

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.

Related Items

There are no related items.

Learning Outcomes

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

Start: 7/1/2012

End: 6/30/2013

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.

Related Items

There are no related items.

BS-SHS 02: LO Understanding Basic Processes of Communication

Start: 7/1/2012

End: 6/30/2013

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.

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.

Related Items

There are no related items.

BS-SHS 03: LO Communication Assessment

Start: 7/1/2012

End: 6/30/2013

Learning Outcome

Students should be able to select, describe, and integrate the findings from standardized and nonstandardized 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.

Related Items

There are no related items.

BS-SHS 04: LO Perform Routine Audiological Assessment

Start: 7/1/2012

End: 6/30/2013

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.

Related Items

There are no related items.

BS-SHS 05: LO Behavioral Objectives

Start: 7/1/2012

End: 6/30/2013

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.

Related Items

There are no related items.

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 inservices 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.a

Brief Description

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

The Department of Speech and Hearing Sciences offers preprofessional instruction leading to the Bachelor of Science degree. Additionally, the department operates a clinic for diagnosis and/or therapy for a wide range of communicative disorders. As an allied health discipline, academic and clinical work in the department introduces the students to diagnosis, classification, and management of a broad spectrum of communicative disorders in preparation for graduate studies in order to enter a career as a practicing specialist.

Section IV.b

Comparative data

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

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

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

Sources

-  [SHS Trend Data 2009-2013](#)

Section IV.c

Diversity Compliance Initiatives and Progress

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Efforts made in 2012-2013 to train and promote minority students in the career field of Speech Language Pathology is evident in that they make up 43 percent of the 53 students in our major. An example of cooperative programs involving faculty and students is our service to the Delta Community Mental Health Center in Cleveland, providing evaluation of speech, hearing, and language skills of adults with mental retardation, enabling our students in clinical practicum to receive valuable experience. The Department's Speech and Hearing Clinic provides services for children and adults in the community with a variety of communicative disorders, including many from minority groups.

Section IV.d

Economic Development Initiatives and Progress

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Thirteen students successfully completed the Bachelor of Science in Speech and Hearing Sciences program in the 2012-2013 academic year. Five are enrolled in graduate school in Speech Language Pathology. These graduates are employed in various health care agencies and school systems. The SHS department contributes to the economic and health status in the Delta region and the state of Mississippi. The need for Speech Language Pathologists at the professional entry level in Mississippi's health care and school systems is critical. Delta State University Speech and Hearing Science graduates are needed at the local, state, regional, and national levels.

One-Year Economic Development Plan (July 1, 2013-June 30, 2014)

The Department of Speech and Hearing Science plans to:

- Increase enrollment 20% for the undergraduate program, with 90% retention/graduation rates.
- Seek additional external funding (grants) to assist in easing budget constraints.

Five-Year Economic Development Plan (July 1, 2013-June 30, 2018)

The Department of Speech and Hearing Science plans to:

- Increase enrollment, retention, and graduation rates.
- Continue to seek external funding for clinical services and equipment.
- Promote graduates to work within the Delta region: critical need scholarships/incentives.

Section IV.e

Grants, Contracts, Partnerships, Other Accomplishments

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

The Department of Speech and Hearing Science continues to pursue grant prospects through the National Institute of Health with the assistance Robin Boyles.

Partnerships:

Partner with MS Licensure Board and MS Dept of Education: Dr. Morris presently serves on the Speech Language Therapist Licensure Task Force.

Partners with Nursing: 1) The Speech and Hearing department and the School of Nursing participated in alumni activities; 2) The Speech and Hearing Science department provided hearing screenings at the campus and community health fairs; 3) Both Speech and Hearing Science and Nursing students engaged in career days for health professions.

Partner with Delta Music Institute: Students in Speech and Hearing Science major created inservices for the campus and community related to hearing conservation. They also provided free hearing testing for students in the Delta Music Institute. This testing is also available to all faculty, staff and students at DSU.

Partner with DSU Child Development and Education: The Speech and Hearing Science department collaborates with the DSU Child Development Program and Special Education by providing coursework for an academic minor in Speech and Hearing Sciences. We provide free therapeutic services for children in the DSU Child Development Center at our Speech and Hearing Clinic.

Section IV.f

Service Learning Data

List of projects, number of students involved, total service learning hours, number of classes, faculty involved, accomplishments.

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

The Delta State University Speech and Hearing Clinic continues to provide therapy services for the region. During Summer II 2012, 20 clients received Speech-Language intervention with 53 service learning hours accrued by 4 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 clients received Speech-Language intervention with 102 hours of service learning hours accrued 13 student clinicians enrolled in clinical practicum. During Summer Session I 2013, 23 clients received Speech Language intervention with 90 service learning hours accrued by 6 student clinicians providing assessment and therapeutic intervention.

Section IV.g

Strategic Plan Data

Only use this section if you have strategic plan info to report that is not covered in other areas of your report

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Section IV.h

Committees Reporting To Unit

Each unit includes in the annual plan and report a list of the committees whose work impacts that unit or any other aspect of the university; along with the list will be a notation documenting the repository location of the committee files and records. Committee actions affecting the unit's goals may be noted in other applicable sections of the annual reports. Not required to be included in the unit's annual plan and report, but required to be maintained in the repository location, will be a committee file that includes, for each committee: Mission and by-laws, Membership, Process, Minutes.

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Curriculum Committee minutes-N/A

Fugler Hafter Scholarship Committee-The scholarship was awarded to Alanna Ferguson, Mary Katherine Parker, and Elizabeth Faith Tedford. Each student was awarded \$1,000.00 to be applied to the 2012-2013 academic year.

Sigma Alpha Eta (NSSLHA Committee)-NSSLHA participated in several community service projects.

SHS Faculty/Staff Search Committee-The search committee hired one full-time faculty member that will begin at the beginning of the 2013-2014 academic year.

Section V.a

Faculty (Accomplishments)

Noteworthy activities and accomplishments

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Janie Park Magee, M.A., CCC/SLP
Instructor and Director of Speech and Hearing Clinic
Department of Speech and Hearing Sciences
Academic Year: 2012-2013

TEACHING EFFECTIVENESS

Courses Taught:

Summer 2012	Fall 2012	Spring 2013
SHS 322 Language Acquisition I	SHS 416 Neuroanatomy & Physiology	SHS 420 Neurogenic Communication Disorders
SHS 323 Language Acquisition II	SHS 414 Audiology	SHS 455 Diagnostic Audiology
	SHS 430 Clinical Procedures in Speech Language Pathology (2sections)	SHS 430 Clinical Procedures in Speech Language Pathology (2sections)

SHS 322 : Language Acquisition I

- New course preparation.
- Developed collaborative partnership with Child Development Center.
- Created curriculum and hands-on-opportunities for students to develop approach to enhancing language enrichment for children who are meeting language developmental milestones. This provided a model for typical speech and language development that follows a predictable progression.
- Students learned to distinguish strategies that fostered language intervention and those that fostered language enrichment.
- Students were instructed in how to create developmentally appropriate lesson plans for groups.
- Addressed different emergent literacies in a whole language approach.
- Students created "centers" that emphasized concepts that were the focus of that day from the story the preschoolers were read.
- Students were provided guidance in creating daily "self reflections" to determine what was effective, what was ineffective and how to meet the challenges they were facing in an efficient and pro-active way.
- Students gained experience in collaborating in developing and implementing lesson plans as a team.
- Provided students a supervised clinical practicum experience for development of clinical competencies and acquisition of clinical clock hours.

SHS 323: Language Acquisition II

- New course preparation.
- Developed relationship with off-campus entity for supervised student placement at an Adult Day Care Center, serving vulnerable adults in Bolivar County.
- Instructed students in language difficulties encountered by adults, specifically the role of speech-language pathologists working with dementia-based communication disorders.
- Students gained experience in care-giver training, instruction and modeling to enhance communication effectiveness.
- Students gained familiarity with effectively choosing and appropriately administering assessment batteries to identify language disturbances in adults.
- Provided students a supervised clinical practicum experience for development of clinical competencies and acquisition of clinical clock hours.

SHS 416: Neuroanatomy and Physiology

- Revised class content to include Power Point Presentation to follow/supplement lecture
- Revised content to include more "Pair-Share" opportunities for 2 or more students to have specific guidelines for examining information presented in lecture. Students were to use their partner as a resource rather than textbook or notes. This allowed for peer teaching opportunities, and potentially rehearsal of newly acquired information to enhance retention and recall.

SHS 414: Audiology

- Revised course content to include more "Pair-Share" opportunities for 2 or more students to have specific guidelines for examining information presented in lecture. Students were to use their partner as a resource rather than textbook or notes. This allowed for peer teaching opportunities, and potentially rehearsal of newly acquired information to enhance retention and recall.

SHS 455: Diagnostic Audiology

- Revised content to include more "Pair-Share" opportunities for 2 or more students to have specific guidelines for examining information presented in lecture. Students were to use their partner as a resource rather than textbook or notes. This allowed for peer teaching opportunities, and potentially rehearsal of newly acquired information to enhance retention and recall.

SHS 430: Clinical Procedures in Speech Language Pathology

- Revision of "Delta State University Speech & Hearing Clinic Handbook" for 2012 – 2013.
- Inter-Departmental collaboration on forms used to record observation & clinical clock hours.
- Inter-Departmental collaboration on tracking observation hours prior to students enrollment in SHS 430.
- Inter-Departmental collaboration on follow-up and student completion of paperwork regarding clinical hours at conclusion of SHS 430.
- Revision of course content to include written assignments due before client contact began as well as written assignments during course of treatment to enhance their understanding of the foundations of efficacious treatment, including selection of therapy targets; baselines; sequence of therapy targets; and practice creating well written behavioral objectives.
- Conducted clinician staffings for feedback regarding preparation, organization, competence in assessment and intervention, and development of supervisee's critical-thinking & problem-solving skills at start of semester, mid-term, and at end of semester.
- Continuing Education Units sufficient for maintenance of licensure to practice Speech-Language Pathology in Mississippi and Arkansas, as well as Certificate of Clinical Competence, which are required by SLPs supervising students gaining clinical clock hours.

SHS 420: Neurogenic Communication Disorders

- Revised course content to include more information about specific adult neurogenic disorders followed by review of evidenced based practice general treatment schema for each.
- Revised content to include more "Pair-Share" opportunities for 2 or more students to have specific guidelines for examining information presented in lecture. Students were to use their partner as a resource rather than textbook or notes. This allowed for peer teaching opportunities, and potentially rehearsal of newly acquired information to enhance retention and recall.
- Included more student presentation opportunities for demonstration of specific treatment techniques practiced with partners in class.

Goals:

- Identify at least one new community partnership for potential clinical practicum opportunities.
- Seek potential community demonstrations or education opportunities to enhance student knowledge of disorders impacting communication/cognition/swallowing.
- Identify and assign a require text for SHS 430
- Increase focus pre-clinic on HIPPA Guidelines and application of these guidelines, as well as knowledge of PHI.

SCHOLARSHIP

Presentations included:

Magee, J. & Hooker, L. (2012, July). *Intervention for Articulation Disorders*. Workshop presented to Mississippi Department of Education, 216 Licensure Summer Institute, Oxford, MS.

Magee, J. (2012, August). *Speaking Clearly: How to Improve Understandability During Public Speaking*. Presentation give to students and faculty of the Delta Music Institute, Cleveland, MS.

Grants included:

2012 - Grant for Faculty Development awarded by Delta State University in the amount of \$500

Continuing Education included:

March 2012 – Autism Assessment

March 2012 – Mississippi Speech and Hearing Association Annual Continuing Education Conference

April 2012 – Global Leadership: Designing Your Professional Roadmap

April 2012 – Council of Academic Programs in Communication Sciences and Disorders Annual Conference

May 2012 – The Art of Being an Effective Supervisor/Mentor

- Accumulated 3.0 CEUs or 30 contact hours in this 12 month period which exceeds ASHA's minimum requirement of 3.0 CEUs or 30 contact hours accumulated over 36 months, as well as Mississippi Board of Health's minimum requirement of 2.0 CEUs or 20 contact hours accumulated over a 24 month period.

Goals:

- Continue to meet or exceed 30 contact hours of Continuing Education per year.
- Begin interview process in selection of Doctoral Program(s) for which to apply.

SERVICE

Service to University:

- Faculty Advisor to Delta State Chapter of National Student Speech Language Hearing Association (NSSLHA)
- Delta State University Faculty Academic Advisor
- Search Committee for Assistant Professor in the Department of Speech and Hearing Sciences (2012)
- Search Committee for Department Chair in the Department of Speech and Hearing Sciences (2012)

- Search Committee for Full Time Instructor in the Department of Speech and Hearing Sciences (2013)
- Wrote letters of recommendations for DSU students applying to graduate school
- Wrote various letters of recommendation for students applying for jobs in community
- Participated & supervised students performing Hearing Screens at Health & Wellness Fair at DSU
- Served as Proxy Senator for Delta State University Faculty Senate
- Served as Faculty Committee Member on Delta State University Library Committee
- Representative of Speech and Hearing Sciences Department at DSU Winter Commencement/Graduation Ceremony

Service to Community:

- Local Volunteer Coordinator for Special Olympics, Area 9 (2012 & 2013)
- Member of Junior Auxiliary Greenville
- Co-Chair of Camp Looking Glass for students with special needs, through JA of Greenville
- Vice President of Leland Chamber of Commerce, 2012- 2013

Service to Profession:

- Member of American Speech Language Hearing Association (ASHA) Special Interest Division 11, Administration and Supervision
- Member of Council of Academic Programs in Communication Sciences and Disorders
- Member of Mississippi Speech Language Hearing Association (MSHA)

Goals:

- Chairing or serving as a member of a professional committee/organization (local/state/regional or national).
- Participate and supervise students during screenings during another Wellness Fair.

Section V.b

Staff (Accomplishments)

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Section V.c

Administrators (accomplishments)

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Lekeitha R. Morris, Ph.D., CCC-SLP
Department Chair and Assistant Professor
Department of Speech and Hearing Sciences
Delta State University, Cleveland, MS
August 15, 2012-April 01, 2012

TEACHING

Courses Taught

Fall 2012	Spring 2013
SHS 300: Introduction to Speech and Hearing Sciences SHS 304: Developing Speech/Language in Children SHS 412: Methods in Communication Disorders	SHS 332: Disorders of Articulation SHS 334: Language Disorders

Creative Teaching Methods:

SHS 300: Introduction to Speech and Hearing Sciences

Enrollment: 26

- Students participated in a library tour and orientation. The librarian showed them different resources in the Instructional Resource Center that the students could utilize.
- Students participated in a group project in which they were required to watch a contemporary movie that portrayed a communication disorder. In groups, they were required to make presentations to their colleagues and answer questions related to the film.
- Students were required to interview a speech-language pathologist who was practicing in the field. Once the students completed the interviews they were required to write a paper describing the details of the interview they conducted.

SHS 304: Developing Speech/Language in Children

Enrollment: 23

- Students were required to collect a language sample on a child between the ages of 3 and 6 years of age. The students were required to attempt to elicit conversation from the child in 3 different contexts. Once the sample was collected, the students were required to transcribe the language sample utilizing language transcription guidelines discussed in class. The students were also required to write a critique of the experience.
- Students were required to participate in two lab projects utilizing the Systematic Analysis of Language Transcripts (SALT) software. This assignment was embedded in this course because during Spring 2012 there was very low participation in a course designed to cover the content. These two lab assignments introduced students to language sample analysis and taught them to use SALT Software to analyze language samples. The lab activities were designed to improve students training and practice of the required skills used to study and measure the language skills of children. Students were asked to analyze the language sample they collected using the information covered in the two labs.

SHS: Disorders of Articulation

Enrollment: 22

SHS 334: Language Disorders

Enrollment: 21

Summary and evaluation of my performance in teaching and goals for the upcoming academic year:

I would consider this academic school year to be successful. In general, students enjoyed the courses and I found that the qualitative comments the fall of 2012 faculty evaluations were more positive than the comments for those same courses during fall of 2011. I think this can be contributed to some growth on my part and the students getting comfortable with my expectations. I believe I have grown over the past year and I continue to look for ways to increase my teaching effectiveness.

Although, the response rate for the teaching evaluations has been low and I am unsure of how meaningful the data are in evaluating my teaching, I have used the feedback to try to increase my teaching effectiveness. The limited evaluation ratings reflect the deliberate professional development efforts that I take to polish my level of instructional excellence. For fall 2012 courses that I taught, my student evaluation ratings were above average with most being 4.00 on the university's 5-point Likert type scale. The qualitative portion of the ratings reflects the academic rigor of my courses. Students often comment on the high expectations that I have for them, yet they understand that the overarching goal is to produce the best learning environment for them and to help them achieve their academic goals. In conversations with students, they have also expressed that they appreciate my fairness and willingness to provide opportunities for them to participate in extra learning endeavors.

Reflection to Teaching Goals set for 2012-2013**Teaching Goals for 2012-2013**

1. Continue to include in my courses assignments that require critical thinking skills (article reviews, essay questions on exams, etc):

Status: Accomplished**Explanation:** I have continued to do this and have found that students over the course of the year are better writers and are improving their ability to utilize critical thinking skills.

1. Utilize the information from this academic year to make changes to course syllabi for the 2013-2014 academic year

Status: Accomplished**Explanation:** There is still room for improvement therefore this will be a goal for the 2013-2014 academic year as well. I have done this by changing the Language Development Course to include SALT activities as part of that course. After experimenting to see if more quizzes would help students keep up with material, I found that this was not the case. Increasing the number of quizzes did not improve the overall grades for the courses. Given these findings I decided to only give 5 quizzes throughout the semester.

1. Incorporate material covered in the Language Transcription Analysis course into Developing Speech/Language in Children

Status: Accomplished**Explanation:** I have done this including SALT labs in the Developing Speech/Language in Children's course.

4. Involve students in my research by allowing them to make the presentations at the child care facilities

Status: Not accomplished**Explanation:** This year I became the Department Chair and had to utilize extra time to learning the responsibilities of this job. I have not been able to train students to be able to do this yet. This will be a goal of the upcoming year.

5. Introduce students to research by allowing them to present at future conferences

Status: Not accomplished

Explanation: I have spent this academic year preparing manuscripts and have not collected any new data therefore students have not been able to participate in any research endeavors. This will also be a goal for the 2013-2014 academic year. Although, I have not presented the students with opportunities to present at future conferences, I have introduced them to conference attendance and several through my efforts will attend state and other regional conferences this spring.

Teaching Goals for 2013-2014

1. Utilize the information from this academic year to make changes to course syllabi for the 2012-2013 academic year
2. Involve students in my research by allowing them to make the presentations at the child care facilities
3. Introduce students to research by allowing them to present at future conferences
 1. Involve students in clinical experiences outside of the DSU campus

SCHOLARSHIP

Morris, L.R. (2012, March). *Increasing Interactive Storybook Reading Through a Home-based Training Program*. Paper presented at the Mississippi Speech-Language Hearing Association, Jackson, MS.

Newkirk, B.L., & Morris, L.R. (2012, April). *Showing Your Face in the Place After Your Data's Collected*. Paper presented at the annual meeting of the National Black Association for Speech, Language, and Hearing, Raleigh-Durham, NC.

Reflection to Scholarship Goals set for 2012-2013

Goals for Scholarship for the 2012-2013 academic year:

1. Submit at least 2 manuscripts for publication in a peer-reviewed journal

Status: Not accomplished at this point.

Explanation: One chapter has been completed; however it has not been published to date. A manuscript should be submitted before the academic year is complete.

1. Form collaborations in the community with local head start agencies and child care facilities for our students to conduct their speech/language and hearing screenings

Status: Not Accomplished

Explanation: Part of the goal has been accomplished. Several collaborations have been formed; however students have not actually completed any screenings to date.

1. Form partnerships with local agencies to conduct caregiver training workshops

Status: Accomplished

Explanation: As can be seen in the workshops in the service section of this document, I have completed 5 workshops to date 3 of which were local agencies and 2 outside of the state of Mississippi thereby increasing visibility of Delta State University.

1. Submit a grant proposal before the academic school year has ended

Status: Not accomplished

Explanation: I did not anticipate being the Department Chair for the 2012-2013 academic year when I set this goal. However, after completing this academic year and learning the new responsibilities I believe this is a goal that I should be able to accomplish during the 2013-2014 academic year.

Goals for Scholarship for the 2013-2014 academic year

1. Submit at least 2 manuscripts for publication in a peer-reviewed journal
2. Form collaborations in the community with local head start agencies and child care facilities for our students to conduct their speech/language and hearing screenings
3. Obtain funding to support caregiver training efforts

SERVICE

Academic Service

Departmental Service

Served on the Search Committee for a tenure-track Assistant Professor in the Department of Speech and Hearing Sciences

Served on the Search Committee for a Chair of the Department of Speech and Hearing Sciences

Served on the Search Committee for Full-time Clinical Director and Academic Instructor

Served as Chair of the Search Committee for Part-Time Academic Instructor of Speech and Hearing Sciences

Served as Chair of Search Committee for a tenure-track Assistant Professor in the Department of Speech and Hearing Sciences

Currently serving as Chair of Search Committee for Full-time Academic Instructor

Provide academic advising to students who have declared Speech and Hearing Sciences as their academic major

Coordinated an Open House for our students to attend at Jackson State University and participated in the Open House, February, 2013

Wrote numerous letters of recommendation for students for applying to graduate school programs for fall 2014 admission

University Service

Served as a faculty representative for the department for a faculty focus group to help identify a Quality Enhancement Plan topic for the upcoming SACS reaffirmation of accreditation, March 2012

Currently serving as Faculty Associate at the Center for Community and Economic Development, Delta State University, October 1, 2011-present

Search Committee for a Dean of the College of Arts and Sciences, April 2012-November 2012

Faculty Senate, Senator, September 2012-present

Grader of the Writing Proficiency Exams-Fall 2013

Interim Chair, Department of Speech and Hearing Sciences, July 1, 2012-October 7, 2012

Chair, Department of Speech and Hearing Sciences, October 8, 2012-present

State Service

Currently serving on the Schools Committee for the TASK Force, August 2011-present

Community Service

Morris, L.R. (March, 2012). *Getting a Jump Start on Language/Literacy Development at Head Start*. Presentation given to parents at a head Start Center. Baton Rouge, LA. (10 in attendance)

Morris, L.R. (April, 2012). *Using Books to Facilitate Language Development*. Presentation given at Tougaloo College-Delta HealthPartners District Consortium Meeting, Greenville, MS. (12 in attendance)

Morris, L.R. (July, 2012). *Facilitating Language/Literacy Development*. Presentation given at Tougaloo College-Delta HealthPartners Coahoma County Consortium Meeting. Clarksdale, MS. (15 in attendance)

Morris, L.R. (August, 2012). *Giving Caregivers Tools to Facilitate Language and Literacy Development*. Presentation given at Tougaloo College-Delta HealthPartners Tunica County Consortium Meeting. Tunica, MS. (23 in attendance)

Morris, L.R. (December, 2012). *Fostering Speech, Language, and Literacy in Children*. Presentation given to teachers at Pure Hart Childcare Facility. Longview, TX. (5 in attendance)

Reflection to Service Goals set for 2012-2013

Service goals for the 2012-2013 academic year:

1. Conduct more teacher and parent workshops at local facilities

Status: Accomplished

Explanation: Workshops have been completed and participants have been receptive to the information that has been provided. The feedback from participants suggests they will utilize the information to help facilitate language and literacy development in children birth to five years of age.

1. Serve on at least 2 university committees

Status: Accomplished

Explanation: I am currently serving as a Senator for the Faculty Senate and I served on the Dean Search Committee for the College of Arts and Sciences.

Service goals for the 2013-2014 academic year:

1. Serve on another university committee
2. Conduct more teacher and parent workshops at facilities in the Mississippi Delta
3. Create more opportunities for our students to be exposed to graduate schools in Speech and Hearing Sciences

ADMINISTRATION

Most of my service has been at the departmental level. It is my desire for our students to pursue graduate degrees in speech-language pathology and to become speech-language pathologists as the state is suffering from a shortage of nationally certified clinicians. In addressing this shortage and because the department at DSU does not have a graduate program, I believe it is imperative that our students are exposed to opportunities and learn about the graduate opportunities in the state of Mississippi as well opportunities outside of Mississippi.

In this vein, I worked with a colleague at Jackson State University and the Department of Communicative Disorders hosted a Graduate School Open House in which our students from DSU were the special guests. This year I accompanied seven, five of which rode in a van rented by the department, of our 16 graduating seniors to this event. In addition, Louisiana Tech University, through my efforts, came to speak with our students in December about their graduate program in Communication Disorders. One of my goals over the next two years is to increase the number of programs that our students are able to visit. Next year specifically, I would like to add one other graduate program. It is my goal to add one new program each year until each student who desires will visit at least five graduate programs.

During my service as Interim Chair the department hosted a fall orientation for the students in Speech and Hearing Sciences. The faculty was excited about this idea and faculty was happy to participate in the actual program that took place during the orientation. The fall orientation was well attended given it was the first year we did it. The students enjoyed it and stated that it was very informative. This will be an annual event for all students in the department.

As chair, I have also hired one part-time instructor, two adjunct instructors, and have served as chair on several search committees within the department. I have also written the position descriptions for a tenure-track assistant professor and a full-time academic instructor. One of the other accomplishments I have experienced during my tenure as Chair of the Department of Speech and Hearing Sciences is the launching of the new departmental website.

I have also begun to speak with the faculty regarding the current curriculum and prerequisites. Though discussed none of have been implemented as of yet. I thought it best to see how things progressed this year and submit the changes for next year. Several curriculum changes will be implemented. The department did offer one new course in the fall and one course (SHS 410) was offered both in the fall and the spring. Plans are being made to offer the electives next year.

Highlights of Administrative Accomplishments to date

- Fall Orientation
- New Departmental Website
- Graduating seniors exposed to two graduate programs
- Regular scheduled faculty meetings
- Addition of three persons to faculty (1 part-time, 2 adjuncts)
- SHS 410 offered during fall and spring

Goals for Administration for 2013-2014

1. Active recruiting through campus visits at Junior Colleges and High Schools
2. Increase the percentage of students that apply to graduate school to at least 60%
3. Increase opportunities for students to visit graduate programs by accompanying them to at least 3 campuses
4. Increase the number of students who apply and are accepted to a graduate program in Communication Sciences and Disorders
5. Submit the following curriculum changes during the fall semester 2013
 - a. Change prerequisite hours for Articulation Disorders from 12 hours to 9 hours
 - b. Change prerequisite hours for Clinic from 39 hours to 24 hours
 - c. Change prerequisite hours for Clinical Orientation from 18 hours to 12 hours to include Language Development
 - d. Add to the catalog that all prerequisites should state "with grade of C or better"
 - e. Exclude adult language disorders from the description of Developing Speech/Language in Children

Section V.d

Position(s) requested/replaced with justification

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Section V.e

Recommended Change(s) of Status

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Section VI.a

Changes Made in the Past Year

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Changes made in the past year:

SHS 410 Clinical Orientation was offered twice, SHS 492 Speech-Language Pathology in the Schools was offered in the Fall semester.

Recommended changes for the coming year(s):

Change prerequisite hours for Articulation Disorders from 12 hours to 9 hours

Change prerequisite hours for Clinic from 39 hours to 24 hours

Change prerequisite hours for Clinical Orientation from 18 hours to 12 hours to include Language Development

Add to the catalog that all prerequisites should state "with grade of C or better"

Exclude adult language disorders from the description of Developing Speech/Language in Children

Section VI.b

Recommended Changes for the Coming Year

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Recommended changes for the coming year(s):

Change prerequisite hours for Articulation Disorders from 12 hours to 9 hours

Change prerequisite hours for Clinic from 39 hours to 24 hours

Change prerequisite hours for Clinical Orientation from 18 hours to 12 hours to include Language Development

Add to the catalog that all prerequisites should state "with grade of C or better"

Exclude adult language disorders from the description of Developing Speech/Language in Children