clinical Competence provided by the American Speech Language Hearing Association. For many years manpower studies by the Bureau of Health Professions have recognized a large shortage of SLPs across the country, and projected increases in the shortage in the future. This is due in part to the rapidly increasing geriatric population, which is at high risk for conditions which cause speech and hearing problems. Other indicators of the shortage of SLPs are the large number of advertisements of vacant positions in publications such as The ASHA Leader and Advance Magazine. Vacancies for jobs are also presented at state and national conventions. Through the Council of Academic Programs in Communication Sciences and Disorders, Department Chairs routinely report receiving print and electronic notices of vacant positions throughout the year, as well as phone calls from anxious employers who cannot fill SLP positions. Furthermore, many medical setting positions include sign-on bonuses of \$2,000 to \$5,000, a sign of a drastic shortage.

Program Duplication: There are four Master's level SLP programs in MS: MS University for Women, University of Mississippi, University of Southern MS, and Jackson State University. These existing programs are not filling the needs of the state, particularly in the Delta, as they are all located in other parts of the state.

Program Demand: The current undergraduate department has 57 majors, all of whom are or will be in need of a Master's program. Most have expressed strong wishes for DSU to develop such a program, as have many alumni and employers. The Chair is involved in an effort by the Mississippi Speech-Language-Hearing Association to assist schools in locating and hiring SLPs. The unavoidable problem however, is that there just aren't enough to fill the vacancies. Development of a Graduate Program will surely also increase the undergraduate enrollment, since many students have declined to enter because of the absence of the opportunity to continue on to the Master's Degree. That increased number will then maintain a continuous flow of large groups into the Master's Program.

Every year there are applicants who are not admitted to any graduate program because all the spaces are filled. The Speech Language Therapist Licensure Task Force was created this year including department chairs from the five Speech-Language Pathology programs in MS to plan a process for the bachelor level therapists in the school system to achieve Master's level certification. A consortium between the five programs offering a distance learning program had been discussed. Delta State University could be the ideal site for this program, since it is in a critical needs area and does not offer a graduate degree at this time.

Students and parents are vitally concerned about employment opportunities, and will gravitate to a program like this, with a credentialed field and established employment opportunities.

Related Items

 **SP1.Ind08: Curriculum Development and Revision**

 **SP5.Ind01: Distance Education Offerings**

  **SP5: Improve the quality of life for all constituents**

Section IV.b

Comparative data

Enrollment, CHP, majors, graduation rates, expenditures, trends, etc.

Narrative

[Trend data for Speech & Hearing Sciences 2009-2013](#)

Credit Hour Production							
	<i>Summer</i>		<i>Fall</i>		<i>Spring</i>		<i>Total</i>
	<i>UG</i>	<i>GR</i>	<i>UG</i>	<i>GR</i>	<i>UG</i>	<i>GR</i>	
SHS							
AY 2013	33	0	615	0	435	0	1,083
AY 2012	0	0	663	0	483	0	1,146
AY 2011	0	0	813	0	813	0	1,626
AY 2010	0	0	831	0	687	0	1,518
AY 2009	0	0	657	0	576	0	1,233
AY Totals							
AY 2013	33	0	615	0	435	0	1,083
AY 2012	0	0	663	0	483	0	1,146
AY 2011	0	0	813	0	813	0	1,626
AY 2010	0	0	831	0	687	0	1,518
AY 2009	0	0	657	0	576	0	1,233

Enrollment by Major						
	<i>Summer</i>		<i>Fall</i>		<i>Spring</i>	
	<i>UG</i>	<i>GR</i>	<i>UG</i>	<i>GR</i>	<i>UG</i>	<i>GR</i>
Speech & Hearing Sciences						
AY 2013	18	0	52	0	53	0
AY 2012	17	0	58	0	54	0
AY 2011	31	0	78	0	80	0
AY 2010	18	0	73	0	82	0
AY 2009	14	0	78	0	71	0
AY Totals						
AY 2013	18	0	52	0	53	0
AY 2012	17	0	58	0	54	0
AY 2011	31	0	78	0	80	0
AY 2010	18	0	73	0	82	0
AY 2009	14	0	78	0	71	0

Graduates		
<i>SHS</i>	<i>BS</i>	<i>Total</i>
AY 2013	13	13
AY 2012	15	15
AY 2011	32	32
AY 2010	18	18
AY 2009	23	23

Sources of evidence to evaluate student learning outcomes include: performance evaluations, competencies, portfolios, research papers, written exams, presentations, demonstrations, and clinical records.

Student records are maintained that indicate:

1. The use of formative and summative assessments during the student's course of study.
2. Progress toward completion of the Bachelor of Science Degree in Speech and Hearing Sciences.

An advisement file for each student is maintained in the departmental office. Once admitted into the program, each student meets individually with a faculty advisor to review transcripts and course syllabi to document progress in the acquisition of knowledge and skills necessary to meet requirements for the Bachelor of Science Degree in Speech and Hearing Sciences. Students meet with their advisor every semester prior to registration. An advisement form is used to document courses to be taken by the student to meet graduation requirements. Students must also complete and submit a plan of study to the dean. All documents are maintained in the advisement file and are accessible by the student.

The students also maintain a clinical practicum portfolio. At the end of each semester, the clinic director and the students review the files, update them, and discuss clinical progress. Throughout each semester, these portfolios are kept in locked cabinets, but are available for the faculty and students to access when needed.

The clinical portfolio contains a summary of observation hours obtained, clinical evaluations of student performance completed by supervisors, clinical grades, clinical clock hour sheets signed by ASHA certified supervisors, a cumulative total of those hours, and a signed confidentiality form.

The clinical file is maintained by the student throughout each semester. At the end of the semester, students update their files and bring them to their individual conferences with the clinical director. During this final checkout process, the clinic director reviews the accuracy and currency of each file and discusses their progress. Typically, the student makes progress in a semester. However, if the student is not showing adequate progress, an individual remediation plan is developed and implemented.

Formative Assessment:

1. Faculty use formative assessment within courses including exams, class assignments, and analysis of case studies. The curriculum committee has set minimum competency levels for key student learning outcomes, and continuously review them.
2. Clinical Clock Hour forms are used to track the development of clinical competencies. The Clinical Director and students meet at the beginning, middle, and end of the semester to identify competencies and track attainment levels.

3. The Clinical Director provides weekly written feedback and meets with students to give specific feedback about their progress toward acquisition of knowledge and skills when students are providing clinical services. The student's clinical competency levels are discussed with the clinical director at the beginning, middle and end of the semester. At the end of the semester, the supervisor and student will discuss the progress that has occurred during the semester and decide on the level of competency of each learning outcome addressed. Students also meet weekly with the Clinic Director to discuss issues including clinical competencies, knowledge, and skills.

4. Faculty meets monthly to review students' progress.

5. Faculty provides group sessions for students in areas such as phonology, aural rehabilitation, fluency, etc. to assist them in the development of knowledge and skills in various areas as the need arises.

6. The academic advisors meet with students to review and discuss progress in completing academic requirements using the study plan for B.S. in Speech and Hearing Sciences.

7. The Clinic Director meets with the students at the end of each semester that they are enrolled in clinical practicum to ensure that progress is being made regarding their acquisition of knowledge and skills.