Annual Report of Effectiveness
Academic Year Fall, 2002; Spring, 2003
Academic Year Fall, 2003; Spring, 2004

College of Arts and Sciences
Delta State University

August 6, 2004

Unit Title: Department of Speech Language Pathology

Unit Administrator: Gloria Brister, M.S., C.C.C., SLP

Unit Mission Statement
The mission of the Speech Language Pathology department is two-fold:
To provide pre-professional education for undergraduate students who wish to pursue
professional and/or graduate education in speech-language and/or hearing pathologies;
and to provide clinical services for the community for children and adults who exhibit
speech, language and/or hearing deficits who come to us for consultation, evaluation,
and/or remediation. These services afford practicum opportunities for students in the
major who qualify for entrance into the clinical program.

The Speech Language Pathology department in the College of Arts and Sciences is
currently located in Kethley Hall. The department has two full time faculty on staff who
share in academic, clinical, and administrative functions. The department provides
academic requirements for 95 students pursuing the B.S. Degree in Speech Language
Pathology. In addition, the faculty supervises all clinical practica in which students
participate as part of their pre-professional preparation. Mrs. Gina Jenkins serves as
director of speech and language services and instructor of Speech Language Pathology.
Gloria R. Brister serves as assistant professor in Speech Language Pathology and chair of
the department. Both faculty members are licensed by the State Board of Health and hold
their Certificate of Clinical Competence in Speech Language Pathology from the
American Speech Language Hearing Association. In addition to the academic program,
the department offers Delta State students and the community speech, language and
hearing services through the Delta State University Speech and Hearing Clinic and
maintains a close relationship with medical, educational, and social agencies in the delta
area.
I. Unit Data
Credit hour production

CREDIT HOUR TOTALS BY DEPT
Summer II, 2002

INSTRUCTOR: CRN SUBJ CRSE SECT CAM HRS ENRL CR/HRS
John Lowe 31327 AUP 492 21 1 1.00 to 6.00 total

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Brister, Gloria 44168 AUP 420 01 3 1.00 15 45.00
Brister, Gloria 44118 PER 102 42 3 1.00 29 29.00
Brister, Gloria 44133 PER 102 46 3 1.00 18 18.00
Brister, Gloria 44205 PER 102 48 3 1.00 25 25.00

Total: 240.00

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Lowe, John 44092 AUP 306 01 1 3.00 20 60.00
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ENROLLMENT
FALL, 2002
DPT CRS SEC Hours
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| 76.2 | 11.1 | 3.2 | 1.6 | 3.2 | 3.2 | 1.6 |

DEPARTMENT TOTALS

| 98 | 40 | 16 | 11 | 6 | 4 | 0 | 0 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 183 |
| 53.6 | 21.9 | 8.7 | 6.0 | 3.3 | 2.2 | 4.4 |
Gloria, Brister AUP 302 01 3
6 9 2 1 2 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 20
30.0 45.0 10.0 5.0 10.0

AUP 304 01 3
7 2 1 1 1 0 0 0 6 0 0 0 0 0 0 0 0 18
38.9 11.1 5.6 5.6 5.6

AUP 416 01 3
6 2 1 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 9
66.7 22.2 11.1

AUP 420 01 3
7 5 2 1 0 0 0 0 0 0 0 0 0 0 0 0 0 15
46.7 33.3 13.3 6.7

INSTRUCTOR TOTALS ***
26 16 7 4 3 0 0 0 6 0 0 0 0 0 0 0 0 62
41.9 25.8 11.3 6.5 4.8

GRADE DISTRIBUTION BY DEPARTMENT
ENROLLMENT
SPRING, 2003
INSTRUCTOR
DTP CRS SEC HOURS
AUP 334 01 3

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76.5 5.9 11.8

AUP 422 01 3
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37.5 43.8 6.3 12.5

INSTRUCTOR TOTAL ***
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GRADE DISTRIBUTION BY DEPARTMENT
ENROLLMENT
SUMMER, 2003
INSTRUCTOR DEPT CRS SEC HOURS
A B C D F I L P W N C F F N G I P C R A U T O T

LOWE, JOHN AUP 492 11 1to 6
5 4 4 1 0 0 0 0 0 0 0 0 0 0 14
35.7 28.6 28.6 7.1

BRISTER, GLORIA AUP 592 11 1To 6
7 4 0 0 0 0 0 0 0 0 0 0 0 0 11
48.0 36.4

INSTRUCTOR TOTALS ***
12 8 4 1 0 0 0 0 0 0 0 0 0 0 0 25
48.0 32.0 16.0 4.0

DEPARTMENT TOTALS
12 8 4 1 0 0 0 0 0 0 0 0 0 0 0 25
48.0 32.0 16.0 4.0

GRADE DISTRIBUTION BY DEPARTMENT
ENROLLMENT
FALL, 2003
INSTRUCTOR
DPT CRS SEC HOURS
AUP 412 01 3

| A | B | C | D | F | I | L | P | W | N | C | F | F | N | G | I | P | C | R | A | U | TOT |
| 8 | 6 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 36.427.3 27.3 4.5 | 4.5 |

AUP 414 01 3

| A | B | C | D | F | I | L | P | W | N | C | F | F | N | G | I | P | C | R | A | U | TOT |
| 7 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 46.746.7 | 6.7 |

INSTRUCTOR TOTALS**
31 31 11 2 0 1 0 0 3 0 0 0 0 0 0 0 0 79
39.2 39.2 13.9 2.5 | 1.3 | 3.8 |

OUZTS, FLORENCE
AUP 101 01 3

| A | B | C | D | F | I | L | P | W | N | C | F | F | N | G | I | P | C | R | A | U | TOT |
| 12 | 8 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 57.1 38.1 | 4.8 |
| 9. |
| AUP 360 01 3 | 16 9 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 15 |
| AUP 410 01 3 | 5 1 9 1 1 2 0 0 0 0 0 0 0 0 0 0 0 19 |
| AUP 430 02 3 to 6 | 7 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 7 |
| 100.0 |

**INSTRUCTOR TOTALS**

| 40 18 9 1 1 3 0 0 0 0 0 0 0 0 0 0 0 72 |
| 55.6 25.0 12.5 1.4 1.4 1.4 4.2 |

**DEPARTMENT TOTALS**

| 92 72 31 11 4 4 0 0 7 0 0 0 0 0 0 0 0 218 |
| 42.2 33.0 14.2 5.0 1.8 1.8 1.8 1.8 |

**BRISTER, GLORIA**

| AUP 304 01 3 | 5 9 3 5 2 0 0 0 0 0 0 0 0 0 0 0 0 24 |
| 20.8 37.5 12.5 20.8 8.3 |

| AUP 306 01 3 | 5 9 4 3 1 0 0 0 0 0 0 0 0 0 0 0 0 22 |
| 22.7 40.9 18.4 13.6 4.4 |

| AUP 416 01 3 | 11 5 4 0 0 0 0 0 0 0 0 0 0 0 0 0 0 21 |
| 52.4 23.8 19.0 4.8 |

**INSTRUCTOR TOTALS**

| 21 23 11 8 3 0 0 0 1 0 0 0 0 0 0 0 67 |
| 31.3 34.3 16.4 11.9 4.5 1.5 |

**JENKINS, GEORGINA**

| AUP 300 01 3 | 4 9 3 1 0 0 0 0 0 0 0 0 0 0 0 0 0 18 |
| 22.2 50.0 16.7 5.6 |

| AUP 302 01 3 | 12 9 2 0 0 0 0 0 0 1 0 0 0 0 0 0 0 24 |
| 50.0 37.5 8.3 4.2 |

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BRISTER, GLORIA
| AUP  | 334 | 01  | 3     |
|      | 10  | 7   | 7    | 2   | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0  | 0  | 0  | 26  |
| 38.5 | 26.9| 26.9| 7.7  |
| AUP  | 336 | 01  | 3     |
|      | 13  | 4   | 2    | 1   | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0  | 0  | 0  | 20  |
| 65.0 | 20.0| 10.0| 5.0  |
| AUP  | 420 | 01  | 3     |
|      | 12  | 3   | 0    | 0   | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0  | 1  | 0   | 18  |
| 66.7 | 16.7|
| INSTRUCTOR TOTALS ** |
| 35   | 14  | 9   | 3    | 0   | 0 | 0 | 0 | 0 | 1  | 0  | 0  | 0  | 0  | 0  | 64  |
| 54.7 | 21.9| 14.1| 4.7  | 1.6 |
JENKINS, GEORGINA
AUP 332 01 3
8 10 3 3 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 24
33.3 41.7 12.5 12.5

AUP 422 01 03
11 14 2 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 27
40.7 51.9 7.4

AUP 430 02 3
9 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 9
100.0

INSTRUCTOR TOTAL **
44 34 5 3 0 0 0 0 0 0 0 0 0 0 0 86
51.2 39.5 5.8 3.5

OUZTS, FLORENCE
AUP 101 01 3
16 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 16
100.0
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### Student Credit Hours Summary By Level

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### Student Credit Hours Summary By Level

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### Department of Audiology & Speech Pathology

#### Credit Hour Production

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Graduates:
Fall, 2002 – 1
Spring, 2003 – 11
Fall, 2003 – 7
Spring, 2004 – 13

Fall, 2004 Faculty advising load:
Mrs. Brister: 50 students
Mrs. Jenkins: 45 Students

CREDIT HOURS PRODUCTION PER FTE
Delta State University
PUPIL-TEACHER RATIO
FALL, 2002

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Delta State University
PUPIL-TEACHER RATIO
FALL, 2003

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GRADUATE PLACEMENT (in employment and in graduate and professional schools)

GRADUATES
FALL, 2002
NAME
Yolanda Yvette Nicholson

MAJOR FIELD
Audiology & Speech Pathology

HOME TOWN
Coffeeville

Employed by: Mississippi School District

GRADUATES
SPRING, 2003
NAME
Jennifer Gayle Armstrong

MAJOR FIELD
Audiology & Speech Pathology

HOME TOWN
Winter Spring, FL

Graduate School, University of Mississippi

Andrea Elizabeth Atchley
Audiology & Speech Pathology
Indianola

Graduate School, University of Alabama

Jo Alice Grimsley
Audiology & Speech Pathology
Canton

Graduate School, University of Alabama

Latita R. Harden
Audiology & Speech Pathology
Olive Branch

Graduate School, Delta State University

Nikiki Lynette Johnson
Audiology & Speech Pathology
Hollandale

Employed by: Rehab Agency

Barbara Gail Kelley
Audiology & Speech Pathology
Clay, KY

Graduate School, University of Southern Mississippi

Tiffany Marie Massing
Audiology & Speech Pathology
Southaven

Graduate School, University of Mississippi

Amanda Cossey Price
Audiology & Speech Pathology
Corinth
Cheryl Lee Smith  
Graduate School, Mississippi University for Women  
Lesley Shannon Speck  
Graduate School, University of Mississippi  
Toni Rachelle Storey  
Employed by: Mississippi School District

GRADUATES  
FALL, 2003

NAME  
Adrienne Lynnette Collins  
Graduate School, Nova Southeastern University, Florida  
Amy Diane Foote  
Graduate School, Jackson State University  
Kristy D. Hardin  
Graduate School, University of Mississippi  
Lindsey Amelia Hargrave  
Graduate School, University of Mississippi  
Andrea Marlette Moore  
Graduate School, University of Memphis  
Holly Lynn Radicioni  
Graduate School, Jackson State University  
Teresa Collins Toler  
Graduate School, Nova Southeastern University, Florida

MAJOR FIELD  
Audiology & Speech Pathology  
Audiology & Speech Pathology  
Audiology & Speech Pathology  
Audiology & Speech Pathology  
Audiology & Speech Pathology  
Audiology & Speech Pathology  
Audiology & Speech Pathology

HOME TOWN  
Inverness  
Madison  
Houston  
Rolling Fork  
Cleveland  
Cleveland  
Greenville

16.
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Yoshia Monique Rockette  Audioology & Speech Pathology  Water Valley

Employed by: Desoto County School

Christopher Michael Tharp  Audioology & Speech Pathology  West Helena, AR

Employed by: Arkansas School District

Kem E. Weathersby  Audioology & Speech Pathology  Cleveland

Graduate School, University of Central Arkansas

Joyce Yvet Wilson  Audioology & Speech Pathology  Metcalfe

Graduate School, Nova Southeastern University, Florida
Proposed Annual Report
Professional Development Review for Faculty
Department of Speech Language Pathology
Delta State University

IL.PERSONNEL

Gloria R. Brister, M.S., C.C.C., SLP
Department Coordinator- Fall, 2003; Spring, 2004
Assistant Professor
Non-tenured

Teaching Activities
Fall, 2002
Phonetics, 3 hrs
Language Development in Children, 3 hrs
Neuroanatomy and Physiology, 3 hrs
Neurogenic Communicative Disorders, 3 hrs

Spring, 2003
Appraisal and Diagnosis of Communicative Disorders, 3 hrs.
Language Disorders, 3 hrs.
Articulation Disorders, 3 hrs,
Voice Disorders, 3 hrs

Summer, 2003
Multicultural Issues in Communicative Assessment/Intervention, 3 hrs (Graduate level).

Fall, 2003
Neuroanatomy, 3 hrs.
Language Development, 3 hrs
Anatomy and Physiology, 3 hrs.
Department Coordinator Administrative Responsibility

Spring, 2004
Neurogenic Communicative disorders, 3 hrs.
Language Disorders, 3 hrs
Appraisal and Diagnosis of Communicative Disorders, 3 hrs
Department Coordinator Administrative Responsibility-SACS Review

Summer, 2004
Session I – Aup 322 – Clinical Practicum, 3 hrs
Session II – Aup 323 – Clinical Practicum, 3 hrs
Examples of Course Improvement

**Neuroanatomy**
Course has been improved through introduction of a new textbook and illustrated workbook featuring topographical analysis of language areas and pathways for blood supply. New videos were utilized to teach function in association with anatomical location featuring cadaveric brain tissue.

**Anatomy and Physiology**
Knowledge has been facilitated through the use of interactive lessons on compact discs available with purchase of text.

**Appraisal and Diagnosis of Communicative Disorders**
In addition to student preparation of five portfolios for assessment of articulation, language, fluency, voice, and neurological disorder, students will have the opportunity to act as apprentices with master clinicians in assessment of patients with communicative disorder.

**New course Development**

**AUP 451. Speech, Language, and Hearing Disorders for Teachers.**
Course content deals with normal speech/language development in children, abnormal development of speech/language hearing skills, problems that are frequently encountered in the classroom, and suggestions for classroom management.

**AUP 480. Prereading Readiness Skills for Early Childhood, Elementary and Special Educators.**
Study will include description of emergent literacy stages of development and provide activities to facilitate phonological awareness, as well as other language arts curricular benchmarks required for early literacy skills.

**Service**
Provision of speech language services for the Delta State Daycare facilities. Inservice for teachers of these children includes what to do to facilitate development, and how to help intervene to prevent delay.

Interdisciplinary Service Collaboration within Delta State between the department of early childhood education, elementary education, speech language pathology, nursing, and social work. Examples of activities include team teaching, invited interdisciplinary class lecture, and curriculum development.

Secretary for Delta State University Chapter of the Phi Kappa Phi Academic Honor Society.

Faculty member of the Delta State University Chapter of Omicron Delta Kappa Leadership Society.
Speech/hearing screenings at Delta State health Fair.

Speech/hearing screenings at the Annual Bolivar County Council on Aging Workshop for the Elderly.

AFAA Certified instructor for Pilates, Kickbox, Body Sculpt, and Step Aerobic Fitness class for Delta State University.

Services on the committee for Evaluation of Instruction at Delta State University.
Name: Gina Jenkins  
Title: Instructor in Speech Language Pathology  
Number of Years at DSU: One

Teaching Activities:  
I developed and taught 7 new courses. First semester, I taught Introduction to Communicative Disorders, Introduction to Audiology, Phonetics, and Methods in Communicative disorders. Second semester, I am developing and teaching Diagnostic Audiology, Voice Disorders and Articulation disorders.

Scholarly and Creative Activities:  
Clinic supervisor for 9 speech pathology students. I am supervising their evaluation and therapy for individuals ranging in age from 3 to 50 and disorders ranging from articulation disorders to autism.

Service:  
I have attended numerous National Student Speech Language and Hearing Association functions including a back-to-school party and Christmas party, as well as numerous meetings throughout the semester. I am also our department’s delegate to the Faculty Senate and have participated in numerous Brown Bag luncheons with Dr. Thornell.

The Delta State University Clinic served approximately 30 children and 5 adults with speech/language therapy during the academic year 2003-2004.

The Delta State University clinic staff and students were approached by Central Mississippi Head Start Inc. and will screen speech/language and hearing for approximately 500 Head Start children in Holmes County during the month of August, 2004.

Faculty Development:  
I attended a workshop on autism at the Greenville Higher Education Center to expand my knowledge of autism.

Other:  
Even though this is my first year as an instructor at Delta State, I have thoroughly enjoyed it and feel that I have found what I want to do for the rest of my life.
Faculty Activity Report  
Delta State University  
College of Arts and Sciences

Name: Dr. Florence Ouzts, professor  
Dept. of Audiology/Speech Pathology  
Academic discipline: Speech Pathology

I. Teaching Activities (Spring 2003-Fall 2003) (Retired, Spring 2004)

Spring 2003- Courses  
AUP 362 – American Sign Language II (3hrs.)  
AUP 101 – Speech and Language Improvement (3 hrs.)  
AUP 330 – Speech Science (3 hrs.)  
AUP 430 – Clinical Practicum (3 hrs.)

Fall 2003 – Courses  
AUP 360 – American Sign Language I (3hrs.)  
AUP 101 – Speech and Language Improvement (3hrs.)  
AUP 430 – Clinical Practicum (3 hrs.)

New Course Development  
AUP 362 – American Sign Language II – This course is a continuation of ASL I with a conversational emphasis. A functional-notional approach which focuses on the “functions” or communicative purposes of people’s everyday interactions. Aspects of Deaf culture will be incorporated into the class activities as appropriate to the content. Study areas include facial expression, body language, dialogue practice and finger spelling.

Course Revisions:  
A. Revised course materials and syllabi for AUP 330 – Speech Science, in keeping with the demands of current research and textbook changes.

B. Revised the course content of AUP 101 Speech and Language improvement, to include a multicultural perspective of language study. Strategies for learning English as a Second language were incorporated to meet the needs of the international students.
Faculty Activity Report
Delta State University

Dr. Florence Ouzts, Audiology/Speech Pathology

C. Teaching Modification:
   Drawing upon teaching tips and suggestions from:
   Teaching with Style, by Anthony E. Grasha (1996)
   Teaching at its Best, by Linda B. Nelson (1998)

   I have implemented a more interactive teacher/student learning atmosphere in my
   classes. Case History discussions, problem-solving exercises, journal writing, and
   critical analyses of scientific research studies are types of activities used; In addition,
   audiotapes and videotapes supplement standard classroom lectures. Website listings
   are offered and a few on-line readings are required. Testing format emphasizes the
   process of critical thinking or memorization of facts. Questioning techniques include
   all 5 levels of Bloom's taxonomy.

II. Faculty Development (Spring 2003-Fall 2003)

A. Attended NSSLA Workshop - "Bringing Sound to Life - Conference for
   developing a Cochlear Implant rehabilitation program for children of all ages.
   Clinics - Sponsored by The University of Mississippi Chapter of NSSLA (.6
   CEUs).

B. Successfully completed the Continuing Education Home Study Course:
   "Ritalin, Prozac, and Kids" sponsored by Professional Development Resources,
   Inc. (.06 CEUs). Approved by the CE Board of the American-speech-Language-
   Hearing Association.

C. Successfully completed the Continuing Education Home Study Course: "The
   Addicted Brain, sponsored by Professional Development Resources, Inc. (06CEUs).
   Approved by the CE Board of the American Speech-Language Hearing Association.

D. Successfully completed the Continuing Education Home Study Course:
   "Language Impairment and Psychopathology in Infants, Children, and Adolescents,
   sponsored by Professional Development Resources, Inc. (.06 CEUs). Approved by
   the CE Board of the American Speech-Language Hearing Association.
Dr. Florence Ouzts, Audiology-Speech Pathology

III. Scholarly and Creative Activities (Spring 2001-Fall 2001)

A. Conducted independent library research in the areas of academic literacy and English for specific Purposes (ESP). The information formed the bases for course revisions in AUP 101 Speech/Language improvement. Phonological and Grammatical studies of Russian and Georgian were researched.


IV. Service

1. DSU Critical Thinking Committee participant
2. Departmental DSU library liaison – handled textbook and AV requests
3. Served as the academic advisor to sigma Alpha Eta, our DSU chapter of NSSLHA (National Student Speech Language Hearing Association).
4. Provided individualized language intervention to three DSU students – (2 international students, 1 ADHD).
5. Member of Bolivar County Friends of the Library - Participate as greeter and salesperson at annual library book sale (April 2003).
6. Member of National Alliance for the Mentally Ill (NAMI). – Certified Family-to family Educator.
7. Delta Tri-Parish monthly Ultreya newsletter.
8. Member of St. Francis Catholic Church-Active lay reader (Sundays)
9. Consultant for Delta Regional Medical Hospital-ASL consultant assisting with case history information for Deaf patients.

V. Other

Currently maintain the following Licensures/Certifications

1. Licensed speech Language Pathologist – Mississippi State Board of Health.
3. Certified member of Compton P-ESL Program/certified instructor in promoting English as a Second Language-Institute of Language and Phonology-San Francisco, California
4. RID Membership-Registry of Interpreters for the Deaf, Inc. – supporting member and educator.
III. Unit Goals

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

Method-A proposal for a graduate program in Speech Language Pathology was written and presented to IHL for the 2004-2005 academic year.

Graduate SLP Proposal

Name of Academic Program: Master of Science in Speech Language Pathology

Abstract: The Master of Science in Speech Language Pathology 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, credentials that qualify them for the abundant employment opportunities in schools, medical settings, nursing homes, mental health centers, etc. There is an extreme shortage of Speech-Language-Pathologists (SLP’s) in Mississippi (MS), so this Program will lead to the provision of more needed services for the communicatively handicapped in MS, and it will provide excellent career opportunities for MS students.

Program Preview Synopsis

- Objectives – This Program will build on a strong, reputable, established undergraduate Department, to serve students and the communicatively impaired in MS, and the Delta region in particular. The academic and clinical requirements for certification and license will be met through the current undergraduate and proposed graduate Programs.

- State Needs – There is a long-standing shortage of SLP’s in MS, as evidenced by the approximately 190 Bachelor’s level SLP’s working in MS public schools (MS Department of Education, 2002 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 inappropriate environmental influences.
• For many years manpower studies, for example by the Bureau of Health Professions, have shown a large shortage of SLP’s 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 causes speech and hearing problems). Other indicators of the shortage of SLP’s are the large number of advertisements of vacant positions in Publications such as The ASHA Leader and Advance Magazine, and also shown 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 sure 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 95 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 former Chair (John Lowe) was involved in an effort by the Mississippi Speech-Language-Hearing Association to assist schools in locating and hiring SLP’s – the unavoidable problem however, was that there just were not 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, because every year there are applicants who are not admitted to any graduate program because all the spaces are filled. Also, there are many holders of Bachelor’s Degrees with majors that do not lead to employment; they usually look to graduate programs like this, which lead to a plentiful job market.

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, and 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.
Resource Needs – The personnel needed for this graduate Program (and to continue the related undergraduate Program) are five-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.

Available Support Resources – A large network of off-campus practicum sites, with ASHA-certified SLP’s to serve as direct supervisors of students, will be developed. Many have already expressed enthusiasm for that role, wanting to support DSU in this endeavor. The contacts that current faculty have established for many years will be invaluable, especially in getting such a network started. Most importantly, it is doable, and will be one of the strengths of the Program. The current faculty, clinic, and equipment will also support the graduate Program. Also, the very favorable reputation of the current undergraduate Program will be invaluable in the development of all aspects of the Master’s program.

Outcome – Funding for this program at this time is unavailable. As the enrollment in classes for the undergraduate program has doubled in fall, 2004, 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.

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

Method – Student scores on the Graduate Record Examination required to be accepted into graduate studies, and actual enrollment in graduate programs.

Outcome – 18 to 20 students who graduated in Fall, 2003 and Spring, 2004 with a B.S. degree in Speech Language Pathology from DSU were accepted into graduate programs. (Refer to list of graduates for Fall, 2003, Spring 2004 listed previously).

3) To increase public service to individuals with communicative disorders through our Speech and Hearing Clinic.
Method – Data is recorded on an annual basis, including number of clients served for speech, language, and hearing disorders through the clinic.

Outcome – Approximately 30 children and 5 adults with communicative disorders were provided individualized diagnostic and therapeutic services by our clinicians in training supervised by Dr. Ouzts and Mrs. Jenkins. Mrs. Brister supervised 20 clinicians this summer providing services for 18 preschool children. 500 children in Head Start will receive screening for speech and language disorder by our students, supervised by Mrs. Jenkins in August, 2004

4) To initiate construction of a “smart classroom” in Kethley Hall, with computers for student use in academics, and for clinical purposes.

Method – As of this writing, the department of Speech Language Pathology is relocating to Kethley Hall. Two new classrooms are being created for academic instruction, equipped with computer access to utilize interactive Programs in Neuroanatomy, Anatomy and Physiology, Appraisal and Diagnosis, and Neurogenics.

Outcome – The interactive technology will allow students to view neural, respiratory, phonatory, and auditory anatomy, as well as physiological components, as they function naturally, (not just memorizing parts). They will be 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 will utilize 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. Finally, students will be able to use computers for assessment, report writing, and therapy in their lab in Kethley 118, where ITS is to provide a dozen used computers, allowing our students to use the same protocol professional clinicians actually use for patient services.

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

Method – Students are required to contribute 25 contact hours of service per semester, as they are enrolled in clinical practicum.

Outcome – Students provide 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 volunteer to help with feeding patients in the local nursing homes, getting experience with dysphagia. They will travel to Winona, MS this month to assess 500 children in the Head Start Program for Speech, Language, and Hearing Disorders.
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’s 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.

Outcome – Our students did visit their home town schools to participate in recruiting activities. The result has been over 95 students majoring in SLP in Fall, 2004, with class enrollment doubling to 40-45 students. Additionally, the first National Communication Sciences and Disorders (CSD) Career Awareness Day is designated for October 29. 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 for students in our field. Participating students will be given materials including a brochure about careers in Speech Language Pathology, a brochure describing the DSU department of SLP, 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.

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.

Method – Mrs. Brister maintains communication with alumni from DSU’s department of Speech Language Pathology. Most have offered to supervise our students or allow the students to observe them while performing an evaluation or intervention service.

Outcome – Dr. Peter McArthur enjoys coming to campus for guest lectures and having students visit his office to observe stroboscopy and vestibular assessment. Mrs. Burnice Eley, Eddie McKinney, Stephanie Hutchinson, and Melanie Hudson are all therapists at Bolivar hospital 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 agencies, allows students to travel with her to experience outpatient and home health services. Twenty two years’ worth of alumni provide ample networking for students to get to know a professional within our community, or anywhere within the region Delta State serves.
8) To contact alumni from our program to aid in recruitment and to provide professional activities for our students in off campus clinical sites.

**Method** – The department secretary is the process of enlisting the alumni foundation for data including students Mrs. Brister has taught over the past twenty two years. The initial contact will be through a letter and by email inviting alumni to a reunion meeting at our state conference in Jackson, Ms. At this time we will plan professional development activities for DSU students throughout the area.

**Outcome** – We have requested to be on the agenda for the next state conference scheduled for April 7-9, 2005. The rest is yet to come.

**IV. Needs and Requests**

**Personnel**
At this point in time, our department only has two faculty members, including the chair. Mrs. Jenkins, the director of the Speech and Hearing Clinic, and instructor (full time) in Speech Pathology needs to expand from a nine month contract to a twelve month contract to keep the clinic open during the summer to assist in intervention with children not receiving services supplied by the school systems within the regular academic year. Many Head Start programs have requested assistance with speech, language, and hearing screenings during the summer. We will assess 500 children in Winona, Ms this month for a fee of $10,000-$12,000. These same two faculty members are advising over 95 students presently majoring in Speech Pathology. A recent check on the number of students in the Intro class, AUP 300, indicates enrollment of over 40 students prior to registration, and 44 students enrolled in Phonetics, AUP 302; with Anatomy and Physiology, AUP 306, approximating 40, we are planning one overload requested by Mrs. Jenkins as adjunct for AUP 300, and hiring another adjunct for AUP 302, Phonetics. If Anatomy and Physiology, AUP 306, goes over a count of 40, we will request an adjunct for it, as well. Since this is foundation coursework for the major, we feel is crucial that students receive quality attention in instruction of this content. Audrey Morehead will assist in teaching AUP 101 for the fall semester. We will need adjuncts for Spring, 2005 classes, as well, because of the increase of students in classes that will move on to higher level classes in the major next semester, and so on. We definitely need to plan to have one more full time instructor for Fall, 2005 to provide stability for our students with faculty advising, instruction, and clinical supervision. Adding an additional student worker to help our secretary would be extremely beneficial to act as a receptionist for the clinic during its active hours. In the event that we would be able to initiate a graduate program in SLP, this would create a need for three more faculty members. This was discussed previously under the first unit goal.
Facilities
As this report is being written, we are planning to move from Bailey hall to Kethley hall within the next two weeks. Students in our major will need two classrooms that will house over 40 for courses in the major. We have been told that two classrooms will be constructed on the hall opposite our offices for this purpose, which is the ITS area at this time. Since this is renovation, we would like to equip the classrooms with technology support for computer use/instruction. The Technology Learning Center will also house two other courses taught by professors at the University of Central Arkansas for students in our major. We are experiencing problems with seating and microphones for the 36 students enrolled in the classes. The room as it is will only house 24. We must provide this class to students coming in as transfer students in order for them to finish their degree in two years as the articulation agreement requires. Since it is offered by teleconferencing, we are locked into one time slot; the time the class is offered and taught at UCA. We chose this method of instruction because we need to have 25% of the coursework in our major taught by professors with Ph.D.'s in the field.

Equipment
We have requested a dozen used computers from ITS from Beverly Fratesi for our students to use for academic interactive lessons in courses, as well as for clinical assessment and intervention, including evaluation reports and therapy protocol that professionals use in our field of study. We will house them in the student lab in Kethley 118. Computer hook ups are already available, left over from the use of DSU purchasing staff housed previously in that room. Finally, our department needs a conference table and ten chairs. We hope to inherit a table from the History department when they move to Jobe Hall during the spring semester, 2005. That request has been formally made to Dr. Myris Tabb. Dr. Morgan stated that the chairs are in disrepair, so we will wait for access to chairs, as they become available.
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