

DEPARTMENT OF COMMUNICATION DISORDERS  
BRIGHAM YOUNG UNIVERSITY  
136 TAYLOR BUILDING  
PROVO, UTAH 84602-8605  
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david\_mcperson@byu.edu



Council on Academic Accreditation  
American Speech-Language-Hearing Association  
ATTN: Sarah Preston  
2200 Research Boulevard  
Third Floor, Mail Stop 310  
Rockville, MD

February 20, 2008

Re: Annual Report, Academic Year 2007-08, CAA file #48

The Academic Year 2007-08 Annual Report has been completed and is included with this document. After reviewing all available information we are of the opinion that this report is complete and meets the 2008 compliance standards.

We appreciate the time and consideration of the CAA in reviewing our report. We feel the CAA certification adds significant value to our program.

Sincerely,

A handwritten signature in black ink, appearing to read "David L. McPherson".

David L. McPherson, Ph.D.  
Professor and Chair

**ANNUAL REPORT FORMAT**  
**For Submission during 2007-2008 Academic Year**

**Council on Academic Accreditation**  
**In Audiology and Speech-Language Pathology**

The purpose of the annual report is to provide updated information, including past and anticipated changes in the program, as it relates to your program's continued compliance with the 2008 standards for accreditation. The outline and format presented here must be followed when submitting an annual report during the 2007-2008 academic year. Please submit the original, signed hardcopy document to the ASHA National Office and one **electronic version** of your annual report, including all appendices and attachments, as a Microsoft Word attachment to [spreston@asha.org](mailto:spreston@asha.org)

<b>DATE OF ANNUAL REPORT:</b>	<b>March 1, 2008</b>	
<b>CAA FILE #:</b>	<b>48</b>	
<b>INSTITUTION NAME:</b>	<b>Brigham Young University</b>	
<b>COLLEGE/DIVISION:</b>	<b>McKay School of Education</b>	
<b>DEPARTMENT/PROGRAM:</b>	<b>Communication Disorders</b>	
<b>ADDRESS:</b>	<b>BYU 136 TLRB</b>	
	<b>Provo, UT 84602</b>	
<b>PROGRAM DIRECTOR NAME AND TITLE:</b>	<b>David L. McPherson, Ph.D.</b> <b>Department Chair</b>	
<b>PROGRAM DIRECTOR PHONE #:</b>	<b>(801) 422-6458</b>	
<b>PROGRAM DIRECTOR EMAIL:</b>	<b>david_mcpherson@byu.edu</b>	
<b>PROGRAM FAX:</b>	<b>(801) 422-0197</b>	
<b>PROGRAM MAIN PHONE #:</b>	<b>(801) 422-4318</b>	
<b>INSTITUTION/PROGRAM WEB ADDRESS:</b>	<b><a href="http://www.byu.edu">www.byu.edu</a></b> <b><a href="http://education.byu.edu/comd/index.html">http://education.byu.edu/comd/index.html</a></b>	
<b>AREA(S) OF ACCREDITATION HELD:</b> X Master's SLP	<b>LIST DEGREE DESIGNATOR(S) (i.e., AuD, PhD, MA, MS): MS</b>	
<b>REGIONAL ACCREDITATION BY:</b>	<b>Northwest Association of Schools and Colleges</b>	
<b>CURRENT REGIONAL ACCREDITATION CYCLE:</b>	<b>From: 04/2006</b>	<b>To: 04/2016</b>

**General Information Section**

Please provide the following information about your program.

**NOTE:** Where 50% or more of the graduate academic credit hours are provided via satellite or branch campuses and/or distance education, the program must include a discussion about the impact of these components on the residential program when addressing accreditation standards.

1. Is this graduate program offered as part of a consortium?

**Audiology**

Yes

No

**SLP**

Yes

No

2. If yes, indicate the institutions participating in the consortium and which entity(s) will be granting the degree. (Add additional rows for additional Institutions as needed.)

**Audiology**

	Name	Degree Granting Entity (check all that apply)
Institution 1		
Institution 2		

**SLP**

	Name	Degree Granting Entity (check all that apply)
Institution 1		
Institution 2		

3. Provide regional accreditation information for each participating entity of the consortium. (Add additional rows for additional entities as needed.)

**Audiology**

Name of Entity	Name of Regional Accreditation	Current Regional Accreditation dates
		From: (month) (yr) To: (month) (yr)
		From: (month) (yr) To: (month) (yr)

**SLP**

Name of Entity	Name of Regional Accreditation	Current Regional Accreditation dates
		From: (month) (yr) To: (month) (yr)
		From: (month) (yr) To: (month) (yr)

4. Is this graduate program or a component of it offered through a satellite or branch campus?

**Audiology:**

Yes, less than 50% of the academic credit hours

Yes, 50% or more of the academic credit hours

No

**SLP:**

Yes, less than 50% of the academic credit hours

- Yes, 50% or more of the academic credit hours  
 No

5. If 50% or more of the graduate academic credit hours are offered through a satellite or branch campus, name the locations of the satellite or branch campus and provide regional accreditation information. (Add additional rows for additional locations as needed.)

**Audiology**

<b>Location #1:</b>	<b>Area of Study:</b>
Name:	
Address:	
Name of Program Director	
Name of Regional Accreditation:	
Dates of Regional Accreditation	From: (month) (yr) To: (month) (yr)
<b>Location #2:</b>	<b>Area of Study:</b>
Name:	
Address:	
Name of Program Director	
Name of Regional Accreditation:	
Dates of Regional Accreditation	From: (month) (yr) To: (month) (yr)

**SLP**

<b>Location #1:</b>	<b>Area of Study:</b>
Name:	
Address:	
Name of Program Director	
Name of Regional Accreditation:	
Dates of Regional Accreditation	From: (month) (yr) To: (month) (yr)
<b>Location #2:</b>	<b>Area of Study:</b>
Name:	
Address:	
Name of Program Director	
Name of Regional Accreditation:	
Dates of Regional Accreditation	From: (month) (yr) To: (month) (yr)

6. Are graduate courses for the graduate education program offered through distance education?

**Audiology:**

- Yes, less than 50% of the academic credit hours  
 Yes, 50% or more of the academic credit hours  
 No, distance education not offered

**SLP:**

- Yes, less than 50% of the academic credit hours  
 Yes, 50% or more of the academic credit hours  
 No, distance education not offered

**A. Prior Concerns**

List all concerns noted by the CAA in your last report approval letter (either annual report, (re)accreditation or substantive change), and describe in detail the actions taken to address those concerns.

Audiology:

N/A

SLP:

None noted (see CAA letter dated March 20, 2007).

**B. Updates Related to Compliance with Accreditation Standards.** Provide information regarding updates related to program compliance with accreditation standards since your last submitted report (Application or Annual Report and Substantive Change, as appropriate), as related to the following standards and issues:

**1.0 Administrative Structure and Governance**

1. Discuss any changes that have occurred in administrative structure and governance of the program as specified in 2008 Standards 1.1-1.7. Include in your consideration changes to 1) the status of regional accreditation, 2) the program's mission, goals and objectives, 3) the program's long-term strategic plan, 4) the program's authority and responsibility, 5) the effectiveness of the program director, 6) equitable treatment of students, faculty, staff, and persons served in the program's clinic, and 7) the accuracy of public information about the program.

None.

2. Describe the process for creating and implementing the program's strategic plan. (Std. 1.3)

The strategic plan is created based on academic, research, and clinic needs of our program by a continuing review of the following systematic tools:

1. National Survey of Student Engagement.
2. Graduate student exit interviews.
3. Graduate and undergraduate representation to our faculty meetings.
4. Student assessment of faculty.
5. The university annual Senior Survey.
6. Outside consultants.
7. Faculty review of students and program.
8. University self-assessment.
9. Annual alumni survey (we have specific targeted questions).
10. External review of faculty.

For a more detailed discussion I refer the reader to: <http://education.byu.edu/comd/administrative.html>

3. What methods are used to assure the congruence of the strategic plan with the mission of the institution? (Std. 1.3)

This is answered in 2, above, and four, below. This is a requirement of the university and is reviewed at all administrative levels of the university.

For a more detailed discussion I refer the reader to : <http://education.byu.edu/comd/administrative.html>

4. What methods are used to assure that the development of the strategic plan has the support of the university administration and reflects the role of the program within the community? (Std. 1.3)

We submit, annually, a Strategic Plan to the Dean of the David O. McKay School of Education. In addition, our strategic plan is reviewed by the University with written feedback, the CAA in our renewal applications, as part of the University's ongoing self-assessment program, as part of the University's accreditation by the Northwest Association of School and Colleges, as part of the David O. McKay School of Education accreditation by the National Council on Accreditation of Teacher Education.

5. Describe how the plan is evaluated and disseminated to faculty, students, alumni, and other interested parties. (Std. 1.3)

The strategic plan is incorporated into our University Self-Study and is open to for public view at : <http://education.byu.edu/comd/administrative.html>

6. Are there any changes that have occurred in the last reporting period regarding the individual responsible for the program? (Std. 1.5)

Yes (provide updated information, below)  
 No

7. If yes, please provide updated information below. (Std. 1.5)

**Audiology**

**Name:** \_\_\_\_\_

**Academic Rank:**

Instructor  
 Assistant Professor  
 Associate Professor  
 Full Professor  
 Emeritus

**Employment Status:**

Full-time  
 Part-time (explain)

**Date appointed as Program Director** \_\_\_\_\_

**Certification Status:**

CCC-SLP  
 CCC-A  
 No certification

**Employment Start Date (mm/yy):** \_\_\_\_\_

**Tenure Status:**

Non-tenured - not on tenure track  
 Non-tenured - on tenure track  
 Administrative appointment without faculty status  
 Tenured - provide date: (month) (yr)

Educational background			
Degree earned	Institution Name	Year granted	Major

**SLP**

Name: \_\_\_\_\_

Academic Rank:  Instructor  
 Assistant Professor  
 Associate Professor  
 Full Professor  
 Emeritus

Employment Status:  Full-time  
 Part-time (explain)

Date appointed as Program Director \_\_\_\_\_

Certification Status:  CCC-SLP  
 CCC-A  
 No certification

Employment Start Date (mm/yy): \_\_\_\_\_

Tenure Status:  Non-tenured - not on tenure track  
 Non-tenured - on tenure track  
 Administrative appointment without faculty status  
 Tenured - provide date: (month) (yr)

Educational background			
Degree earned	Institution Name	Year granted	Major

8. How does the program or institution evaluate the effectiveness of the program director? (Select all that apply). (Std. 1.5)

- Evaluation by the Dean
- Evaluation by the Chair
- Evaluation by program faculty
- Evaluation by students
- Evaluation by support personnel
- Evaluation by instructional staff
- Evaluation by performance committee
- No evaluation
- Other (specify):

9. How often does evaluation of the program director occur? (Select all that apply.) (Std. 1.5)

- Less than one time annually
- Annually
- Every 2-5 years
- Less frequently than 5 years
- Never
- Other (specify):

10. Where are the program Praxis pass rates publicly posted? (Select all that apply.) (Std. 1.7)

- Application

- materials
- Brochures
- Catalog
- Newsletters
- Web site (provide URL): <http://education.byu.edu/comd/documents/GraduateProgramProfiles.pdf>
- Other (specify): \_\_\_\_\_

11. Where are program completion rates publicly posted? (Select all that apply.) (Std. 1.7)

- Application materials
- Brochures
- Catalog
- Newsletters
- Web site (provide URL): <http://education.byu.edu/comd/documents/GraduateProgramProfiles.pdf>
- Other (specify): \_\_\_\_\_

12. Where are program employment rates publicly posted? (Select all that apply.) (Std. 1.7)

- Application materials
- Brochures
- Catalog
- Newsletters
- Web site (provide URL): <http://education.byu.edu/comd/documents/GraduateProgramProfiles.pdf>
- Other (specify): \_\_\_\_\_

**1.0 Administrative Structure and Governance  
Distance Education and Satellite Component (only)**

If you answered “Yes, 50% or more” to question 4 or 6 in the General Section, the program must provide responses to the following questions.

13. Discuss any changes that have occurred in administrative structure and governance of the distance education and/or satellite program as specified in 2008 Standards 1.1-1.7. Include in your consideration changes to 1) the status of regional accreditation, 2) the program’s mission, goals and objectives, 3) the program’s long-term strategic plan, 4) the program’s authority and responsibility, 5) the effectiveness of the program director, 6) equitable treatment of students, faculty, staff, and persons served in the program’s clinic, and 7) the accuracy of public information about the program. (Std. 1.0)

Distance Education:

Satellite/Branch campus:

14. Describe how the administrative components of the distance education and/or satellite program are integrated with those of the residential program. (Std. 1.4)

Distance Education:

Satellite/Branch Campus:

15. Provide a clear delineation of the responsibilities and qualifications of the individual who has major responsibility for the coordination of activities and for those persons involved in the administration of the distance education and/or satellite program. (Std. 1.5)

Distance Education:

Satellite/Branch campus:

16. Where are program Praxis pass rates public posted for the distance education and/or satellite program? (Select all that apply.) (Std. 1.7)

Distance Education:

- Application materials
- Brochures
- Catalog
- Newsletters
- Web site (provide URL): \_\_\_\_\_
- Other (specify): \_\_\_\_\_

Satellite/Branch Campus:

- Application materials
- Brochures
- Catalog
- Newsletters
- Web site (provide URL): \_\_\_\_\_
- Other (specify): \_\_\_\_\_

17. Where are program completion rates publicly posted for the distance education and/or satellite program? (Select all that apply.) (Std. 1.7)

Distance Education:

- Application materials
- Brochures
- Catalog
- Newsletters
- Web site (provide URL): \_\_\_\_\_
- Other (specify): \_\_\_\_\_

Satellite/Branch Campus:

- Application materials
- Brochures
- Catalog
- Newsletters
- Web site (provide URL): \_\_\_\_\_
- Other (specify): \_\_\_\_\_

18. Where are program employment rates publicly posted for the distance education and/or satellite program? (Select all that apply.) (Std. 1.7)

Distance Education:

- Application materials
- Brochures
- Catalog
- Newsletters
- Web site (provide URL): \_\_\_\_\_
- Other (specify): \_\_\_\_\_

Satellite/Branch Campus:

- Application materials
- Brochures
- Catalog
- Newsletters
- Web site (provide URL): \_\_\_\_\_
- Other (specify): \_\_\_\_\_

***[End distance education and/or satellite section for Standard 1.0]***

## 2.0 Faculty

1. Discuss any changes that have occurred to faculty qualifications, sufficiency, and continuing competence, as specified in 2008 Standards (2.1 – 2.3).

Lee Robinson: Promoted to Associated Professor (Professional) and granted Continuing Faculty Status (e.g., Brigham Young University's equivalent to tenure).

Nancy Blair: Promoted to Associated Professor (Professional) and granted Continuing Faculty Status (e.g., Brigham Young University's equivalent to tenure).

2. Using the format for faculty vitae in **Appendix II Vita Outline**, provide the requested information for **each new member of the faculty and instructional staff** of the entry-level graduate program (residential, distance education and/or satellite programs as applicable) who are employed by the university (this does not include external supervisors) since the program's last accreditation report (annual report, accreditation application). Vita must not exceed three pages per person and should include publications, presentations, grants awarded, activities related to clinical service delivery, clinical supervision experiences, professional development and professionally related service activities for the past three years only. (Std. 2.1)
3. Using **Appendix III Faculty and Instructional Staff Summary**, provide all information requested for each member of the program faculty and supervisory staff as of the fall semester of the current academic year (Std. 2.2) The program must provide:
  - o The total FTE contribution to the graduate entry-level program for each program faculty and supervisory staff.
  - o A breakout of the FTE contribution to the **graduate** entry-level program for each program faculty and supervisory staff to include percent of time devoted to: classroom teaching, academic and clinical program administration, clinical supervision, research, and other services (i.e., advising, service on committees supporting to the graduate program, NSSLHA advising)
  - o A breakout of time devoted to the residential (Re), distance education (DE) and/or satellite (S) program(s)
  - o Courses taught by each program faculty and supervisory staff
4. Describe how the program ensures that all clinical supervision of clock hours counted for ASHA certification requirements is provided by persons who currently hold the ASHA CCC in the appropriate area. (Std. 2.1)

We keep a data base that tracks all individuals providing clinical supervisions and confirm current certification in January and April of each year as well as confirm state licensing in January of each year.

5. Indicate how verification of supervisor certification is completed. (Select all that apply.) (Std.2.1)

- |                                     |                                     |
|-------------------------------------|-------------------------------------|
| <input type="checkbox"/>            | Secure copy of ASHA membership card |
| <input checked="" type="checkbox"/> | Verify through ASHA                 |
| <input type="checkbox"/>            | Other (specify):                    |

6. Identify who is responsible for verifying that all clinical supervision of clock hours counted for ASHA certification requirements is provided by persons who currently hold the ASHA CCC in the appropriate area. (Select all that apply.) (Std. 2.1)

- |                                     |                                |
|-------------------------------------|--------------------------------|
| <input checked="" type="checkbox"/> | Administrative assistant       |
| <input checked="" type="checkbox"/> | Clinic director or coordinator |
| <input type="checkbox"/>            | Faculty member                 |
| <input type="checkbox"/>            | Program director               |
| <input type="checkbox"/>            | Student                        |
| <input type="checkbox"/>            | Other (specify):               |

7. When does the program verify ASHA certification status for individuals providing supervision? (Select all that apply.) (Std. 2.1)

- Annually
- Each semester/quarter
- Prior to each student's placement
- Other (specify): Also, at the time of a new supervisor or faculty hire.

8. How does the program verify that individuals providing supervision hold credentials consistent with state requirements? (Select all that apply.) (Std. 2.1)

- Obtain copy of state credential
- Verify through state agency
- Other (specify):

9. Who is responsible for verifying that credentials for individuals providing supervision are consistent with state requirements? (Select all that apply.) (Std. 2.1)

- Administrative assistant
- Clinic director or coordinator
- Faculty member
- Program director
- Student
- Other: (specify)

10. When does the program verify the state credential status for individuals providing supervision? (Select all that apply.) (Std. 2.1)

- Annually
- Each semester/quarter
- Prior to each student's placement
- Other (specify):

11. Provide the number of students currently enrolled in the CSD program as of the fall semester of the current academic year. (Std. 2.2)

	Under-graduate	Non-entry level graduate degree		Entry-level graduate degree (master's SLP; doctoral audiology)		Post entry level graduate degree (e.g., PhD)	
		Full-time	Part-time	Full-time	Part-time	Full-time	Part-time
<b>SLP</b>		0	0	56	0		
<b>Audiology</b>							
<b>SLH Sciences</b>							
<b>Other (specify)</b> *SLP & Audiology is a combined under-graduate degree	289						
<b>TOTAL</b>	289	0	0	56	0		

12. Are the current number of FTE and doctoral and other faculty sufficient to meet the following expectations? Include in your consideration and explanation sufficiency to the residential, distance education and/or satellite program(s). (Std. 2.2)

Administer the graduate program of study?

- Yes
- No (explain):

Offer the breadth and depth of the academic and clinical curriculum?

Yes  
 No (explain):

Allow students to meet the expected student learning outcomes?

Yes  
 No (explain):

Advise students?

Yes  
 No (explain):

Participate in faculty governance?

Yes  
 No (explain):

Complete scholarly activities (research)?

Yes  
 No (explain):

Support timely student completion of the program?

Yes  
 No (explain):

Maintain the expected faculty workload?

Yes  
 No (explain):

Allow faculty to have adequate time for professional development?

Yes  
 No (explain):

Faculty accessibility by students as needed?

Yes  
 No (explain):

Allow faculty to meet tenure expectations?

Yes  
 No (explain):

Allow faculty to participate in other activities consistent with institutional expectations?

Yes  
 No (explain):

**2.0 Faculty  
Distance Education and Satellite Component (only)**

If you answered "Yes, 50% or more" to question 4 or 6 in the General Section, the program must provide responses to the following questions.

13. For the distance education and/or satellite program, discuss any changes that have occurred to faculty qualifications, sufficiency, and continuing competence, as specified in 2008 Standards (2.1 – 2.3).

Distance Education:

Satellite/Branch campus:

14. Describe the faculty responsibilities for the distance education/satellite program. Indicate how the responsibilities for the distance education and/or satellite program impact those for the residential program including teaching load, research time, and the ability to participate in faculty governance. (Std. 2.2)

Distance Education:

Satellite/Branch campus:

15. Describe how the stability of financial support for faculty is sufficient to maintain the distance education and/or satellite program. (Std. 2.2)

Distance Education:

Satellite/Branch campus:

16. Provide an estimate of student enrollment for the distance education and/or satellite program for the next academic year (fall through and including summer). Enter "0" if you anticipate no students enrolling in the academic year. (Std. 2.2)

Distance Education	# of students enrolled	Satellite/Branch Campus	# of students enrolled
Current year		Current year	
Next academic year (fall-summer)		Next academic year (fall-summer)	
Estimated increase/decrease (+ or -)		Estimated increase/decrease (+ or -)	

17. Explain reasons for any decrease or increase in the predicted enrollment in the distance education and/or satellite program. (Std. 2.2)

Distance Education:

Satellite/Branch campus:

***[End distance education and/or satellite section for Standard 2.0]***

### 3.0 Curriculum

1. Discuss any changes that have occurred to the overall curriculum sufficiency, knowledge, skills, technology and scope of practice of the academic and clinical education, scientific and research foundations evidenced in the curriculum, sequence of learning, clinical supervision, external placements and clinical settings, as specified in 2008 Standards (3.1 – 3.7).

None.

2. How are credit hours offered at the institution? (Std. 3.1)

<input type="checkbox"/>	Quarter
<input type="checkbox"/>	Semester
<input type="checkbox"/>	Other (specify):

3. Based on full time enrollment, indicate the academic and clinical requirements for the degree, including the minimum number of graduate semester/quarter credit hours required to earn the degree. (Std. 3.1)

<b>Requirements for Audiology</b>	<b>credits</b>
Minimum required academic credits	
Minimum elective academic credits	
Minimum required practicum/clinical credits	
Minimum elective practicum/clinical credits	
Minimum required research (include dissertation and/or research credits, if applicable)	
Minimum elective research (include dissertation and/or research credits, if applicable)	
Other (specify):	
<b>TOTAL</b>	

<b>Requirements for Speech-Language Pathology</b>	<b>credits</b>
Minimum required academic credits	36
Minimum elective academic credits	
Minimum required practicum/clinical credits	6
Minimum elective practicum/clinical credits	
Minimum required research (include dissertation and/or research credits, if applicable)	6
Minimum elective research (include dissertation and/or research credits, if applicable)	
Other (specify):	
<b>TOTAL</b>	48

4. Provide a completed **Appendix IV-A – Audiology and/or Appendix IV-B – SLP Curriculum Offerings and Course Characteristics** listing each section of all courses offered by the graduate program for the full length of the graduate program (Std. 3.1). For each section of a course, the program must indicate:
  - o All courses offered (academic, clinical, practicum, research, other) for residential, distance education and/or satellite programs.
  - o Course number and section
  - o Course title
  - o Elective (E) or required (R)
  - o Graduate (G) or undergraduate (U)
  - o Number of credits
  - o Term (season/year)
  - o Number of students enrolled
  - o Instruction
5. Provide a completed **Appendix V-A: Documentation of Audiology knowledge and Skills within the Curriculum and/or Appendix V-B Documentation of Speech-Language Pathology Knowledge and Skills within the Curriculum** for the program(s) of study. (Std. 3.1)

6. Provide the URL of the Web site link for the official course descriptions/offerings to the graduate program. (Std. 3.1)

<b>Audiology:</b>  N/A	<b>SLP:</b>  General university Graduate Catalog (go to page 78): <a href="http://www.byu.edu/gradstudies/images/catalogs/current_grad_catalog.pdf">http://www.byu.edu/gradstudies/images/catalogs/current_grad_catalog.pdf</a>
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7. Describe the process for verifying the achievement of the minimum clinical experience required for each student in the graduate program of study. (Std. 3.1)

**Audiology:**

N/A

**SLP:**

The department maintains a data base that track all of the nine disorder areas. Each student is required to complete sufficient hours to show breadth and depth of experience in each of the nine areas across severity levels. In addition, each student is tracked and required to complete clinical experiences in multicultural and prevention activities.

8. Describe how the program guides students to assess the effectiveness of their clinical services.

**Audiology:**

N/A

**SLP:**

Ongoing student reviews by clinical supervisors throughout the clinical experience, midterm and end-of-term review with the student occurs as well as a faculty summative review at the end of each term. A remediation plan is written and reviewed with the student, if there are deficiencies.

9. Describe how the academic and clinical curriculum is reviewed and updated to reflect current knowledge, skills, technology, and scope of practice. (Std. 3.2)

**Audiology:**

**SLP:**

1. Breakout of the PRAXIS is reviewed annually, since this was provided.
2. Annual review of student PRAXIS scores.
3. The faculty meets annually to review all course work including, but not limited to, course content, instructor qualifications, continuity across the curriculum, contribution to the KASA distribution, coordination between courses and clinical skills, and relationship of the course and course content to the stated mission of the program and institution.
4. Outside reviewers occur in conjunction with some type of "accreditation" at least every other year.
5. Outside reviewers occur in conjunction with faculty rank and advancement which includes a thorough review of teaching.
6. Also, other tools, as previously stated in the document, contribute to this process.

10. How do students obtain knowledge in the basic communication sciences (e.g., acoustics, physiological and neurological processes of speech, language, hearing, linguistics)? (Std. 3.3)

**Audiology**

<input type="checkbox"/>	Deficiency or prerequisite course work
<input type="checkbox"/>	Graduate course work
<input type="checkbox"/>	Graduate course work in another dept.
<input type="checkbox"/>	Undergraduate course work in another dept.
<input type="checkbox"/>	Participation in faculty research
<input type="checkbox"/>	Undergraduate course work
<input type="checkbox"/>	Other (specify):

**SLP**

<input checked="" type="checkbox"/>	Deficiency or prerequisite course work
<input checked="" type="checkbox"/>	Graduate course work
<input type="checkbox"/>	Graduate course work in another dept.
<input checked="" type="checkbox"/>	Undergraduate course work in another dept.
<input checked="" type="checkbox"/>	Participation in faculty research
<input checked="" type="checkbox"/>	Undergraduate course work
<input type="checkbox"/>	Other (specify):

11. How does the curriculum reflect the scientific bases of the professions and include research methodology, exposure to research literature, and opportunities to participate in research activities? (Select all that apply.) (Std. 3.3)

**Audiology**

<input type="checkbox"/>	Research conferences
<input type="checkbox"/>	Literature reviews within courses
<input type="checkbox"/>	Research project or dissertation
<input type="checkbox"/>	Grand rounds
<input type="checkbox"/>	Incorporation of evidence-based practice into the clinic
<input type="checkbox"/>	Other class research project(s)
<input type="checkbox"/>	Participation in faculty research
<input type="checkbox"/>	Require research course
<input type="checkbox"/>	Other (specify):

**SLP**

<input checked="" type="checkbox"/>	Research conferences
<input checked="" type="checkbox"/>	Literature reviews within courses
<input checked="" type="checkbox"/>	Research project or dissertation
<input type="checkbox"/>	Grand rounds
<input checked="" type="checkbox"/>	Incorporation in evidence-based practice into the clinic
<input type="checkbox"/>	Other class research project(s)
<input checked="" type="checkbox"/>	Participation in faculty research
<input checked="" type="checkbox"/>	Require research course
<input type="checkbox"/>	Other (specify):

12. How does the program include opportunities to participate in research? (Select all that apply.) (Std. 3.3)

**Audiology**

<input type="checkbox"/>	Capstone project
<input type="checkbox"/>	Dissertation
<input type="checkbox"/>	Independent research project
<input type="checkbox"/>	Interdisciplinary research
<input type="checkbox"/>	Participation in externship research projects
<input type="checkbox"/>	Participation in faculty research
<input type="checkbox"/>	Thesis
<input type="checkbox"/>	Other (specify):

**SLP**

<input type="checkbox"/>	Capstone project
<input type="checkbox"/>	Dissertation
<input type="checkbox"/>	Independent research project
<input type="checkbox"/>	Interdisciplinary research
<input type="checkbox"/>	Participation in externship research projects
<input checked="" type="checkbox"/>	Participation in faculty research
<input checked="" type="checkbox"/>	Thesis
<input type="checkbox"/>	Other (specify):

13. Are these research opportunities consistent with the specified mission and goals of the program? (Std. 3.3)

**Audiology**

<input type="checkbox"/>	Yes (explain):
<input type="checkbox"/>	No (explain):

**SLP**

<input checked="" type="checkbox"/>	Yes (explain):
	In our published mission statement research is clearly delineated: "The mission of the Communication Disorders Department is to advance knowledge and learning in science and clinical practice through research, teaching, and clinical service"
	A thesis is required of each student. Research grants are available and currently, for our 2006-07 matriculated students 17 out of 51 receive an additional research stipend by way of University grants and/or college level grants. These grants are specific for research.
<input type="checkbox"/>	No (explain):

14. Are these research opportunities consistent with the institution's expectation for the program? (Std. 3.3)

**Audiology**

- Yes (explain):  
 No (explain):

**SLP**

- Yes (explain):  
 The mission statement of the university states: "Scholarly research and creative endeavor among both faculty and students, including those in selected graduate programs of real consequence, are essential and will be encouraged." See <http://unicomm.byu.edu/president/missionstatement.aspx> for the complete mission statement.
- The mission of the Office of Graduate Studies states: "producing future generations of scholars and practitioners who will pursue truth in humility, expand the frontiers of knowledge, and lift and inspire others around the globe." See <http://www.byu.edu/gradstudies/> for the complete mission statement.
- The department mission statement states "The mission of the Department of Communication Disorders is to advance knowledge and learning in science and clinical practice through research, teaching, and clinical service [<http://education.byu.edu/comd/index.html>].
- No (explain):

15. What indicators and/or criteria are used to identify qualified supervisors/preceptors both in and outside the profession? (3.5)

**Audiology:**

- Accessibility to students  
 Appropriate state credentials for clinical practice  
 Appropriate national credentials for clinical practice  
 Clinical practice setting  
 Demonstrated abilities in the supervisory processes  
 Educational experience (including post-graduate continuing education activities)  
 Mastery and expertise in the clinical area supervised  
 Previous supervisory experience  
 Previous student evaluations  
 Recommendations or referrals from other professionals  
 Specialized training in supervision  
 Other (specify):

**SLP:**

- Accessibility to students  
 Appropriate state credentials for clinical practice  
 Appropriate national credentials for clinical practice  
 Clinical practice setting  
 Demonstrated abilities in the supervisory processes  
 Educational experience (including post-graduate continuing education activities)  
 Mastery and expertise in the clinical area supervised  
 Previous supervisory experience  
 Previous student evaluations  
 Recommendations or referrals from other professionals  
 Specialized training in supervision  
 Other (specify):

16. Who is responsible for monitoring agreements with external facilities? (Select all that apply.) (Std. 3.6)

**Audiology**

<input type="checkbox"/>	Administrative assistant
<input type="checkbox"/>	Clinic director
<input type="checkbox"/>	Department chair
<input type="checkbox"/>	Faculty
<input type="checkbox"/>	Higher administration (e.g., dean, provost)
<input type="checkbox"/>	Legal (contracts)office
<input type="checkbox"/>	Program director
<input type="checkbox"/>	Student
<input type="checkbox"/>	Other (specify):

**SLP**

<input type="checkbox"/>	Administrative assistant
<input checked="" type="checkbox"/>	Clinic director
<input checked="" type="checkbox"/>	Department chair
<input type="checkbox"/>	Faculty
<input type="checkbox"/>	Higher administration (e.g., dean, provost)
<input checked="" type="checkbox"/>	Legal (contracts)office
<input checked="" type="checkbox"/>	Program director
<input type="checkbox"/>	Student
<input type="checkbox"/>	Other (specify):

17. Who is responsible for coordinating clinical education placements? (Select all that apply.) (Std. 3.6)

**Audiology**

<input type="checkbox"/>	Administrative assistant
<input type="checkbox"/>	Clinic director
<input type="checkbox"/>	Faculty
<input type="checkbox"/>	Intern/externship supervisor
<input type="checkbox"/>	Program director
<input type="checkbox"/>	Student
<input type="checkbox"/>	Other (specify):

**SLP**

<input type="checkbox"/>	Administrative assistant
<input checked="" type="checkbox"/>	Clinic director
<input type="checkbox"/>	Faculty
<input type="checkbox"/>	Intern/externship supervisor
<input type="checkbox"/>	Program director
<input type="checkbox"/>	Student
<input type="checkbox"/>	Other (specify):

18. How does the program monitor clinical educational placements? (Select all that apply.) (Std. 3.6)

**Audiology**

<input type="checkbox"/>	Intern/extern supervisor
<input type="checkbox"/>	Meeting with externship supervisors
<input type="checkbox"/>	On-site visits
<input type="checkbox"/>	Phone calls
<input type="checkbox"/>	Review of clinical practicum evaluations
<input type="checkbox"/>	Review of extern supervisor evaluations
<input type="checkbox"/>	Review of student clinical records/files
<input type="checkbox"/>	Written contractual arrangements
<input type="checkbox"/>	Other (specify):

**SLP**

<input checked="" type="checkbox"/>	Intern/extern supervisor
<input checked="" type="checkbox"/>	Meeting with externship supervisors
<input checked="" type="checkbox"/>	On-site visits
<input checked="" type="checkbox"/>	Phone calls
<input checked="" type="checkbox"/>	Review of clinical practicum evaluations
<input checked="" type="checkbox"/>	Review of extern supervisor evaluations
<input checked="" type="checkbox"/>	Review of student clinical records/files
<input checked="" type="checkbox"/>	Written contractual arrangements
<input type="checkbox"/>	Other (specify):

**3.0 Curriculum  
Distance Education and Satellite Component (only)**

If you answered "Yes, 50% or more" to question 4 or 6 in the General Section, the program must provide responses to the following questions.

19. For the distance education and/or satellite program, discuss any changes that have occurred to the overall curriculum sufficiency, knowledge, skills, technology and scope of practice of the academic and clinical education, scientific and research foundations evidenced in the curriculum, sequence of learning, clinical supervision, external placements and clinical settings, as specified in 2008 Standards (3.1 – 3.7).

Distance Education (Audiology):

--

Distance Education (SLP):

Satellite/Branch campus (Audiology):

Distance Education (SLP):

20. For the distance education and/or satellite program, describe how clinical practicum is offered and how supervision of practicum is managed, including sequence, supervision, and coordination of placements with external facilities, diversity of client populations, etc. (Std. 3.2)

Distance Education (Audiology):

Distance Education (SLP):

Satellite/Branch campus (Audiology):

Distance Education (SLP):

21. For the distance education/satellite program what indicators and/or criteria are used to identify qualified supervisors/preceptors both in and outside the profession? (3.5)

Distance Education:

**Audiology:**

- Accessibility to students
- Appropriate state credentials for clinical practice
- Appropriate national credentials for clinical practice
- Clinical practice setting
- Demonstrated abilities in the supervisory processes
- Educational experience (including post-graduate continuing education activities)
- Mastery and expertise in the clinical area supervised
- Previous supervisory experience
- Previous student evaluations
- Recommendations or referrals from other professionals
- Specialized training in supervision
- Other (specify):

**SLP:**

- Accessibility to students
- Appropriate state credentials for clinical practice
- Appropriate national credentials for clinical practice
- Clinical practice setting
- Demonstrated abilities in the supervisory processes
- Educational experience (including post-graduate continuing education activities)
- Mastery and expertise in the clinical area supervised
- Previous supervisory experience

- Previous student evaluations
- Recommendations or referrals from other professionals
- Specialized training in supervision
- Other (specify):

Satellite/Branch Campus:

**Audiology:**

- Accessibility to students
- Appropriate state credentials for clinical practice
- Appropriate national credentials for clinical practice
- Clinical practice setting
- Demonstrated abilities in the supervisory processes
- Educational experience (including post-graduate continuing education activities)
- Mastery and expertise in the clinical area supervised
- Previous supervisory experience
- Previous student evaluations
- Recommendations or referrals from other professionals
- Specialized training in supervision
- Other (specify):

**SLP:**

- Accessibility to students
- Appropriate state credentials for clinical practice
- Appropriate national credentials for clinical practice
- Clinical practice setting
- Demonstrated abilities in the supervisory processes
- Educational experience (including post-graduate continuing education activities)
- Mastery and expertise in the clinical area supervised
- Previous supervisory experience
- Previous student evaluations
- Recommendations or referrals from other professionals
- Specialized training in supervision
- Other (specify):

22. Who is responsible for monitoring agreements with external facilities used for the distance education and/or satellite program? (Select all that apply.) (Std. 3.6)

Distance Education:

**Audiology**

- Administrative assistant
- Clinic director
- Department chair
- Faculty
- Higher administration (e.g., dean, provost)
- Legal (contracts)office
- Program director
- Student
- Other (specify):

**SLP**

- Administrative assistant
- Clinic director
- Department chair
- Faculty
- Higher administration (e.g., dean, provost)
- Legal (contracts)office
- Program director
- Student
- Other (specify):

Satellite/Branch Campus:

**Audiology**

- Administrative assistant
- Clinic director
- Department chair
- Faculty
- Higher administration (e.g., dean, provost)

**SLP**

- Administrative assistant
- Clinic director
- Department chair
- Faculty
- Higher administration (e.g., dean, provost)

- Legal (contracts)office
- Program director
- Student
- Other (specify):

- Legal (contracts)office
- Program director
- Student
- Other (specify):

23. Who is responsible for coordinating clinical education placements for the distance education and/or satellite program? (Select all that apply.) (Std. 3.6)

Distance Education:

**Audiology**

- Administrative assistant
- Clinic director
- Faculty
- Intern/externship supervisor
- Program director
- Student
- Other (specify):

**SLP**

- Administrative assistant
- Clinic director
- Faculty
- Intern/externship supervisor
- Program director
- Student
- Other (specify):

Satellite/Branch Campus:

**Audiology**

- Administrative assistant
- Clinic director
- Faculty
- Intern/externship supervisor
- Program director
- Student
- Other (specify):

**SLP**

- Administrative assistant
- Clinic director
- Faculty
- Intern/externship supervisor
- Program director
- Student
- Other (specify):

24. How does the program monitor clinical educational placements for the distance education and/or satellite program? (Select all that apply.) (Std. 3.6)

Distance Education:

**Audiology**

- Intern/extern supervisor
- Meeting with externship supervisors
- On-site visits
- Phone calls
- Review of clinical practicum evaluations
- Review of extern supervisor evaluations
- Review of student clinical records/files
- Written contractual arrangements
- Other (specify):

**SLP**

- Intern/extern supervisor
- Meeting with externship supervisors
- On-site visits
- Phone calls
- Review of clinical practicum evaluations
- Review of extern supervisor evaluations
- Review of student clinical records/files
- Written contractual arrangements
- Other (specify):

Satellite/Branch Campus:

**Audiology**

- Intern/extern supervisor
- Meeting with externship supervisors
- On-site visits
- Phone calls
- Review of clinical practicum evaluations
- Review of extern supervisor evaluations
- Review of student clinical records/files
- Written contractual arrangements
- Other (specify):

**SLP**

- Intern/extern supervisor
- Meeting with externship supervisors
- On-site visits
- Phone calls
- Review of clinical practicum evaluations
- Review of extern supervisor evaluations
- Review of student clinical records/files
- Written contractual arrangements
- Other (specify):

**[End distance education and/or satellite section for Standard 3.0]**

#### 4.0 Students

1. Discuss any changes that have occurred to student admission criteria, student information, and student advising, 2008 Standards (4.1 – 4.3).

The department instituted an applicant interview as part of the admissions process. Students are interviewed in person, on site, unless this creates a hardship and then a telephone conference is arranged. This information is discussed with the admissions committee and may be used by each committee member as part of their voting process.

2. How are students informed about program policies and procedures? (Select all that apply.) (Std. 4.3)

<input checked="" type="checkbox"/>	Academic advising	
<input type="checkbox"/>	Coursework	
<input type="checkbox"/>	Handouts	
<input checked="" type="checkbox"/>	Posting on bulletin board	
<input checked="" type="checkbox"/>	Student orientation meetings	
<input checked="" type="checkbox"/>	Student handbooks	
<input checked="" type="checkbox"/>	Web site (provide URL):	<a href="http://aslp.byu.edu/administration/Handbook/grad.pdf">http://aslp.byu.edu/administration/Handbook/grad.pdf</a>
<input type="checkbox"/>	Other (specify):	_____

3. How are students informed about degree requirements and requirements for professional credentialing? (Select all that apply.) (Std. 4.3)

<input checked="" type="checkbox"/>	Academic advising	
<input type="checkbox"/>	Coursework	
<input type="checkbox"/>	Handouts	
<input checked="" type="checkbox"/>	Posting on bulletin board	
<input checked="" type="checkbox"/>	Student orientation meetings	
<input checked="" type="checkbox"/>	Student handbooks	
<input checked="" type="checkbox"/>	Web site (provide URL):	<a href="http://aslp.byu.edu/administration/Handbook/grad.pdf">http://aslp.byu.edu/administration/Handbook/grad.pdf</a>
<input type="checkbox"/>	Other (specify):	_____

4. How are students informed about ethical practice? (Select all that apply.) (Std. 4.3)

<input checked="" type="checkbox"/>	Academic advising	
<input checked="" type="checkbox"/>	Coursework	
<input type="checkbox"/>	Handouts	
<input checked="" type="checkbox"/>	Posting on bulletin board	
<input checked="" type="checkbox"/>	Student orientation meetings	
<input checked="" type="checkbox"/>	Student handbooks	
<input checked="" type="checkbox"/>	Web site (provide URL):	<a href="http://aslp.byu.edu/administration/Handbook/clinic.pdf">http://aslp.byu.edu/administration/Handbook/clinic.pdf</a>
<input type="checkbox"/>	Other (specify):	_____

5. How are students informed about student complaint procedures, including contacting the CAA? (Select all that apply.) (Std. 4.3)

<input type="checkbox"/>	Academic advising
<input type="checkbox"/>	Coursework

<input type="checkbox"/>	Handouts	
<input checked="" type="checkbox"/>	Posting on bulletin board	
<input checked="" type="checkbox"/>	Student orientation meetings	
<input checked="" type="checkbox"/>	Student handbooks	
<input checked="" type="checkbox"/>	Web site (provide URL):	<a href="http://aslp.byu.edu/administration/Handbook/grad.pdf">http://aslp.byu.edu/administration/Handbook/grad.pdf</a>
<input type="checkbox"/>	Other (specify):	

6. What are the program's policies for dealing with complaints? (Std. 4.3)

Complaints are dealt with at the lowest possible level. If the student feels the decision is unfair or that they have been treated unfairly they may appeal it to the next level as specified in the Student Handbook.

7. How are complaints reviewed to assess their impact on compliance with accreditation standards? (Std. 4.3)

The department meets annually to review all pertinent information and documents that relate to the quality of education within the department. Areas are identified that will be targeted for review and possible revision during the ensuing academic year. Areas that impact quality or compliance issues are given the highest priority. The entire faculty, including the part-time faculty, participate in this process.

8. Is the record of student complaints retained? (Std. 4.3)

- Yes Explanation: If it relates to an individual student and not programmatic concerns the documentation and petitions are kept in the student file. Programmatic complaints as well as non-identified problems of individual students is summarized and, as noted in 7 above, discussed annually.
- No (explain):

**4.0 Students  
Distance Education and Satellite Component (only)**

If you answered "Yes, 50% or more" to question 4 or 6 in the General Section, the program must provide responses to the following questions.

9. For the distance education and/or satellite program, discuss any changes that have occurred to student admission criteria, student information, and student advising, 2008 Standards (4.1 – 4.3).

Distance Education:

Satellite/Branch Campus:

10. Explain how students are evaluated to ensure that they have the skills and competencies to perform in a distance learning and/or satellite environment. (Std. 4.2)

Distance Education:

Satellite/Branch Campus:

11. Describe how adaptations are made to accommodate individual differences in the distance learning and satellite environments. (Std. 4.2)

Distance Education:

Satellite/Branch Campus:

12. Describe how student advisement occurs for students in the distance education and/or satellite program. Include an explanation about how advisement affects advisor workload and how students have access to faculty. (Std. 4.3)

Distance Education:

Satellite/Branch Campus:

13. Describe how students in the distance education and/or satellite program will have access to support services (advising, library resources, counseling for students with disabilities, etc.) available to students in the residential program. (Std. 4.3)

Distance Education:

Satellite/Branch Campus:

***[End distance education and/or satellite section for Standard 4.0]***

## 5.0 Assessment

1. Discuss any changes that have occurred to program assessment of students, documentation of student progress, assessment of program effectiveness and program improvement, and evaluation of faculty members for continuous improvement, 2008 Standards (5.1 – 5.4).

No change has occurred. Our assessment in our 2007 CAA renewal application is consistent with the 2008 standards. See link to our application document for further delineation:  
<http://education.byu.edu/comd/administrative.html>

2. Describe the process and activities employed by the program to provide and document regular feedback to students regarding their progress in achieving the expected knowledge and skills in all academic and clinical (including all off-site experiences) components of the program. (Std. 5.1)

Letters of progress are written to each student at the end of each term which includes academic progress, clinical progress, and thesis progress. .

3. Describe how the program documents guidelines for remediation, provides that information to students, and implements remediation opportunities consistently. (Std. 5.1)

Clinical and academic remediation procedures are encompassed in the Clinic Handbook as well as in individual course syllabi, as appropriate. For clinical remediation, the student meets with the Clinic Director, and for academic remediation the student meets with the individual course instructor, their thesis advisor and/or the Graduate Coordinator, depending on need and severity of the remediation.

4. Are the required records for each student's planned course of study maintained by the program? (Std. 5.2)

Yes  
 No (explain):

5. Are the required records for progress toward each student's completion of degree requirements maintained by the program? (Std. 5.2)

Yes  
 No (explain):

6. Are the required records for each student's progress toward completion of ASHA CCC requirements maintained by the program? (Std. 5.2)

Yes  
 No (explain):

7. Are the required records for progress toward each student's progress toward completion of state licensure maintained by the program? (Std. 5.2)

Yes  
 No (explain):

8. Are the required records for progress toward each student's completion of state teacher certification and/or other program certifications maintained by the program? (Std. 5.2)

Yes  
 No (explain):

9. Describe how the program ensures that records for each student's progress toward completion of state teacher certification and/or other program certifications are kept accurate, complete and current throughout each student's graduate program. (Std. 5.2)

A computerized database is maintained of all requirements. Upon completion of the program all students are eligible for ASHA CCC, state licensure, and State Office of Education certification as an SLP in the public schools.

10. Describe how the program makes records readily available to students and graduates in accordance with the institution's and program's policies for retention of student information. Provide the Web site URL if available. (Std. 5.2)

Students may contact the Office of the Registrar for academic course grades, official transcripts, and degree confirmation. Students have open access to their database in our department that tracks progress and completion of all program requirements.

11. Indicate the procedures used by students to assess the quality, currency, and effectiveness of the graduate program's academic and clinical education. (Std. 5.3)

Type of <u>Student</u> Assessment	More often than Annually	Annually	Every 2 years	Every 3 years	Every 4 years	Greater than every 4 years	No Assessment
Course evaluations	X						
Evaluations of clinical supervisors	X						
Evaluations of clinical sites	X						
Student advisory group review	X						
Student surveys		X					
Other (specify):							

12. Indicate the procedures used by graduates to assess the quality, currency, and effectiveness of the graduate program's academic and clinical education. (Std. 5.3)

Type of <u>Graduate</u> Assessment	More often than Annually	Annually	Every 2 years	Every 3 years	Every 4 years	Greater than every 4 years	No Assessment
Alumni/graduate surveys		X					
Exit interviews		X					
Other (specify): Department survey			X				

13. Indicate the procedures used by the program to assess the quality, currency, and effectiveness of the graduate program's academic and clinical education. (Std. 5.3)

Type of <u>Program</u> Assessment	More often than Annually	Annually	Every 2 years	Every 3 years	Every 4 years	Greater than every 4 years	No Assessment
Advisory committee review							
Curriculum review committee	X						
Employer surveys	X						
Supervisor/preceptor evaluations	X						
Program annual reports		X					
Program staff/faculty meetings and retreats	X						
University reviews						X	

14. Provide two recent examples of how the results of evaluations described above (i.e., student, program and graduate assessment of quality, currency and effectiveness of the program, etc.) are used to plan and implement accredited graduate program improvements. (Std. 5.3)

**1. Creating COMD 601: Neurofoundation of Language, Speech and Hearing course.**  
Exit interviews of graduate students as well as faculty review of course integration brought about the re-alignment of COMD 676 Aphasia and COMD 675 Motor Speech. As part of this, a foundations course in the neuroscience of communication disorders was added to build a stronger academic background to the clinical courses (COMD 676 and COMD 675, as noted above).

**2. Adding both a faculty member in voice and a faculty member in speech science to strengthen the non-language areas of our program.** This was accomplished after a careful review of the program strengths and weaknesses by our faculty based on graduate student exit interviews and a university self-study. This was part of the change and process occurring after the faculty decided not to include a doctoral level audiology program.

**3. From our NSSHLA and student surveys we are reviewing our procedures for undergraduate observation hours (this is in process with a new policy to be established for implementation not later than the 2006-2007 academic year.**

**4. Based on graduate student exit interviews and faculty discussions we are re-organizing our language courses to include a larger school-age component. This is ongoing with recommendations for some course changes.**

15. Beginning with the most recently completed academic year (fall through and including summer) provide data for the last three years on the number and percentage of your program's graduates who have been employed in the profession within one year of graduation. Include graduates who are either employed or are pursuing further education in the profession. Provide data for graduates enrolled in the residential (Re), distance education (DE), and satellite (S) program(s). (Std. 5.3)

**Audiology**

Academic year	Employment Rate in Profession					
	Re		DE		S	
	#	%	#	%	#	%
Prior year						
2 years prior						
3 years prior						
3 year average						

**SLP**

Academic year	Employment Rate in Profession					
	Re		DE		S	
	#	%	#	%	#	%
Prior year	9	100				
2 years prior	19	100				
3 years prior	8	88*				
3 year average		96*				

\*Students made a conscious choice not to enter the workforce

16. If the 3 year employment average is below 80%, provide an explanation below. (Std. 5.3)

**Audiology**

Residential program:

N/A

Distance Education program:

N/A

Satellite/Branch Campus:

N/A

**SLP**

Residential program:

N/A

Distance Education program:

N/A

Satellite/Branch Campus:

N/A

17. Beginning with the most recently completed academic year (fall through and including summer) provide Praxis Examination pass rate data for the previous three periods/testing cycles for graduates of the program. Provide data for graduates previously enrolled in the residential program (Re), distance education program (DE), and satellite program (S). (Std. 5.3)

**NOTE:** To review the National Summary report, which includes descriptive statistics of the Praxis exam scores (national averages), please refer to the following Web link:

[http://www.asha.org/students/praxis/praxis\\_scores.htm](http://www.asha.org/students/praxis/praxis_scores.htm)

**Audiology**

ETS Data

Period	# of students taking exam			# of students failed exam			Pass Rate (%)		
	Re	DE	S	Re	DE	S	Re	DE	S
Prior year									
2 years prior									
3 years prior									
3 year average									

Program Data

Period	# of students taking exam			# of students failed exam			Pass Rate (%)		
	Re	DE	S	Re	DE	S	Re	DE	S
Prior year									
2 years prior									
3 years prior									
3 year average									

**SLP**

ETS Data (see Program Data re. Sarah Preston)

Period	# of students taking exam			# of students failed exam			Pass Rate (%)		
	Re	DE	S	Re	DE	S	Re	DE	S
Prior year									
2 years prior									
3 years prior									
3 year average									

Program Data

Period	# of students taking exam	# of students failed exam	Pass Rate (%)

PRAXIS	Re	DE	S	Re	DE	S	Re	DE	S
Prior year	16			0			100		
2 years prior	14			0			100		
3 years prior	14			0			100		
3 year average							100		

18. What is the program's published expectation for length of time (stated in semesters/quarters) for students to complete the degree? Provide data for graduates previously enrolled in the residential program (Re), distance education program (DE), and satellite program (S). (Std. 5.3)

**Audiology**

	Re	DE	S
With CSD undergraduate major			
Without CSD undergraduate major			

**SLP**

	Re	DE	S
With CSD undergraduate major	6 semesters		
Without CSD undergraduate major	8 semesters		

19. Beginning with the most recently completed academic year (fall through and including summer), provide the average program completion rates for the graduation cohorts in the last 3 years (based on enrollment data), within the program's published expectation for length of time for students to complete the degree. Provide data for the residential program (Re), distance education program (DE), and satellite program (S). (Std. 5.3)

**Audiology**

Period	# completed program within expected time frame			# completed later than expected time frame			# not completing		
	Re	DE	S	Re	DE	S	Re	DE	S
Prior year									
2 years prior									
3 years prior									
3 year average									

**SLP**

Period	# completed program within expected time frame			# completed later than expected time frame			# not completing *Withdrew for personal reasons		
	Re	DE	S	Re	DE	S	Re	DE	S
Prior year	7			2			*1		
2 years prior	16			3			*3		
3 years prior	6			2			0		
3 year average									

20. If the average program completion rate fell below 80% for any year, describe the activities in which the program has engaged to improve the completion rate, and progress resulting from these activities. (Std. 5.3)

**Audiology**

Residential program:

N/A
-----

Distance Education program:

N/A

Satellite/Branch Campus:

N/A

**SLP**

Residential program:

N/A

Distance Education program:

N/A

Satellite/Branch Campus:

N/A

21. Describe how students have opportunity to evaluate the academic and clinical faculty on an ongoing and regular basis. (Std. 5.4)

1. Student evaluations of faculty are completed each term. These are sponsored by the university and occur each term for each course/faculty.
2. NSSLH student surveys.
3. Graduate student exit interviews.
4. University Senior Survey.
5. National Survey of Student Engagement.
6. Faculty peer review.
7. Students complete a "supervisor's" evaluation form at the end of each internship.
8. Undergraduate and graduate representation at faculty meetings and strategic planning meetings.

**5.0 Assessment  
Distance Education and Satellite Component (only)**

22. For the distance education and/or satellite program, discuss any changes that have occurred to program assessment of students, documentation of student progress, assessment of program effectiveness and program improvement, and evaluation of faculty members for continuous improvement, 2008 Standards (5.1 – 5.4).

23. Describe how documentation of student progress toward the completion of graduate degree and professional credentialing requirements is readily available to students in the distance education and/or satellite program. (Std. 5.2)

24. Describe how the program faculty and staff evaluate the quality, currency, and effectiveness of the academic and clinical education offered through the distance education and/or satellite program. (Std. 5.3)

25. Describe the procedure for seeking student evaluation of academic and clinical education in the distance education and/or satellite program. (Std. 5.3)

26. Describe the procedure for seeking graduate evaluation of academic and clinical education in the distance education and/or satellite program. (Std. 5.3)

**[End distance education and/or satellite section for Standard 5.0]**

**6.0 Program Resources**

1. Discuss any changes that have occurred to institutional financial support, physical facilities, program equipment and educational/clinical materials, and program support services, 2008 Standards (6.1 – 6.4).

None

2. Report the main sources and amounts of financial support for the program for the most recently completed academic year. Provide data for students enrolled in the residential program (R), distance education program (DE), and satellite program (S).

**Audiology**

Source of Support	Amount			Total
	Re	DE	S	
<b>Institutional Support</b>				
Faculty and staff salaries				
Supplies and expenses (all non-capital and non-salary expenditures)				
Capital equipment				
<b>Institutional Support Sub-Total</b>				
Grants and contracts				
Other sources (list):				
<b>GRAND TOTAL</b>				

**SLP**

Source of Support	Amount			Total
	Re	DE	S	
<b>Institutional Support</b>				
Faculty and staff salaries	\$ 919,644			
Supplies and expenses (all non-capital and non-salary expenditures)	\$ 69,555			

Capital equipment	\$ 129,500			
<b>Institutional Support Sub-Total</b>	<b>\$1,118,699</b>			
Grants and contracts	\$ 703,410			
Other sources (list): Clinic Revenues	\$ 100,473			
<b>GRAND TOTAL</b>	<b>\$1,922,582</b>			

3. Is the financial support provided by the institution adequate for the program?

**Audiology**

Residential program:

- Yes (explain):  
 No (explain):

Distance Education:

- Yes (explain):  
 No (explain):

Satellite/Branch Campus:

- Yes (explain):  
 No (explain):

**SLP**

Residential program:

- Yes (explain):  
 No (explain):

Distance Education:

- Yes (explain):  
 No (explain):

Satellite/Branch Campus:

- Yes (explain):  
 No (explain):

4. Describe how the adequacy of resources is addressed in the program's strategic plan. (Std. 6.4)

As stated earlier in the report, the department prepares a strategic plan. The strategic plan is developed in accordance with question 2 and 4 in section B-1 of this document. There is an administrative review and appropriate resources are dispersed to the department. We have never been denied those resources that have been firmly embedded in our mission matrix and documented in our analysis assessments as elucidated in our strategic plan.

5. Is the clerical and technical staff adequate and sufficient to meet the program's mission and goals? (Std. 6.4)

- Yes (explain):

No (explain):

6. Describe how the program evaluates the adequacy of resources. (Std. 6.4)

Work load distribution is evaluated with the departmental secretary, the department chair, and the clinical director. Additional personnel support may be hired based on these discussions. Sufficient resources have always been available to meet support needs.

**6.0 Program Resources  
Distance Education and Satellite Component (only)**

If you answered "Yes, 50% or more" to question 4 or 6 in the General Section, the program must provide responses to the following questions.

7. For the distance education and/or satellite program, discuss any changes that have occurred to institutional financial support, physical facilities, program equipment and educational/clinical materials, and program support services, 2008 Standards (6.1 – 6.4)

8. Describe the technical support services available and their appropriateness and adequacy for faculty who participate in the distance education and/or satellite program. (Std. 6.4)

Distance Education:

Satellite/Branch Campus:

9. Describe the technical support services available and their appropriateness and adequacy for students who participate in the distance education and/or satellite program. (Std. 6.4)

Distance Education:

Satellite/Branch Campus:

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**APPENDIX I: ANTICIPATED CHANGES AND PROGRAM SIGNATORY**

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1. Describe in detail any major changes in the program that are anticipated in the upcoming reporting year (other than the changes related to the new accreditation standards). Examples of anticipated changes include but are not limited to: program closure/suspended admissions; significant building renovations; new degree track; and faculty turnover, etc. Include a discussion of the program's plans for implementation of and timeframe for the changes.

None.

2. Does the program anticipate making one or more of the following types of changes prior to the next annual report or accreditation application? If yes, you must submit a Substantive Change Plan in accordance with CAA's Policy on Substantive Changes. (See [http://www.asha.org/about/credentialing/accreditation/substantive\\_change.htm](http://www.asha.org/about/credentialing/accreditation/substantive_change.htm) )
- Yes       No      Development of consortium
  - Yes       No      Distance education
  - Yes       No      Satellite campus
  - Yes       No      Adding or changing the degree offered in an existing accredited program
  - Yes       No      Contractual arrangements

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As the program director, I have reviewed the 2008 standards for accreditation. The program(s)

appear(s) to be in full compliance with the 2008 Standards.

may not be in full compliance with the 2008 Standards.

is/are not in compliance with the 2008 Standards.

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David L. McPherson, Ph.D.

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Date

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**APPENDIX II: VITA OUTLINE (3 page maximum)**

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Name: \_\_\_\_\_

Academic rank \_\_\_\_\_

Date Employed \_\_\_\_\_

CCC Status (check all that apply)     SLP     Audiology     NoneTenure status:     Tenure track     Tenured    Date tenured: \_\_\_\_\_Full-time in accredited program?     Yes     No

<b>Degree</b>	<b>Institution</b>	<b>Year</b>	<b>Major</b>

*Describe significant professional experience, contributions, and continuing education activities during the past 3 years.*

List major areas of research interests:

List publications, presentations completed:

List grants awarded:

List activities related to clinical service delivery:

List clinical supervision experience:

List professional development (e.g., continuing education activities, attendance at professional meetings, completion of course work, in-services). Provide the title/topic of activities.

List professionally related service activities:

List courses currently teaching:

**APPENDIX III-A: FACULTY AND INSTRUCTIONAL STAFF SUMMARY – AUDIOLOGY**

Provide all information requested for each member of the program faculty and supervisory staff as of the fall semester of the current academic year. First list full-time faculty (in alphabetical order); then list part-time faculty (in alphabetical order). The program must provide:

- The total FTE contribution to the graduate entry-level program for each program faculty and supervisory staff
- A breakout of the FTE contribution to the graduate entry-level program for each program faculty and supervisory staff to include percent of time devoted to:
  - classroom teaching,
  - academic and clinical program administration,
  - clinical supervision
  - research/mentoring
  - other services (i.e., advising, service on committees supporting the graduate program, NSSLHA advising)
- A breakout of time devoted to the residential (Re), distance education (DE) and/or satellite (S) program
- Courses taught by each program faculty and supervisory staff
- The breakout of allocation of graduate FTE (classroom teaching, administration, supervision, research, other) must equal the FTE contribution to the graduate program. If the program reports .75 FTE for an individual, then the breakout must equal .75 FTE.

Name, degree, academic rank, and title of current faculty/staff	CCC (A, SLP, N/A)	FTE contribution to graduate program	Allocation of graduate FTE to graduate didactic courses taught in the current academic year (course #, name, semester)	Allocation of graduate FTE to classroom Teaching			Allocation of graduate FTE to academic and clinical admin			Allocation of graduate FTE to clinical supervision			Allocation of graduate FTE to research mentoring			Allocation of graduate FTE to other			
				%			%			%			%			%			
FULL-TIME				Re	DE	S	Re	DE	S	Re	DE	S	Re	DE	S	Re	DE	S	
PART-TIME																			

**Total faculty FTEs assigned to the graduate Audiology program:**

## APPENDIX III-B: FACULTY AND INSTRUCTIONAL STAFF SUMMARY – SPEECH-LANGUAGE PATHOLOGY

Provide all information requested for each member of the program faculty and supervisory staff as of the fall semester of the current academic year. First list full-time faculty first (in alphabetical order); then list part-time faculty (in alphabetical order). The program must provide:

- The total FTE contribution to the graduate entry-level program for each program faculty and supervisory staff
- A breakout of the FTE contribution to the graduate entry-level program for each program faculty and supervisory staff to include percent of time devoted to:
  - classroom teaching,
  - academic and clinical program administration,
  - clinical, supervision
  - research/mentoring
  - other services (i.e., advising, service on committees supporting the graduate program, NSSLHA advising)
- A breakout of time devoted to the residential (Re), distance education (DE) and/or satellite (S) program
- Courses taught by each program faculty and supervisory staff
- The breakout of allocation of graduate FTE (classroom teaching, administration, supervision, research, other) must equal the FTE contribution to the graduate program. If the program reports .75 FTE for an individual, then the breakout must equal .75 FTE.

Name, degree, academic rank, and title of current faculty/staff	CCC (A, SLP, N/A)	FTE contribution to graduate program	Allocation of graduate FTE to graduate didactic courses taught in the current academic year (course #, name, semester)	Allocation of graduate FTE to classroom teaching			Allocation of graduate FTE to academic and clinical admin			Allocation of graduate FTE to clinical supervision			Allocation of graduate FTE to research mentoring			Allocation of graduate FTE to other		
				%			%			%			%			%		
FULL-TIME				Re	DE	S	Re	DE	S	Re	DE	S	Re	DE	S	Re	DE	S
Blair, Nancy (Au.D., Assistant Professor)	A	0.8	133 Intro to ComD F07, W08 422 Pediatric Aud F07, W08	20			10			70								
Brinton, Bonnie (Ph.D., Professor)	SLP	1.0	699R Thesis F07,W08,Sp08, Su08				75						25					
Channell, Ron (Ph.D., Associate Professor)	SLP	0.8	230 Lang Science F07,W08 658 Fluency Disord F07 699R Thesis F07, W08, Sp08, Su08	40			10						50					
Culatta, Barbara (Ph.D., Professor)	SLP	1.0	679 Lang Impair in Child Sp07 495R Field Exp W08 699R Thesis F07,W08,Sp08, Su08	10			50			5			35					
Dorais, Ann (M.S., Instructor)	SLP	0.8	331 Phonology F07 351 Disord of Artic & Phonol W08 630 Early Child Lang Dev F07 674 Communctv Disord Sev Disab W08	50						50								
Dromey, Christopher	SLP	0.8	657 Voice & Resnce Disd F07	45			5						50					

Name, degree, academic rank, and title of current faculty/staff	CCC (A, SLP, N/A)	FTE contribution to graduate program	Allocation of graduate FTE to graduate didactic courses taught in the current academic year (course #, name, semester)	Allocation of graduate FTE to classroom teaching			Allocation of graduate FTE to academic and clinical admin			Allocation of graduate FTE to clinical supervision			Allocation of graduate FTE to research mentoring			Allocation of graduate FTE to other		
				%			%			%			%			%		
(Ph.D., Associate Professor)			321 Speech Science W08 675 Motor Spch Disor W08 633 Dysphagia Mgmt Sp07 699R Thesis F07, W08, Sp08, Su08															
Fujiki, Martin (Ph.D., Professor)	SLP	1.0	330 Lang Develop F07 350 Lang Disorders W08 636 Multicul Issues Sp07 699R Thesis F07,W08,Sp08, Su08	50			10					50						
Harris, Richard (Ph.D., Professor)	A	0.8	334 Basic HearScien F07,W08 600 Research Methods F07, W08 699R Thesis F07,W08,Sp08, Su08	30			10			10		50						
McPherson, David (Ph.D., Professor)	DUAL	0.8	438 Hearing Test&Meas F07 493R Readings F07,Sp08, Su08 601 Neurofndtns Sp&H F07 699R Thesis F07,W08,Sp08, Su08	25			25					50						
Nissen, Shawn (Ph.D., Assistant Professor)	SLP	0.8	320 Spch Anatomy F07, W08 676 Aphasia W08 634 Head Trauma Mgmt Sp07 699R Thesis F07, W08, Sp08, Su08	40			10					50						
Robinson, Lee (M.S., Associate Professor)	SLP	0.8	450 Profess Practices F07 680R School Internship F07, W08,Sp08, Su08 685R Practicum SLP F07, W08, Sp08, Su08	10			10			80								
PART-TIME																		
Flom, Helen (M.S., no rank)	SLP	0.5	SLP MS Clinic Supervisor							100								
Judson, Carrie (M.S., no rank)	SLP	0.5	SLP MS Clinic Supervisor							100								
Moody, Carol (M.S., no rank)	SLP	0.5	SLP MS Clinic Supervisor							100								
Sawyer, Suzanne (M.S., no rank)	SLP	0.5	SLP MS Clinic Supervisor							100								

<b>Total faculty FTEs assigned to the graduate SLP program:</b>	<b>11.4</b>
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**APPENDIX IV-B: CURRICULUM OFFERINGS AND COURSE CHARACTERISTICS – SPEECH-LANGUAGE PATHOLOGY**

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Provide a complete listing of each section of all courses offered by the graduate program for the full length of the graduate program.

For each section of a course, the program must indicate:

- Course and section number
- Course title
- Elective (E) or required (R)
- Graduate (G) or undergraduate (U)
- Number of credits (courses having mixed content should have credits appropriately divided)
- Modality of course delivery - residential (Re), distance education (DE) and/or satellite (S) components
- Term (season/year)
- Number of students enrolled for the residential (Re), distance education (DE) and/or satellite (S) components
- Instructor(s)

Course and section #	Course title	E/R	G/U	Credits	Modality (please check)			Term	# students enrolled			Instructor(s)
					Re	DE	S		Re	DE	S	
133 001	Intro Speech/Lang Path & Aud	R	U	2	X			FW	221			N. Blair
230 001	Language Science	R	U	3	X			FW	144			R. Channell
320 001	Speech Anatomy	R	U	3	X			FW	105			S. Nissen
330 001,002	Language Development	R	U	3	X			F	135			M. Fujiki
331 001	Phonology	R	U	3	X			F	117			A. Dorais
334 001	Basic Hearing Science	R	U	3	X			FW	102			R. Harris
350 001	Language Disorders	R	U	3	X			W	119			M. Fujiki
351 001	Disorders of Artic & Phonology	R	U	3	X			W	115			A. Dorais
421 001	Speech Science	R	U	3	X			W	100			C. Dromey
438 001,002	Hearing Testing & Measures	R	U	3	X			FW	103			D. McPherson
442 001	Pediatric Audiology	R	U	3	X			FW	99			N. Blair
450 001	Professional Practices	R	U	3	X			F	89			L. Robinson
493R 001	Readings	E	U	2	X			FWSpSu	1			Varies
600 001	Research Methods	R	G	3	X			FW	24			R. Harris
601 001	Neurofndtns Lang,Spch,Hear.	R	G	3	X			F	27			D. McPherson
630 001	Early Child Lang Development	R	G	3	X			F	25			A. Dorais
633 001	Dysphagia Management	R	G	2	X			Sp	20			C. Dromey
634 001	Head Trauma Management	R	G	2	X			Sp	28			S. Nissen
636 001	Multicultural Issues in SLP	R	G	3	X			Sp	12			M. Fujiki

Course and section #	Course title	E/R	G/U	Credits	Modality (please check)			Term	# students enrolled			Instructor(s)
657 001	Voice & Resonance Disorders	R	G	3	X			F	27			C. Dromey
658 001	Fluency Disorders	R	G	3	X			F	26			R. Channell
674 001	Communct Disorders Sev Disabl	R	G	3	X			W	23			A.Dorais
675 001	Motor Speech Disorders	R	G	3	X			W	25			C. Dromey
676 001	Aphasia	R	G	3	X			W	25			S. Nissen
677 001	Cmptr-Assisted Lang Assess	R	G	2	X			Sp	30			R. Channell
679 001	School-age Lang Disorders	R	G	3	X			Sp	13			B. Culatta
680R 001	Public School Internship	R	G	2	X			FWSpSu	15			L. Robinson
685R 001,2,3	Practicum in SLP	R	G	8	X			FWSpSu	119			L. Robinson
699R	Thesis	R	G	6	X			FWSp	57			Varies

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**APPENDIX V-A: DOCUMENTATION OF AUDIOLOGY KNOWLEDGE AND SKILLS WITHIN THE CURRICULUM**


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Provide the course number and title for the academic and clinical course(s), practicum experience(s) and other source(s) of experience that provide students opportunity to acquire knowledge and skills across the audiology curriculum.

<b>Foundations of Audiology Practice</b>	<b>Academic Course Title and #</b>	<b>Clinical Course Title and #</b>	<b>Practicum experience Title and #</b>	<b>Labs Title and # Or description</b>	<b>Research Title and # Or description</b>	<b>Other Title and # Or description</b>
Normal aspects of auditory physiology and behavior over the life span						
Interaction and interdependence of speech, language, and hearing in the discipline of human communication sciences and disorders						
Anatomy and physiology, pathophysiology and embryology, and development of the auditory and vestibular systems						
Principles, methods, and applications of psychoacoustics						
Effects of chemical agents on the auditory and vestibular systems						
Instrumentation and bioelectrical safety issues						
Infectious/contagious diseases and universal precautions						
Physical characteristics and measurement of acoustic stimuli						
Physical characteristics and measurement of electric and other nonacoustic stimuli						
Principles and practices of research, including experimental design, evidence-based practice, statistical methods, and application to clinical populations						
Medical/surgical procedures for treatment of disorders affecting auditory and vestibular systems						
Client/patient characteristics (e.g., age, demographics, cultural and linguistic diversity, medical history and status, cognitive status, and physical and sensory abilities) and how they relate to clinical services						
Genetic bases of hearing and hearing loss						
Speech and language characteristics across the life span associated with hearing						

impairment						
Development of speech and language production and perception						
<b>Prevention and Identification of Auditory and Vestibular Disorders</b>	<b>Academic Course Title and #</b>	<b>Clinical Course Title and #</b>	<b>Practicum experience Title and #</b>	<b>Labs Title and # Or description</b>	<b>Research Title and # Or description</b>	<b>Other Title and # Or description</b>
Interact effectively with patients, families, other appropriate individuals, and professionals						
Prevent the onset and minimize the development of communication disorders						
Identify individuals at risk for hearing impairment						
Apply the principles of evidence-based practice						
Screen individuals for hearing impairment and activity limitation or participation restriction using clinically appropriate and culturally sensitive screening measures						
Administer conservation programs designed to reduce the effects of noise exposure and of agents that are toxic to the auditory and vestibular systems						
<b>Evaluation of Individuals with Suspected Disorders of Auditory, Balance, Communication, and Related Systems</b>	<b>Academic Course Title and #</b>	<b>Clinical Course Title and #</b>	<b>Practicum experience Title and #</b>	<b>Labs Title and # Or description</b>	<b>Research Title and # Or description</b>	<b>Other Title and # Or description</b>
Interact effectively with patients, families, professionals, and others, as appropriate						
Evaluate information from appropriate sources to facilitate assessment planning						
Obtain a case history						
Perform an otoscopic examination						
Remove cerumen, when appropriate						
Administer clinically appropriate and culturally sensitive assessment measures						
Perform audiologic assessment using physiological, psychophysical, and self-assessment measures						
Perform electrodiagnostic test procedures						
Perform balance system assessment and determine the need for balance rehabilitation						
Perform assessment for rehabilitation						
Document evaluation procedures and results						

Interpret results of the evaluation to establish type and severity of disorder						
Apply the principles of evidence-based practice						
Generate recommendations and referrals resulting from the evaluation process						
Provide counseling to facilitate understanding of the auditory or balance disorder						
Maintain records in a manner consistent with legal and professional standards						
Communicate results and recommendations orally and in writing to the patient and other appropriate individual(s)						
Use instrumentation according to manufacturer's specifications and recommendations						
Determine whether instrumentation is in calibration according to manufacturer's specifications and recommendations						
Determine whether instrumentation is in calibration according to accepted standards						
<b>Treatment of Individuals with Auditory, Balance, and Related Communication Disorders</b>	<b>Academic Course Title and #</b>	<b>Clinical Course Title and #</b>	<b>Practicum experience Title and #</b>	<b>Labs Title and # Or description</b>	<b>Research Title and # Or description</b>	<b>Other Title and # Or description</b>
Interact effectively with patients, families, professionals, and other appropriate individuals						
Develop and implement treatment plans using appropriate data						
Discuss prognosis and treatment options with appropriate individuals						
Counsel patients, families, and other appropriate individuals						
Develop culturally sensitive and age-appropriate management strategies						
Collaborate with other service providers in case coordination						
Conduct self-evaluation of effectiveness of practice						
Perform hearing aid, assistive listening device, and sensory aid assessment						
Recommend, dispense, and service prosthetic and assistive devices						

Provide hearing aid, assistive listening device, and sensory aid orientation						
Conduct audiologic rehabilitation						
Monitor and summarize treatment progress and outcomes						
Assess efficacy of interventions for auditory and balance disorders						
Apply the principles of evidence-based practice						
Establish treatment admission and discharge criteria						
Serve as an advocate for patients, families, and other appropriate individuals						
Document treatment procedures and results						
Maintain records in a manner consistent with legal and professional standards						
Communicate results, recommendations, and progress to appropriate individual(s)						

**APPENDIX V-B: DOCUMENTATION OF SPEECH-LANGUAGE PATHOLOGY KNOWLEDGE AND SKILLS WITHIN THE CURRICULUM**

Provide the course number and title for the academic and clinical course(s), practicum experience(s) and other source(s) of experience that provide students opportunity to acquire knowledge and skills across the SLP curriculum.

<b>Basic Communication and Swallowing Processes</b>	<b>Academic Course Title and #</b>	<b>Clinical Course Title and #</b>	<b>Practicum experience Title and #</b>	<b>Labs Title and # Or description</b>	<b>Research Title and # Or description</b>	<b>Other Title and # Or description</b>
Biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases	ComD 133 Introduction to Speech-Language Pathology and Audiology ComD 230 Language Science ComD 320 Speech Anatomy ComD 330 Language ComD 331 Phonetics Development ComD 351 Articulation & Phonological ComD 421 Speech Science ComD 438 Hearing Test & Measures ComD 601 Neurofndtns Lang,Spch,Hear. ComD 630 Early Child Language ComD 636 Multicultural Aspects of Speech Language Pathology ComD 674 Severe Disabilities	ComD 438 Hearing Test & Measures ComD 601 Neurofndtns Lang,Spch,Hear.	ComD 351 Articulation & Phonological ComD 630 Early Child Language ComD 674 Severe Disabilities	ComD 421 Speech Science (a virtual lab) ComD 438 Hearing Test & Measures (a virtual lab)	ComD 351 Articulation & Phonological ComD 601 Neurofndtns Lang,Spch,Hear.	ComD 679 Language Impairment in Children

<b>Speech, Language, Hearing, Communication, and Swallowing Disorders and differences</b>	<b>Academic Course Title and #</b>	<b>Clinical Course Title and #</b>	<b>Practicum experience Title and #</b>	<b>Labs Title and # Or description</b>	<b>Research Title and # Or description</b>	<b>Other Title and # Or description</b>
Articulation (including etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, linguistic, and cultural correlates)	ComD 133 Introduction to Speech-Language Pathology and Audiology ComD 331 Phonetics ComD 351 Articulation & Phonological ComD 421 Speech Science ComD 675 Motor Speech Disorders	ComD 680 R Public School Internship ComD 685 R Practicum in Speech-Language Pathology	ComD 679 Language Impairment in Children ComD 680 R Public School Internship ComD 685 R Practicum in Speech-Language Pathology		ComD 351 Articulation & Phonological ComD 699 R Thesis	
Fluency (including etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, linguistic, and cultural correlates)	ComD 133 Introduction to Speech-Language Pathology and Audiology ComD 658 Fluency Disorders	ComD 680 R Public School Internship ComD 685 R Practicum in Speech-Language Pathology ComD 658 Fluency Disorders	ComD 680 R Public School Internship ComD 685 R Practicum in Speech-Language Pathology	ComD 658 Fluency Disorders	ComD 658 Fluency Disorders	
Voice and resonance, including respiration and phonation (including etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, linguistic, and cultural correlates)	ComD 133 Introduction to Speech-Language Pathology and Audiology ComD 351 Articulation & Phonological ComD 657 Voice Disorders	ComD 680 R Public School Internship ComD 685 R Practicum in Speech-Language Pathology	ComD 680 R Public School Internship ComD 685 R Practicum in Speech-Language Pathology	ComD 657 Voice Disorders (lab visit)	ComD 351 Articulation & Phonological	
Receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities (including etiologies, characteristics, and anatomical/physiological, acoustic,	ComD 133 Introduction to Speech-Language Pathology and Audiology ComD 230	ComD 350 Language Disorders ComD 601 Neurofndtns Lang,Spch,Hear.	ComD 351 Articulation & Phonological ComD 630 Early Child Language	ComD 230 Language Science ComD 676 Aphasia ComD 677	ComD 351 Articulation & Phonological ComD 601 Neurofndtns Lang,Spch,Hear.	

<p>psychological, developmental, linguistic, and cultural correlates)</p>	<p>Language Science ComD 331 Phonetics ComD 350 Language Disorders ComD 351 Articulation &amp; Phonological ComD 438 Hearing Test &amp; Measures ComD 442 Pediatric Audiology ComD 601 Neurofndtns Lang,Spch,Hear. ComD 630 Early Child Language ComD 634 Head Trauma Mngt. ComD 636 Multicultural Aspects of Speech Language Pathology ComD 674 Severe Disabilities ComD 676 Aphasia ComD 677 Computer Assisted Language Assessment</p>	<p>ComD 438 Hearing Test &amp; Measures ComD 634 Head Trauma Management ComD 680 R Public School Internship ComD 685 R Practicum in Speech-Language Pathology ComD 676 Aphasia ComD 677 Computer Assisted Language Assessment</p>	<p>ComD 674 Severe Disabilities ComD 679 Language Impairment in Children ComD 680 R Public School Internship ComD 685 R Practicum in Speech-Language Pathology</p>	<p>Computer Assisted Language Assessment ComD 438 Hearing Test &amp; Measures</p>	<p>ComD 630 Early Child Language ComD 676 Aphasia</p>	
<p>Hearing, including the impact on speech and language (including etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental linguistic, and cultural correlates)</p>	<p>ComD 133 Introduction to Speech-Language Pathology and Audiology ComD 351 Articulation &amp; Phonological ComD 438 Hearing Test &amp; Measures</p>	<p>ComD 438 Hearing Test &amp; Measures ComD 680 R Public School Internship ComD 685 R Practicum in Speech-Language Pathology</p>	<p>ComD 438 Hearing Test &amp; Measures ComD 442 Pediatric Audiology ComD 674 Severe Disabilities ComD 680 R Public School Internship ComD 685 R</p>	<p>ComD 438 Hearing Test &amp; Measures</p>		

	ComD 442 Pediatric Audiology		Practicum in Speech-Language Pathology			
Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction) (including etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, linguistic, and cultural correlates)	ComD 133 Introduction to Speech-Language Pathology and Audiology ComD 351 Articulation & Phonological ComD 633 Dysphagia Management	ComD 680 R Public School Internship ComD 685 R Practicum in Speech-Language Pathology	ComD 680 R Public School Internship ComD 685 R Practicum in Speech-Language Pathology			
Cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, executive functioning) (including etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, linguistic, and cultural correlates)	ComD 133 Introduction to Speech-Language Pathology and Audiology ComD 330 Language Development ComD 438 Hearing Test & Measures ComD 442 Pediatric Audiology ComD 601 Neurofndtns Lang,Spch,Hear. ComD 630 Early Child Language ComD 634 Head Trauma Mngt. ComD 674 Severe Disabilities ComD 676 Aphasia	ComD 438 Hearing Test & Measures ComD 601 Neurofndtns Lang,Spch,Hear. ComD 634 Head Trauma Mngt. ComD 676 Aphasia ComD 680 R Public School Internship ComD 685 R Practicum in Speech-Language Pathology	ComD 630 Early Child Language ComD 674 Severe Disabilities ComD 679 Language Impairment in Children ComD 680 R Public School Internship ComD 685 R Practicum in Speech-Language Pathology	ComD 438 Hearing Test & Measures ComD 676 Aphasia	ComD 601 Neurofndtns Lang,Spch,Hear. ComD 674 Severe Disabilities ComD 676 Aphasia	
Social aspects of communication (e.g., behavioral and social skills affecting communication) (including etiologies, characteristics, and anatomical/physiological,	ComD 133 Introduction to Speech-Language Pathology and	ComD 634 Head Trauma Mngt. ComD 676 Aphasia	ComD 679 Language Impairment in Children	ComD 438 Hearing Test & Measures ComD 676	ComD 350 Language Disorders ComD 674	

<p>acoustic, psychological, developmental, linguistic, and cultural correlates)</p>	<p>Audiology ComD 350 Language Disorders ComD 351 Articulation &amp; Phonological ComD 438 Hearing Test &amp; Measures ComD 442 Pediatric Audiology ComD 601 Neurofndtns Lang,Spch,Hear. ComD 630 Early Child Language ComD 634 Head Trauma Mngt. ComD 674 Severe Disabilities ComD 676 Aphasia</p>	<p>ComD 438 Hearing Test &amp; Measures ComD 680 R Public School Internship ComD 685 R Practicum in Speech-Language Pathology</p>	<p>ComD 680 R Public School Internship ComD 685 R Practicum in Speech-Language Pathology</p>	<p>Aphasia</p>	<p>Severe Disabilities ComD 676 Aphasia</p>	
<p>Communication modalities (e.g., oral, manual, and augmentative and alternative communication techniques and assistive technologies) (including etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, linguistic, and cultural correlates)</p>	<p>ComD 133 Introduction to Speech-Language Pathology and Audiology ComD 330 Language Development ComD 350 Language Disorders ComD 351 Articulation &amp; Phonological ComD 438 Hearing Test &amp; Measures ComD 442 Pediatric Audiology ComD 630 Early Child</p>	<p>ComD 438 Hearing Test &amp; Measures ComD 680 R Public School Internship ComD 685 R Practicum in Speech-Language Pathology</p>	<p>ComD 442 Pediatric Audiology ComD 674 Severe Disabilities ComD 680 R Public School Internship ComD 685 R Practicum in Speech-Language Pathology</p>		<p>ComD 674 Severe Disabilities</p>	

	Language ComD 634 Head Trauma Mngt. ComD 636 Multicultural Aspects of Speech Language Pathology ComD 674 Severe Disabilities ComD 676 Aphasia					
<b>Contemporary Professional Issues</b>	<b>Academic Course Title and #</b>	<b>Clinical Course Title and #</b>	<b>Practicum experience Title and #</b>	<b>Labs Title and # Or description</b>	<b>Research Title and # Or description</b>	<b>Other Title and # Or description</b>
Standards of ethical conduct	ComD 133 Introduction to Speech-Language Pathology and Audiology ComD 351 Articulation & Phonological ComD 438 Hearing Test & Measures ComD 450 Professional Practices in Schools, Hospitals, and Clinics ComD 601 Neurofndtns Lang,Spch,Hear. ComD 630 Early Child Language ComD 634 Head Trauma Mngt ComD 658 Fluency Disorders	ComD 601 Neurofndtns Lang,Spch,Hear. ComD 634 Head Trauma Mngt. ComD 680 R Public School Internship ComD 685 R Practicum in Speech-Language Pathology	ComD 351 Articulation & Phonological ComD 630 Early Child Language ComD 674 Severe Disabilities ComD 680 R Public School Internship ComD 685 R Practicum in Speech-Language Pathology			

	ComD 674 Severe Disabilities					
Contemporary professional issues	ComD 351 Articulation & Phonological ComD 438 Hearing Test & Measures ComD 450 Professional Practices in Schools, Hospitals, and Clinics ComD 601 Neurofoundns Lang, Spch, Hear. ComD 630 Early Child Language ComD 674 Severe Disabilities ComD 676 Aphasia ComD 658 Fluency Disorders	ComD 680 R Public School Internship ComD 685 R Practicum in Speech-Language Pathology	ComD 674 Severe Disabilities ComD 679 Language Impairment in Children ComD 680 R Public School Internship ComD 685 R Practicum in Speech-Language Pathology		ComD 674 Severe Disabilities	
Certification, specialty recognition, licensure, and other relevant professional credentials	ComD 133 Introduction to Speech-Language Pathology and Audiology ComD 438 Hearing Test & Measures ComD 450 Professional Practices in Schools, Hospitals, and Clinics ComD 658 Fluency Disorders	ComD 680 R Public School Internship ComD 685 R Practicum in Speech-Language Pathology	ComD 680 R Public School Internship ComD 685 R Practicum in Speech-Language Pathology			
<b>Research</b>	<b>Academic Course Title and #</b>	<b>Clinical Course Title and #</b>	<b>Practicum experience Title and #</b>	<b>Labs Title and # Or description</b>	<b>Research Title and # Or description</b>	<b>Other Title and # Or description</b>
Processes used in research and the	ComD 351	ComD 679	ComD 351		ComD 350	

integration of research principles into evidence-based practice clinical practice	Articulation & Phonological ComD 601 Neurofndtns Lang,Spch,Hear. ComD 630 Early Child Language ComD 657 Voice Disorders ComD 658 Fluency Disorders ComD 674 Severe Disabilities ComD 675 Motor Speech Disorders ComD 676 Aphasia	Language Impairment in Children	Articulation & Phonological ComD 674 Severe Disabilities		Language Disorders ComD 351 Articulation & Phonological ComD 601 Neurofndtns Lang,Spch,Hear. ComD 658 Fluency Disorders ComD 674 Severe Disabilities ComD 699 R Thesis	
<b>Principles and Methods of Prevention</b>	<b>Academic Course Title and #</b>	<b>Clinical Course Title and #</b>	<b>Practicum experience Title and #</b>	<b>Labs Title and # Or description</b>	<b>Research Title and # Or description</b>	<b>Other Title and # Or description</b>
Principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders across the life span, including consideration of anatomical/physiological, psychological, developmental, linguistic, and cultural correlates of the disorders	ComD 350 Language Disorders in Children ComD 351 Articulation & Phonological ComD 438 Hearing Test & Measures ComD 601 Neurofndtns Lang,Spch,Hear. ComD 630 Early Child Language ComD 633 Dysphagia Management ComD 634 Head Trauma Mngt. ComD 636 Multicultural Aspects of Speech Language	ComD 438 Hearing Test & Measures ComD 601 Neurofndtns Lang,Spch,Hear. ComD 634 Head Trauma Mngt. ComD 676 Aphasia ComD 679 Language Impairment in Children ComD 680 R Public School Internship ComD 685 R Practicum in Speech-Language Pathology	ComD 674 Severe Disabilities ComD 680 R Public School Internship ComD 685 R Practicum in Speech-Language Pathology	ComD 438 Hearing Test & Measures ComD 657 Voice Disorders (lab visit)	ComD 601 Neurofndtns Lang,Spch,Hear.	

	Pathology ComD 657 Voice Disorders ComD 658 Fluency Disorders ComD 674 Severe Disabilities ComD 675 Motor Speech Disorders ComD 676 Aphasia ComD 677 Language Assessment					
Interaction and interdependence of speech, language, and hearing in the discipline of human communication sciences and disorders	ComD 133 Introduction to Speech-Language Pathology and Audiology ComD 351 Articulation & Phonological ComD 442 Pediatric Audiology ComD 601 Neurofndtns Lang,Spch,Hear. ComD 630 Early Child Language ComD 674 Severe Disabilities ComD 675 Motor Speech Disorders	ComD 680 R Public School Internship ComD 685 R Practicum in Speech-Language Pathology	ComD 674 Severe Disabilities ComD 680 R Public School Internship ComD 685 R Practicum in Speech-Language Pathology		ComD 601 Neurofndtns Lang,Spch,Hear.	
<b>Clinical Skills and Processes</b>	<b>Academic Course Title and #</b>	<b>Clinical Course Title and #</b>	<b>Practicum experience Title and #</b>	<b>Labs Title and # Or description</b>	<b>Research Title and # Or description</b>	<b>Other Title and # Or description</b>
Oral and written or other forms of	ComD 351	ComD 679	ComD 351		ComD 674	

communication	Articulation & Phonological ComD 438 Hearing Test & Measures ComD 450 Professional Practices in Schools, Hospitals, and Clinics ComD 630 Early Child Language ComD 674 Severe Disabilities	Language Impairment in Children ComD 680 R Public School Internship ComD 685 R Practicum in Speech-Language Pathology	Articulation & Phonological ComD 630 Theories of Language Intervention ComD 674 Severe Disabilities ComD 680 R Public School Internship ComD 685 R Practicum in Speech-Language Pathology		Severe Disabilities	
Prevention, evaluation, and intervention of communication disorders and swallowing disorders	ComD 438 Hearing Test & Measures ComD 633 Dysphagia Management ComD 657 Voice Disorders ComD 658 Fluency Disorders ComD 675 Motor Speech Disorders ComD 677 Language Assessment	ComD 438 Hearing Test & Measures ComD 680 R Public School Internship ComD 685 R Practicum in Speech-Language Pathology	ComD 680 R Public School Internship ComD 685 R Practicum in Speech-Language Pathology	ComD 438 Hearing Test & Measures ComD 657 Voice Disorders (lab visit)		
Interaction and personal qualities, including counseling, collaboration, ethical practice, and professional behavior	ComD 351 Articulation & Phonological ComD 438 Hearing Test & Measures ComD 450 Professional Practices in Schools, Hospitals, and Clinics ComD 630 Early Child Language ComD 633	ComD 634 Head Trauma Mngt. ComD 676 Aphasia ComD 679 Language Impairment in Children ComD 680 R Public School Internship ComD 685 R Practicum in Speech-Language	ComD 351 Articulation & Phonological ComD 630 Early Child Language ComD 674 Severe Disabilities ComD 680 R Public School Internship ComD 685 R Practicum in Speech-Language		ComD 674 Severe Disabilities	

	Dysphagia Management ComD 634 Head Trauma Mngt. ComD 657 Voice Disorders ComD 658 Fluency Disorders ComD 674 Severe Disabilities ComD 675 Motor Speech Disorders ComD 676 Aphasia	Pathology	Pathology			
Effective interaction with patients, families, professionals, and other individuals, as appropriate	ComD 350 Language Disorders in Children ComD 351 Articulation & Phonological ComD 438 Hearing Test & Measures ComD 450 Professional Practices in Schools, Hospitals, and Clinics ComD 601 Neurofndtns Lang,Spch,Hear. ComD 630 Early Child Language ComD 633 Dysphagia Management ComD 634 Head Trauma Mngt. ComD 657 Voice Disorders ComD 658 Fluency Disorders	ComD 351 Articulation & Phonological ComD 630 Early Child Language ComD 634 Head Trauma Mngt. ComD 676 Aphasia ComD 679 Language Impairment in Children ComD 680 R Public School Internship ComD 685 R Practicum in Speech-Language Pathology	ComD 351 Articulation & Phonological ComD 630 Early Child Language ComD 674 Severe Disabilities ComD 680 R Public School Internship ComD 685 R Practicum in Speech-Language Pathology			

	ComD 674 Severe Disabilities ComD 675 Motor Speech Disorders ComD 676 Aphasia					
Delivery of services to culturally and linguistically diverse populations	ComD 634 Head Trauma Mngt. ComD 351 Articulation & Phonological ComD 450 Professional Practices in Schools, Hospitals, and Clinics ComD 630 Early Child Language ComD 636 Multicultural Aspects of Speech Language Pathology ComD 658 Fluency Disorders ComD 674 Severe Disabilities ComD 676 Aphasia	ComD 351 Articulation & Phonological ComD 630 Early Child Language ComD 634 Head Trauma Mngt. ComD 636 Multicultural Issues in SLP ComD 676 Aphasia ComD 679 Language Impairment in Children ComD 680 R Public School Internship ComD 685 R Practicum in Speech-Language Pathology	ComD 351 Articulation & Phonological ComD 630 Early Child Language ComD 674 Severe Disabilities ComD 680 R Public School Internship ComD 685 R Practicum in Speech-Language Pathology			
Application of the principles of evidence-based practice	ComD 351 Articulation & Phonological ComD 438 Hearing Test & Measures ComD 630 Early Child Language ComD 633 Dysphagia Management ComD 634 Head Trauma Mngt.	ComD 351 Articulation & Phonological ComD 630 Early Child Language ComD 634 Head Trauma Mngt. ComD 676 Aphasia ComD 679 Language Impairment in Children	ComD 351 Articulation & Phonological ComD 630 Early Child Language ComD 674 Severe Disabilities ComD 680 R Public School Internship ComD 685 R Practicum in Speech-Language Pathology		ComD 351 Articulation & Phonological ComD 630 Early Child Language ComD 674 Severe Disabilities	

	ComD 657 Voice Disorders ComD 658 Fluency Disorders ComD 674 Severe Disabilities ComD 675 Motor Speech Disorders ComD 676 Aphasia	ComD 680 R Public School Internship ComD 685 R Practicum in Speech-Language Pathology				
Self-evaluation of effectiveness of practice	ComD 351 Articulation & Phonological ComD 630 Early Child Language ComD 633 Dysphagia Management ComD 634 Head Trauma Mngt. ComD 657 Voice Disorders ComD 658 Fluency Disorders ComD 674 Severe Disabilities ComD 675 Motor Speech Disorders ComD 676 Aphasia	ComD 630 Early Child Language ComD 679 Language Impairment in Children ComD 680 R Public School Internship ComD 685 R Practicum in Speech-Language Pathology	ComD 630 Early Child Language ComD 674 Severe Disabilities ComD 680 R Public School Internship ComD 685 R Practicum in Speech-Language Pathology			

