

Unit Level Report AY 2012
Department: Speech and Hearing Sciences

Delta State

Academic Affairs/Provost and VPAA

College of Arts and Sciences

Speech and Hearing Sciences

SHS Mission Statement

Mission statement

The department of Speech and Hearing Science offers pre-professional instruction integrating academic preparation, clinical experience, and community service in communication disorders in preparation for graduate studies to enter a career as a licensed Speech Language Pathologist certified by the American Speech Language Hearing Association.

Related Items

There are no related items.

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

Start: 7/1/2011

End: 6/30/2012

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 competencies (BS-SHS 304) (Fall 2011) indicated a pass rate of 93% as scored by faculty assessment team members.

Language disorder (BS-SHS 334) (Spring 2012) competencies were passed at a rate of 83% as scored by faculty assessment team members.

Neurogenic Communicative Disorders (BS-SHS 420) (Spring 2012) portfolios were completed with 100% accuracy evaluated by faculty assessment team members.

Phonetic (BS-SHS 302) (Fall 2011) competencies were completed with 81% 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:

Recruitment of Ph.D. professor with expertise in Language for instruction of Language Development and Language Disorders, BS-SHS 304 and BS-SHS 334. Use of case study presentation of actual patients with language delays or disorders to focus on assessment and treatment methods.

The Clinical Director offered students practical application of knowledge and skills learned in class through clinical practicum with clients who experience neurogenic communicative disorders at the adult daycare center.

The professor changed class text/workbook to aid students in differentiating geographical/ ethnic dialectical speech patterns in BS-SHS 302.

Related Items

 **GE 02: Communication**

 **GE 05: Self**

 **GE 06: Social Institutions**

 **GE 07: Cultural Awareness**

 **GE 09: Cross-disciplinary Appreciation**

BS-SHS 02: LO Understanding Basic Processes of Communication

Start: 7/1/2011

End: 6/30/2012

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 2011) competencies were passed at a rate of 83% as scored by faculty assessment team members.

Articulation (BS-SHS 332) (Spring 2012) competencies were passed at a rate of 80% as scored by faculty assessment team members.

Neuroanatomy and Physiology (BS-SHS 416) (Fall 2011) competencies were passed at a rate of 94% as scored by faculty assessment team members.

Voice (BS-SHS 422) (Spring 2012) competencies were passed at a rate of 86% 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.

Scores on Articulation Competencies (BS-SHS 332) demonstrated the need for students to have experience using standardized assessment instruments for evaluation of patients with speech sound production deficits. Case studies were

implemented as a class assignment for each student to reinforce application of acquired assessment principles using articulation software focusing on different etiologies.

The curriculum committee voted to utilize Blue Tree Publishing software technology, a computerized approach to the study of brain and behavior to aid understanding of the anatomy and physiology of the brain as it relates to communication. The software allows students to assess patients relating site of brain lesion to functional communicative deficits.

The class text for Voice Disorders (BS-SHS 422) was changed to focus on normal voice production and vocal health. Software on vocal pathology was utilized to promote active student participation during class and individual study sessions.

Related Items



GE 02: Communication



GE 05: Self



GE 09: Cross-disciplinary Appreciation

BS-SHS 03: LO Communication Assessment

Start: 7/1/2011

End: 6/30/2012

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 2011, Spring 2012) 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 2011); and BS-SHS 336, Appraisal and Diagnosis of Communication Disorders (Spring 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

Communication assessment Performance Competencies in BS-SHS 430 (Fall 2011 and Spring 2012) and BS-SHS 410 (Fall 2011) were completed with 100% accuracy as scored by faculty assessment team members.

Portfolios for Appraisal/Diagnosis (BS-SHS 336) (Spring 2012) 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 and Clinical Practicum, BS-SHS 430.

The curriculum committee developed protocol for student critique of validity and reliability of standardized evaluation instruments for each type of communicative disorder presented in classes.

The curriculum committee designed a plan for students to develop portfolios to assess specific disorder categories for BS-SHS 336, Appraisal and Diagnosis of Communication Disorders along with a grading rubric for portfolios.

Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 02: Communication**

 **GE 03: Quantitative Skills**

 **GE 07: Cultural Awareness**

BS-SHS 04: LO Perform Routine Audiological Assessment

Start: 7/1/2011

End: 6/30/2012

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 2011) and BS-SHS 455, Diagnostic Audiology (Spring 2012) 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 2011) were completed with 84% accuracy as scored by faculty assessment team members.

Diagnostic audiological competencies (BS-SHS 455) (Spring 2012) 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. Students performed hearing evaluations as part of class requirements. They also provided community public education regarding prevention of noise induced hearing loss.

Related Items



GE 01: Critical and Creative Thinking



GE 02: Communication



GE 03: Quantitative Skills

 **GE 04: Inquiry and Technology**

 **GE 05: Self**

BS-SHS 05: LO Behavioral Objectives

Start: 7/1/2011

End: 6/30/2012

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 2011, Spring 2012) 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 2011).

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 2011) were completed with 80% accuracy as scored by faculty assessment team members.

Lesson Plan Portfolios (BS-SHS 430) (Fall 2011 and Spring 2012) were completed with 100% accuracy as scored by faculty assessment team members.

Clinical Clock Hour repository for therapy practicum experience was completed per student with 100% accuracy.

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 select therapy goals for their patients.

The Clinical Director monitored and recorded student practicum hours. Each student was responsible for submitting patient reports and clinical records weekly.

Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 02: Communication**

 **GE 04: Inquiry and Technology**

 **GE 07: Cultural Awareness**

 **GE 09: Cross-disciplinary Appreciation**

SHS 2012_01: Maintain High Quality Undergraduate Curricula

Start: 7/1/2011

End: 6/30/2012

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

Student scores on the Graduate Record Examination required to be admitted to graduate studies and actual enrollment in graduate programs. As well as student grade point averages in the SHS curriculum.

Actual Results of Evaluation



Out of fifteen students who graduated in Fall, 2011 (2 students) and Spring, 2012 (13 students) with a B.S. degree in Speech Language Pathology from DSU, 8 have been accepted into graduate programs.

Use of Evaluation Results

We currently use the American Speech Language Hearing Associations' Knowledge and Skills Acquisition guidelines for accredited graduate programs to

plan and monitor our preprofessional curriculum and clinical practicum content to prepare students for graduate studies/employment.

Related Items

  **SP1.Ind04: Job placement**

SHS 2012_02: Public Service to Individuals with Communicative Disorders

Start: 7/1/2011

End: 6/30/2012

Unit Goal

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

Evaluation Procedures

Annual clinical data report which includes number of clients served, service learning hours, communicative assessments and therapy hours.

Actual Results of Evaluation

We continue to expand our clinical services to clients in our area at the DSU Speech and Hearing Clinic. During Fall 2011, 9 patients received Speech Language intervention with 144 service learning hours accrued by 8 student clinicians providing assessment and therapeutic intervention. During Spring 2012, 15 patients received 234 hours of service learning from 13 student clinicians enrolled in clinical practicum. During Summer Session I, 20 patients received Speech Language intervention with 192 service learning hours accrued by 8 student clinicians providing assessment and therapeutic intervention. (SHS 430, 420 & 322). We plan to continue to provide service during Summer Session II.

Use of Evaluation Results

The Delta State Speech and Hearing Clinical Practicum offers students the opportunity for interaction with patients under direct supervision. Achieving this provides greater service to our community and increases the professional clinical skills of our students.

Related Items

  **SP5.Ind06: Community Outreach**

SHS 2012_03: Recruitment Plan

Start: 7/1/2011

End: 6/30/2012

Unit Goal

To improve our recruitment plan, having our students “go home” to share their experience, and to invite friends in high school and community colleges to visit our university.

DSU student members of the National Student Speech Language Hearing Association on campus created a plan for student volunteers to attend high school and community college career days to familiarize their peers with careers in Speech Language Pathology.

Evaluation Procedures

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

Actual Results of Evaluation

Our students visited their home town schools to participate in recruiting activities. The result has been over 57 students majoring in SHS, with the number of graduates remaining high throughout the year. Additionally, National Communication Sciences and Disorders (CSD) Career Awareness Day is designated for March each year. Our NSSLHA chapter invited high school students in our region, as well as undergraduate students undecided about a major to visit DSU to participate in a career awareness opportunity. Students received a tour of the speech and hearing clinic and attended sessions about the professions, academic requirements, and financial aid options. Participating students were given materials including a brochure about careers in Speech Language Pathology, a brochure describing the DSU Department of SHS, an academic study plan, and letters introducing professors and clinical supervisors with phone numbers and email addresses. Professional salary scales and the NSSLHA Communication Sciences Survival Guide, which includes advice for students from the time they are in high school until they are in a professional position of employment were also provided.

Use of Evaluation Results

Since this method was so successful, we will continue to establish plans for student recruitment in their home town community colleges and high schools this year through the Student Speech and Hearing organization. Students will gain recruitment skills to prepare them for future job settings. Students majoring in Speech and Hearing Sciences are on the Orientation team every summer. In 2011-2012, Alanna Ferguson, Amy Scott and Katelyn Hulett represented the SHS major.

Related Items

  **SP2.Ind01: Enrollment**

SHS 2012_04: Professional Development of Students

Start: 7/1/2011

End: 6/30/2012

Unit Goal

To enhance our department's professional development of students providing health related services to our community.

Evaluation Procedures

Twenty-five hours of observation is a prerequisite for clinical practicum, which requires an additional 25 hours of clinical contact time. 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.

Actual Results of Evaluation

Students are required to contribute 25 contact hours of service per semester, as they are enrolled in Clinical Orientation for observation and Clinical Practicum for intervention. During the periods of observation and clinical practicum, students are supervised by master clinicians who are certified by the American Speech Language Hearing Association. These observation and intervention contact hours fulfill part of the clinical certification process.

Use of Evaluation Results

Students provided hearing screenings to children and adults from DSU and the community using audiological equipment here at the university. Income for these clinical services was utilized to order new equipment and clinical supplies.

Related Items

  **SP1.Ind04: Job placement**

SHS 2012_05: Develop Relationships with Clinically Certified Professionals in the Community

Start: 7/1/2011

End: 6/30/2012

Unit Goal

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

Evaluation Procedures

Mrs. Brister, department Chair, maintains communication with alumni from DSU's Department of Speech and Hearing Sciences. Many have offered to supervise our students or allow the students to observe them while performing an evaluation or intervention service.

Actual Results of Evaluation

Many professionals in the area provide opportunities for observation and supervision of assessment and intervention with communication disorders. Misty Mosley and Stephanie Hutchinson are therapists at Bolivar Medical Center who

welcome having students come to observe. Mrs. Celeste Brown enjoys having students observe her in local nursing homes. Pam Griffin, active in Rehab services, allows students to travel with her to experience outpatient and home health services. Speech Language Pathologists at Delta Regional and Greenwood Leflore Medical Centers also provide similar opportunities. Alumni provide ample networking for students to get to know professionals within our community or anywhere within the region Delta State University serves.

Use of Evaluation Results

The network grows larger as our graduates go out to fulfill their professional goals. We partnered with the DSU Alumni Foundation in creating a master list of potential sites and supervisors.

Related Items

  **SP3.Ind06: Diversity**

  **SP3.Ind08: Evaluations**

SHS 2012_06: Communication with Alumni

Start: 7/1/2011

End: 6/30/2012

Unit Goal

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

Evaluation Procedures

The department enlisted the help of the alumni foundation for data on graduates since 1980. The initial contact was through a survey mailed to Speech and Hearing Sciences alumni.

Actual Results of Evaluation

Many alumni who were contacted have agreed to supervise observation, assessment and therapy at off-campus clinical sites and act as advisors/mentors for students interested in a career in Speech Language Pathology.

Use of Evaluation Results

Our students are able to identify SLP professionals in most towns in the state of MS to interact with, involving professional activities and mentoring. The American Speech Language Hearing Association also has an active mentoring program at the national level.

Related Items

  **SP2.Ind01: Enrollment**



SP2.Ind03: Graduation Rate

SHS 2012_07: Distance Learning Graduate Program

Start: 7/1/2011

End: 6/30/2012

Unit Goal

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

Proposal for a 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 clinical director. The clinic will increase the number of clients, which is feasible with promotional activities and expended relations with day care centers and other organizations.

Actual Results of Evaluation

Funding for this program at this time is unavailable. We presently have one full time Assistant Professor and one full time Clinical Director along with the Chair, retired (half-time position), who taught two classes annually in addition to administrative duties. These 2 and a half members serve approximately 57 undergraduate students in the department of Speech and Hearing Sciences.

Use of Evaluation Results

We will continue to express the need for a graduate program to fulfill 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 last 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

  **SP3.Ind03: Distance Education training**

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

Enrollment of Undergraduate Students in Speech & Hearing Sciences (from DSU IRP):

Semester: Number of Students:

Fall 2004	82
Spring 2005	92
Fall 2005	100
Spring 2006	95
Fall 2006	90
Spring 2007	89
Summer 2007	31
Fall 2007	72
Spring 2008	67
Summer 2008	14
Fall 2008	78
Spring 2009	71
Fall 2009	73
Spring 2010	82
Fall 2010	73
Spring 2011	80
Fall 2011	58
Spring 2012	57

Speech and Hearing Sciences Spring 2012 Demographics:

Male: Female:

02	55
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Caucasian: African-American: Other:

40	16	1
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One Assistant Professor – Lekeitha Morris

One Clinical Director - Janie Magee

Chair, Half-time Assistant Professor for two courses annually – Gloria Brister

Graduates, B.S. Degree in SHS:

Fall:

Spring:

Total:

2004 - 7	2005 - 11	18
2005 - 5	2006 - 21	26
2006 - 7	2007 - 34	35
2007 - 1	2008 - 25	26
2008 - 7	2009 - 16	23
2009 - 2	2010 - 16	18
2010 - 1	2011 - 31	32
2011 - 2	2012 - 13	15

Average number of graduates for past five years per year = 22.8

Average number of Speech and Hearing Science majors for past 5 years = 71.4

Graduate Placement (employment and graduate studies):

Approximately 7 of 15 graduates have been accepted to graduate school in Speech Language Pathology.

The following students have been accepted to graduate school in Speech/Language Pathology:

Sarah E. Belvedresi	University of Mississippi
Heather Lauren Farmer	Jackson State University
Amanda K. Giles	Mississippi University for Women
Leah C. Gregory	University of South Alabama
Lacie Lauren Horn	University of Central Arkansas
Mary Margaret Leflore	University of Mississippi
Erin C. Mitchell	Louisiana Technical University

JaQuandra DeBrittany Sprouse has been accepted to graduate school in Special Education at Delta State University.

Other students have been employed by rehab agencies as aides and by public school systems as therapists supervised by Master level clinicians certified by ASHA:

Lashon Meeky
Martha K. Clark
Brittany N. Keirsey
Callie H. O'Connor
Valeria Kiara Stovall
Quanta White
Sally Moore Williams

Section IV.c

Diversity Compliance Initiatives and Progress

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Efforts made in 2011-2012 to train and promote minority students in the career field of Speech Language Pathology is evident in that they make up 27.7 percent of the 54 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

Fifteen students successfully completed the Bachelor of Science in Speech and Hearing Sciences program in the 2011-2012 academic year. Seven 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, 2012-June 30, 2013)

The Department of Speech and Hearing Science plans to:

- Increase enrollment 20% for the undergraduate program, with 90% retention/graduation rates.
- Begin search for an additional Ph.D. professor in Audiology or Speech Pathology.
- Explore feasibility of distance learning graduate courses.
- Seek additional external funding (grants) to assist in easing budget constraints.

Five-Year Economic Development Plan (July 1, 2012-June 30, 2017)

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.
- Recruit doctoral faculty.

Section IV.e

Grants, Contracts, Partnerships, Other Accomplishments

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Grants:

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: Mrs. Brister is presently serving 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 Fall 2011, 9 patients received Speech Language intervention with 144 service learning hours accrued by 8 student clinicians providing assessment and therapeutic intervention. During Spring 2012, 15 patients received 234 hours of service learning from 13 student clinicians enrolled in clinical practicum. During Summer Session I 2012, 20 patients received Speech Language intervention with 192 service learning hours accrued by 8 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
Fugler Hafter Scholarship Committee
Sigma Alpha Eta (NSSLHA) Committee
SHS Faculty/Staff Search Committee

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
Speech and Hearing Sciences Department
Academic Year: Fall 2011, Spring 2012

Teaching Effectiveness:

- Taught 8 academic classes and supervised clinical practicum
- Supervised 21 clinical students in DSU Speech and Hearing Clinic
- Students in Clinical Practicum are taught to do "hands-on" articulation, language, cognitive, voice, fluency and swallowing evaluation and treatment programs for approximately 25 communication/swallowing disordered clients from surrounding community
- Assisted students in Clinical Orientation in their completion of 25 observation hours watching professionals in real work settings performing SLP services in the hospital environment and obtaining their remaining hours in schools or our DSU Speech and Hearing Clinic
- Implemented Audiology and Diagnostic Audiology curriculum to make it more "hands-on" and applicable to the American Speech and Hearing Association Knowledge and Skills Acquisition Standards
- Instruction of students in Neurogenic Communication Disorders class in learning to read Medical History and Physical reports and write treatment plans for the various types of disordered case profiles
- Completed specialized certification in performing Modified Barium Swallow Studies and Advanced Vital Stimulation Therapy Provider and demonstrate these techniques with clinical students in Clinical Procedures Classes
- Completed specialized certification in Deep Pharyngeal Neural Stimulation, and used this training in teaching Neuroanatomy and Neurogenic Communication Disorders and during "hands-on" clinical instruction in Clinical Practicum classes
- Completed specialized certification in Beckman Oral Motor Intervention, to augment teaching effectiveness in Neurogenics, Neuroanatomy and Clinical Practicum.
- Completed specialized certification in Lee Silverman LOUD training, which enhanced provision of information to students in Anatomy & Physiology, Neurogenics, Neuroanatomy, as well as enhancing clinical demonstration and instruction in Clinical Practicum classes.
- Member of Council of Academic Programs in Communication Sciences and Disorders
- Advise students within the Speech and Hearing Sciences Department
- Member of the American Speech Language Hearing Association
- Holds the ASHA Certificate of Clinical Competence
- Member of the Mississippi Speech and Hearing Association
- Holds Mississippi State Board of Health License

Scholarly Activities:

- Attending Council of Academic Programs in Communication Sciences and Disorders Annual Continuing Education Conference April 2012
- Attending Mississippi Speech & Hearing Association Annual Conference March 2012
- Participated in Career Day activities on DSU campus and High School Recruitment Academic Fairs
- Updated and further developed Clinic Handbook with policies and procedures for operating DSU Speech and Hearing Clinic

Service:

- Supervise students performing clinic activities onsite in clinic and offsite
- Facilitated student planning, organization and implementation of first annual "SHS Open House" to further interest and awareness of Speech and Hearing Science major
- Participate in Health Day by assisting with hearing screenings
- Serving as Leland Chamber of Commerce Vice President
- NSSLHA advisor for our student organization, help coordinate group activities
- Conferences, consultations, coordination of services and treatment for referrals to the DSU Speech and Hearing Clinic year round
- Work PRN for Washington Care Center, and South East Rehab hospital serving patients with communication and swallowing disabilities and provide opportunity for students to observe and or shadow these SLP services
- Write letters of recommendations for DSU students applying to graduate schools
- Perform advanced vital stimulation treatment for clients at our clinic for students to observe
- Facilitated student - community outreach through provision of "Hearing Loss Prevention" In-Services to various businesses in the area.
- Liaison for Delta Area "Special Olympics", including recruitment of student volunteers, dissemination of forms for athletes, and providing assistance at the Special Olympics event.
- Community Volunteer for "Camp Looking Glass", a day camp for children with special needs.

Dr. Lekeitha R. Morris, Assistant Professor
Department of Speech and Hearing Sciences
Delta State University, Cleveland, MS
August 15, 2011-April 01, 2012

TEACHING

Courses Taught

Fall 2011	Spring 2012
SHS 300: Introduction to Speech and Hearing Sciences	SHS 332: Disorders of Articulation
SHS 304: Developing Speech/Language in Children	SHS 334: Language Disorders
SHS 410: Clinical Orientation	SHS 336: Appraisals and Diagnosis
SHS 412: Methods in Communication Disorders	SHS 492: Language Transcription Analysis

SCHOLARSHIP

Morris, L.R. (2012, February). *Enhancing Caregiver-child Storybook Reading through a Home-based Training Program*. Paper presented at the annual meeting of the National Association of African American Studies, Baton Rouge, LA.

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.

Morris, L.R. (October, 2011). *The Effectiveness of a Caregiver Training Program*. Paper presented at the Gender Studies Brown Bag at Delta State University, Cleveland, MS.

Newkirk, B.L., & **Morris, L.R.** (2012). *Practice Guidelines for the Assessment of Culturally and Linguistically Diverse School-Age Children* (This is a chapter that will appear in a Handbook for School-based Speech-Language pathologist in Mississippi. The chapter has been written and submitted to the Schools-Vice-President of MSHA).

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. (This is a presentation that will be done later this month).

Grants Awarded

Faculty Development Grant awarded from Delta State University, 2011, \$500.00

Faculty Travel Grant awarded, Delta State University, 2012, \$300.00

Kent/Janice Wyatt Faculty Development Fund, Delta State University, February 16, 2012, \$674.00

SERVICE

Community Service

Morris, L.R. (September, 2011). *Facilitating speech and language development in children*. Presentation given to childcare teachers. Cleveland, MS.

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

Academic Service

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

Currently serving on the Schools Committee for the TASK Force

Currently serving on 2 different graduate thesis committees for students at Jackson State University

Currently serving as a Faculty Associate for the University Center for Community and Economic Development, Delta State University, October 1, 2011-June 1, 2012

Currently serving on the Search Committee for an Assistant Professor in the Department of Speech and Hearing Sciences

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

Coordinated an Open House for our students to attend at Jackson State University in the fall and participated in the Open House.

Wrote over 40 letters of recommendation for students for applying to graduate school programs for fall 2013 admission

Served as a faculty representative for the department for a faculty focus group to help identify a QEP topic for the upcoming SACS reaffirmation of accreditation

Section V.b

Staff (Accomplishments)

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Jill Long, Senior Secretary
Speech and Hearing Sciences
Period of Employment: August 2011-May2012

Hayley Murrell, Senior Secretary
Speech and Hearing Sciences
June 2012 – Present

Section V.c

Administrators (accomplishments)

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

**Gloria Brister, Department Chair
Speech and Hearing Sciences
Academic Year: Fall 2011, Spring 2012
Retired (Half-time, 20 hour week)**

Teaching (40%):

Fall, 2011

- Taught Phonetics, SHS302 (3 hours)

Spring, 2012

- Taught Voice Disorders, SHS422 (3 hours)

Leadership/Administration (40%):

- Provided leadership to department; aiding transition for two new faculty members; rearranging teaching responsibilities.
- Recruited and hired new clinical director and an administrative assistant, Fall 2011.
- Promoted faculty scholarship activities. Both faculty members attended state and national meetings.
- Mentoring/support for effective teaching with new faculty members who had little or no teaching experience.
- Budget: Curriculum has been maintained fulfilling 25% of Speech and Hearing Sciences taught by Ph.D. faculty as required by SACS guidelines.
- Provided feedback to faculty: Monthly meetings are held with faculty regarding instructional guidelines and clinical procedures.
- Participation in the Mississippi State Speech/Hearing Association Conference and the Council on Academic Programs in Communicative Science Disorders.
- Implementation of the University strategic goals and objectives is evident in the learning outcomes and goals developed for the department. The annual report provides documentation of this achievement.

Scholarship (10%):

- Received the American Speech Language Association ACE award for Continuing Education.
- Collaboration with the department of Special Education on "Diversity Issues" presentation in March, 2012.
- Attended the National Conference of the American Speech Language Hearing Association to facilitate development of SLP associate recognition (Bachelor degree level).
- Teamed with four other department chairs in the state of Mississippi on a Task Force created by Dr. Tom Burham and Dr. Hank Bounds to facilitate licensure for SLPs serving children in Mississippi schools.
- Renewed the Certificate of Clinical Competence issued by the American Speech Language Hearing Association required for supervision of student clinicians and active clinical practice.
- Member of Council on Academic Programs in Communicative Disorders.
- Member of the American Speech Language Hearing Association

- Hold Mississippi State Board of Health License, SLP #20214.
- Member of the Mississippi Speech and Hearing Association.
- Collaboration with departments of Special Education and Early Childhood providing courses for a minor in Speech and Hearing Sciences.

Service (10%):

- Service on MS Department of Education Speech Language Therapist Licensure Task Force, under the leadership of Dr. Gloria Kellum.
- Service to students in the Phi Kappa Phi Academic Honor Society and Omicron Delta Kappa.
- Hosted a departmental open house this semester for students interested in majoring in Speech and Hearing Sciences.
- Provision of speech/language services for children in Delta State Daycare facilitates this summer.
- Participate in career fairs on and off campus with office of recruitment and admissions.
- Academic advisement for students majoring in Speech and Hearing Sciences.
- Completion of sixteen senior check sheets for application for degree for spring semester.
- Instruction of fitness classes to facilitate the Delta Health Initiative.

Section V.d

Position(s) requested/replaced with justification

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

The Speech and Hearing Sciences Department presently has one faculty member and an interim Chair. Historically, the department has maintained two full-time faculty members in addition to the Chair. The department should begin a search for a new doctoral-level faculty member beginning fiscal year 2012-2013. Five core courses within the Speech and Hearing Sciences curriculum are presently covered by adjunct faculty for fall 2012.

Section V.e

Recommended Change(s) of Status

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Dr. Lekeitha Morris has agreed to act as interim Chair for fiscal year 2012-2013 as we proceed with the search for new faculty.

Section VI.a

Changes Made in the Past Year

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

None.

Section VI.b

Recommended Changes for the Coming Year

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Addition of SHS 492, Speech Pathology in the Schools, to be included in the Speech and Hearing Sciences core curriculum as a response to state licensure requirements.