

DELTA STATE UNIVERSITY: ACADEMIC ANNUAL REPORT
Academic Year 2005-06

I. Unit Title: Speech and Hearing Sciences

School or College: College of Arts and Sciences

Unit Administrator: Gloria Brister

II. Educational Program Learning Outcomes Assessment Plan

These are Learner Outcomes identified for the current year. Feel free to use notes for details on items in the table.

<p>Learning Outcome <i>What should a graduate in this major know, value, or be able to do at Graduation and beyond?</i></p>	<p>Data Collection and Analysis <i>What assessment tools and/or Methods will you use to determine Achievement of the learning outcome? Describe how the data from these tools And/or methods will be collected. Explain the procedure to analyze The data.</i></p>	<p>Results of Evaluation <i>What were the findings of the Analysis Team? List any specific Recommendations.</i></p>	<p>Use of Evaluation Results <i>What changes in curriculum, courses, Or procedures were made as a result Of the program learning outcome Assessment process?</i></p>
<p>#1 Describe the role of the following basic processes of communication; respiration, phonation, articulation, resonance, and cerebration, and how abnormal functioning of each process may result in disorder.</p>	<p>#1 Criterion referenced performance competencies on voice and articulation assessment scored by faculty assessment team members. See Appendix B.</p> <p>Scores on written exams , research papers, and presentations per competency requirements in SHS 306; Anatomy and Physiology, SHS 332; Disorders of Articulation, SHS 416; Neuroanatomy, and SHS 422; Voice Disorders.</p> <p>Attainment of course objectives are assessed by the department based on a standard grading rubric. Exams are standard to the department, not individual instructors. See Appendix A.</p>	<p>#1 Voice competencies were passed at a rate of 95% as scored by faculty assessment team members. Articulation competencies were passed at a rate of 90% as scored by faculty assessment team members.</p> <p>The following number of students passed departmental competencies. SHS 306 = 87% SHS 332 = 90% SHS 416 = 100% SHS 422 = 95%</p>	<p>#1 Student performance on departmental objectives reflected a need to make the following changes:</p> <p>Addition of Neuroanatomy coursework at the undergraduate level as a prerequisite for coursework related to neurological disorders at the graduate level.</p> <p>Introduction to dysphagia evaluation in Voice Disorders class.</p> <p>Use of interactive lessons on DVD for vocal pathology and disordered acoustic characteristics of voice.</p>

<p>#2 Describe the typical development of speech and language skills and relate the development of these skills to linguistic, cultural, cognitive, and psychological influences.</p>	<p>#2 Criterion referenced performance competency on language assessment scored by faculty assessment team members. See Appendix B.</p> <p>Portfolios completed for SHS 420; Neurogenic Communicative Disorders are evaluated by the faculty assessment team members. See Appendix C.</p> <p>Scores on written exams, research papers, and presentations per competency requirements in SHS 302; Phonetics, SHS 304; Development of Speech and Language, SHS 334; Language Disorders, and SHS 420; Neurogenic Communicative Disorders. Attainment of course objectives are assessed by the department based on a standard grading rubric. Exams are standard to the department, not individual instructors. See Appendix A.</p>	<p>#2 Performance on language competencies were passed at a rate of 92% scored by faculty assessment team members.</p> <p>Neurogenic Communicative Disorders Portfolios were completed with 89% accuracy evaluated by faculty assessment team members.</p> <p>The following number of students passed departmental competencies. SHS 302 = 98% SHS 304 = 84% SHS 334 = 83% SHS 420 = 91%</p>	<p>#2 Student performance on departmental objectives reflected a need to make the following changes:</p> <p>Utilization of acoustic technology to help students differentiate geographical/ethnic dialectical variations.</p> <p>Initiation of case studies for Language Disorders related to brain dysfunction for assessment and therapeutic intervention planning.</p> <p>Use of videoteleconference technology for instruction of Language Development and Language Disorders.</p>
<p>#3 Select, describe, and integrate the findings from a variety of standardized and nonstandardized assessment instruments for children and adults.</p>	<p>#3 Criterion based competency on communication Assessment scored by faculty team members. See Appendix B.</p> <p>Portfolios completed for SHS 336 Appraisal and Diagnosis of Communication Disorders are evaluated by faculty team members. See Appendix C.</p> <p>Scores on written exams, research papers and presentations per competency requirements in SHS 410; Clinical Orientation; SHS 336; Appraisal and Diagnosis of Communication</p>	<p>#3 Communication assessment Performance Competency completed with 90% accuracy as scored by faculty assessment team members.</p> <p>Portfolios for Appraisal/Diagnosis passed with 98% accuracy as scored by faculty assessment team members.</p> <p>The following number of students passed departmental competencies. SHS 410 = 88%</p>	<p>#3 Student performance on departmental objectives reflected a need to make the following changes:</p> <p>Establish clinical practicum portfolio including summary of observation hours, clinical evaluations, and clock hour sheets signed by ASHA certified supervisor.</p> <p>Students meet weekly with the</p>

	<p>Disorders. Attainment of course objectives are assessed by the department based on a standard grading rubric. Exams are standard to the department, not individual instructors. See Appendix A.</p>	<p>SHS 336 = 85%</p>	<p>clinic director to discuss clinical competencies, knowledge, and skills.</p> <p>Addition of counseling parents of children with communication disorders in SHS 336 content.</p>
<p>#4 Perform routine audiological assessment procedures including hearing screening and air/bone conduction threshold testing.</p>	<p>#4 Criterion referenced competency on Hearing Screening and Air/Bone Conduction testing scored by faculty team members. See Appendix C.</p> <p>Scores on written exams, research papers and presentations per competency requirements in SHS 414; Audiology and SHS 455, Diagnostic Audiology. Attainment of course objectives are assessed by the department based on a standard grading rubric. Exams are standard to the department, not individual instructors. See Appendix A.</p>	<p>#4 Hearing Screening Competencies were completed with 87% accuracy as scored by faculty assessment team members.</p> <p>The following number of students passed departmental competencies. SHS 414 = 88% SHS 455 = 93%</p>	<p>#4 Student performance on departmental competencies reflected the need to increase the use of new interactive technology in the classroom to present information regarding the physics of sound.</p>
<p>#5 Formulate behavioral objectives and plan appropriate procedures to achieve those objectives for intervention with clients who have communication disorders.</p>	<p>#5 Criterion Referenced competency on writing and executing behavioral objectives in clinical practicum therapy sessions. See Appendix B.</p> <p>Completion of portfolio on long and short term lesson plans evaluated by faculty assessment team members. See Appendix C.</p> <p>Clinical documentation of intervention practicum.</p>	<p>#5 Behavioral Objective competencies were completed with 95% accuracy as scored by faculty assessment team members.</p> <p>Lesson Plan Portfolios were completed with 93% accuracy as scored by faculty assessment team members.</p> <p>Clinical Clock Hour repository for therapy practicum experience was</p>	<p>#5 Student performance on departmental competencies reflected the need to use templates to guide student clinicians in choosing appropriate intervention goals for individual client needs available through new computer software in the student lab.</p>

	<p>Scores on written exams, research papers and presentations per departmental competencies in SHS 412; Methods in Communication Disorders.</p> <p>Attainment of course objectives are assessed by the department based on a standard grading rubric. Exams are standard to the department, not individual instructors. See Appendix A.</p>	<p>completed per student with 100% accuracy.</p> <p>The following number of students passed departmental competencies. SHS 412 = 80%</p>	
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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 advising file for each student is maintained in the office of the advisor. Once admitted into the program, each student meets individually with the 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. During each semester, students again meet with their advisor. An advising form is used to document courses to be taken by the student to meet graduation requirements. Students must also complete and submit a program of study to the dean. All documents are maintained in the advising file and are accessible to each 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 the 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 computer generated cumulative total of those hours, and a signed confidentiality form.

Responsibility for maintaining the advising file is shared by the student and advisor. At the end of each semester, instructors submit to the advisor verification of the completion of student learning outcomes for each course completed by the student. The academic advisor updates the student's profile that is maintained in the student's advising file. Students who fail to achieve the minimum competency level established for learning outcomes must meet with the advisor prior to the beginning of the next semester. A remediation plan is then developed.

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

Formative Assessment:

1. Faculty use formative assessment within courses including exams, class assignments, and analysis of case studies. Faculty have set minimum competency levels for key student learning outcomes, and will continue to 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. Clinical supervisors provide weekly written feedback and meet with students to give specific feedback about their progress toward acquisition of knowledge and skills when students are providing clinical services in the clinic. At the beginning, middle, and end of the semester, the supervisors discuss the student's clinical competencies levels. At the end of the semester, the supervisor and student will discuss the growth process that has occurred during the semester and decide on the level of competency of each student learning outcome addressed. Students also meet weekly with the Clinic Director to discuss a myriad of clinical issues, including clinical competencies, knowledge, and skills.

4. Clinical supervisors who provide supervision off-campus meet with the students frequently. Students are given written feedback regarding their clinical performance. The student in turn, shares this information with the university clinical director. Students also complete off-campus practicum reports that describe specific experiences that they have had and address specifically what knowledge and skills were gained at their sites. Students also attend meetings held by the Clinical Director to discuss student's progress. The Clinical Director makes visits, to monitor the quality and breadth of the student's experience and to provide a critical link between the department and the off-campus facility.
5. Faculty meet monthly to review student's progress.
6. Faculty provide group sessions for students in areas such as phonology, aural rehabilitation, fluency, etc., to assist students in the development of knowledge and skills in various areas, as the need arises.
7. The academic advisor meets with students to review and discuss progress in completing academic requirements using the study plan for B.S. in Speech and Hearing Sciences.
8. 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.

II. Division/Department Goals for 05-06

Goal #1 To develop a long range plan for creating a graduate program in Speech Language Pathology.

1. Institutional goal which was supported by this goal:

Strategic Plan Goal # 1 “Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities.”

Methods: A proposal for a graduate program in Speech Language Pathology was written and presented to IHL.

Graduate SLP Proposal

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

Abstract: 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 due to a mandate effective 2006 that requires all Speech Language Pathologists to have a Master’s Degree. This Program will lead to the provision of more needed services for the communicatively handicapped in Mississippi, and it will provide excellent career opportunities for Mississippi students.

Expected Results:

Program Preview Synopsis

Objectives: This Program will build on a strong, reputable, established undergraduate Department to serve students and the communicatively impaired in Mississippi and 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 190 Bachelor’s level SLPs working in Mississippi public schools (Mississippi Department of Education data). The Master’s Degree is the nationally recognized entry-level 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; or who have simply not developed normal articulation, voice, fluency, and/or language skills because of environmental influences.

2. Evaluation Procedure:

Resource Needs: The personnel needed for this graduate Program (and to continue the related undergraduate Program) are five to six faculty, a Chair, and a secretary. Accreditation standards require that the Chair 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. The clinic will easily expand summer activities with children from local schools. Some equipment for basic speech science courses will be needed to cover normal communication development, physiology of speech, acoustics, and computer applications to the field.

3. Actual Result of the Evaluation: Funding for this program at this time is unavailable.

4. Use of Evaluation Results: As the enrollment in classes for the undergraduate program has doubled in Fall 2005 and Spring 2006, 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 shown a large shortage of SLPs across the country, and projected increases in the shortage in the future (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 \$3,000, 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, and particularly of the Delta, as they are all located in the middle to eastern parts of the state.

Program Demand: The current undergraduate Department has 132 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 it 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.

Students from other universities are also likely to come to a DSU Master's program. Every year there are applicants who are not admitted to any graduate program because all the spaces are filled. State mandate requires a Master's degree for employment in the schools by 2006.

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. The cliché from the movie "Field of Dreams" fits this situation, "Build it and they will come," and they will, as it has happened all over the country in recent years. Many graduate programs of this type now carry about 60 full-time students. It is reasonable to expect that number here. The usual format of admitting 30 per year to a five semester curriculum makes for a predictable, manageable matriculation.

Goal # 2 To continue to uphold undergraduate academic standards prerequisite to acceptance to graduate schools in Speech Language Pathology.

1. Institutional Goal which was supported by this goal:

Strategic Plan Goal # 1 "Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities."

Expected Results: Students who graduate from our program who choose to go onto graduate studies will be accepted upon application.

2. **Evaluation Procedures:** Student scores on the Graduate Record Examination required to be accepted into graduate studies, and actual enrollment in graduate programs.
3. **Actual Results of Evaluation:** 18 out of 26 students who graduated in Fall 2005, and Spring 2006 with a B.S. degree in Speech Language Pathology from DSU were accepted into graduate programs as of this report. More will continue to be accepted as graduate schools notify over the summer.
4. **Use of Evaluation Results:** We use data regarding the number of students applied vs. accepted into graduate programs to guide us in creating curriculum and clinical standards.

Goal # 3 To increase public service to individuals with communicative disorders through our Speech and Hearing Clinic.

1. Institutional goal which was supported by this goal:

Strategic Plan Goal # 5 “The citizens of the region will benefit from increases in university outreach, service, and partnership initiatives.”

Expected Results: Expansion of diagnostic therapeutic services to patients with communicative disorder in our community.

2. **Evaluation Procedure:** Data is recorded on an annual basis, including number of clients served for speech, language, and hearing disorders through the clinic.
3. **Actual Results of the evaluation:** Approximately 67 children and adults with communicative disorders were provided individualized diagnostic and therapeutic services by our clinicians in training supervised by Ms. Burnice Eley. Ms. Brister supervised 12 clinicians this past summer providing services for children. 500 children in Head Start received screening for speech and language disorder by our students, supervised by Ms. Jenkins.
4. **Use of Evaluation Results:** We plan to continue to expand our clinical services to clients in our area, which has lead to a request for a new full time clinical director.

Goal # 4: To initiate construction of a computer lab during the renovation of Kethley Hall, with computers for student use in academics and clinical purposes.

1. Institutional goal which was supported by this goal:

Strategic Plan Goal # 3 “ The university will benefit from better communication, effective operational and administrative systems, an optimal work environment, and a performance-responsive reward structure.”

Expected Results: The Department’s renovation plan for a student computer lab will facilitate clinical knowledge in Voice disorders, Anatomy and Physiology, and Neuroanatomy. Students will have access to an additional modality for learning.

2. Evaluation Procedure: A survey was made to check availability of funding for the lab for Speech and Hearing Science Computer Lab. We also project a large number of students in video/teleconference rooms in Jobe Hall 202 in Fall 2006 and Spring 2007.

3. Actual Results of Evaluation: Speech and Hearing Sciences will relocate to Kethley Hall. Two new classrooms and a lab will be created for academic instruction, equipped with computer access to utilize interactive programs in Neuroanatomy, Anatomy and Physiology, Appraisal and Diagnosis, and Neurogenics. The interactive technology allows students to view neural, respiratory, phonatory, and auditory anatomy, as well as physiological components as they function naturally, (not just memorizing parts). They are able to complete lessons at their own pace, and participate in self quizzes to prepare for class exams. In addition to the smart classrooms, our department utilizes the Technology Learning Center for Sign Language I and II, Language Development, and Language Disorder courses taught by professors from the University of Central Arkansas through video/ teleconference media.

4. Use of Evaluation Results: This has led to a new goal for video teleconference classrooms which will house more students for the Sign Language and Language Disorder classes. Plans have been made for new technology classrooms in Jobe Hall for this purpose. A T1 line for the Jobe videoteleconference classroom, which houses 50-60 students, will be implemented in the summer of 2006.

Goal # 5 To enhance our department’s professional development of students providing health related services to our community.

1. Institutional Goal which was supported by this goal: DSU Goal

Strategic Plan Goal # 1 “Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities.”

Strategic Plan Goal # 4 “Friends of Delta State University, along with the general public, will become more aware and more supportive of the institution.”

Expected Results: Twenty five hours of observation is a prerequisite for clinical practicum, which requires an additional 25 hours of clinical contact time. Meeting this goal is one step toward professional licensure for our students.

2. **Evaluation Procedures:** The clinical director monitors the 25-hour observation requirement in SHS 410, Clinical Orientation. She monitors the 25-contact hour requirement in SHS 430, Clinical Practicum, through data documentation in the student’s file.
3. **Actual Results of the Evaluation:**
Students are required to contribute 25 contact hours of service per semester, as they are enrolled in Clinical Orientation and Clinical Practicum.
4. **Use of Evaluation Results:** Students provided free hearing screenings to children and adults from DSU and the community using audiological equipment here at the university. They also traveled to health fairs, council on aging meetings, etc., with portable audiometric assessment instruments to do the screenings. Some students volunteered to help with feeding patients in the local nursing homes, getting experience with dysphagia. They also traveled to assess children in Head Start Programs for Speech, Language, and Hearing Disorders and local hospital outpatient clinics with their supervisor.

Goal # 6 To improve our recruitment plan, having our students “go home” to share their experience, and to invite friends in high school and junior college to visit our university.

Method: Our department’s student organization’s officers created a plan for student volunteers to attend high school and community college career days to familiarize their peers with the field of Speech Language Pathology.

1. Institutional Goal which was supported by this goal:

Strategic Plan Goal # 2 “Students will enroll in greater numbers and a larger percentage will persist to graduation.”

Expected Results: We hope to experience enrollment growth as a result of this goal.

2. **Evaluation Procedures:** Assessment of effectiveness of this goal will be measured by increases in enrollment.
3. **Actual Results of Evaluation:** Our students visited their home town schools to participate in recruiting activities. The result has been over 132 students majoring in SHS in Fall, 2005, from an enrollment of 65 in 2003 and 111 in 2004 with class enrollment doubling to 40-45 students. Additionally, National Communication Sciences and Disorders (CSD) Career Awareness Day is designated for October 29th of each year. Our NSSLHA chapter will invite high school students in our region, as well as undergraduate students undecided about a major to visit DSU to participate in a half day learning

opportunity. Students will receive a tour of the speech and hearing clinic and attend sessions about the professions, academic requirements, and financial aid options. Participating students will be given materials including a brochure about careers in Speech Language Pathology, a brochure describing the DSU Department of SHS, an academic study plan, letters introducing professors and clinical supervisors with phone numbers, email addresses, professional salary reports, and the NSSLHA Communication Sciences Survival Guide. This guide includes advice for students from the time they are in high school until they are in a professional position of employment.

- 4. Use of Evaluation Results:** Since this method was so successful we will continue to establish plans for student recruitment in their home town junior colleges and high schools.

Goal # 7 To continue to develop relationships with clinically certified professionals in the community, allowing our students to observe and act as apprentices under direct supervision.

1. Institutional Goal which was supported by this goal :

Strategic Plan Goal # 1 “Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities.”

Strategic Plan Goal # 4 “Friends of Delta State University, along with the general public, will become more aware and more supportive of the institution.”

Strategic Plan Goal # 5 “The citizens of the region will benefit from increases in university outreach, service, and partnership initiatives.”

Expected Results: Developing relationships with clinically certified professionals in the community will provide sites for clinical practicum and opportunities to strengthen relationships with alumni to increase support for our program.

- 2. Evaluation Procedures:** Mrs. Brister, department chair, maintains communication with alumni from DSU’s Department of Speech and Hearing Sciences. Most have offered to supervise our students or allow the students to observe them while performing an evaluation or intervention service.

3. Actual Results of the Evaluation:

Dr. Peter McArthur enjoys coming to campus for guest lectures and having students visit his office to observe stroboscopy and vestibular assessment. Eddie McKinney and Stephanie Hutchinson are therapists at Bolivar Medical Center who enjoy having students come to observe. Mrs. Celeste Farr has been a previous adjunct for us, and enjoys having students with her in the local nursing homes. Misty Mosley, active in Rehab services, allows students to travel with her to experience outpatient and

home health services. Alumni from a twenty five year teaching span provide ample networking for students to get to know a professional within our community, or anywhere within the region Delta State University serves.

4. **Use of Evaluation Results:** The network grows larger as our graduates go out to fulfill their professional goals. We plan to have an open house at homecoming or at our state conference to continue enhancing our relationships with alumni.

Goal # 8 To contact alumni from our program to aid in recruitment and to provide professional activities for our students in off campus clinical sites.

1. Institutional Goal which was supported by this goal:

Strategic Plan Goal # 1 “Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities.”

Strategic Plan Goal # 2 “Students will enroll in greater numbers and a larger percentage will persist to graduation.”

Strategic Plan Goal # 4 “Friends of Delta State University, along with the general public, will become more aware and more supportive of the institution.”

Strategic Plan Goal # 5 “The citizens of the region will benefit from increases in university outreach, service, and partnership initiatives.”

Expected Results: We expect to receive suggestions for recruitment from our graduates and opportunities for off campus professional activities available for our students from our alumni.

2. **Evaluation Procedure:** The department secretary is in the process of enlisting the help of the alumni foundation for data including students Mrs. Brister has taught over the past twenty five years. The initial contact was through a survey mailed to Speech and Hearing Science alumni.
3. **Actual Results of Evaluation:** Many have agreed to supervise observation, assessment, and therapy at off campus clinical sites.
4. **Use of Evaluation Results:** Approximately 45 alumni have been identified as off campus clinical supervisors.

IV. Data and information for department:

	Fall 2003	Spring 2004	Fall 2004	Spring 2005	Fall 2005	Spring 2006
FTE Faculty	2.75	—	2.75	—	3.0	3.5
Student Credit Hours	636	645	831	783	1092	987
Total Credit Hours for Academic Year	—	1356	—	1677	—	2115

Undergraduate Majors:

Fall, 2004-111 students
Spring, 2005- 120 students
Fall, 2005- 132 students
Spring, 2006- 132 students

Advisees:

Brister-66
Jenkins- 66

Graduates, B.S. Degree:

Academic year Fall 2003 (7), Spring 2004 (13) = Total 20
Academic year Fall 2004 (7), Spring 2005 (11) = Total 18
Academic year Fall 2005(5), Spring 2006 (21) = Total 26

Graduate Placement (employment and graduate studies):

Approximately 18 of 26 students have been accepted to graduate school at the time of this report. Some of the other graduate schools will notify acceptance on June 1st, and throughout July and August.

The following students have been accepted to graduate school in Speech/Language Pathology at the University of Central Arkansas:

Rachel Bright

Paula Belenchia

Lori Edwards

Scottie Fleming

Stacy Fleming

Ashley Jackson

Amy Journey

Margaret Lunceford

Grayson Verner

Leanne McKinney will attend Southeastern Louisiana University.

Mary Porter-Watts will attend the University of Memphis.

Melissa Whatley and Erin Simpson will attend Jackson State University.

Lisa Jenkins will attend NOVA Southeastern University.

The following students have been accepted to graduate school in Special Education at Delta State University.

Bobbie Amos

Jackie Brown

Jessica Buchanan
Alexis Cross
Diana Mills
Patricia Sampson

Other students have been employed by rehab agencies as aides and by public school systems as therapists. A few of these students are:

Delia Coleman
Rioanna Correro
Taneika Peacock
Tanya Raggs

External Funding:

Clinical services including hearing assessment, diagnostic and therapeutic intervention for communicative disorders are available to the community and provides additional funding. \$3,500 was received for services to children in local Head Start centers. An additional \$1,000 was received for on site services provided at the DSU clinic. At this time clinical services are only available part time due to the fact that we only have two faculty members. A request for a full time clinical director follows later in the report.

V. Personnel

Two faculty members: Gina Jenkins, Instructor
Gloria Brister, Assistant Professor, Department Chair

Gloria Brister, M.S., C.C.C., SLP
Department Chair, Assistant Professor (2nd year)
Non-tenured
Academic Year: Fall, 2005; Spring, 2006

Teaching Effectiveness:

- Developing new courses; Speech, Language, and Hearing Disorders for Teachers and Prereading Readiness Skills for Early Childhood, Elementary and Special Educators.
- Revised content for Neuroanatomy for the Speech Language Pathologist; power point lecture with images.
- Provided over 40 case studies for students in Neurogenic Communicative Disorders of patients actually receiving assessment/intervention for disabilities.
- Taught seven individual academic course topics including summer school both semesters for the past two years as chair.
- Advanced instructional technology use through videoteleconference Sign Language and Language Disorders classes.
- Advanced instructional technology use of computerized audio/video presentation in all classes taught with sampling of communicative disorders.
- Received Service Learning Award from the Delta Center for Culture and Learning for clinical service to the community.
- Student performance outside the classroom was initiated in a new context; a hospital setting, for the first time during Spring semester of this year.
- Faculty development included attending:

-MS State Speech and Hearing Conference
-Mid South Conference of Communicative Disorders
-Academic Council on Communication Sciences and Disorders

- Certificate of Clinical Competence from the American Speech Language Hearing Association
- Licensed by the MS State Board of Health
- Nominated for the DSU Faculty Teaching Excellence Award
- Advise approximately 66 students in Speech and Hearing Science Curriculum
- Excellent feedback from Alumni Survey in Spring, 2006 and student course evaluations

Scholarly Contributions:

- Received the ASHA ACE award for Continuing Education in 2006.
- Scholarly presentation at MS State EDHI Meeting providing training for therapists serving infants with hearing impairment.
- Discipline based project presented at the Academic Council on Communicative Disorders National Meeting on Undergraduate Clinical Training.
- Supervision of student clinical practicum in assessment and intervention with communicative disorders.
- Collaboration with DSU Departments of Special Education and Early Childhood providing courses for a minor in Speech Pathology.

Community Service:

- Service to the community schools and Head Start programs providing early diagnosis and intervention for children with communicative disabilities.
- Community service to North Sunflower County Hospital for outpatients with communicative disorders.
- Officer in Phi Kappa Phi Academic Honor Society at DSU. Member of Omicron Delta Kappa Leadership Society and Delta Sigma Lambda Society.
- Created successful department initiative for student recruitment using our college students as mentors.

- Located grant availability for equipment through Baxter Laboratories for clinical services.
- Service on Faculty Senate
- Provision of speech/language services for the Delta State Daycare facilities. Teacher inservice taught on language development and recognition of delay.
- Hearing screening at the Annual Bolivar County Council on Aging Workshop for the Elderly
- AFAA Certified instructor for Pilates, Kickbox, Indoor Cycling, Resistance Band, and Step Aerobics fitness classes.
- Easter Seal Delta Project-Performed evaluations for developmental delay
- First Steps-Performed communicative evaluations as part of a transdisciplinary team for children age birth to three, associated with the State Department of Special Education.
- Infant Toddler Assessment Institute on DSU campus.
- NSSLHA advisor-elected new officers and acted as hosts for Autism Conference on DSU campus.
- Delta Area Health Education Enrichment Camp at Washington County Convention Center in Greenville, MS.

Leadership/Administrative Performance:

- Provides leadership to department: Presently responsible for 2 full-time faculty and 3 adjunct professors serving 132 students in Speech and Hearing Sciences.
- Received Delta Business Journal's Top Women in Business Honor
- Employs qualified faculty/staff. Budget prohibits additional faculty at this time. Provided alternate means to achieve 25% of curriculum taught by Ph.D. through initiating a contract with UCA for the past two years. This has been very successful in preparing students for graduate work. Nine of our students have been accepted to graduate school at UCA for next year.
- Conducts annual performance reviews for faculty and staff: Merit review was completed for faculty. Staff presently is under initial 6 month probationary period.
- Provides adequate performance feedback to faculty: Weekly meetings are held with faculty regarding instructional guidelines and clinical procedures.
- Promotes scholarly activities: Faculty attend and present at state and national meetings.
- Participation in the American Speech Language Hearing Association's Continuing Education Program.

- Promotes outside funding: Attended grant writing workshops. Located funding applications from Baxter, Inc. for equipment and service.
- Mentoring/support for effective teaching: As our student population has grown we have created two sections of many classes. The senior teacher often team teaches with the junior faculty, demonstrating effective teaching techniques. Junior faculty often bring in new ideas for technology innovations.
- Curriculum changes for our academic program have included creating a Speech Pathology minor for teachers and early childhood educators. We also offer Sign Language as an option to fulfill foreign language components for SHS majors.
- Mediates student/faculty conflicts: We have experienced 2 documented cases of plagiarism and 3 documented cases of cheating this semester. Following the university's guidelines for each experience proved effective.
- Oversees facilities related to our program: Last fall we moved from Bailey to Kethley. This spring we are moving from Kethley to Bailey Hall. Responsibilities have also included utilization of videoteleconference classrooms in Ewing and Jobe Hall.
- Budget and annual reports: Excellent instruction has been maintained through the use of qualified adjunct faculty and videoteleconference courses taught by Ph.D. faculty in addition to one full-time faculty member other than the chair. An extensive annual report was completed this year. In addition, a program review will be completed by June 1st of this year.
- Conducts assessment of programs offered within the department: Assessment has been made utilizing criteria set by the American Speech Language Hearing Association. Surveys of present students, alumni, and exiting seniors have been made. Results are to be included in the program review due June 1st.
- Alumni relations: An annual meeting of DSU alumni is planned at our state conference.
- Career/internship activities: Our students have been readily accepted into graduate schools;
 - University of Mississippi
 - University of Central Arkansas
 - University of Southeast Louisiana
 - Mississippi University for Women
 - University of Southern Mississippi
 - University of Alabama
 - University of Memphis
 - NOVA Southeastern University

Jackson State University

Our alumni are very receptive in allowing students to work with them in internships in clinical practicum.

- Supports the dean with implementation of short and long term objectives: Implementation of objectives is evident in the learning outcomes and goals developed for the department. Annual reports and the program's external review provide documentation of this achievement.

Gina Jenkins, M.S., C.C.C., SLP

Instructor (three years)

Academic year: 2005-2006

Teaching Effectiveness:

- Revised Introduction to Communicative Disorders, Audiology, Phonetics, Methods, Clinical Orientation, Voice Disorders, and Articulation Disorders.
- Utilized SMART cart in Voice Disorders-video and audio presentations of vocal folds and corresponding voice disorders.
- Allowed students to gain observation hours at off-campus clinic sites, such as school districts and Head Start centers.
- Students in Articulation Disorders are required to do Articulation Evaluation Presentation.
- Students in Voice Disorders do a swallowing evaluation.
- Numerous faculty development efforts:
 - Autism workshop, Greenville, MS
 - Pediatric Speech and Hearing Issues, Oxford, MS
 - “Train the Trainer” workshop, Jackson, MS
 - Tools of the Trade workshop, Cleveland, MS
 - Language Development in Early Intervention and School-Aged Population, -Oxford, MS
 - Mid-South Conference on Communicative Disorders: State of the Art of Dyphagia Assessment and Management; I Live in the Real World; Lisa, Enrique, Sam, and Lawanda; Reading Acquisition, Assessment, and Intervention Strategies in School-Aged Children.
- Attended grant writing workshop-Delta State University
- Hold American Speech-Language and Hearing License:

State Board of Health License

Mississippi State Department of Education Certificate

- Advise approximately 66 students within the Speech and Hearing Science Department
- Phi Mu Teaching Award

Scholarly Activities

- Conducted training workshop for individuals who work with the Hearing Impaired
- Clinical Supervisor for students enrolled in clinical practicum
- Searching for grants to implement a multidisciplinary early intervention team for the Delta Region consisting of a range of professionals from various backgrounds

Service

- Searching for grants to implement a multidisciplinary early intervention team for the Delta Region consisting of a range of professionals from various backgrounds
- Participate in department wide initiative to recruit and retain top students by being involved with Career Day and Health Day on campus
- Participate in Health Day by providing hearing screening services to anyone interested
- Participated and led Tools of the Trade Workshop held at Delta State University
- NSSLHA advisor for student organization
- Help coordinate back to school and Christmas parties for this group
- Lectured at Cleveland School District Vo-Tech class on speech-language pathology
- Work 4 hours per week with Therapy Innovations, Inc. serving children with disabilities
- Faculty Senate representative to Staff Council
- Consulted on numerous occasions for surrounding school districts on children with autism

New position(s) requested, with justification:

The Department of Speech and Hearing Sciences presently has one assistant professor who is the Department Chair and one instructor with 132 students in the major. We have experienced tremendous growth, requiring two sections of many classes taught in the major. It is very challenging for two faculty to advise 132 students. We are presently handling the curriculum with well qualified professionals who are willing to teach courses as adjuncts. However, our greatest need is for a new full time position—clinical director. This is necessary in order to provide clinical supervision for students in clinical practicum, as well as services to children and adults from the community with communicative disorders. Clinical fees obtained from diagnostic and therapeutic services offered by the DSU Speech and Hearing Clinic would enhance external funding for our Department.

Recommended change of status:

Three years ago our department had four full time faculty. We now have two serving 132 students in the major. A full time position for a clinical director needs to be reinstated. This person could teach clinical courses, such as “Clinical Orientation,” “Methods,” and “Clinical Practicum” and provide full time clinical service to Delta State students, children, or adults with communicative disorders during Fall, Spring, and Summer semesters.

VI. Degree Program Addition/Deletions and/or Major Curriculum Changes:

Changes made in the past year:

The Department of Audiology and Speech Pathology changed its name to Speech and Hearing Sciences to facilitate general awareness of our curriculum content and to acknowledge our place within the College of Arts and Sciences.

The introductory course in Sign Language will be utilized for student personal development in general education requirements. Both courses in Sign Language can be taken to fill foreign language requirements for students in our major to enable them to communicate with the deaf population. SHS 455, Diagnostic Audiology, has replaced SHS 424, Stuttering, according to the guidelines

recommended by the Council on Academic Programs in Speech Language Pathology. We created a 15-hour, 5-course minor in Speech and Hearing Sciences for education majors. Students who major in Speech and Hearing Sciences no longer minor in one subject area. Instead, advisors aid students in choosing appropriate elective classes based on the student's curriculum concentration. Examples may be Special Education, Psychology, or Child Development. This aids the student's completion of requirements for graduation in a more timely manner.

Recommended changes for the coming year(s):

Four courses taught by Ph.D. faculty from the University of Central Arkansas are taught by videoteleconference. We must improve the smoothness of the signal transmission for accurate reception of physical movements required for the two sign language classes. We also need installment of a T1 or ISDN line for Jobe Hall, room 202 which is a videoteleconference facility with the space to hold 50-60 students. We presently use Ewing 235 which will hold 25 students. In order for us to meet guidelines of the articulation agreement having transfer students from community colleges finish their degree in two years at DSU they need to take two videoteleconference classes in language development and disorders as juniors. We presently cannot serve all of them in Ewing Hall.

VII.Division/Department Goals for 2006-2007

A. Goal #1; Renovation of the Speech and Hearing Sciences area of Kethley creating a better facility to include faculty offices, classrooms, new student technology lab and clinical site for services to clients with communicative disorders.

1. Institutional Goal supported by this goal:

Strategic Plan Goal # 3 “ The university will benefit from better communication, effective operational and administrative systems, an optimal work environment, and a performance-responsive reward structure.”

2. Expected results:

A permanent home for Speech and Hearing Sciences should facilitate departmental functions within the university referred to in goal #1 above.

3. Evaluation Procedures:

A survey will be made of administration, faculty and students within the department regarding adjustments to be made to cover the needs of all involved.

4. Use of evaluation results:

Data from the survey will initiate a plan for adjustments to be made to the facility for optimal results.

B. Goal #2; Purchase of a new T1 line to connect Jobe 202, a videoteleconference classroom which will hold approximately twenty more students than the present classroom utilized for this service.

1. Institutional Goal supported by this goal:

Strategic Plan Goal # 3 “ The university will benefit from better communication, effective operational and administrative systems, an optimal work environment, and a performance-responsive reward structure.”

2. Expected Results:

A new line to serve a larger classroom will enable enlargement of class size from 25 to 45 for four courses that are offered through videoteleconference increasing class enrollment.

3. Evaluation procedures:

After the line has been purchased and installed, students and professors utilizing the line will provide feedback regarding optimal initiation of connection and smoothness of signal transmission.

4. Use of evaluation results:

Information from students and professors regarding their satisfaction with this method of transmission will impact planning for similar classes in the future.

C. Goal #3; To develop a long range plan for creating a graduate program in Speech and Hearing Sciences.

1. Institutional goal supported by this goal:

Strategic Plan Goal # 1 “Enhanced academic programs will ensure that graduates are well prepared for successful careers

and ready to contribute to the civic life of their communities.”

Strategic Plan Goal # 2 “Students will enroll in greater numbers and a larger percentage will persist to graduation.”

2. Expected results:

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 due to a mandate effective 2006 that requires all Speech Pathologists to have a Master’s Degree. This Program will lead to the provision of more needed services for the communicatively handicapped in Mississippi, and it will provide excellent career opportunities for Mississippi students.

3. Evaluation Procedures:

The personnel needed for this graduate Program (and to continue the related undergraduate Program) are five to six faculty, a Chair, and a secretary. Accreditation standards require that the Chair 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. The clinic will easily expand summer activities with children from local schools. Some equipment for basic speech science courses will be needed to cover normal communication development, physiology of speech, acoustics, and computer applications to the field.

4. Use of evaluation results:

As the enrollment in classes for the undergraduate program has doubled in Fall 2005 and Spring 2006, 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 shown a large shortage of SLPs across the country, and projected increases in the shortage in the future (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 \$3,000, a sign of a drastic shortage.

D. Goal # 4; To fund a full time position for Director of Clinical Services.

1. Institutional goal supported by this goal:

Strategic Plan Goal # 1 “Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities.”

Strategic Plan Goal # 5 “The citizens of the region will benefit from increases in university outreach, service, and partnership initiatives.”

2. Expected results:

There will be more diverse instruction within curriculum through the hiring of an additional faculty member. We presently have two faculty (including the chair) serving 132 students in the major.

3. Evaluation Procedures:

A data survey of assessment of teaching and clinical supervision of students as well as client satisfaction with diagnostic/therapeutic services will be implemented.

4. Use of evaluation results:

Information from evaluation and assessment of services collected from students and patients in the clinic will provide opportunities to facilitate appropriate clinical supervision and intervention.

Appendix A

Departmental Competency Objectives Set for Individual Coursework

Student's level of achievement in each area is scored using the following rating scale:

5 = Competent

4 = Emerging/with guidance

3 = Needs improvement/showing effort

2 = Needs improvement/not showing effort

1 = Unacceptable/unable to complete

0 = Not applicable/ no exposure

To obtain the total score, add up the total of the numbers circled in the section. Divide by the maximum number possible to obtain a competency percent.

The grading scale is as follows:

100-92%	A
91-90 %	A-
89-87%	B+
86-83%	B
82-80%	B-
79-77%	C+
76-73%	C
72-70%	C-

SHS 306, Anatomy and Physiology

Student identifies and describes:

1. relevant muscles, bones, and cartilage involved in oral communication.	5	4	3	2	1	0
2. the function of those structures involved in oral communication	5	4	3	2	1	0
3. concepts such as Boyle's Law and the Myoelastic – Aerodynamic Theory, and their roles in speech production.	5	4	3	2	1	0
4. the processes of normal respiration, phonation, articulation, resonance, and audition.	5	4	3	2	1	0
5. the common deviations in speech and hearing mechanisms which cause oral communicative problems.	5	4	3	2	1	0
6. common instruments and methods used in assessing speech and hearing processes.	5	4	3	2	1	0

SHS 332, Disorders of Articulation

Student identifies and describes:

1. characteristics symptomatic of articulation disorders.	5	4	3	2	1	0
2. causes of articulation disorders.	5	4	3	2	1	0
3. selection, administration, and interpretation of articulation assessment measures.	5	4	3	2	1	0
4. procedures used in differential diagnosis and prognosis of articulation disorders.	5	4	3	2	1	0

5. principles and procedures used in individual program planning for articulation disorders.	5	4	3	2	1	0
6. procedures used in therapeutic intervention for articulation disorders.	5	4	3	2	1	0

SHS 416, Neuroanatomy

Student identifies and describes:

1. neuroscience and its relationship to speech-language-hearing pathology.	5	4	3	2	1	0
2. components of a neurological examination.	5	4	3	2	1	0
3. types of neurological diseases.	5	4	3	2	1	0
4. neuroanatomical terminology.	5	4	3	2	1	0
5. structures within the central and peripheral nervous systems, and describe their functions.	5	4	3	2	1	0
6. communicative functions with Brodmann's anatomical labels.	5	4	3	2	1	0
7. neurological rules for localizing lesions in the nervous system.	5	4	3	2	1	0
8. pathways for sensation, proprioception, and motor function.	5	4	3	2	1	0
9. mechanism of blood circulation to the brain.	5	4	3	2	1	0
10. clinical neurological diagnostic technology.	5	4	3	2	1	0
11. parts of nerve and glial cells; discuss functions.	5	4	3	2	1	0
12. common neurotransmitters, along with their functions.	5	4	3	2	1	0

SHS 422, Voice Disorders

Student identifies and describes:

1. Anatomy and physiology of the larynx and an understanding of the anatomy and physiology of voice production.	5	4	3	2	1	0
2. Etiologies, prevention, assessment, and treatment of organic, neurological, and nonorganic voice disorders.	5	4	3	2	1	0
3. Selection and use of equipment and techniques in assessment of voice	5	4	3	2	1	0

disorders.							
4. Etiology, assessment, and treatment of voice disorders.	5	4	3	2	1	0	

SHS 302, Phonetics

Student identifies and describes:

1. phonetics with its five major branches.	5	4	3	2	1	0
2. terminology related to phonetics.	5	4	3	2	1	0
3. symbols utilized in the International Phonetic Alphabet.	5	4	3	2	1	0
4. phonemes represented by the IPA symbols.	5	4	3	2	1	0
5. major dialects of American English.	5	4	3	2	1	0
6. different registers and idiolects.	5	4	3	2	1	0
7. phonemes based on distinctive features.	5	4	3	2	1	0
8. Transcription of phonemes within word, sentence, and conversational contexts.	5	4	3	2	1	0
9. stress, intonation, and rhythm patterns in contextual language.	5	4	3	2	1	0
10. relationship between phonetics and phonology as it relates to speech and reading.	5	4	3	2	1	0
11. error transcription for articulation disorder.	5	4	3	2	1	0
12. development of the phonological rule system.	5	4	3	2	1	0

SHS 304, Development of Speech and Language

Student identifies and describes:

1. current theories of language development.	5	4	3	2	1	0
2. linguistic developmental milestones according to ages and MLU).	5	4	3	2	1	0
3. current issues concerning the acquisition and use of language by	5	4	3	2	1	0

individuals from linguistically diverse backgrounds (knowledge, beginning level).							
4. relationship between linguistic development and other areas of development in young children.	5	4	3	2	1	0	
5. linguistic milestones achieved by normally developing children.	5	4	3	2	1	0	
6. relationship between play/interaction and linguistic development.	5	4	3	2	1	0	

SHS 334, Language Disorders

Student identifies and describes:

1. the normal language development process.	5	4	3	2	1	0	
2. etiological factors related to language impairments.	5	4	3	2	1	0	
3. models for identification of language impairment classifications.	5	4	3	2	1	0	
4. evaluation techniques for diagnosis of language impairment.	5	4	3	2	1	0	
5. intervention strategies in planning remediation.	5	4	3	2	1	0	

SHS 420, Neurogenic Communicative Disorders

Student identifies and describes:

1. neuroanatomy and physiology, including the peripheral and central nervous systems, blood supply to the brain, and localization of function.	5	4	3	2	1	0	
2. neurologic causes of communication disorders.	5	4	3	2	1	0	
3. Interview, Physiologic, and Neurologic examination of patients with dysfunction.	5	4	3	2	1	0	
4. Documentation of results from examination.	5	4	3	2	1	0	
5. Survey of assessment instruments for neurogenic communication disorder.	5	4	3	2	1	0	
6. behavioral, cognitive, and emotional consequences of brain dysfunction.	5	4	3	2	1	0	
7. Determination of candidacy for treatment.	5	4	3	2	1	0	
8. Protocol for treatment sessions.	5	4	3	2	1	0	

9. Recording and charting patients' performance.	5	4	3	2	1	0
10. Adjusting treatment tasks for patients, including instruction and feedback, based on neurogenic deficit.	5	4	3	2	1	0

SHS 410, Clinical Orientation

Student identifies and describes:

1. an overview of clinical practicum and its organization, as well as,an understanding of proper conduct while working with a supervisor and clients.	5	4	3	2	1	0
2. how to select target behaviors, basic methods of treatment, how to control undesirable behaviors, and how to maintain target behaviors.	5	4	3	2	1	0
3. information regarding the ASHA code of ethics, its standards, and expectations.	5	4	3	2	1	0

SHS 336, Appraisal and Diagnosis of Communication Disorders

Student identifies and describes:

1. identify fluency, voice, articulation, language, neurological, and hearing disorders utilizing medical and descriptive developmental models of assessment.	5	4	3	2	1	0
2. appropriate protocol for case history, interview,oral mechanism evaluation, hearing screening, cognitive, motor and communicative assessment.	5	4	3	2	1	0
3. characteristics of specific test instruments which relate to validity and reliability, as well as variables related to examiner and examinee that affect productivity of the diagnostic evaluation.	5	4	3	2	1	0
4. outlining steps to follow in diagnosis of fluency, hearing impairment, voice, articulation, language, and neurological communicative disorders.	5	4	3	2	1	0

5. written examination reports including test results from practicum evaluations performed throughout the semester.	5	4	3	2	1	0
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SHS 414, Audiology

Student identifies and describes:

1. Elements of Audiology including anatomy and physiology of the ear, types of hearing loss, and simple tests of hearing.	5	4	3	2	1	0
2. Types of Hearing Assessment	5	4	3	2	1	0
3. Hearing Disorders	5	4	3	2	1	0
4. Management of Hearing Loss	5	4	3	2	1	0

SHS 455, Diagnostic Audiology

Student identifies and describes:

1. conversation and communication behaviors, including communication strategies and conversational styles.	5	4	3	2	1	0
2. speech perception, assessing hearing, listening devices, auditory training and speechreading.	5	4	3	2	1	0
3. aural rehabilitation as it relates to adults who have a hearing loss.	5	4	3	2	1	0
4. aural rehabilitation as its relates to children who have a hearing loss.	5	4	3	2	1	0
5. speech, language, and literacy development in children with a hearing loss.	5	4	3	2	1	0
6. the management of cochlear implants in children.	5	4	3	2	1	0

SHS 412, Methods in Communication Disorders

Student identifies and describes:

1. basic principles of speech/language intervention.	5	4	3	2	1	0
2. long-term and short term goals appropriate for an IEP.	5	4	3	2	1	0
3. appropriate techniques to deal with articulation and phonological disorders.	5	4	3	2	1	0
4. appropriate techniques to deal with language disorders	5	4	3	2	1	0
5. appropriate techniques to deal with adult aphasia, dysarthria, and apraxia.	5	4	3	2	1	0
6. appropriate techniques to deal with fluency.	5	4	3	2	1	0
7. techniques to deal with voice disorders.	5	4	3	2	1	0

Appendix B

Objectives for writing and executing behavioral goals for speech/language assessment and clinical practicum therapy.

Student's level of achievement in each area is scored using the following rating scale:

5 = Competent

4 = Emerging/with guidance

3 = Needs improvement/showing effort

2 = Needs improvement/not showing effort

1 = Unacceptable/unable to complete

0 = Not applicable/ no exposure

To obtain the total score, add up the total of the numbers circled in the section. Divide by the maximum number possible to obtain a competency percent.

The grading scale is as follows:

100-92%	A
91-90 %	A-
89-87%	B+
86-83%	B
82-80%	B-
79-77%	C+
76-73%	C

72-70%

C-

Student communicates orally:

1. Using language appropriate for audience	5	4	3	2	1	0
2. Using accurate and concise information	5	4	3	2	1	0
3. In spoken English consistent with ASHA position on nonstandard dialects and accents	5	4	3	2	1	0
4. Using other languages at an equivalent standard when appropriate or using an interpreter	5	4	3	2	1	0
5. Attending and responding appropriately	5	4	3	2	1	0

Student communicates in writing:

1. Using language appropriate for audience	5	4	3	2	1	0
2. Using correct mechanics	5	4	3	2	1	0
3. Using accurate and concise information	5	4	3	2	1	0

Evaluation Competencies:

1. Selects and administers appropriate screening procedures to determine appropriateness for speech-language evaluation and/or referral.	5	4	3	2	1	0
2. Selects and gathers necessary case history information from staff, family, client, and records prior to diagnostic assessment.	5	4	3	2	1	0
3. Selects appropriate diagnostic tests to assess relevant areas.	5	4	3	2	1	0
4. Administers formal tests according to published guidelines.	5	4	3	2	1	0
5. Administers informal assessment including use of non-standardized tests, curriculum based, criterion referenced, behavioral	5	4	3	2	1	0

observations, and/or instrumental tests.

6. Adapts assessment method according to client response.	5	4	3	2	1	0
7. Accurately interprets formal and/or informal tests to establish a diagnosis.	5	4	3	2	1	0
8. Utilizes multiple data information to obtain appropriate differential diagnosis.	5	4	3	2	1	0
9. Is able to provide evaluation documentation that follows guidelines required by practicum setting.	5	4	3	2	1	0
10. Is able to perform re-evaluations to judge the effectiveness of client progress when appropriate.	5	4	3	2	1	0

Intervention Competencies:

1. Establishes appropriate long term goals for client.	5	4	3	2	1	0
2. Establishes behavioral objectives that include condition, performance, and termination criteria.	5	4	3	2	1	0
3. Establishes appropriate frequency and duration of speech-language pathology services.	5	4	3	2	1	0
4. Establishes a plan of care appropriate to diagnostic findings.	5	4	3	2	1	0
5. Adjusts plan of care in response to client changes.	5	4	3	2	1	0
6. Selects appropriate intervention strategies to achieve desired outcomes and meet the individual needs of the client.	5	4	3	2	1	0
7. Utilizes appropriate treatment outcome measures/data collection in the delivery of intervention services.	5	4	3	2	1	0
8. Is able to provide intervention documentation that follows guidelines and format required by practicum setting.	5	4	3	2	1	0
9. Collaborates with the client, and other professionals to develop, modify, and coordinate plan of care to achieve the best treatment outcomes.	5	4	3	2	1	0

Interaction Competencies:

1. Attendance is reliable and punctual.	5	4	3	2	1	0
2. Demonstrates the ability to work with clients of various ages, gender, socioeconomic, and ethnic backgrounds.	5	4	3	2	1	0
3. Respects cultural and personal differences of others.	5	4	3	2	1	0
4. Adheres to regulations for client confidentiality and privacy.	5	4	3	2	1	0
5. Selects a communication style (verbal and written) that meets the needs of different audiences.	5	4	3	2	1	0
6. Demonstrates effective use of time to complete verbal and written tasks involving case management.	5	4	3	2	1	0
7. Abides by the policies and procedures in the practicum setting.	5	4	3	2	1	0
8. Implements clinical instructor's suggestions in an open and non-defensive manner, and follows through on recommendations for clients.	5	4	3	2	1	0
9. Engages in nonjudgemental, constructive discussions with other speech-language pathologists, clients, families, and other professionals.	5	4	3	2	1	0
10. Adheres to the ASHA code of ethics.	5	4	3	2	1	0

Appendix C

Departmental Competency for Student Portfolios

Student's level of achievement in each area is scored using the following rating scale:

5 = Competent

4 = Emerging/with guidance

3 = Needs improvement/showing effort

2 = Needs improvement/not showing effort

1 = Unacceptable/unable to complete

0 = Not applicable/ no exposure

To obtain the total score, add up the total of the numbers circled in the section. Divide by the maximum number possible to obtain a competency percent.

The grading scale is as follows:

100-92% A

91-90 % A-

89-87% B+

86-83% B

82-80% B-

79-77% C+

76-73% C

72-70%

C-

Assessment and Intervention:

1. Select describe, and intergrate the findings from a variety of standardized non-standardized assessment instruments for children and adults.	5	4	3	2	1	0
2. Describe the procedure to appropriately administer a basic oral mechanism examination for children and adults.	5	4	3	2	1	0
3. Describe the elements of and interpret responses to a case history for disorders.	5	4	3	2	1	0
4. Describe the possible effects of cultural and linguistic factors on assessment and indicate techniques to accommodate such factors in assessment.	5	4	3	2	1	0
5. Interpret the results of an assessment and make appropriate recommendations based on that interpretation.	5	4	3	2	1	0
6. Write behavioral objectives and plan appropriate procedures to achieve those objectives for intervention with impaired clients.	5	4	3	2	1	0
7. Select appropriate targets and entry levels for intervention and provide a rational for the selection.	5	4	3	2	1	0
8. Develop a probe list and other techniques for assessing the effectiveness of an intervention program.	5	4	3	2	1	0

Language and Neurological Disorders:

1. Describe common patterns and related factors.	5	4	3	2	1	0
2. Select and interpret appropriate diagnostic procedures for common disorders.	5	4	3	2	1	0
3. Develop appropriate treatment plans for common disorders.	5	4	3	2	1	0
4. Describe symptoms and differentiate among aphasia, TBI, dementia, right hemisphere damage, and normal aging.	5	4	3	2	1	0
5. Select an interpret appropriate diagnostic procedures for common acquired disorders.	5	4	3	2	1	0
6. Develop appropriate treatment plans for common acquired disorders.	5	4	3	2	1	0

Hearing Assessment:

1. Describe common disorders of outer, middle, and inner era and auditory nervous system.	5	4	3	2	1	0
2. Explain effect of severity on onset of hearing loss on speech and language skills.	5	4	3	2	1	0

3. Perform screening assessment of hearing-air and bone conduction.	5	4	3	2	1	0
4. Identify current amplification techniques and assistive devices for hearing loss.	5	4	3	2	1	0
5. Discuss current issues and scope of practice regarding central auditory processing disorders.	5	4	3	2	1	0

Cultural and Social Consideration:

1. Differentiate between speech differences and disorders.	5	4	3	2	1	0
2. Differentiate between language differences and disorders.	5	4	3	2	1	0
3. Describe key cultural variables that influence communication.	5	4	3	2	1	0
4. Describe techniques to elicit and support appropriate behaviors in clinic, home, and school situations.	5	4	3	2	1	0
5. Methods to facilitate social skills for communication and maximize communication opportunities.	5	4	3	2	1	0
6. Appropriate social interaction guidelines for clients of diverse cultural backgrounds.	5	4	3	2	1	0