Self-Study Report

Graduate Programs in Audiology & Speech-Language Pathology

August, 1996

Audiology and Speech-Language Pathology Area

136 TLRB
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I. The Department

A. Mission and objectives

The Audiology and Speech-Language Pathology (ASLP) area is one of three areas making up the Educational Psychology (ePsy) Department; the other two areas are Special Education and Counseling. These three areas represent separate academic disciplines. The ASLP degree programs have no more overlap in courses, requirements, or faculty with the other two areas in the ePsy department than they do with any other department at the University. The ASLP area has been recommended to become a separate department pending approval of the BYU Board of Trustees. Accordingly, the report that follows will deal essentially with ASLP as "the department" under review.

The ASLP area has the following mission:

1. The ASLP area offers students the opportunity to complete an undergraduate, pre-professional major in audiology or in speech-language pathology.

2. The ASLP area offers master's degree programs in audiology and in speech-language pathology. These programs allow students to meet all certification, credentialing, and licensure requirements for professional practice.

3. The ASLP faculty carry out basic and applied research into the nature of speech, language, and hearing and into the assessment and treatment of disorders of these processes.

4. The area provides clinical services to the university and the community for:
   a) the assessment and treatment of speech, language, and hearing disorders of students, faculty, staff, and, as part of students' clinical training, the public
   b) monitoring hearing ability levels of university employees for OSHA compliance
   c) testing and treating missionaries referred by MTC personnel, referred preservice teachers, and testing the hearing of high-risk babies for central Utah in collaboration with the Utah State Health department.

As a component of the College of Education's NCATE reaccreditation report, the ASLP area wrote the following mission statement:

In harmony with the mission statements of Brigham Young University, the College of Education and the Department of Educational Psychology, the Audiology and Speech-Language Pathology Area advances science and learning in the disciplines of communicative sciences and disorders including Hearing Science, Speech Science, Language Science, Audiology, and Speech-Language Pathology. Applied through quality research, teaching, and professional service, the area's mission ultimately minimizes barriers arising from communicative and related disorders, thereby enhancing the quality of life of those individuals served by the Area and its program graduates.

The objectives of the ASLP area include:

1. to give undergraduate students a demanding, well-presented major in audiology or speech-language pathology which sharpens their analytical skills and integrative abilities, prepares them for service and leadership in the home, church, and community, and enables them to enter and excel in the master's degree programs which are required for entry into the professions

2. to prepare master's degree students for entry into the professions of audiology and speech-language pathology who will prove to be competent, ethical, congenial, hard-working clinicians, some of whom will eventually pursue the
PhD degree
3. to maintain and improve excellence in faculty scholarship by fostering ongoing faculty development, supporting research, rewarding publication, and by advancing the field through published research and professional activity at the local, national, and international levels
4. to achieve excellence in clinical services which will be an example to the region and, through published research, to the world.

B. Department organization (including faculty committee membership)
The ASLP area faculty are classified as being in either the Audiology or the Speech-Language Pathology (SLP) subareas. The ASLP area has an area coordinator, who has historically been appointed for an unlimited term of service by the ePsy department chair. The area coordinator also assumes the role of program chair in his (all area coordinators have been male) own subarea (Audiology or SLP). The area coordinator in turn designates a faculty member in the opposite subarea as "program chair" for that subarea. If ASLP becomes a separate department, this governance structure will be replaced as well. Other than the student advisory committees, no subdivision of the area into committees exists.

C. Graduate and undergraduate programs
The ASLP area offers four degree programs: BS degree in Audiology, BS degree in Speech-language Pathology, MS degree in Audiology, and an MS degree in Speech-Language Pathology. Except for three courses, the two undergraduate degrees are identical; each requires 57 hours, 43 hours of which is taught by the ASLP faculty. Given the number and size of the undergraduate courses, about half of the area's resources go to support the undergraduate program(s).

D. Graduate education policy-making structure
Policy is separately formulated by faculty in Audiology or in SLP for their respective MS degree programs; each subarea involves the faculty in that subarea as a committee of the whole. Occasionally, certain policies such as early deadlines have been implemented by ePsy department administrators without discussion or input from area faculty members. If ASLP becomes a separate department, these policies will be made by the ASLP graduate faculty members most likely acting as a committee of the whole.

E. Graduate advisement system
Upon admission, each student is assigned an advisor from among the graduate faculty in the appropriate subarea. The student primarily uses that faculty member for advisement until such time as the student formulates the advisory committee. Each graduate student also receives a copy of the ASLP area graduate handbook; a copy of this handbook is on file in the ASLP area office, 136 TLRB.

F. Graduate student committee structure
Graduate student committees have three members; most frequently all members are from the same subarea. Occasionally a committee member may be from the other subarea or, less frequently, from outside the ASLP area.
G. Procedures for curriculum changes

Proposals for changes in the curriculum of a graduate degree program are discussed and approved by consensus among all faculty within that degree program's subarea. These changes are then sent through the standard curriculum approval process. Changes in the content of a specific course are made by the faculty member responsible for that course, typically in consultation with other subarea faculty affected.

II. The Audiology MS Degree

A. Title, administrative unit

The MS Degree in Audiology is administered by the faculty in the Audiology subarea of ASLP.

B. Mission and objectives of degree program

The mission and objectives of the Audiology MS degree program parallel those of the ASLP area mentioned above and aim specifically to prepare master's degree students for entry into the profession of audiology as capable, ethical clinicians.

C. Program relationship to departmental and university missions

The Audiology MS degree program comprises and shares part of the ASLP area mission described above, and harmonizes with the University's mission by providing "special instruction in the student's field of choice" which strives to be excellent and to allow students to "be capable of competing with the best in their fields." (These quotes are from the 1981 statement of BYU's mission.) The Audiology MS degree program's congruence with the University's mission is enhanced by the discipline's focus on service to people with disabilities.

D. Program description (brief history and significant program modifications since last graduate review)

The role of the ASLP area was initiated in 1930 when the university hired Alonzo J. Morley, one of the world's first PhD recipients in speech pathology, to the faculty of the Speech department. Dr. Morley began offering academic training and clinical services in communication disorders, both speech and hearing. Over time, Dr. Morley was joined by other faculty, and their work led to the university's offering of specific majors in speech pathology and in audiology. We do not know when BYU began offering the MS degrees specifically in Audiology or in Speech-Language Pathology.

The last graduate review of the Audiology MS program occurred in 1988 as part of a review of all graduate programs in the College of Education. That review was positive in nature and recommended no significant degree program modifications. At about that same time, the thesis, which was optional, was made mandatory for all students, and the non-thesis MCD (Master of Communication Disorders) degree program was eliminated. Since that review, Dr. Robert Brey left BYU and was replaced by Dr. David McPherson. A third PhD level Audiology faculty position, now held by Dr. Wendy Hanks, was created by converting a secretarial position to a faculty line. The previous hour-long oral and six-hour essay examinations on the content of the discipline were replaced two years ago by the use of the national Audiology board exam; a minimum score of 650 (approximately the 60th percentile nationally) is required to pass this exam as the MS comprehensive. In contrast, the
profession's national association requires only a score of 600 (12th percentile) to earn certification.

E. Program requirements
   1. Description of formal requirements (including specializations/tracks)
      The Audiology MS degree program has only a single specialization track. All courses required for the undergraduate Audiology BS degree are prerequisite to the MS degree, even if the student's bachelor's degree was in a different major. This undergraduate course work is required for national certification and professional licensure. As mentioned above, the national Audiology board exam must be passed at BYU's higher level to count as passing the comprehensive exam.
      The courses required beyond the undergraduate core are:

      500 Clinical Data Acquisition and Analysis [3 hours; Fall and (Sp or Su); Dr. Fujiki]. Prerequisite: Stat 222. Research methods in audiology and speech-language pathology; applying statistical techniques; professional literature and writing.

      544 Psychoacoustics [3 hours; Fall; Dr. McPherson] Advanced studies in human psychoacoustics and hearing science.

      616 Acoustic Impedance Measures [2 hours; Fall; Dr. Hanks] Middle ear measurements for assessing otitis media and other middle ear disorders; acoustic reflex measurements for assessing middle ear, cochlear, and retrocochlear functioning.

      617 Auditory Evoked Potentials [3 hours; Fall; Dr. McPherson] Theoretical and practical application of electrocochleography and brain stem, middle latency, long latency, and cognitive evoked potentials.

      618 Otoacoustic Emissions and Vestibular Evaluation [3 hours; Winter; Dr. McPherson] Theoretical and practical application of otoacoustic emissions and vestibular evaluation.

      638 Advanced Hearing Tests and Measures [3 hours; Fall; Dr. Harris] Advanced audiometric procedures assessing impaired hearing.

      639 Community and Industrial Audiology [2 hours; Sp or Su; Dr. Hanks] Education regarding the prevention of hearing disorders related to noise exposure, including community and recreational noise. Legal ramifications of hearing loss due to noise exposure.

      641 Hearing Aids [3 hours; Fall; Dr. Harris] Assessing hearing aid performance, the art of fitting hearing aids.

      643 Adult Aural Rehabilitation [2 hours; Winter; Dr. Hanks] Rehabilitative audiology for adults with hearing impairment. Communication strategies, assistive technology, and ADA implications.
Instrumentation-Calibration [2 hours; Sp or Su; Dr. Harris] Calibration of audiometric instruments.

Pathologies of the Auditory Mechanism [3 hours; Winter; Dr. Harris] Hearing disorders of the outer, middle, and inner ear and the central auditory pathway.

Practicum in Clinical Audiology [1 cr. hr. each semester; Sister Bartholomew]. Supervised clinical work at either the BYU Audiology Clinic or at one or more other settings.

Seminar in Audiology [2 or 3 hours; Sp or Su; rotates among the Audiology faculty] Various topics such as third party reimbursement, risk abatement, advanced hearing aid applications, or central auditory processing.

Thesis [6 hours]

Comparison with programs at comparable institutions
The sequence of courses listed above meets all the requirements for program accreditation by the American Speech-Language Hearing Association. In addition, the Audiology MS degree program exceeds those requirements by requiring coursework in the areas of Hearing Aids, Otoacoustic Emissions and Vestibular Evaluation, and Community and Industrial Audiology. Nationally, only about 20% of ASLP master's degree programs require a thesis.

Relationship to other degree programs and other disciplines on campus
The Audiology MS degree program shares one course (ePsy 500) with the SLP MS program and does not overlap with any other degree program at BYU.

The Audiology subarea's interest in the processes of hearing is shared with many other disciplines; audiology is necessarily an interdisciplinary field. The study of hearing relies on psychology, zoology, medicine, electrical engineering, physics, education, and even food science & nutrition (e.g., Dr. Kay Franz's work on the effects of minerals such as magnesium on hearing). Audiology faculty have collaborated with faculty from other colleges and departments on research, particularly with faculty from electrical engineering.

Samples of comprehensive exams, programs of study, proposals, etc.
These are on file in the ASLP area office, 136 TLRB.

Samples of theses
These are on file in the ASLP area office, 136 TLRB.

What procedure is in place to evaluate the overall quality of theses?
There is no written or formalized procedure in place to evaluate the overall quality of theses other than that encompassed by the student's thesis committee and performance at the defense. If ASLP becomes a department separate from ePsy, the ASLP department will have a graduate coordinator who will establish such a procedure.
J. Recent academic or professional accreditation reports

The Audiology MS degree program is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association. Their most recent full campus site-visit review was in 1991. Continued accreditation was granted in 1992; the next site visit will be in 1999. The re-accreditation self-study report and subsequent annual update reports are on file in the ASLP area office, 136 TLRB, as are copies of the ASLP area's reports for the recent University Self Study/Reaccreditation effort.

III. The Speech-Language Pathology MS Degree

A. Title, administrative unit

The MS Degree in Speech-Language Pathology is administered by the faculty in the Speech-Language subarea of ASLP.

B. Mission and objectives of degree program

The mission and objectives of the Speech-Language Pathology MS degree program parallel those of the Audiology area and aim toward the preparation of master's degree students for entry into the profession of speech-language pathology as competent, ethical clinicians.

C. Program relationship to departmental and university missions

The Speech-Language Pathology MS degree program comprises and shares part of the ASLP area mission described above, and harmonizes with the University's mission by providing "special instruction in the student's field of choice" which strives to be excellent and to allow students to "be capable of competing with the best in their fields." (BYU mission statement, 1981). The degree program's congruence with the University's mission is enhanced by the discipline's focus on service to people with disabilities.

D. Program description (brief history and significant program modifications since last graduate review)

The Speech-Language Pathology program's history is the same as that of the Audiology program recounted previously.

The last graduate review of the SLP graduate program occurred in 1988 as part of a review of all graduate programs in the College of Education. That review was positive in nature and recommended no significant degree program modifications. At about that same time, the thesis, which was optional for all students, and the non-thesis MCD (Master of Communication Disorders) degree program was eliminated. Since that review, Dr. Parker Newman and Sister Mildred Ravsten Alred retired and Sister Sheila Nielsen left the faculty. These faculty were replaced by Dr. Bonnie Brinton, Dr. Martin Fujiki, and Sister Tressa Friend. The previous six-hour essay examination on the content of the discipline was replaced two years ago by the use of the national Speech-Language Pathology board exam; a minimum score of 700 (approximately the 71st percentile nationally) is required to pass this exam as the MS comprehensive. In contrast, the profession's national association requires only a score of 600 (12th percentile) for certification.
E. Program requirements

1. Description of formal requirements (including specializations/tracks)

The Speech-Language Pathology MS degree program has only a single specialization or track. All courses required for the undergraduate Speech-Language Pathology BS degree are pre-requisite to the MS degree, even if the student's bachelor's degree was in a different major. This undergraduate coursework is required for national certification and professional licensure.

The courses required beyond the undergraduate core are:

500 Clinical Data Acquisition and Analysis [3 hours; Fall and (Sp or Su); Dr. Fujiki]. Prerequisite: Stat 222. Research methods in audiology and speech-language pathology; applying statistical techniques; professional literature and writing.

573 Aphasia (3 hours; Winter; Dr. Hilton). Perspectives on the neurology, clinical assessment, and rehabilitation of aphasic language disturbances in adults.

574 Communicative Disorders of Individuals with Severe Disabilities (3 hours; Fall; Dr. Lucido). Assessment and treatment of persons with multiple handicaps, including augmentative communication training.

575 Motor Speech Disorders (3 hours; Fall; Dr. Hilton). Neuropathology, symptomatology, clinical assessment, and treatment of adult motor speech disorders.

630 Theories of Child Language Acquisition (3 hours; Winter; Dr. Channell). Processes of lexical, prosodic, syntactic, and semantic first language learning.

633 Dysphagia and Head Trauma Management (2 hours; Spring; Dr. Hilton). Acquired swallowing and eating disorders, rehabilitation of dysphagia, and traumatic brain injury and cognitive rehabilitation therapy.

636 Multicultural Issues in Speech-Language Pathology (3 hours; Winter; Dr. Fujiki). Speech and language assessment and intervention with persons from culturally and linguistically diverse backgrounds. Cultural diversity, bilingualism, and use of interpreters and translators.

657 Voice Disorders (3 hours; Winter; Dr. Channell). Advanced vocal physiology; characteristics, assessment, and treatment of disorders of the speaking voice.

662 Maxillofacial and Related Disorders of Human Communication (2 hours; Sp or Su; Dr. Lucido). Study of organic, structurally-based speech disorders, primarily cleft palate, including clinical assessment and multi-disciplinary treatment models.

680R Public School Internship (3 hours; any semester or term; Sister Friend).

685R Practicum (3 cr. hours total: 1 cr. hr. for each of 3 semesters or terms; Sister Friend). Supervised clinical work at either the BYU Speech-Language Clinic or at one or more other settings.
690R Seminar in Language Disorders (3 hours; Sp or Su; Dr. Brinton). Study of the impact, assessment, and treatment of language impairment in children. Students conduct and present an in depth evaluation including analysis of conversational behaviors.

690R Seminar in Language Sample Analysis: Manual and Computer Assisted (3 hours; Sp or Su; Dr. Channell). Procedures for syntactic and semantic analysis of samples of children's language.

699R Thesis (6 hours).

2. Comparison with programs at comparable institutions
   The sequence of courses listed above meets all the requirements for program accreditation by the American Speech-Language Hearing Association. In addition, the Speech-Language Pathology MS degree program exceeds those requirements by requiring coursework in theories of child language acquisition, closed-head injury and swallowing disorders, and a deeper focus on maxillofacial disorders. The two seminars also exceed accreditation requirements. Nationally, only about 20% of ASLP master's degree programs require a thesis.

F. Relationship to other degree programs and other disciplines on campus
   The Speech-Language Pathology MS degree program shares the ePsy 500 course with the Audiology MS program and does not overlap with any other degree program at BYU.
   The SLP subarea's interest in the processes involved in speech and language is shared with many other disciplines; speech-language pathology is necessarily an interdisciplinary field. For example, the study of children's language acquisition draws upon findings and theories from developmental and cognitive psychology, linguistics, family science, philosophy, medicine, and English. SLP subarea faculty have occasionally collaborated with faculty from other colleges and departments on research and have had minor involvement with other departments on curriculum issues, particularly Linguistics.

G. Samples of comprehensive exams, programs of study, proposals, etc.
   These are on file in the ASLP area office, 136 TLRB.

H. Samples of theses
   These are on file in the ASLP area office, 136 TLRB.

I. What procedure is in place to evaluate the overall quality of theses?
   There is no written or formalized procedure in place to evaluate the overall quality of theses other than that encompassed by the student's thesis committee and performance at the defense. If ASLP becomes a department separate from ePsy, the ASLP department will have a graduate coordinator who will establish such a procedure.

J. Recent academic or professional accreditation reports
   The SLP MS degree program is accredited by the Council on Academic
Accreditation of the American Speech-Language-Hearing Association, whose most recent full campus site-visit review was in 1991. Continued accreditation was granted; the next site visit will be in 1999. That re-accreditation self-study report and subsequent annual reports are on file in the ASLP area office, 136 TLRB, as are copies of the ASLP area's reports for the recent University Self Study and Reaccreditation effort.

IV. Faculty

A. Demographics
1. Full-time, tenure-track faculty (by rank and years in rank), gender, ethnicity, degree held (granting institution), role in graduate education

<table>
<thead>
<tr>
<th>Years in Rank</th>
<th>Gender</th>
<th>Degree, Institution, Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bonnie Brinton</td>
<td>2</td>
<td>F</td>
</tr>
<tr>
<td>Martin Fujiki</td>
<td>2</td>
<td>M</td>
</tr>
<tr>
<td>Richard Harris</td>
<td>3</td>
<td>M</td>
</tr>
<tr>
<td>Laurence Hilton</td>
<td>13</td>
<td>M</td>
</tr>
<tr>
<td>David McPherson</td>
<td>5</td>
<td>M</td>
</tr>
<tr>
<td>Associate Professor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ron Channell</td>
<td>5</td>
<td>M</td>
</tr>
<tr>
<td>Assistant Professors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wendy Hanks</td>
<td>3</td>
<td>F</td>
</tr>
<tr>
<td>Bonnie Lucido</td>
<td>1</td>
<td>F</td>
</tr>
</tbody>
</table>

Ethnicity: The ethnicity of the ASLP full-time faculty is unremarkable. Roles in graduate education: All faculty members listed above except Dr. Bonnie Lucido teach graduate courses, serve on graduate advisement and thesis defense committees as chair or member, and have shared responsibility in graduate policy and admissions. Dr. Lucido teaches two graduate courses, supervises graduate students clinically, and has input on admissions but is not normally involved in theses or advisement.

2. Other faculty
Instructors/ Clinical Supervisors (Full-Time)

a) Karen Bartholomew MCD was hired in 1986 as the Audiology Clinic Director. She supervises graduate students clinically, coordinates off-campus clinical internships of graduate students, and provides clinical services.

b) Tressa Friend MA was hired in 1993 to hold a doctoral level, tenure-track, graduate faculty position (pending completion of her dissertation at Northwestern University). However, no deadline was set for completion. She teaches one undergraduate class per semester, supervises clinical practicum, and directs the Speech & Language Clinic.
Clinical Supervisors (Part-Time)
  a) LeeAnn Setzer MS was hired part-time in 1992. She supervises graduate
     students doing speech and language therapy.
  b) Mary Halbostad MCD was hired last year as a temporary, part-time
     supervisor for cases only in her area of expertise (communication training in
     severely intellectually impaired children).

Clinical Supervisors (Off-Campus)
  About 30 certified clinicians supervise ASLP grad students in off-campus
  practica in a variety of hospital, school, and other clinical settings. This work is
  coordinated through either Karen Bartholomew (BYU Audiology Clinic Director) or
  Tressa Friend (BYU Speech and Language Clinic Director).

3. Faculty vita
  Copies of faculty vita are attached as an appendix to this report.

B. Research and scholarly activity record
  1. Current research interests
     • Brinton: Social competence and conversational language impairment
     • Channell: Language acquisition algorithms used by children
     • Friend: Adolescent language, stuttering assessment, cluttering
     • Fujiki: Conversational language impairment and social competence
     • Hanks: Multifrequency tympanometry, aural rehabilitation, central auditory
       processing disorders, industrial audiology
     • Harris: Evaluation of signal processing algorithms applied to hearing aid
       design; development and evaluation of digitally recorded speech audiometry
       material.
     • Hilton: Central auditory processing, bilingualism, rehabilitation of neurogenic
       speech and language disorders, speech perception and production in second
       language speakers, fluency disorders, myodynamic aerodigestive tract biology
       and oral myofunctional disorders.
     • Lucido: Speech intelligibility, language testing and therapy for children and
       adolescents with Down syndrome.
     • McPherson: Auditory event-related potentials (ERPs) and the response of the
       normal and abnormal auditory system to acoustic events. Simultaneous
       electrophysiological and behavioral responses to acoustic events.

  2. Publication (books, articles, etc.) record: last five years only
     The books and peer reviewed articles in refereed journals published by the
     ASLP faculty in the last five years are:

     compensation algorithm, ICASSP.
     in adults with mild to moderate retardation. Topics in Language Disorders, 13,
     9-19.
     Hewitt, & R. M. Sonnenmeier, (Eds.) Pragmatics: From theory to practice (pp. 59-


of Audiology.


3. Paper presentation (international, national): last five years only
The peer-reviewed national and international papers presented by the ASLP faculty in the last five years are:


retardation. Poster session presented at the American Speech-Language-Hearing Association Convention, San Antonio, TX.


Association, Anaheim, CA.


of the American Speech-Language-Hearing Association, Seattle, WA.
Facilitation of Relative Clauses: A Case Study. Paper accepted for presentation
at the annual convention of the American Speech-Language-Hearing
Association, Seattle, WA.
Masterson, J., Channell, R., Fey, M., Hughes, D., Pollack, K., & Matesich, J. (1991,
November). Enhancing linguistic analysis skills with microcomputer software.
Paper presented at the national meeting of the American Speech-Language
Hearing Association, Atlanta, GA.
binaural interaction component of the auditory evoked potentials. Abstracts of
the Fifteenth Midwinter Research Meeting, Association for Research in
Otolaryngology, 139.
McPherson, D., & Davies, K. (1993, October). Auditory evoked potentials and
binaural interaction component changes in children with attention-deficit
hyperactivity disorder. Modern Problems Physiology and Pathology of Hearing,
Moscow.
measures of binaural interaction in auditory evoked potentials. IERASG, Lyon,
France.
suppression of click-evoked emissions (EOAE) in pre-term and term infants.
Proceedings of the Seventeenth Midwinter Research Meeting, Association for
Research in Otolaryngology, 139.
emission during temporary threshold shift in normal hearing young adults.
American Speech-Language and Hearing Association.
Binaural interaction in school age children with attention-deficit hyperactivity
interaction component of the auditory evoked potentials. International Electric
Response audiometry Study Group, XII Biennial Symposium, Italy.
during temporary threshold shift. Paper presented at the convention of the
school-age children. Mid-Winter meeting of the Association for Research in
Otolaryngology, St. Petersburg, FL.
neonates using otoacoustic emissions and extratympanic recordings of cochlear
potentials. IERASG, Lyon, France.
pragmatic revolution: Evolution, current trends, and new directions.
Miniseminar presented at the American Speech-Language-Hearing Association
Convention, Orlando, FL.
Palincar, A., Silliman, E., Silliman, S., Huntley-Bahr, R., Brinton, B., Fujiki, M., &
models. Double miniseminar to be presented at the American Speech-Language
Hearing Association Convention, Seattle, WA.

4. External and internal grants held: last five years only
The external and internal grants held by ASLP faculty over the last five years are:


C. Teaching Record

1. Average teaching load (graduate and undergraduate)

The teaching load in ASLP is a function of the course assignments, which are assigned according to faculty subject-matter expertise and not according to professorial rank. These assignments are stable, and the few adjustments made over the past five years have been to accommodate newly hired faculty. The assignments are listed below, arranged by semester and faculty member’s last name with course credit hours in parentheses:

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<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Winter</th>
<th>SP/Su</th>
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<tbody>
<tr>
<td>Bartholomew</td>
<td>485R(1-3)</td>
<td>485R(1-3)</td>
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<td></td>
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<tr>
<td>Brinton</td>
<td>331(3)</td>
<td>350(3)</td>
<td>690R(3)</td>
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<td>331(3)</td>
<td>351(3)</td>
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<tr>
<td>Channell</td>
<td>230(3)</td>
<td>630(3)</td>
<td>690R(3)</td>
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<td>320(3)</td>
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<tr>
<td>Friend</td>
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<td>459(3), 485R(1-3)</td>
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<td></td>
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<td>685R(1-3)</td>
<td>485R(1-3)</td>
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<tr>
<td>Fujiki</td>
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<td>Harris</td>
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<td>671(2)</td>
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<tr>
<td>Hilton</td>
<td>575(3)</td>
<td>321(3)</td>
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<td>McPherson</td>
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<tr>
<td></td>
<td>617(3)</td>
<td>618(3)</td>
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Additional Course Load Information:
1. * The 133 course is always team taught so its actual load is 1.5 hours.
2. The Audiology graduate faculty also rotate teaching a seminar [690R (2)] Sp/Su in addition to teaching their regular Sp/Su course.
3. The 331 course (Dr. Brinton, Fall) is the only ASLP course offered as more than a single section.
4. Dr. Hanks typically teaches 444 again Winter as an overload.
5. The 500 course (Dr. Fujiki, Fall and Sp/Su) is the only graduate course that is offered twice per year and is taken by both Audiology and SLP students.
6. The two 690R SLP seminars differ in content focus and both are required.
7. Faculty may do clinical supervision or consultation on clinical cases in addition to the course assignments listed above.
8. Graduate faculty (Brinton, Channell, Fujiki, Hanks, Harris, Hilton, and McPherson) typically do about 3 credit hours equivalent of thesis advisement per semester and term.
9. ASLP faculty members have occasionally taught Book of Mormon courses, though none are so teaching at present.
10. The only ASLP course not listed above is the 450 "Speech-language Pathology in the Schools" course (2 hours) which is taught by Richard Mecham of Alpine school district in Winter semester.

2. Course evaluations
   The departmental means from the student course evaluation forms are listed below.

   **Course Items**
   Clear objectives 5.5
   Well organized 5.4
   Student responsibility defined 5.5
   Content relevant 6.1
   Workload appropriate 5.3
   Homework appropriate 5.6
   Text(s) and material helpful 5.5
   Exams: covers important points 5.5
   Exams: clearly worded 5.2
   Exams: good measures 5.1
   Grading procedures fair 5.8
   Assignments appropriate 5.7
   New knowledge/skills produced 6.1

   **Instructor Items**
   Excellent instructor knowledge 6.3
   Enthusiastic about subject 6.3
   Well prepared 6.0
   Good use of class time 5.7
   Clear examples/explanations 5.7
   Helpful evaluations of work 5.4
   Explains difficult concepts 5.6
   Responds respectfully 6.1
   Genuinely interested-helps 6.1
Available to students  5.8
Motivates students  5.9
Produced new knowledge/skills  6.0
Punctual  6.0
Seldom misses classes  6.4
Gospel insights  5.6
Inspires character development  6.0
Helps students live in society  5.9
Spiritually inspiring  5.9

Note: These means, like all others on the student evaluation form, lack standard deviations and so their utility is suspect. These means are for the entire ePsy department, including both graduate and undergraduate classes. Scores for ASLP faculty tend to be higher for graduate classes and lower for undergraduate classes, possibly because students who do well in classes (and are more likely to be accepted for graduate study) may evaluate their classes more favorably whereas students dissatisfied with ASLP faculty might tend to go elsewhere for graduate study. If ASLP becomes a separate department, more specific means will be available. No departmental means are available for the two overall "halo" questions. Some ASLP faculty use instructor-made evaluations of essay type in conjunction with -- or in lieu of -- the university student course evaluation form.

3. Advisement load

No more than 3 or 4 students per graduate faculty member are admitted into either ASLP graduate program each year. Upon admission, each student is arbitrarily but evenly assigned to a grad faculty member for advisement until the time that the student files a Plan of Study to form their advisory committee. The following table lists (by faculty member) the names of students who completed their thesis since August 1991 (i.e., in the last five years).

Channell: Richelle Adams, Laurie Berrett, Lisa Boyce, Pixie Brock, Brenda Brooks, Susan Cahoon, Lisa Clark, Charlotte Frame, Susan Grenfell, Bonnie Johnson, Kim Kirkham, Tracy Liu, Jana Toomey, Kara Young.
Fujiki: Amy Buckley, Julie Campbell, Tisa Curry, Jennifer Johansen, Ginger Jorgensen, Cindy Todd, Kristen Wilson.
Hanks: Cheryl Allred, Christine Cole, Mary Kay Morgan, Bryan Mortensen, Katie Stone.
Harris: Randy Bartholomew, Lisa Christensen, Dan Cromwell, Bob Ghent, David Gidley, Todd Huffman, Michelle Morrill, Rebecca Orr, Katie Rose, Sharon Whitney.
McPherson: Seth Andrews, Nancy Blair, Kimberly Davies, Sariah Kelly, Laurel Reshetar, Stephanie Snow.

D. Special awards and distinctions: last five years only
V. Audiology MS Program Students

The admission of students has been done separately for the Audiology and the Speech-Language Pathology graduate degree programs; student characteristics are therefore discussed separately below.

A. Entrance profile (last 5 years)
   1. Test scores, GPA, etc.
      The average GRE score for 44 admitted applicants to the Audiology MS degree program over the past five years was 1642 (SD = 201; N = 44). The average (last 60 hours) GPA was 3.46 (SD = .31; N = 43).

   2. Undergraduate degree granting institution
      Of the 44 students admitted to graduate study in Audiology, 31 received their undergraduate degree in Audiology at BYU, 5 at the U of Utah, 2 at Arizona State U., and 1 each from Utah State, West Virginia State, University of Phoenix, Idaho State U., and Monash U. (Australia). One student earned a bachelor's (and master's) from BYU in English.

   3. Number of applicants and percent of those admitted
      Applications are evaluated only once per year (in late February or early March). Out of 49 applicants to the Audiology program over the last five admissions, 44 (90%) were admitted out of which 37 (76%) of the students admitted actually matriculated.

B. Recruiting efforts
   No organized recruiting program exists. Occasionally, high performing BYU undergraduate students may be encouraged to apply by an individual faculty member. No mechanism exists for offering admission with a guarantee of financial aid; students have been lost to other schools because of this inability.

C. Total number of students (by age, ethnicity, gender, stage in program)
   Currently, 16 students are in the Audiology graduate program, including those starting Fall '96. Of this number, 5 have a thesis prospectus approved. No data are collected on student age and ethnicity; gender data are available only by faculty recollection. About two-thirds of the currently matriculated Audiology graduate students are female.
D. Number of students on financial aid (type of aid); fellowship, teaching, and research opportunities

Typically, the Audiology subarea has about 25 hours per week of graduate assistantship funding from the ePsy department to divide among the 16 graduate students. Audiology faculty research grants and other funds through the College provide another 50 hours per week, though the amounts available are variable and are not known until late August. Thus about 2/3 of the active Audiology grad students receive some graduate assistantship funding, typically 10 hours per week per student. This level of funding is representative of the previous three years, and roughly the same amount can be assumed for Fall '96. In a typical Semester, after making written application to the area coordinator, an average of three Audiology graduate students are recommended to receive financial aid in the form of .25 or .50 partial tuition waivers awarded by the ePsy department chair. One Audiology graduate student per year receives a two-semester, partial-tuition scholarship ($400 to $500 total) through the Alonzo J. Morley endowment.

Audiology MS students do little teaching, other than presentations or reports in some of the classes they take; emphasis is placed on students receiving clinical experience in multiple settings. Students who receive ePsy assistantship funding may occasionally assist in teaching by scoring tests or running lab sessions. The clinical experiences required of all Audiology students include instructing clients and members of the client's family.

All students receive research experience through the thesis requirement. Some students also work as research assistants. ASLP faculty have also tried to plant in the student consciousness that every client is a research project and is thus deserving of care in treatment design, data collection, and progress evaluation.

E. Scholarly and creative activity (papers published or read at professional meetings, special honors and awards)

The following peer-reviewed articles published in refereed journals in the last five years had BYU Audiology students as co-authors; students' names are underlined:


The following papers presented at national or international meetings in the last five years had BYU Audiology students as co-authors and co-presenters; the students'
names are underlined:


F. Number graduated (last 5 years), degree committee membership, title of thesis, and first position
Admissions dates are not available for Audiology students admitted prior to 1992. No formal or written record has been kept as to students' first professional position; any information listed below is based on faculty recall.
Students completed the Audiology MS program in an average of 21.2 months (based on the 13 graduates on for whom the semester of entry is known).

Allred, Cheryl; Admitted for Sept. 92; Graduated August, 1994
Committee: Wendy Hanks (Chair), David McPherson
Thesis: Sweep Frequency Tympanometry in Normal Adults: A Methodical Study
First Position: Audiologist, Wasatch Audiology, Provo Utah

Bartholomew, Randy; Admitted for Sept. 92; Graduated August, 1993
Committee: Richard Harris (Chair), Laurence Hilton
Thesis: Performance Intensity Functions for Digitally Recorded Spondees
First Position: Audiologist, Public Schools, North Carolina

Blair, Nancy; Admitted for Sept. 93; Graduated April, 1995
Committee: Dave McPherson (Chair), Richard Harris
Thesis: Hair Cell Maturation in Neonates
First Position: Audiologist, Newport Neurological Center, Newport Beach CA

Christensen, Lisa; Admitted for Sept. 94; Graduated December, 1995
Committee: Richard Harris (Chair), Wendy Hanks, David McPherson
Thesis: Performance-Intensity Functions for Digitally Recorded Spanish Speech Audiology
First Position: Audiologist, private practice, Ogden Utah

Cole, Christine; Admitted for Sept. 93; Graduated April, 1995
Committee: Wendy Hanks (Chair), Richard Harris
Thesis: Spondaic Masking Level Differences Using Speech Babble and Speech Spectrum Noise
First Position: Audiologist, U. of San Francisco Medical Center

Cromwell, Dan; Admitted for Sept. 92; Graduated August, 1995
Committee: Richard Harris (Chair), David McPherson, Wendy Hanks
Thesis: Performance Intensity Functions for Digitally Recorded CFD-W22 Auditory Tests for Male Talker in Quiet and with Noise
First Position: Audiologist, a rehabilitation agency, Florida

Davies, Kimberli; Graduated April, 1993
Committee: David McPherson (Chair), Richard Harris
Thesis: Binaural Interaction in School Age Children with Attention Deficit-Hyperactivity Disorder
First Position: Audiologist, private practice

Ghent, Bob; Graduated April, 1994
Committee: Harris (Chair), Ron Channell
Thesis: An Investigation of Sound Quality and Standards in Recorded Material For Speech Audiometry
First Position: Audiologist, private practice, Portland Oregon

Gidley, David; Graduated December, 1994
Committee: Richard Harris (Chair), David McPherson
Thesis: Syllable Length of Spondee During Monitored Live Voice Speech Audiometry
First Position: Audiologist, private practice, Fresno California

Kelly, Sariah Pavlicek; Admitted for Sept. 94; Graduated April 1996
Committee: David McPherson (Chair), Richard Harris, Wendy Hanks
Thesis: Simulation of Hearing Loss
First Position: unknown

Morgan, Mary Kay; Admitted for Sept. 92; Graduated December, 1993
Committee: Wendy Hanks (Chair), Richard Harris
Thesis: The Effects of Earplugs on the Word Discrimination of Subjects with Normal Hearing
First Position: Receptionist at American Speech-Language-Hearing Association, Rockville Maryland

Morrill, Michelle; Admitted for Sept. 92; Graduated December, 1994
Committee: Richard Harris (Chair), David McPherson, Wendy Hanks
Thesis: Obtaining the Speech Recognition Threshold in Sound Field with Digitally Recorded Spondee
First Position: Audiologist, private practice, Twin Falls Idaho

Mortensen, Bryan; Admitted for Sept. 92; Graduated August, 1993
Committee: Wendy Hanks (Chair), David McPherson
Thesis: Effects of Start Pressure Settings on Resonance Frequency in Multifrequency Tympanometry
First Position: Audiologist, Community speech & hearing center, Rochester NY

Orr, Rebecca; Graduated December, 1991
Committee: Richard Harris (Chair), Bonnie Brinton
Thesis: Evaluation of Isophonemic Word Lists Recorded Using Improved Digitizing Techniques
First Position: Audiologist, Mayo Clinic, Rochester, Minnesota
Reshetar, Laurel; Admitted for Sept. 93; Graduated August, 1995
Committee: Dave McPherson (Chair), Richard Harris, Wendy Hanks
First Position: unknown

Rose, Katie; Graduated December, 1991
Committee: Richard Harris (Chair), Martin Fujiki
Thesis: Sweep Frequency Tympanometry in Children with Severe to Profound Sensorineural Deafness
First Position: Audiologist, private practice, Sioux City, Iowa

Snow, Stephanie; Admitted for Sept. 92; Graduated April, 1994
Committee: David McPherson (Chair), Richard Harris
Thesis: Cognitive Auditory Evoked Potentials in School Aged Children with Attention Deficit Hyperactivity Disorder
First Position: Audiologist, private practice

Stone, Katie; Admitted for Sept. 92; Graduated August, 1994
Committee: Wendy Hanks (Chair), Richard Harris
Thesis: The Effects of Earplugs on the Word Discrimination of Subjects with Normal Hearing
First Position: Audiologist, Intermountain Health Care: Therapy Management

Whitney, Sharon; Graduated December 1992
Committee: Richard Harris (Chair), Ron Channell
Thesis: Performance-Intensity Functions for Digitally Recorded Spondee Words
First Position: Audiologist, private practice, Roswell New Mexico

VI. Speech-Language Pathology MS Program Students

A. Entrance profile (last 5 years)
   1. Test scores, GPA, etc.
      The average GRE score for the 70 admitted applicants to the SLP grad program over the past five years was 1727 (SD = 210; N = 70). The average (last 60 hours) GPA was 3.72 (SD = .19; N = 69).

   2. Undergraduate degree granting institution
      Of the 70 students admitted to graduate study in SLP, 46 received their undergraduate degree from BYU in SLP, 5 from the U. of Utah, 4 from Utah State, 4 from BYU in other majors (Communications, Psychology, Spanish), 1 each from U. Minnesota, U. Western Ontario, U. Lethbridge, U. Georgia, U. Western Washington, U. California San Diego, and 1 was from U. Ulster in N. Ireland. No record remains of the (non-BYU) undergraduate school for 5 other students.

   3. Number of applicants and percent of those admitted
      Applications are evaluated only once per year (in late February or early March). Out of 151 applicants over the last five admissions, 70 (46%) were admitted out of which 56 (37%) of the students admitted actually matriculated.

B. Recruiting efforts
   No organized recruiting program exists. Occasionally, high performing BYU
undergraduate students may be encouraged to apply by an individual faculty member. No mechanism exists for offering admission with a guarantee of financial aid; students have been lost to other schools because of this inability. This may be a college or department policy, which ASLP's becoming a department may change.

C. **Total number of students (by age, ethnicity, gender, stage in program)**

Currently, 24 students are in the SLP graduate program, including those admitted for Fall '96. Two students are serving full-time missions. Of the 24 students, 8 have had a thesis prospectus approved. No data are collected on student age and ethnicity. All currently matriculated SLP graduate students are female; the only male student in the program finished this summer. Nationally, 94% of SLPs are female.

D. **Number of students on financial aid (type of aid); fellowship, teaching, and research opportunities**

Typically, the SLP subarea has only about 35 hours per week of graduate assistantship funding from the ePsy department to divide among the 24 graduate students. Usually 3 or 4 SLP graduate students are employed full time (outside of BYU) after coursework completion but pending thesis completion and do not receive financial aid. Faculty research grants through the College provide another 50 hours per week, though the amounts available are variable and are not known until late August. Thus in general about 2/3 of the active SLP grad students receive any aid, and this is typically only 5 hours per week per student. This level of graduate assistantship funding is representative of the previous three years, and roughly the same amount can be assumed for Fall '96. In a typical Semester, after making written application to the area coordinator, an average of three Speech-Language Pathology graduate students are recommended to receive financial aid in the form of .25 or .50 partial tuition waiver awarded by the ePsy department chair. One SLP graduate student per year receives a two-semester, partial-tuition scholarship through the Alonzo J. Morley endowment ($400 to $500 total award). Since 1994, the Utah Valley Regional Medical Center's "Advanced Internship in Medical Speech Language Pathology" has offered a $500 stipend per semester to one SLP graduate student who has successfully completed an initial hospital internship.

SLP students do little teaching, other than presentations or reports in some of the classes they take; emphasis is placed on students receiving clinical experience in multiple settings. Students who receive ePsy assistantship funding occasionally assist in teaching by scoring tests or running lab sessions. The clinical experiences required of all SLP grad students include instructing clients and members of the client's family.

All students receive research experience through the thesis requirement. Some students also work as research assistants. ASLP faculty have also tried to plant in the student consciousness that every client is a research project and is thus deserving of care in treatment design, data collection, and progress evaluation.

E. **Scholarly and creative activity (papers published or read at professional meetings, special honors and awards)**

The following articles published in the last five years had BYU SLP students as co-authors (student names are underlined):


The following papers presented at national or international meetings in the last five years had BYU SLP students as co-authors/co-presenters; students' names are underlined:


presentation at the annual convention of the American Speech-Language-Hearing Association, Seattle, WA.


F. Number graduated (last 5 years), degree committee membership, title of thesis, and first position

No written record has been kept as to students' first professional position; this information is based on faculty recall.

Students completed the SLP MS program in an average of 27.4 months. At least 7 of the 9 students who took longer than 28 months to complete their degree had accepted full-time employment before making much (if any) progress on the thesis.

Adams, Richelle; Admitted for Sept. 90; Graduated August 91
Committee: Ron Channell (Chair), Richard Harris
Thesis: Five Expressive Vocabulary Measures Compared
First Position: Speech-Language Pathologist, a public school in Iowa

Berrett, Laurie; Admitted for Sept. 91; Graduated December 92
Committee: Ron Channell (Chair), Bonnie Brinton
Thesis: Automated Grammatical Tagging of Child Language Samples
First Position: Speech-Language Pathologist, NovaCare (a rehab clinic chain)

Bird, Kim; Admitted for Sept. 91; Graduated April 95
Committee: Laurence Hilton (Chair), Martin Fujiki, Ron Channell
Thesis: A Critical Evaluation of Systematic Disfluency Analysis
First Position: Speech-Language Pathologist, rehab service in Utah County

Boyce, Lisa Lynn; Admitted for Sept. 91; Graduated August 95
Committee: Ron Channell (Chair), Bonnie Brinton
Thesis: Accuracy of Automated Developmental Sentence Scoring
First Position: Speech-Language Pathologist, (a rehab hospital)

Brock, Pixie Lee Potter; Admitted for Jan. 92; Graduated December 95
Committee: Ron Channell (Chair), Bonnie Brinton, Martin Fujiki
Thesis: Accuracy of Manual and Computerized LARSP Analysis
First Position: Speech-Language Pathologist, Jordan (Utah) School District

Brooks, Brenda; Admitted for Sept. 92; Graduated December 94
Committee: Ron Channell (Chair), Martin Fujiki
Thesis: The Index of Productive Syntax Compared to Three Techniques for the
Quantitative Analysis of Child Language Samples
First Position: Speech-Language Pathologist, a rehab clinic in Ohio

Buckley, Amy; Admitted for Sept. 91; Graduated December 93
Committee: Bonnie Brinton (Chair), Martin Fujiki
Thesis: The Ability of Children to Maintain a Topic Introduced by Another Speaker
First Position: Speech-Language Pathologist, Jordan (Utah) School District

Burt, Kim; Admitted for Sept. 93; Graduated August 95
Committee: Laurence Hilton (Chair), Richard Harris, Wendy Hanks
Thesis: Average Acoustic Spectra of Dorsal /s/
First Position: Speech-Language Pathologist, hospital (rehab), Springville PA

Cahoon, Susan; Admitted for Sept. 89; Graduated August 91
Committee: Ron Channell (Chair), Richard Harris
Thesis: A Comparison of Five Techniques for the Analysis of Children's Complex Sentences
First Position: Speech-Language Pathologist, Nebo (Utah) School District

Campbell, Julie; Admitted for Sept. 93; Graduated April 95
Committee: Martin Fujiki (Chair), Bonnie Brinton, Laurence Hilton
Thesis: The Ability of Children with Specific Language Impairment to Access and
Participate in an Ongoing Interaction
First Position: Speech-Language Pathologist, public schools, Portland Oregon
Clark, Lisa Williams; Admitted for Sept. 93; Graduated April 95
Committee: Ron Channell (Chair), Martin Fujiki, David McPherson
Thesis: Developmental Ability Measures Compared
First Position: Speech-Language Pathologist, Nebo (Utah) School District

Curry, Tisa; Admitted for Sept. 93; Graduated August 95
Committee: Bonnie Brinton (Chair), Martin Fujiki, Laurence Hilton
Thesis: Responsiveness of Children With and Without Specific Language Impairment to Requests and Assertions in Triadic Interactions
First Position: Speech-Language Pathologist, Alpine (Utah) School District

Dyer, Jonelle; Admitted for May 92; Graduated August 95
Committee: Laurence Hilton (Chair), Martin Fujiki, Wendy Hanks
Thesis: Reading Disorder Subtypes in Adolescents with Language Impairments
First Position: Speech-Language Pathologist, Children's National Medical Center, Washington DC

Egnew, Amy; Admitted for Sept. 92; Graduated December 94
Committee: Laurence Hilton (Chair), Wendy Hanks
Thesis: Average Acoustic Spectra of Blade-Alveolar and Dorsal /s/ Production During Lip Eversion
First Position: Speech-Language Pathologist, public school, Tennessee

Erickson, Arlene; Admitted for Sept. 92; Graduated December 94
Committee: Laurence Hilton (Chair), Richard Harris
Thesis: Average Broad Band Acoustic Spectra of Postvocalic Blade-Alveolar /s/
First Position: Speech-Language Pathologist, (a rehab hospital)

Erickson, Kimberly; Admission date unknown; Graduated August 93
Committee: Bonnie Brinton (Chair), Martin Fujiki
Thesis: The Ability of Elderly Adults and Young Adults with Mental Retardation to Answer Simple and Complex Questions
First Position: Speech-Language Pathologist, Orange County, California

Frame, Charlotte Fausett; Admitted for Sept. 91; Graduated April 96
Committee: Ron Channell (Chair), Richard Harris, Martin Fujiki
Thesis: Cross-Speaker Vowel Pitch Matching
First Position: Speech-Language Pathologist, Iowa

Grenfell, Susan; Admitted for Sept. 89; Graduated August 93
Committee: Ron Channell (Chair), Laurence Hilton
Thesis: Automated Microcomputer Software for Developmental Sentence Scoring Analysis
First Position: Speech-Language Pathologist, Public Schools, South Carolina

Hill, Michelle; Admitted for Sept. 92; Graduated December 94
Committee: Laurence Hilton (Chair), Ron Channell
Thesis: Performance of Native English Speaking Children on the Test of English as a Foreign Language Sample Test
First Position: Speech-Language Pathologist, public schools, Salt Lake City
Jensen, Christie; Admitted for Sept. 94; Graduated August 96
Committee: Hilton (Chair), Bonnie Lucido, Keith Allred, Ron Channell
Thesis: The Effect of Reading versus Conversation on Speech Intelligibility in Youth with Down Syndrome
First Position: Speech-Language Pathologist, Nebo (Utah) School District

Johansen, Jennifer; Admitted for May 94; Graduated December 95
Committee: Martin Fujiki (Chair), Bonnie Brinton, Ron Channell
Thesis: Social Skills of Children with Specific Language Impairment and Children with Articulation Disorders
First Position: Speech-Language Pathologist, Intermountain Health Care, Salt Lake City

Johnson, Bonnie; Admitted for Sept. 90; Graduated August 92
Committee: Ron Channell (Chair), Bonnie Brinton
Thesis: Automated Grammatical Tagging of Spoken and Written English
First Position: Speech-Language Pathologist, Community Clinic, Alberta Canada

Jorgensen, Ginger; Admitted for Sept. 90; Graduated December 93
Committee: Martin Fujiki (Chair), Richard Harris
Thesis: Aging and the Morphological Abilities of Adults with Mental Retardation
First Position: Speech-Language Pathologist, public schools, San Diego

Kirkham, Kimberly; Admitted for May 94; Graduated December 96
Committee: Ron Channell (Chair), Martin Fujiki, Bonnie Brinton
Thesis: Modeling Children's Segmentation of Spoken and Written Sentences
First Position: Speech-Language Pathologist, Intermountain Health Care (rehab hospital), Salt Lake City

Kuykendall, Krista; Admitted for Sept. 93; Graduated August 95
Committee: Laurence Hilton (Chair), Richard Harris, David McPherson
First Position: Speech-Language Pathologist, hospital (rehab) Bend, Oregon

Linford, John; Admitted for Sept. 93; Graduated August 96
Committee: Bonnie Brinton (Chair), Martin Fujiki, Wendy Hanks
Thesis: Interjudge Reliability for the Identification and Classification of Communicative Behaviors Displayed by Individuals with Severe Developmental Disabilities
First Position: Speech-Language Pathologist, Nebo (Utah) School District

Liu, Tracy; Admitted for Sept. 93; Graduated August 94
Committee: Ron Channell (Chair), Richard Harris
Thesis: Perceptual Discrimination of the Pitch of Vowel and Piano Tones
First Position: Speech-Language Pathologist, Intermountain Health Care

Maroney, Anne; Admitted for Sept. 93; Graduated August 96
Committee: Bonnie Brinton (Chair), Martin Fujiki, Wendy Hanks
Thesis: A Structured Approach to Facilitation of Relative Clauses: A Case Study
First Position: Speech-Language Pathologist, rehab hospital, Colorado

Matthews, Julie; Admitted for Sept. 92; Graduated August 93
Committee: Martin Fujiki (Chair), Ron Channell
Thesis: Responsiveness of Young Children to Three Question Types in Clinical Language Setting
First Position: Speech-Language Pathologist, Nebo (Utah) School District

McGrew, Christine; Admitted for Sept. 90; Graduated December 91
Committee: Laurence Hilton (Chair), Wendy Hanks
Thesis: Central Auditory Processing in Children with Reading Disorders
First Position: Speech-Language Pathologist, Jordan (Utah) School District

McKee, Lara Jensen; Admitted for Sept. 94; Graduated August 96
Committee: Bonnie Brinton (Chair), Martin Fujiki, Ron Channell
Thesis: The Negotiation Skills Of Children with Specific Language Impairment
First Position: Speech-Language Pathologist, Jordan (Utah) School District

Powell, Jann Madsen; Admitted for Sept. 91; Graduated December 93
Committee: Bonnie Brinton (Chair), Martin Fujiki
Thesis: The Ability of Children with Specific Language Impairment to Maintain a Topic Introduced by Another Speaker
First Position: Speech-Language Pathologist, rehab hospital, Oakland California

Robinson, Lee; Admitted for May 92; Graduated August 94
Committee: Martin Fujiki (Chair), Bonnie Brinton
Thesis: The Ability of Children with Specific Language Impairment to Interact in a Group Decision Task
First Position: Speech-Language Pathologist, Jordan (Utah) School District

Terrill, Barbara; Admitted for Sept. 90; Graduated August 91
Committee: Laurence Hilton (Chair), Wendy Hanks
Thesis: Auditory Brainstem Responses in Reading Disabled Children
First Position: Speech-Language Pathologist, Intermountain Health Care, Salt Lake City

Todd, Cindy; Admitted for Sept. 93; Graduated December 94
Committee: Martin Fujiki (Chair), Bonnie Brinton
Thesis: Perception of Social Competence of Children with Specific Language Impairment
First Position: Speech-Language Pathologist, Alpine (Utah) School District

Toomey, Jana; Admitted for Sept. 90; Graduated April 92
Committee: Ron Channell (Chair), Martin Fujiki
Thesis: Ordinal Consistency of Children's Performance on Developmental Language Tests
First Position: Speech-Language Pathologist, Jordan (Utah) School District

Walker, Cynthia; Admitted for Sept. 91; Graduated December 93
VII. Students: Both ASLP Areas

G. Annual student review (department criteria and methods of evaluation)

No written departmental criteria have been established. The Audiology faculty meet as a whole to review graduate students each semester. In SLP, no formal meeting for the review of graduate students is held. The area coordinator typically asks graduate faculty members regarding the progress of the graduate students they chair. In addition, faculty with other concerns about a student relay that information to the area coordinator or program chair. Such concerns can lead to a student's progress being rated as "marginal" or "unsatisfactory." No students have been dropped from the SLP program in the past five years other than those who had already "dropped out." One student was terminated from the Audiology program in the past five years.

H. Student organizations

The ASLP graduate programs share a common student organization, BYU's local chapter of the National Student Speech-Language-Hearing Association (NSSLHA). Membership in the national NSSLHA gives students access to journals, conferences, and certification at a reduced cost. Local chapter officers are elected by combined graduate and undergraduate students, and the students each year decide on service projects, guest speakers, and social activities.

I. Mechanism for student input

Faculty members, the clinic directors and supervisors, the program chairs, the area coordinator, and the ePsy department chair all maintain posted consultation hours and an open-door policy to give audience to student concerns. Students are represented on the Speech & Language Clinic Task Force. NSSLHA officers meet regularly with a faculty advisor assigned by the area coordinator and discussion of student concerns is open and candid. The president of the NSSLHA student group is invited to ASLP faculty meetings except when graduate admissions are discussed; unfortunately for students, with the advent of e-mail in recent years the faculty meet formally only once or twice a year. Reaccreditation standards demand that periodic evaluations from former students be solicited, and our programs have been judged to be in compliance with this standard. However, these structured efforts have never been carried out on an annual basis. This weakness could be
strengthened in the future by implementation of more formal mechanisms for student input.

VIII. Facilities and Resources

A. Physical facilities (faculty offices, laboratories, studios, etc.)
   The ASLP faculty offices are among the most pleasant and effective offices on campus. They are accessible and large enough to accommodate wheelchairs or small groups of students. The noise level is low, the office temperature is under control of the occupant, and parking is relatively close and plentiful.
   The ASLP programs share the John Taylor Building (TLRB) with other programs of the BYU Comprehensive Clinic. Close and convenient access to therapy materials and media is available, and the proximity to allied clinical disciplines is an advantage. One concern for the near future is the ASLP program's ability to obtain needed additional space for lab equipment and to house visiting faculty or post-doctoral research fellows. Space in the TLRB is precious and often hotly contested, as the building was designed prior to the mandate for faculty to do research and the move to hire research-oriented faculty members.

B. Library holdings and resources
   The master's degree programs in audiology and speech-language pathology have had excellent support in terms of library holdings, facilities, and equipment. The Collection Development Policy regarding the ePsy department is to build a Level 4 "research" collection, which includes "the major published source materials required for dissertations and independent research." This collection also aims to support teaching at the master's degree level. The library has offered generous support for ASLP in the purchase of books, and has been supportive (within their funding limitations) regarding the acquisition of serials. The library currently subscribes to all the major ASLP journals.
   Because ASLP is heavily inter-connected with other disciplines, holdings for these disciplines are spread throughout the library. Faculty and students in these disciplines typically make use of the following subject areas; the numbers indicate the current approximate size of the collection and the average annual percentage increase across the previous decade for each subject area.

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Size</th>
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<tr>
<td>Psychology</td>
<td>248,990</td>
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<td>Education</td>
<td>440,915</td>
<td>5.3%</td>
</tr>
<tr>
<td>Linguistics</td>
<td>109,405</td>
<td>5.2%</td>
</tr>
<tr>
<td>Medical Sciences</td>
<td>83,812</td>
<td>5.0%</td>
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</table>

These subject areas are, of course, spread across three floors of the library and represent areas covered by four different Colleges. It is not possible to numerically separate the use of these resources by ASLP students and faculty from their use by faculty and students in these other colleges. The support of research-level collections for specialists in these colleges makes their support level more than adequate for use by ASLP students and faculty. In addition, the library's on-line reference services have greatly facilitated use of materials from other universities' libraries and from digital archives.
C. Equipment and computer facilities

The ASLP disciplines use a broad range of complex tools for state-of-the-art clinical diagnosis and therapy. The University has been extremely generous in providing equipment to support teaching, research, and clinical science in the ASLP degree programs. Laboratory instrumentation is used in clinical application in the Comprehensive Clinic and in classroom teaching as well as in support of faculty and student research. Students in ASLP master's degree programs are taught how and when to apply technological equipment in clinical practice and in answering specific research questions. The facilities supporting the SLP degree program include spectrographic, laryngographic, and nasometric analyses of speech and voice production, stroboscopic flexible fiberoptic digital video laryngoscopy and nasendoscopy, audiovisual equipment for conversational language sampling and analysis, and computer-assisted language sample analysis.

The facilities supporting the Audiology MS degree program include four prefabricated sound suites for comprehensive audiological evaluations. One of the clinical rooms (109 TLRB) will be remodeled during Fall 1996 to replace two aged sound suites with state-of-the-art sound suites which will greatly enhance clinical teaching capabilities. Additional facilities supporting the Audiology MS degree program include numerous portable and clinical audiometers, 32 channel evoked potential and brain mapping, hearing aid analyzer, transient and distortion product otoacoustic emission analyzers, video otoscopy, digital audio recording and editing instrumentation, real time audio spectral analysis, programmable hearing aids, assistive listening devices, hearing aid modification workstations, electronystagmography, sound level meters, and sound level dosimetry equipment.

D. Adequacy of student funding

Student funding has been minimally adequate but the timing of the awarding such funding (late August or even after school has started) has been a factor in losing excellent students to other programs. Faculty are queried regarding their need for graduate assistant hours but the actual allocation is done without faculty input. If ASLP becomes a separate department, we anticipate better funding for graduate students in a more timely manner. This is the area in which our Dean rated us as "insufficient" in the Self Study, hoping, he said, to trigger some as-yet-unforthcoming improvement.

E. Student facilities

Space to accommodate many student needs in our relatively isolated "almost off-campus" building is severely limited. A small room with 12 study carrels must serve the needs of all the graduate student programs housed in the John Taylor Building (Social Work, Clinical Psychology, Marriage and Family Therapy, Audiology and Speech-Language Pathology).

The Taylor Building houses student computer labs available to undergraduate and graduate students in ASLP as well as other programs housed in the Taylor Building. These computer labs contain 38 computers and 3 printers which are used primarily for word processing, for entering clinical reports and data, and to some extent for student research projects. The student computer labs also double (poorly) as student study and discussion space. Sometimes empty clinic therapy rooms are used for student study or discussion. Compared to programs like the Law School, our graduate students are treated poorly in terms of study and discussion space.
KAREN BARTHOLOMEW
WORK:161 TLRB -B.Y.U.- Provo, Utah 84602 (801) 378-7747

ACADEMIC DEGREES
M.C.D., Brigham Young University, Provo, Utah 1985.
B.S., University of Utah, Salt Lake City, Utah 1983

PROFESSIONAL EXPERIENCE & MEMBERSHIPS:
Recent Employment History:
Faculty, Brigham Young University, 1986-present.
Teach Practicum in Clinical Audiology,
Supervise graduate and undergraduate students
Audiologist for Dr. G. Paul Doxey, M.D., Salt
Lake City Summer 1986
Audiology Resident Primary Children Medical
Center, Salt Lake City, Utah, Summer 1986

Membership in Professional Organizations:
American Academy of Audiology (AAA)
Academy of Rehabilitative Audiology (ARA)
American Speech-Language-Hearing Association
(ASHA)
Utah Speech-Language-Hearing Association(USHA)
Utah Audiology Society

TEACHING ASSIGNMENT
Fall Semester 1991  Ed. Psych. 485 Ed. Psych. 685
Clinical Practicum Clinical Practicum
Clinical Practicum Clinical Practicum
Clinical Practicum Clinical Practicum
Clinical Practicum Clinical Practicum
Fall Semester 1992  Ed. Psych. 485 Ed. Psych. 685
Clinical Practicum Clinical Practicum
Winter Semester 1993 Ed. Psych. 485 Ed. Psych. 685
Clinical Practicum Clinical Practicum
Spring Semester 1993
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</table>

**SCHOLARLY PRODUCTIVITY**

Papers Presented:
Academy of Rehabilitative Audiology, Auditory Training in a Patient with Severe Dysfunction in Auditory Memory and Figure Ground, June 1994.
VITA

General Information
Name: BONNIE BRINTON
Sex: Female
Social Security Number: 528-84-5391
Present Nationality: American
Date of Information: 6/96

Current Principal Job Title
Professor, Department of Educational Psychology, Audiology and Speech Pathology Area, Brigham Young University, Provo, UT 84601.

Educational Experience
Ph.D., University of Utah, Salt Lake City, Speech Pathology & Audiology, June, 1981.
M.A., San Jose State University, San Jose, CA, Speech Pathology & Audiology, June, 1977.

Honors, Memberships and Affiliations
Scholarly Productivity Award, College of Education, BYU, 1992/93.
Department of Speech Pathology & Audiology, nominee for outstanding teacher award, University of Nevada School of Medicine, 1985 and 1986.
University of Utah Graduate Research Fellowship, 1980-1981.
University of Utah Merit Scholarship.
Office of Education Traineeship, San Jose State University.
Graduated Magna Cum Laude, University of Utah.
Phi Kappa Phi, University of Utah.
Honors at Entrance, University of Utah.

Fields of Present Major Scientific Interest
Normal language development and language impairment
Language skills of persons with mental retardation

Related Training and Professional Experience
Associate Professor, Department of Educational Psychology, Audiology and Speech Pathology Area, Brigham Young University, Provo, UT, Dec. 1990-Aug. 94.
Associate Scientist, Parsons Research Center, Bureau of Child Research, University of Kansas, Parsons, KS, July, 1988-Dec. 90.
Courtesy Associate Professor, Speech-Language-Hearing, University of Kansas, July 1989-Dec. 90.
Associate Professor (tenured), Speech Pathology and Audiology, University of Nevada School of Medicine, July 1986-July, 1988.
Assistant Professor, University of Nevada School of Medicine, Department of Speech Pathology & Audiology, January, 1982-July, 1986.
Teaching Assistant, University of Utah, Salt Lake City, UT, September 1979-June, 1981.
Clinical Supervisor, University of Utah Speech and Hearing Clinic, September, 1979-June, 1981.
Teacher Specialist, Idylwild Center for Communicative Disorders, San Jose, CA, September, 1977-September, 1978.

Supplemental Information

Certifications
Private Practice License, State of Nevada, October, 1981

Editorial Assignments
Associate Editor, Language, Speech, and Hearing Services in Schools, 1990-present.
Editorial Consultant, Topics in Language Disorders, 1985-present.
Issue Co-Editor, Topics in Language Disorders, issue on adults with mental retardation.

Professional Activities
National
ASHA Convention Program Committee, Subcommittee Chair, Language Disorders I, 1989.

**Regional**

Member, Consultant Group in Speech and Hearing, Standards for Administration of Special Education Programs, State of Nevada Department of Education, 1986-87.
State of Nevada Special Education Advisory Committee, 1983-84.

**Local**

Member, Expert Panel on Communication Disorders, Committee on Disabilities, Church of Jesus Christ of Latter Day Saints, 1992.
Executive Committee, Northern Nevada Craniofacial Clinic, 1982-85.
Brigham Young University Committees: Research Committee, College of Education, 1991/92, Chair, 92/93, College of Education Faculty Retreat Committee, 1993, College of Education Representative, Graduate Council, 1994/95, Chair, College of Education Self Study Committee, 1994/95, Department Rank and Advancement Committee, Educational Psychology, Chair, 1995/96.

**Professional Organizations**

American Association on Mental Retardation, 1989-present.
Kansas Speech and Hearing Association, 1988-91.
Nevada Speech and Hearing Association, 1982-88.
Nevada Speech and Hearing Association, 1982-88.
Nevada Association for Children with Impaired Hearing, 1982-84.
Utah Speech and Hearing Association, 1979-1981

**Consultantships**

Speech Pathology Consultant, Reno Veteran’s Administration Medical Center, June, 1982-May, 1988.
Grants Awarded

Instructional Enhancement Grant, 1987, University of Nevada, Reno.

Principal Investigator, Conversational Skills of Persons with Mental Retardation, National Institute on Disability and Rehabilitative Research #H133C90121, University of Kansas, Parsons Research Center, Parsons, Kansas, 01/01/90-12/31/90, $49,977.

Co-Investigator, Language Skills of Elderly Persons with Mental Retardation, National Institute on Disability and Rehabilitative Research, H133C00108, University of Kansas, Parsons Research Center, Parsons, Kansas, 10/1/90-9/30/91, $49,994.

Co-Investigator, Language Skills of Elderly Persons with Mental Retardation: Syntactic and Pragmatic Skills. College of Education, Brigham Young University, Provo, 10/1/91-9/30/92, $7,000.


Co-Investigator, Social Skills of Children with Specific Language Impairment. College of Education, Brigham Young University, Provo, 9/1/94-8/31/95, $9,140.

Publications

Articles


**Chapters**


Books


Papers Presented


Poster session to be presented at the American Speech-Language-Hearing Association Convention, Orlando, FL.


National and Regional Newsletters


Professional Symposia, Workshops, Seminars Conducted


Brinton, B., & Fujiki, M. (1988, September). The consultation model of providing speech language pathology services. One-day Workshop, Southeast Kansas Education Service Center, Greenbush, KS.


Brinton, B. (1993, March). *Conversational management in children with language impairment*. Cimarron Conferences on Communication Disorders, Oklahoma State University, Stillwater, Ok.


**Invited Participant or Lecturer**


Brinton, B. (1979, December). *Pragmatic aspects of topic change.* Department of Communication Colloquium, University of Utah, Salt Lake City, UT.

Brinton, B. (1980, October). *Identifying speech and language disorders in the classroom.* Department of Communication, University of Utah, Salt Lake City, UT.


Brinton, B. (1982, April). *A linguistic processing model for the treatment of language disorders.* Colloquium in Speech Pathology, University of Utah, Salt Lake City, UT.


Brinton, B. (1984, April). Pragmatic evaluation of language disorders. Department of Speech Pathology & Audiology, University of Utah, Salt Lake City, UT.


Brinton, B. (1985, October). Family counseling: How to interact with families of clients with communication disorders. Panel discussion participant, Northern Nevada Speech and Hearing Association, Reno, NV.


Brinton, B. (1986, November). Aphasia: It's not the same the whole world over. Session chair, miniseminar, American Speech-Language-Hearing Convention, Detroit, MI.


Brinton, B., & Fujiki, M. (1989, November). Conversational skills in adults with mental retardation. Language Proseminar, University of Kansas, Lawrence, KS.

Fujiki, M., & Brinton, B. (1991, Oct.). Research in Utah. Presentation on research conducted in Utah with persons with retardation. Utah Chapter of the American Association on Mental Retardation, Salt Lake City, UT.


Vita: Ron W. Channell (7/96)

Educational Background
B.S. Brigham Young University 1977 Child Development
M.S. Brigham Young University 1979 Child Development
Ph.D. University of Utah 1983 Speech-Language Pathology

Professional Experience
Brigham Young University, Department of Educational Psychology, Audiology & Speech-Language Pathology Area 1983-1991 Assistant Professor
1989 Granted Continuing Status (BYU's equivalent of tenure)
1991-Present Associate Professor

Articles

Papers Presented at National Conventions


Grants


Editorial Consultant/Reviewer
Journal of Speech and Hearing Research 1991-96
American Journal of Speech-Language Pathology, 1993-present
Language, Speech, & Hearing Services in Schools 1993-present
Journal of Speech and Hearing Disorders 1990

Professional Memberships & Positions
Member, American Speech-Language Hearing Association; Holder of the Certificate of Clinical Competence in Speech-Language Pathology.
Reviewer/referee for papers in language disorders submitted to the 1989 national meeting of the American Speech-Language Hearing Association.

Service on Committees
Member, Self-Study Committee, College of Education, 1994-5
Library Representative, Department of Educational Psychology, 1988-present
Chair ed 30 Master's theses and 1 Bachelor's Honors thesis (1984-present)
Served as graduate faculty in Speech-Language Pathology (1983-present)
including graduate admissions, advising, curriculum, theses, etc.
Member, Graduate Programs Committee, College of Education, 1988-1992
Member, Research Review Committee, College of Education, 1987-89
Member, Scholarly Productivity Committee, College of Education, 1985-86
Curriculum Vita

Tressa J. Friend

Home Address
6182 West 10550 North
Highland, UT 84003-9285
801/756-6116

University Address
Brigham Young University
PO Box 28642
Provo, UT 84602-8642
801/378-7650

SSN: 571-06-6587

Education
PhD In Progress Northwestern University Speech-Language Pathology/
Language and Cognition

MA 1985 Brigham Young University Communicative Disorders—
Speech Pathology

BS 1983 Brigham Young University Communicative Disorders—
Speech Pathology

Certification/Licensure
April 1996-Present State of Utah Licensure—Speech-Language Pathology
1986-Present Certificate of Clinical Competence—Speech-Language Pathology
American Speech-Language-Hearing Association

Teaching Experience
1993-Present Instructor Brigham Young University, Provo, UT
E Psy 310 Case Management (Winters [2-week section])
E Psy 458 Fluency Disorders (Falls)
E Psy 459 Diagnosis in Speech-Language Pathology (Winters)
E Psy 485R, 680R, 685R Practicums in Speech-Language Pathology
(Falls, Winters, Springs, Summers)

1990-1992 Instructor Governors State University, University Park, IL
CDIS 813 Language Disorders in Children (Spr/Sum 1992; Fall 1991;
Spr/Sum 1991)
CDIS 801 Recent Developments in Childhood Language Disorders
(Fall 1990)
1984-1985  Communicative Disorders Specialist
Sunset View Elementary School, Provo, UT

Evaluation, diagnosis, and remediation of communicative disorders of school-aged (K-6) children, including auditory processing, language, articulation, fluency, and pragmatic disabilities.

Research Experience

In Progress  "Comparison of the Stuttering Severity Ratings for Stuttering Severity Instrument-3 and Systematic Disfluency Analysis"

Studying the concurrent validity of the Systematic Disfluency Analysis severity weighting system with the SSI-3 for children and adults.

In Progress  Dissertation, "Age and Social Effects on Referential Communication Strategies"

Studying the within group and between group differences in strategies of preadolescent (10-year-olds) and adolescent (13- and 14-year-olds) groups on a referential communication task.


Studied the within group and between group differences in reaction times of a group of adolescents (aged 14-15) and a group of adults (aged 26-44) on a lexical decision task, for word frequency, neighborhood density, and context effects on word recognition.

1989-1991  Research Assistant to Thomas D. Carrell, PhD

Assisted in the speech perception lab, audio and digital wiring, and building a reference data base.


Studied the correlation of performance on the Peabody Picture Vocabulary Test-Revised and the Picture Vocabulary subtest of the Test of Language Development-Primary for first, second, and third graders.

Awards

1990-1991  Teaching Assistant, Northwestern University


Publication

VITA

General Information

Name: MARTIN FUJIKI
Date of Birth: 07/17/50
Place of Birth: Ogden, UT
Social Security Number: 519-52-6958

Sex: Male
Present Nationality: American
Date of Information: 6/96

Current Job Title
Professor, Department of Educational Psychology, Audiology and Speech Pathology Area, Brigham Young University, Provo, UT 84602.

Educational Experience
Ph.D., University of Utah, Salt Lake City, Speech Pathology & Audiology, June, 1980
M.S., University of Utah, Salt Lake City, Speech Pathology & Audiology, August, 1974
B.S., University of Idaho, Moscow, Speech Communication, May, 1972

Fields of Present Major Scientific Interest
Normal language acquisition and language impairment
Language skills of persons with mental retardation

Related Training and Professional Experience
Associate Professor, Department of Educational Psychology, Audiology and Speech Pathology Area, Brigham Young University, Provo, UT, Dec. 1990-Aug. 1994.
Clinic Director, BYU Speech and Language Clinic, Brigham Young University, Provo, UT, Dec. 1990-Aug. 1993.
Courtesy Associate Professor, Speech-Language-Hearing, University of Kansas, July 1, 1989-Dec. 1990.
Acting Department Chairperson, Speech Pathology and Audiology, University of Nevada, Reno, August-December, 1984.
Associate Professor (tenured), Speech Pathology and Audiology, University of Nevada, Reno, July, 1984-June, 1988.
Assistant Professor, University of Nevada, Reno, August, 1980-July, 1984.
Externship Supervisor, University of Utah, Salt Lake City, Utah. Provided supervision of extern students working in a public school setting, September, 1979-May, 1980.
Teaching Assistant, University of Utah, Salt Lake City, Utah. Provided clinical supervision in the University of Utah Speech and Hearing Clinic, September, 1977-May, 1979.

Supplemental Information

Certifications
Private Practice License, State of Utah (March, 1992-present).

Editorial Assignments
Editorial Consultant, American Journal of Speech Language Pathology, 1996-present.
Editorial Board, Topics in language Disorders, 1993 to present.
Issue Co-Editor, Topics in language Disorders, issue on adults with mental retardation.
Editorial Consultant, Journal of Childhood Communication Disorders, 1993 to present.
Reviewer, 1995 Research grant competition for new investigators, American Speech-Language-Hearing Foundation.

Professional Activities
National
ASHA Convention Program Committee, Subcommittee Chair, Language Disorders II, 1994.

Regional
Board of Examiners, Audiology and Speech Pathology, State of Nevada, member, 1982-88, vice president, 1984-88.
Member, Consultant group on speech and hearing. Standards for Administration of Special Education Programs, State of Nevada Department of Education, 1986-87.
Local
Member, Expert panel on Communication Disorders, Committee on
Disabilities, Church of Jesus Christ of Latter Day Saints, 1992.
Director, Scottish Rite Clinic for Childhood Language Disorders, Reno, NV,
Easter Seals Professional Advisory Council/Utilization Review Committee,
1982-85.
University of Nevada, Reno, Committees: Research Committee, School of
Medicine, 1983/84. Committee on Security, School of Medicine, 1984/85.
University Library Committee, 1982/83, 1983/84. University
Minority Affairs Committee, 1984/85, 1985/86. University Outstanding
Teacher Selection Committee, 1985/86. University Faculty Senate, 1985-88.
Faculty Senate Legal Advisement Committee, 1987/88.
University Instructional Enhancement Grant Awards Committee,
Brigham Young University, Committees: Quality Assurance and Peer Review
Advisory Board, Comprehensive Clinic, 1992/93. Intake Committee,
Comprehensive Clinic, 1992/93. Research Committee, College of
Education 1993-96, Department Rank and Advancement Committee,
Educational Psychology, Chair, 1994/95. Member, 1995/96. University
Rank and Status Council, 1996/98.

Professional Organizations
American Association on Mental Retardation, 1989-present.
National Council of State Boards of Examiners for Speech Language Pathology
and Audiology, 1982-89.
Council of University Supervisors of Practicum in Speech-Language Pathology,
1978-86.
Kansas Speech and Hearing Association, 1988-90.
Nevada Speech and Hearing Association, 1980-87, Ethical Practice Committee,
Nevada Association for Children with Impaired Hearing, Reno, 1982-84.

Consultantships
Language Consultant, Eagle Valley Children's Home, Carson City, Nevada,
Language Consultant, Children's Behavioral Services, Reno, Nevada, March,

Grants
Research Award, American Speech-Language-Hearing Foundation/Psi Iota Xi
Sorority, 1980.
Instructional Enhancement Grant, 1987, University of Nevada, Reno.
Co-Investigator, Conversational Skills of Persons with Mental
Retardation, National Institute on Disability and Rehabilitative
Research #H133C90121, University of Kansas, Parsons Research
Center, Parsons, Kansas, 01/01/90-12/31/90, $49,977.
Principal-Investigator, Language Skills of Elderly Persons with Mental
Retardation. National Institute on Disability and Rehabilitative
Research, H133C00108, University of Kansas, Parsons Research
Center, Parsons, Kansas, 10/1/90-9/30/91, $49,994.
Co-Investigator, Language Skills of Elderly Persons with Mental Retardation:
Syntactic and Pragmatic Skills. College of Education, Brigham Young
University, Provo, 10/1/91-8/31/92, $7,000.
Co-Investigator, Communicative Competence of Persons with Mental
Retardation. Communicative Competence of Persons with Mental
Retardation. College of Education, Brigham Young University, Provo,
9/1/92-8/31/93, $5,825.
Co-Investigator, Social Competence and Language Impairment in Children.
College of Education, Brigham Young University, Provo, 9/1/93-8/31/94,
$11,740.
Co-Investigator, Social Skills of Children with Specific Language Impairment.
College of Education, Brigham Young University, Provo, 9/1/94-
8/31/95, $9,140.

Publications

Articles
of language evaluation. Language, Speech and Hearing Services in Schools,
13, 42-52.

in the discourse of normal and language-disordered children. Journal of
Speech and Hearing Disorders, 47, 57-62.

Journal of Speech and Hearing Disorders, 48, 85-89.


with the classroom teacher. Language, Speech and Hearing Services in
Schools, 15, 98-109.

comprehension of idiomatic phrases. Journal of Communication Disorders,
18, 245-257.

overcorrection to teach a functional sign to a low functioning autistic child.
The Australian Journal of Human Communication Disorders, 13, 121-129.


**Chapters**


Language intervention with children with specific language impairment (pp. 123-143). Baltimore: Paul H. Brookes.


Books


Papers Presented


Published Reviews


National and Regional Newsletters

**Professional Symposia, Workshops, Seminars Conducted**


Brinton, B., & Fujiki, M. (1988, September). The consultation model of providing speech language pathology services. One-day Workshop, Southeast Kansas Education Service Center, Greenbush, KS.


**Invited Participant or Lecturer**


Fujiki, M. (1985, October). Family counseling: How to interact with families of clients with communication disorders. Participant, panel discussion, Northern Nevada Speech and Hearing Association, Reno, NV.


Fujiki, M. (1986, November). Session chair, Conversational skills in spoken/non-speech interactions, technical sessions, American Speech-Language-Hearing Association Convention, Detroit, MI.

Brinton, B., & Fujiki, M. (1989, November). Conversational skills in adults with mental retardation. Language Proseminar, University of Kansas, Lawrence, KS.


Fujiki, M., & Brinton, B. (1991, October). Research in Utah. Presentation on research conducted in Utah with persons with retardation. Utah Chapter of the American Association on Mental Retardation, Salt Lake City, UT.


Fujiki, M., (1994, Nov.). Session chair for the short course, Beyond Inclusion: Making the system work for children with LLD. American Speech Language Hearing Association Convention, New Orleans, LA.
VITA OF
WENDY D. HANKS, Ph.D.

Address: 885 S. Artistic Circle
Springville, Utah 84663

Phone: Office: (801)378-5056
Home: (801)489-8307

EDUCATION

Brigham Young University
Provo, Utah
B.S., 1979  Educational Psychology

Brigham Young University
Provo, Utah
M.C.D., 1981  Audiology

Wichita State University
Wichita, Kansas
Ph.D., 1985  Audiology

Washington University
St. Louis, Missouri
1986  Intra-Operative Monitoring Training

PROFESSIONAL EXPERIENCE

Assistant Professor: Department of Educational Psychology, Brigham Young University, (1992-present).
Graduate faculty contract teaching Industrial Audiology, Acoustic Impedance Measures, Introduction Speech-Language Pathology & Audiology, Adult Aural Rehabilitation, and Speech-Language of the Hearing Impaired, .3 FTE for research and theses, .2 FTE for administering the university hearing conservation program.

Visiting Assistant Professor: Department of Educational Psychology, Brigham Young University, (1990-1992).
Temporary graduate faculty contract teaching Acoustic Impedance Audiometry, Advanced Hearing Tests and Measures, Auditory Physiological Tests I and II, Pathologies of the Auditory Mechanism, Industrial Audiology, Adult Auditory Rehabilitation and Instrumentation-Calibration; .3 FTE for research and theses, .2 FTE for administering the university hearing conservation program.
PROFESSIONAL EXPERIENCE (Cont.)


Teach parents information and skills in parent-child communication, hearing aid management and monitoring, auditory and/or manual speech and language stimulation, and the child's educational rights through weekly home visits.


Complete audiological services, hearing aid dispensing, and ENG. Negotiated physician contracts, assisted in marketing and product development.


Directed hospital audiology program, including audiological evaluations, ABR, hearing aid dispensing, and industrial audiology for inpatients and outpatients at the main hospital and four outreach clinics. Established audiology clinic at John Knox Village. Responsible for $1.2 million annual budget, staff supervision, inservice training, marketing and physician relations. Initiated intra-operative monitoring at RMC and two area hospitals.

Assistant Professor: Department of Speech Pathology and Audiology, University of Nevada-Reno, Reno, Nevada, (1985-1986).

Taught Introduction to Audiology, Advanced Audiology, Aural Rehabilitation, Listening Skills in the Hearing Impaired, and Audiology Practicum (Supervision). Directed Audiology Clinic and performed comprehensive audiological evaluations.


Performed basic audiological evaluations.

Instructor of Audiology: Department of Communicative Disorders and Sciences, Wichita State University, Wichita, Kansas (1984-1985).

Taught Introduction to Audiology, Aural Rehabilitation, and ENG/ABR courses.


Complete audiological services, including ABR and ENG. Patient load included pediatrics, geriatrics, head-injured, stroke, and developmentally disabled.


Basic audiological evaluations for the mentally handicapped.
PROFESSIONAL EXPERIENCE (Cont.)

Clinical Supervisor: Department of Communicative Disorders and Sciences, Wichita State University, Wichita, Kansas, (1982-1985).
Supervised doctoral and masters level audiology and speech pathology students.

Clinical Fellowship Year. Performed comprehensive audiology, including ENG and ABR.

Complete audiological services and hearing aid dispensing.

PUBLICATIONS


RESEARCH ARTICLES SUBMITTED FOR PUBLICATION


RESEARCH ARTICLES IN PREPARATION

Hanks, W.D., and Harris, R.W. "University Based Hearing Conservation Program." (full length data based research article, Status: manuscript underway).

Hilton, L.M., Hanks, W.D., and Ingram, C.F. "Central Auditory Processing Differences in Children with Specific Reading Disability." (full length data based research article, Status: manuscript underway).

Hanks, W.D. and Smith, K. "The Effects of Earplugs on the Word Discrimination of Subjects with Impaired Hearing." (full length data based research article, Status: data analysis complete).
RESEARCH ARTICLES IN PREPARATION (Con't.)


Hanks, W.D. "Effects of Start Pressure on Acoustic Immittance Measures." (full length data based research article, Status: data analysis).


PEER REVIEWED RESEARCH PAPERS PRESENTED


PEER REVIEWED RESEARCH PAPERS PRESENTED (Con't.)


RESEARCH GRANTS


RESEARCH GRANTS (Con’t.)


Garner, W.D., Blue Sky Grant for Innovative Teaching; awarded by Wichita State University, Vice-President’s Office for Academic Affairs, "The Assessment Center as a Student Evaluation Tool," (1983-1984).

INVITED SCHOLARLY PAPERS AND EDUCATIONAL PRESENTATIONS

Hanks, W.D.; Personal Hearing Protective Devices, Industrial Audiometric Technician’s Certification Course, Rocky Mountain Center for Occupational and Environmental Health, Salt Lake City, Utah (June 1996).

Hanks, W.D.; Employee Education and Motivation, Industrial Audiometric Technician’s Certification Course, Rocky Mountain Center for Occupational and Environmental Health, Salt Lake City, Utah (June 1996).


Hanks, W.D.; Personal Hearing Protective Devices, Industrial Audiometric Technician’s Certification Course, Rocky Mountain Center for Occupational and Environmental Health, Salt Lake City, Utah (May 1995).

Hanks, W.D.; Principles of Noise Analysis, Industrial Audiometric Technician’s Certification Course, Rocky Mountain Center for Occupational and Environmental Health, Salt Lake City, Utah (May 1995).
INVITED SCHOLARLY PAPERS AND EDUCATIONAL PRESENTATIONS (Con't)


Hanks, W.D.; Hearing Disorders, guest lecturer for Educational Psychology 204 (3 classes), Brigham Young University, Provo, Utah (November 1994).

Hanks, W.D. and Canfield, P.; Audiology Overview: Ear Anatomy and Audiograms, guest lecturer for ASL 301, Brigham Young University, Provo, Utah (October 1994).

Hanks, W.D. Audiology as a Profession, guest lecturer for Women in Science Series, Brigham Young University, Provo, Utah (September, 1994)

Hanks, W.D.; Personal Hearing Protective Devices, Industrial Audiometric Technician's Certification Course, Rocky Mountain Center for Occupational and Environmental Health, Salt Lake City, Utah (May 1994).

Hanks, W.D.; Principles of Noise Analysis, Industrial Audiometric Technician's Certification Course, Rocky Mountain Center for Occupational and Environmental Health, Salt Lake City, Utah (May 1994).

Hanks, W.D.; How do I teach lipreading?, guest lecturer for Educational Psychology 685R, Brigham Young University, Provo, Utah (February 1994).
INVITED SCHOLARLY PAPERS AND EDUCATIONAL PRESENTATIONS (Con't)

Hanks, W.D. and Morrill, A.M.; Audiology Overview: Ear Anatomy and Audiograms, guest lecturer for ASL 301, Brigham Young University, Provo, Utah (January 1994).

Hanks, W.D.; Hearing Disorders, guest lecturer for Educational Psychology 204 (3 sections), Brigham Young University, Provo, Utah (November 1993).

Hanks, W.D.; How the Audiology Area builds BYU and the Church, guest lecturer for Statistics 591R, Brigham Young University, Provo, Utah (October 1993).

Hanks, W.D.; Audiology Overview: Ear Anatomy and Audiograms, guest lecturer for ASL 301, Brigham Young University, Provo, Utah (January 1993).

Hanks, W.D.; Current Research on Cochlear Implants and Tactile Aids, Faculty Inservice, Utah Schools for the Deaf and the Blind, Ogden, Utah (December 1992).


Hanks, W.D.; Personal Hearing Protective Devices, Industrial Audiometric Technician's Certification Course, Rocky Mountain Center for Occupational and Environmental Health, Salt Lake City, Utah (May 1992).

Hanks, W.D.; Tympanometry: Anatomy to Interpretation, Faculty Inservice, Utah Schools for the Deaf and the Blind, Ogden, Utah (March 1992).

Hanks, W.D.; ENG Equipment: Test Procedures and Usage, guest lecturer for Educational Psychology 618, Brigham Young University (March, 1992).

Hanks, W.D.; Multi-frequency Tympanometry in Children; Department of Speech and Hearing Sciences, Texas Tech University, Lubbock, Texas (February 1992).

Hanks, W.D.; Multi-Frequency Tympanometry in Children, Faculty Inservice, Utah Schools for the Deaf and the Blind, Ogden, Utah (October 1991).
INVITED SCHOLARLY PAPERS AND EDUCATIONAL PRESENTATIONS (Con't)

Hanks, W.D.; Introduction to Audiometry: The audiometer, audiograms, audiometric technique, and audiometric standards, Industrial Audiometric Technician's Certification Course, Rocky Mountain Center for Occupational and Environmental Health, Salt Lake City, Utah (May 1991).

Hanks, W.D.; Multi-frequency Tympanometry in Children; Massachusetts Eye and Ear Infirmary; Invited Paper; Boston, Massachusetts; (April 1991).


Hanks, W.D.; Audiology and the Family Practice Physician, Medical Education Seminar, Baptist Hospital, Phoenix, Arizona (March 1988, 1989).


Hanks, W.D.; Audiology Services Available to the Physician, Medical Education Seminar, Research Medical Center, Kansas City, Missouri, (February 1987).


HONORS

Outstanding Teacher in Audiology and Speech-Language Pathology, 1993
The Brigham Award, Awarded April 6, 1993.
Sertoma Audiology Graduate Literary Award (First Prize), (1983).
Outstanding Graduate Student in Audiology, Brigham Young University, (1981).
Graduate Magna Cum Laude, Brigham Young University, (1979).

ASSOCIATIONS


American Academy of Audiology, member, Education Committee.

Academy of Rehabilitative Audiology, member, Time and Place Committee.
Professional Vita

Richard W. Harris

2082 S. Mountain Vista Lane 131 TLRB
Provo, UT 84606 Brigham Young University
(801) 375-1192 Provo, UT 84602
(801) 378-6460
Richard_Harris@byu.edu

Educational Background

Ph.D. 1978 Purdue University, West Lafayette, Indiana
Department of Audiology and Speech Sciences

M.S. 1974 University of Wisconsin, Stevens Point,
Wisconsin
Department of Communicative Disorders

B.S. 1973 North Dakota State University, Fargo, North
Dakota
Department of Communication

Professional Credentials

National: Certificate of Clinical Competence in Audiology
(CCC-A), the American Speech-Language-Hearing
Association.

Certified Course Director, Council for
Accreditation in Occupational Hearing
Conservation (CAOHC).

State: Licensed Audiologist, State of Utah Department
of Commerce, Division of Occupational and
Professional Licensing.

Professional Experience

Program Chairman 1990-Present Audiology Program
Department of Educational Psychology
Brigham Young University

Director of Hearing & Audiology & Speech-Language Pathology
Speech Sciences Area
Laboratory Department of Educational Psychology
Brigham Young University

Full Professor 1993-Present Audiology & Speech-Language Pathology
Area
Department of Educational Psychology
Brigham Young University
Professional Vita - Richard W. Harris, Ph.D.

<table>
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<tr>
<th>Position</th>
<th>Years</th>
<th>Institution/Department/Location</th>
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| Associate Professor             | 1986-1993 | Audiology & Speech-Language Pathology Area  
|                                 |         | Department of Educational Psychology  
|                                 |         | Brigham Young University            |
| Assistant Professor             | 1982-1986 | Audiology & Speech-Language Pathology Area  
|                                 |         | Department of Educational Psychology  
|                                 |         | Brigham Young University            |
| Assistant Professor             | 1979-1982 | Division of Speech/Lang. Pathology & Audiology  
|                                 |         | Department of Communication  
|                                 |         | University of Utah                  |
| Clinical Audiologist            | 1978-1979 | St. Vincent Hospital             
|                                 |         | Department of Speech and Audiology  
|                                 |         | Indianapolis, Indiana               |
| Clinical Supervisor             | 1977-1978 | Speech and Hearing Clinic        
|                                 |         | Purdue University                 
|                                 |         | West Lafayette, Indiana            |
| Clinical Fellowship             | 1976-1977 | Speech and Hearing Clinic        
|                                 |         | Purdue University                 
|                                 |         | West Lafayette, Indiana            |
| Teaching Assistant             | 1974-1978 | Department of Audiology and Speech Sciences  
|                                 |         | Purdue University                 
|                                 |         | West Lafayette, Indiana            |

Productive Scholarship, Research, and Creative Activities

Publications in Peer Reviewed Journals


(Note: This manuscript was subsequently reproduced by the American Speech-Language-Hearing Association in "Amplification '89").


Creative Works


**Peer Reviewed Research Papers Presented**


Invited Scholarly Papers and Educational Presentations

Harris, R. W. (1990). Effects of room reverberation upon speech communication. Listening in Classrooms: Room Acoustics and Amplification. A special project supported by the US Department of Education-Office of Special Education, Utah State University, Logan, UT.


Research Grants and Contracts


Harris, R. W., & Brey, R. H. (1988-91). Digital Speech Audiometry Research Project. Funded by the Brigham Young University College of Education Research Review Committee for $25,600. This grant funded the construction of the "Speech Audiometry Materials" compact disc which was distributed to over 500 Audiology facilities throughout the United States and Canada.


Brey, R. H., Harris, R. W., & Robinette, M. S. (1987). Evaluation of digital hearing aid. Subcontracted through Phillip Bunker from Antin group. Total project was $80,100. Audiology portion of this grant was equal to $34,000.


Harris, R. W. (1982). Research grant submitted: Extension of reverberation chamber grant. Funding by the University of Utah Institutional Funds Research Committee for $2,900.

Harris, R. W., & DeRuyter, P. (1980). Research grant submitted: "An investigation of aerodynamic characteristics in hearing impaired/deaf children and youths: The relationship of intraoral pressure and velopharyngeal valving to audiometric factors and a perceptual analysis of speech. Funding by the University of Utah Institutional Funds Research Committee for $3,484.

Harris, R. W. (1979). Research grant submitted: Development of reverberation chamber at the University of Utah to pursue research investigations dealing with the detrimental effects of room reverberation upon speech communication by various hearing impaired groups. Funded by the University of Utah Institutional Funds Research Committee for $15,000.

Professional Education Service

Membership in Professional Organizations
American Academy of Audiology, 1994 - present.
Utah Audiology Society, 1981 - present.
Indiana Speech and Hearing Association, 1974 - 1978.

Professional Service to the discipline

Accreditation Site Visitor for American Speech-Language-
Hearing Association Council for Academic Accreditation (CAA). 1993-present. Sites visited:
University of Minnesota - 1996
East Tennessee State University - 1996
University of South Dakota - two visits 1994
ESB Training Sessions at ASHA Convention - 1993
Consultant Hearing Scientist (gratis), Provo Police Department (contact: Lt. David Bolda), Acoustical analysis of recorded telephone number involving a narcotics investigation. Provo, Utah. 1994.
Committee Member, American National Standards Institute (ANSI) S3-working group 36 (development of standards on speech intelligibility). 1992-present.
Consultant Hearing Scientist (gratis), Provo Police Department, Acoustical analysis and digital enhancement of tape recordings of cases involving obscene phone calls; and sexual assault recorded on 911. Provo, Utah. 1992.
Advisor to Brigham Young University Chapter of the National Student Speech-Language-Hearing Association. 1987-1988
Chairman of Audiology Practical Examining Committee for the Utah State Board of Business Regulations Licensure in Audiology. 1984-1986.
Faculty Advisor to the National Student Speech and Hearing Association, University of Utah. 1981-1982.
Member of the Executive Committee of the Utah Speech and Hearing Association. 1981-1982.
Administration and Service to the University

Member, Comprehensive Clinic Computer Committee. 1995-present.

Member, Advancement in Rank and Continuing Status Committee, College of Education, Brigham Young University. 1993-present.

Member, Technology Committee, College of Education, Brigham Young University. 1994-present.

Chairman, Institutional Hearing Conservation Program, Brigham Young University, 1991-present.

Committee member, Training Director's Committee for Comprehensive Clinic. 1991-present.

Program Director, Audiology, Audiology & Speech-Language Pathology Area, Department of Educational Psychology, Brigham Young University. 1990-present.

Director, Brigham Young University Hearing and Speech Sciences Laboratory, Audiology & Speech-Language Pathology Area, Department of Educational Psychology, Brigham Young University. 1990-present.


Member, Research Review Committee, College of Education, Brigham Young University, 1989-1990.

Committee member, College Statistics Committee, College of Education, Brigham Young University, 1990.

Chair, Search Committee, new Audiology faculty position, 1991-1992. This search resulted in the hiring of Dr. Wendy Hanks.

Chair, Search Committee, Audiology faculty position to replace Dr. Robert Brey when he left Brigham Young University for the Mayo Clinic, 1990-1991. This search resulted in the hiring of Dr. David McPherson.

Committee Chairman, Audiology Program and Curriculum Development Committee, Department of Educational Psychology-Audiology and Speech-Language Pathology Area, Brigham Young University, 1990-present.

Committee member, Audiology Program and Curriculum Development Committee, Department of Educational Psychology-Audiology and Speech-Language Pathology Area, Brigham Young University, 1982-1990.


Committee member, MIS Computer Services Committee, Comprehensive Clinics Building, Brigham Young University, 1986-1990.

Coordinator of Computer Facilities and Services, Audiology and Speech-Language Pathology Area, Department of Educational Psychology, Brigham Young University, 1985-present.

Graduate Faculty (Full Member), College of Education, Brigham Young University, 1984-present.

Member of the Undergraduate Advisory Committee, Department
Member of Clinic Advisory Committee, Division of Speech-
Language Pathology and Audiology, University of Utah.
Member of University of Utah Printing Policy Advisory
Computer Literacy/Acquisitions Committee (Committee
Chairman), Department of Communications, University of
Curriculum Committee Chairman, Division of Speech-Language
Committee on Library Acquisitions (Committee member
Department of Communication, Division of Speech Language
Pathology and Audiology, University of Utah. 1979-1981.

Continuing Education:

American Academy of Audiology National Convention (April
1996). Salt Lake City, UT.

New Dimension in Diagnostic and Prescriptive Fitting course
(24 February 1994). Tuscon, AZ.

Attended and presented peer reviewed papers at eight of the
past 12 national conventions of the American Speech-
Language-Hearing Association.

Lake Tahoe, NV.

Mayo Audiology Symposium (March 7, 1992). Host Site
Coordinator.

ICS Medical Corporation Educational Services training course
in Test Administration, Test Interpretation and Diagnosis

Listening in Classrooms: Room Acoustics and Amplification
(1990). A special project supported by the US Department
of Education-Office of Special Education, Utah State
University, Logan, UT.

International Electrocochleography (ECoG) Seminar and
Workshop (February 5-7, 1989). Denver, Colorado.

Course Director Certification Conference for the Council for
Accreditation in Occupational Hearing Conservation (CAOHC)
(1989).

Presented at nine CAOHC certified industrial audiometric
technicians training courses.
Consulting:

1994
Industrial audiological consultant to Liberty Safe, Springville, Utah. Industrial audiometric evaluations.

1994
Consultant (gratis) to Provo Police Department (Lt. Dave Bolda), Provo, Utah. Evaluation of telephone touch-tone signals involving a drug distribution case.

1993-1994
Consultant/expert witness to Craig L. Kelly (Inserra Law Offices), Attorney at Law, regarding lawsuit arising from automobile-railroad accident. Jerald Allen Krejci v. Burlington Northern Railroad Company, Omaha, NE.

1992 & 1993
Consultant to Donald Dirks, Ph.D., University of California-Los Angeles. Real time spectral analysis using LarsonoDavis model 3200 real time spectrum analyzer.

1992
Consultant to Provo Police Department, Provo, Utah. Spectrographic analysis and digital signal processing and analysis of tape recorded evidence in two criminal cases involving sexual assault and obscene phone calls.

1990-1991
Consultant/expert witness to Steven Behunin, Utah Center for Reading Excellence, regarding possible patent infringement of reading assistance tapes, Provo, UT.

1989-1990

1987
Consultant/expert witness with Robert H. Brey, Ph.D. to John Freeheway, Attorney at Law, regarding lawsuit arising from noise damage sustained by a railroad engineer. Jim Ley v. Burlington Northern Railroad, Cheyenne, WY. Case settled out of court.

1984

1983-present
Audiological consultant to: Robert J. Petersen, M.D., Provo, Utah.

1983-1985
Audiological consultant to: Utah Valley Hospital, Provo, Utah. I assisted in the development of their audiology department.
1983

1980-81
Audiological consultant to Utah State Division of Health, Department of Speech Pathology and Audiology (hearing screening of children of migrant farm workers).

Other Professional Achievements, Awards, & Recognitions

Blue Key/BYUSA Recognition of Excellence (1994).

Certified Course Director (#929), Council for Accreditation in Occupational Hearing Conservation (CAOHC).

Elected to the academic honor society Phi Kappa Phi.
Professional Vita 1996
Laurence M. Hilton

671 East 700 North
Orem, Utah 84057
(801) 225-7640

135 TLRB
Brigham Young Univ.
Provo, Utah 84602
(801) 378-6456, Fax: (801) 378-3962
Internet: laurence_hilton@byu.edu

Degrees earned

Ph.D. 1973
Speech-Language Pathology
Northwestern University, Evanston, Illinois
Department of Communicative Disorders

Master of Arts 1970
Speech Pathology
University of Utah, Salt Lake City, Utah
Department of Speech, Division of Speech Pathology and Audiology

Bachelor of Arts 1969
Speech Pathology and Audiology
University of Utah, Salt Lake City, Utah
Department of Speech, Division of Speech Pathology and Audiology

Professional Credentials


State: Licensed Speech Pathologist, State of Utah, Department of Commerce, Division of Occupational and Professional Licensing, license # 0044837010.

Professional Experience

Area Coordinator, ASHA Program Director 1990-Present
Audiology & Speech-Language Pathology Area Department of Educational Psychology
Brigham Young University

Associate Director 1991-Present
Brigham Young University Comprehensive Clinic

Program Chairman 1987-Present
Speech-Language Pathology Degree Programs Department of Educational Psychology
Brigham Young University

Full Professor 1985-Present
Brigham Young University

On-Call Clinical Consultant 1990-Present
Utah Valley Regional Medical Center Rehabilitation Center, Provo, Utah

Awarded Tenure 1991
Brigham Young University

Full Professor 1983-1985
Speech-Language Pathology
University of Nebraska at Omaha

Research Associate and Senior Postdoctoral Fellow 1982-1983
Clinique de Neurologic et Neuropsychologie
Hôpital de la Salpétrière; Université de Paris VI
Paris, France
ASHA Program Director 1978-1982
Speech-Language Pathology
University of Nebraska at Omaha

Area Head 1978-1982
Communication Disorders: Speech Pathology, Hearing Impaired, Clinical Reading.
University of Nebraska at Omaha

Awarded Tenure 1980
University of Nebraska

Associate Professor 1976-1983
Speech-Language Pathology
University of Nebraska at Omaha

Assistant Professor 1973-1976
Speech Pathology
University of Nebraska at Omaha

Founder and Research Director 1975-1985
Creighton/University of Nebraska at Omaha
Dental and Speech Sciences Laboratory
Boyns School of Dental Science
Creighton University, Omaha, Nebraska

Speech Pathologist/1974-1982
Speech Scientist
Omaha Regional Cleft Lip & Palate /
Orofacial Anomalies Team
St. Joseph's Hospital, Omaha, Nebraska

Doctoral Fellow 1970-1973
National Institutes of Health Doctoral Fellowship
Department of Communicative Disorders
Northwestern University, Evanston, Illinois

Laboratory Instructor 1971-1972
(speech science)
Speech Physiology and Acoustics
National High School Institute
Northwestern University, Evanston, Illinois

Speech Clinician 1969
Utah State Department of Health
Salt Lake City, Utah

Research Publications and Creative Works


Peer Reviewed Research Papers Presented/Published Abstracts


Invited Scholarly Papers and Educational Presentations


Hilton, L.M. (October, 1984). Aphasia rehabilitation in France. Immanuel Medical Center, Omaha, Nebraska.

Hilton, L.M. (April, 1984). International trends in aphasia therapy: Focus on the bilingual or monolingual foreign speaking aphasic. Methodist Midtown Medical Center, Omaha, Nebraska.


Hilton, L.M. (December, 1976). Airway obstruction dynamics in orofacial development. University of Nebraska Medical Center and Children's Hospital, Omaha, Nebraska.

Hilton, L.M. (December, 1975). Oral myofunction in speech, breathing, and dental development. TEAM Dentistry and Child Dentistry, Department of Dentistry for Children, Boyne School of Dental Science, Creighton University, Omaha, Nebraska.

**Memberships in Professional Organizations**

- American Speech-Language-Hearing Association (ASHA)
- Council of Graduate Programs in Communication Sciences and Disorders (CGPCSD)
- International Clinical Phonetics and Linguistics Association (Founder Member)
- International Fluency Association (Charter member)
- Council for Exceptional Children (CEC)
- CEC Division of International Special Education (DISE)
- Utah Speech, Language and Hearing Association (USHA)

**Professional Achievements, Awards and Recognition**


**Awarded Continuing Faculty Status.** Brigham Young University, 1991.

**Teacher of the Year Award** recipient. The Brigham Young University Alumni Association by vote of graduating students from the College of Education.

**Distinguished Lecturer.** 1989 Brigham Young University Alumni Association College Showcase.

**Excellence in Teaching Award** recipient. Faculty honors, Brigham Young University College of Education.

**Awarded a Senior Post-Doctoral Fellowship** by the Morton Richards Foundation to study aphasia rehabilitation at the University of Paris, Paris, France (1982).

**Awarded a Senior Post-Doctoral Fellowship** by the Wander Medical Research Foundation to study aphasia rehabilitation at the University of Paris, Paris, France (1981).

**Awarded Tenure.** (Continuing faculty status) University of Nebraska, 1980

**The 1979 Amoco Foundation Great Teacher Award** recipient, University of Nebraska at Omaha. Cited for receiving the University's most outstanding student evaluations of teaching at both the undergraduate and graduate levels, sustained over a five year period.


**Awarded Chancellor's Merit for Excellence in Teaching, University of Nebraska at Omaha, 1979, 1978, 1977, 1976, 1975.**


**Awarded Certificate of Candidacy and named Doctoral Fellow, Department of Communicative Disorders, School of Speech, Northwestern University, Evanston, Illinois, 1972.**

**National Institute of Neurological Disease and Stroke, Doctoral Fellowship, Northwestern University, 1970-1973.**

Master of Arts thesis awarded *Distinction* (Merlin Mecham Ph.D., Defense Chairman) Division of Speech Pathology & Audiology, Department of Speech, University of Utah, 1970.

Awarded *Certificate of Advanced Foreign Language Proficiency in French*, University of Utah, 1969.

Bachelor of Arts Degree, Speech Pathology & Audiology, awarded *Cum Laude*, University of Utah, 1969.

Elected to the academic honor society *Phi Kappa Phi*, 1969.

**Professional Service to the discipline**


Discussion Group Leader and Topic Facilitator, Program Committee, Annual Meeting of the *Council of Graduate Programs in Communication Sciences and Disorders*. San Diego, April, 1996.

Institutional Representative, Annual Plenary and Business Meetings of the *Council of Graduate Programs in Communication Sciences and Disorders*. San Diego, April, 1996.


Region 8 Representative, Legislative Councillor for Utah. Annual meeting of the Legislative Council at the Annual Convention of *the American Speech-Language-Hearing Association*, Orlando, Florida (December, 1995).


Institutional Representative, Annual Plenary and Business Meetings of the *Council of Graduate Programs in Communication Sciences and Disorders*. Scottsdale, April, 1995.

Institutional Representative, Annual Plenary and Business Meetings of the *Council of Graduate Programs in Communication Sciences and Disorders*. Scottsdale, April, 1995.

Member, Program Committee, *Council of Graduate Programs in Communication Sciences and Disorders*, Charleston, South Carolina, 1993.

Member, Program Committee, *Council of Graduate Programs in Communication Sciences and Disorders*.


Institutional Representative, Annual Plenary and Business Meetings of the *Council of Graduate Programs in Communication Sciences and Disorders*. Tucson, April, 1991.

Member, *Utah State Department of Education* Task Force on Procedures: Speech-Language Pathology, 1988 to present.


Member, Local Arrangements Committee, American Speech and Hearing Association National Convention, Chicago, 1971.


Member, Program Committee, American Speech and Hearing Association National Convention, Houston, 1976.

Member, National Examination Validation Panel, American Speech and Hearing Association, San Francisco, 1978.

Assistant Chairman, Program Committee, World Congress on Future Special Education, Council for Exceptional Children, Stirling, Scotland, 1975-1978.


Translator and Liaison, French Language Correspondence, World Congress on Future Special Education, Council for Exceptional Children, Stirling, Scotland, 1975-1978.


Administration and Service to the University

Brigham Young University, Fall Semester, 1985-Present

Administration

Associate Director, Brigham Young University Comprehensive Clinic, 1991- present.

Coordinator, Audiology and Speech-Language Pathology Area, Dept. of Educational Psychology, Brigham Young University. 1990-Present.

Program Chairman, Speech-Language Pathology, Audiology and Speech-Language Pathology Area, Dept. of Educational Psychology, BYU. 1987-Present.

Chair, Reaccreditation Committee (authored self-study report and reaccreditation application to the ASHA Educational Standards Board), Audiology and Speech-Language Pathology Area, Dept. of Educational Psychology, BYU. 1991.

Other University Service

Member, Institutional Review Board/ Human Subjects Review Committee, Brigham Young University, 1993 to present.

Chair, College Peer Review Committee on Advancement in Rank and Continuing Faculty Status, BYU College of Education. 1995-96

Member, College Peer Review Committee on Advancement in Rank and Continuing Faculty Status, BYU College of Education. 1992-96

Chair, Faculty Search Committee, Assistant Professor Speech-Language Pathology, Dept. of Educational Psychology, BYU. 1991-2.

Member, Candidate Screening Committee, College of Education Dean Search. BYU. 1991-2.

Member, Faculty Search Committee, Assistant Professor Audiology, Dept. of Educational Psychology, BYU. 1991.

Member, BYU Dept. of Educational Psychology, Faculty Rank Advancement Committee. 1991-92.

Chair, Departmental Peer Review Committee on Advancement in Rank and Continuing Faculty Status, BYU Dept. of Educational Psychology. 1990-91.

Chair, BYU Dept. of Educational Psychology, Improvement of Teaching Committee. 1990-91, 1991-92.

Chair, BYU Dept. of Educational Psychology Committee on Faculty Recruitment. 1988 to present.

Chair, BYU Dept. of Ed. Psychology Departmental Mission Committee. 1988-89.


Member, Institutional Review Board/ Human Subjects Review Committee, Brigham Young University Comprehensive Clinic, 1985 to 1995.

Member, NACATE and Utah State Dept. of Education BYU Self Study Committees, College of Education. 1987 to present.
Member, BYU Dept. of Educational Psychology Chairman's Advisory Committee on Rank Advancement and Continuing Status; 1987-88; 1991-92.

Member Interdisciplinary Research Committee, Comprehensive Clinic, BYU. 1986 to present.

Assignments: University of Nebraska at Omaha, 1973-1985


Program Director, Speech Pathology, Department of Counseling and Special Education, U.N.O., 1979-1982.

Member of the Graduate Council: University of Nebraska at Omaha. Elected at large: Associate Professor representative: 1979-80, 1980-81, 1981-82; Full Professor representative: 1983-84.


Member, University of Nebraska Regent's Task Force on Special Education, 1980-1981.

Omaha Chancellor's Representative, University of Nebraska/University Affiliated Program: University of Nebraska at Omaha, University of Nebraska-Lincoln, University of Nebraska Medical Center: 1979-80, 1980-81, 1981-82.


Substantive grants funded while at the University of Nebraska

Wander Medical Research Foundation: Research 1983 ($5,884.00)
Morton Richards Foundation: Research 1982 ($1,025.00)
University of Nebraska Foundation: Research 1982 ($1,786.00)
University of Nebraska Foundation: Research 1978 ($17,000.00)
U.S. Bureau of Education for the Handicapped: Preservice Training Grant 1977-1978 ($110,000.00)
U.S. Bureau of Education for the Handicapped: Preservice Training Grant 1976-1977 ($87,000.00)
U.S. Bureau of Education for the Handicapped: Preservice Training Grant 1975-1976 ($87,000.00)
Bonnie R. Lucido  
Assistant Professor of Speech-Language Pathology (Professional Lane)  
Undergraduate Faculty  
Appointed 1979  

1. **Academic Degrees**  

<table>
<thead>
<tr>
<th>Degree</th>
<th>Institution</th>
<th>Year</th>
<th>Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ph.D.</td>
<td>University of Utah</td>
<td>1995</td>
<td>Speech-Language Pathology,</td>
</tr>
<tr>
<td>M.S.</td>
<td>Brigham Young University</td>
<td>1966</td>
<td>Speech Pathology.</td>
</tr>
<tr>
<td>B.S.</td>
<td>Brigham Young University</td>
<td>1965</td>
<td>Speech Pathology/Audiology,</td>
</tr>
</tbody>
</table>

2. **Professional Experience**  

   1979-Present.  
   Brigham Young University  

   1978-79.  
   American Fork, Utah, Utah State Training School, inservice teacher,  
   Speech-Language Department  

   1978-79.  
   American Fork, Utah, Utah State Training School, department  
   chairman, Speech-Language Department  

   1977-78  
   American Fork, Utah, Utah State Training School, speech-language  
   pathologist  

   1973-77  
   Mason City, Iowa, Mason City Community Schools, Grant Writer  
   and Director, PERSN (Preschool Educational Reaches Special Needs)  
   Project, (USOE-BEH-First Chance Network: Handicapped Children's  
   Early Education Program Grant) for five Iowa counties with  
   outreach programs to the State of Iowa  

   1971-1973  
   (Summers)  
   Mason City, Iowa, Grant Writer and Director: Title VI ESEA: A  
   Parent Training Program to Impact Four-Year-Old Children with  
   Unintelligible Speech  

   1969-73  
   Mason City, Iowa, Mason City Community Schools, supervisor,  
   Speech & Hearing Services  

   1968-69  
   Iowa City, Iowa, Iowa City Public Schools, speech pathologist  

   1967-68  
   Iowa City, Iowa, University of Iowa, post graduate study with  
   training grant from the National Institute of Neurological and  
   Communicative Disorders and Strokes  

   1966-67  
   Spanish Fork, Utah, Nebo School District, Grant Writer and  
   Assistant Director, Title VI ESEA: Remedial Center for  
   Communication Disorders for five Utah school districts  

   1964-1966  
   Spanish Fork, Utah, Nebo School District, speech pathologist  

3. **Faculty and Administrative Load**
Fall Semester, 1991
EP 101R    Fieldwork, Special Education (2 hours)
EP 133     Introduction to Communication Sciences & Disorders (3 hours, team)
EP 574     Severe Language Disorders (3 hours)
Clinic supervision (6 hours)

Winter, 1992
EP 101R    Fieldwork, Special Education (2 hours)
EP 133     Introduction to Communication Sciences & Disorders (3 hours, team)
EP 521     Education of the Severely Multiply Handicapped (3 hours)
EP 588R    Fieldwork- Severe Multiply Handicapped (4 hours)
Clinic supervision (2 hours)

Spring, 1992
EP 101R    Fieldwork, Special Education (2 hours)
EP 521     Education of the Severely Multiply Handicapped (3 hours)
EP 588R    Fieldwork- Severe Multiply Handicapped (4 hours)
EP 662     Disorders of the Cleft Lip & Palate (2 hours)

Summer, 1992
EP 101R    Fieldwork, Special Education (2 hours)

Fall Semester, 1992
EP 102R    Fieldwork, Special Education (2 hours)
EP 133     Introduction to Communication Sciences & Disorders (3 hours, team)
EP 574     Severe Language Disorders (3 hours)
Clinic supervision (6 hours)

Winter, 1993
EP 102R    Fieldwork, Special Education (2 hours)
EP 133     Introduction to Communication Sciences & Disorders (3 hours, team)
EP 521     Education of the Severely Multiply Handicapped (3 hours)
EP 588R    Fieldwork- Severe Multiply Handicapped (4 hours)
Clinic supervision (2 hours)

Spring, 1993
EP 102R    Fieldwork, Special Education (2 hours)
EP 521     Education of the Severely Multiply Handicapped (3 hours)
EP 588R    Fieldwork- Severe Multiply Handicapped (4 hours)
EP 662     Disorders of the Cleft Lip & Palate (2 hours)

Summer, 1993
EP 102R    Fieldwork, Special Education (2 hours)

Fall Semester, 1993
EP 102R    Fieldwork, Special Education (2 hours)
EP 133     Introduction to Communication Sciences & Disorders (3 hours, team)
EP 574     Severe Language Disorders (3 hours)
Clinic supervision (6 hours)

Winter, 1994
EP 102R    Fieldwork, Special Education (2 hours)
EP 133     Introduction to Communication Sciences & Disorders (3 hours, team)
EP 521  Education of the Severely Multiply Handicapped (3 hours)
EP 588R  Fieldwork- Severe Multiply Handicapped (4 hours)
Clinic supervision (3 hours)

Spring, 1994
EP 102R  Fieldwork, Special Education (2 hours)
EP 521  Education of the Severely Multiply Handicapped (3 hours)
EP 588R  Fieldwork- Severe Multiply Handicapped (4 hours)
EP 662  Disorders of the Cleft Lip & Palate (2 hours)

Summer, 1994
EP 102R  Fieldwork, Special Education (2 hours)

Fall Semester, 1994
EP 101R  Fieldwork, Special Education for Elementary Education Majors (3 sections @ 1 hour each)
EP 133  Introduction to Communication Sciences & Disorders (3 hours, team)
EP 574  Severe Language Disorders (3 hours)
Clinic supervision (4 hours)

Winter, 1995
EP 101R  Fieldwork, Special Education for Elementary Education Majors (3 sections @ 1 hour each)
EP 133  Introduction to Communication Sciences & Disorders (3 hours, team)
EP 521  Education of the Severely Multiply Handicapped (3 hours)
EP 588R  Fieldwork- Severe Multiply Handicapped (4 hours)
Clinic supervision (3 hours)

Spring, 1995
EP 101R  Fieldwork, Special Education for Elementary Education Majors (3 sections @ 1 hour each)
EP 521  Education of the Severely Multiply Handicapped (3 hours)
EP 588R  Fieldwork- Severe Multiply Handicapped (4 hours)
EP 662  Disorders of the Cleft Lip & Palate (2 hours)

Fall Semester, 1995
EP 133  Introduction to Communication Sciences & Disorders (3 hours, team)
EP 574  Severe Language Disorders (3 hours)
Clinic supervision (6 hours)

Winter, 1996
EP 133  Introduction to Communication Sciences & Disorders (3 hours, team)
Clinic supervision (10 hours)

Summer 1996
EP 485R  Undergraduate Practical Clinic-Speech-Language Pathology (1 hour)
EP 662  Disorders of the Cleft Lip & Palate (2 hours)
EP 685R  Graduate Practical Clinic-Speech-Language Pathology (1 hour)
Clinic supervision (4 hours)

Other Collegiate Assignments, 1989-1990
Member, Partnership-Special Education Task Force Committee (1991-1995)
Member, Graduate Special Education Program Plan (1991-1995)
Member, Early Intervention Certification Program Committee (1991-1995)

4. **Current Professional and Academic Association Memberships** (*meetings attended*)
   - American Speech-Language Hearing Association (ASHA), member
   - Utah Speech-Language Hearing Association, member
     - 1996-1997 Second President Elect, Utah Speech-Language Hearing Association
     - 1996-1997 Chair Membership Committee

5. **Honors and Awards**
   - Recipient: 1994 Louis M. Dicarlo award from Utah Speech-Language Hearing Association
   - Recipient: 1994 Clinical Achievement Award for the State of Utah from American Speech-Language Hearing Association

6. **Papers Presented**
   - 1992, Annual ASHA Convention: Remediation for preschool unintelligible children with abnormal central auditory processing
   - 1994, Annual ASHA Convention: Intelligence and age related differences in verbal analogy solving skills
   - 1996, Annual ASHA Convention: Auxiliary verb acquisition therapy for two children with Down syndrome

7. **Current Research Interests:**
   1. Comparison of speech intelligibility conversation and reading in children with Down syndrome
   2. Communication and language testing and therapy for children and adolescents with Down syndrome
   3. Comparison of therapy results for traditional therapy and syllable shaping therapy for preschool unintelligible children
CURRICULUM VITAE
(abbreviated)
David L. McPherson, Ph.D.

Date and Place of Birth
October 6, 1945, Pasadena, California

Education
Brigham Young University, Provo, Utah, B.S. (honors) 1964-1967
University of Washington, Seattle, Washington, Ph.D. 1969-1972
Thesis: The effects of choline salicylate on the a.c. cochlear potential in guinea pigs.
Mentor: Josef Miller, Ph.D.

Post Doctoral Fellowship
University of California, Los Angeles, Los Angeles, California 1972-1973
Research: Quantitative analysis of cochlear potentials and eighth nerve potentials in the guinea pig.
Mentor: Vicente Honrubia, M.D.

Honors
Society for Sigma Xi, California Institute of Technology 1988.
The Honor Society of Phi Kappa Phi, Brigham Young University, 1995.

Licensure and Certification
California Board of Medical Quality Assurance
Audiology (AU 460), 1978.
Speech Pathology (SP 3399), 1978.
Hearing Aid (HA 1225), 1979.
California Children Services Program, Department of Health
Panel, Speech Pathology, 1980.
American Speech and Hearing Association
Council for Accreditation in Occupational Hearing Conservation
State of Utah Department of Commerce Division of Occupational and Professional Licensing
Speech Pathology (0050337030), 1992.

University Appointments
University of Washington, Seattle, Washington, Assistant Professor, Department of

Yale University, New Haven, Connecticut, Assistant Professor (Clinical), Department of Surgery
(Otolaryngology), July 1975-June 1976.

Rochester Institute of Technology, Rochester, New York, Chairman, Department of Audiology,

University of California Irvine, Irvine, California, Assistant Clinical Professor, Department of

University of California Irvine, Irvine, California, Associate Professor-in-Residence, Departments of Neurology and Pediatrics, July 1983-1991.

University of California Irvine, Irvine, California, Clinical Professor (volunteer faculty),
Department of Neurology and Pediatrics, September 1991-Present.

Brigham Young University, Provo, Utah, Professor, Department of Educational Psychology
(Program in Audiology and Speech-Language Pathology), September 1991-Present.

University of Southern Mississippi, Graduate Faculty, Doctoral Directive, February 1995-1996.

Administrative Appointments
Director, New Haven Hearing and Speech Center, New Haven, Connecticut, July 1975-June
1976.

Chairman, Department of Audiology, Rochester Institute of Technology, Rochester, New York,

Director of Pediatric Neurodiagnostics Laboratory, University of California, Department of

Associate Director, Neurodiagnostics Laboratory, University of California, Department of

Hospital Appointments
Children's Hospital of the District of Columbia, Washington, D.C., Audiology and Speech
Pathology, June 1969-August 1969.
Veterans Administration Hospital, Seattle Washington, Audiology and Speech Pathology, September 1969-August 1972.

University Hospital, University of Washington, Seattle, Washington, Department Otolaryngology, July 1973-June 1975.

University of California Irvine Medical Center, Orange, California, May 1980-present.


Fountain Valley Regional Hospital (Pediatrics), Fountain Valley, California, September 1983-present.

Long Beach Community Hospital (Pediatrics), Long Beach, California, October 1987-1992.

Children's Hospital of Orange County (Pediatric Neurology), Orange, California, March 1988-1991.

**Visiting Professor**


**Editorial Boards and Reviews**


Reviewer, Electroencephalography and Clinical Neurophysiology, 1989-present.


Reviewer, Ear and Hearing, 1992-present.

Reviewer, IEEE Transactions on Biomedical Engineering, 1992-present.

Editorial Board, Otology-Neurotology, 1994-present.

**Professional Societies (current memberships)**
American Speech and Hearing Association, 1969.
American Association for the Advancement of Science, 1973.
Association for Research in Otolaryngology, 1974.
Academy of Rehabilitative Audiology, 1976.
Western Society for Pediatric Research, 1980.
  President 1993
  Membership Secretary 1994-present
American Academy of Audiology (Fellow), 1992.

Research Support and Training (extramural)


Administrator, Department of Rehabilitation Training Grant, State of California, September 1981-December 1982.


Gifts and Donations (from 1991 to present)
U.S. West ($15,000) to study Auditory Intergration Training, 1996.
Graduate Student Dissertation and Thesis Responsibility (from 1991 to present)
Kimberlii Davies, M.A. "Binaural interaction in school age children with attention deficit and hyperactive disorder." Program in Audiology and Speech-Language Pathology, Brigham Young University, 1992-93.

Stephanie Snow, M.A. "Cognitive evoked potentials in school age children with attention deficit disorders and hyperactive." Program in Audiology and Speech-Language Pathology, Brigham Young University, 1993-94.

Cynthia Walker, M.A. "N200 and P300 cognitive auditory evoked potentials from native Japanese listeners differentiating the English monosyllables /ra/ and /la/. Program in Audiology and Speech-Language Pathology, Brigham Young University, 1993.


Paul Jenkins, Ph.D. "Arousal from sleep in chronic bed-wetters." Psychology, Brigham Young University, 1995.


Mimi Salamat, Ph.D. "The effect of variable interstimulus interval and reaction time on the latency and amplitude of the auditory P300 using an auditory continuous performance task paradigm." Department of Communication Sciences, University of Southern Mississippi, 1996.

Sariah Kelley, M.A. "Simulation of Hearing Loss." Program in Audiology and Speech-Language Pathology, Brigham Young University, 1996.

Nancy Blair, M.A. "Hair Cell Maturation in Neonates." Program in Audiology and Speech-Language Pathology, Brigham Young University, 1996.

Post Graduate Students, Fellows, and Residents (from 1991 to present)

Paul Jenkins, Ph.D. "Arousal from sleep in chronic bed-wetters." Psychology, Brigham Young University, 1995.


Mimi Salamat, Ph.D. "The effect of variable interstimulus interval and reaction time on the latency and amplitude of the auditory P300 using an auditory continuous performance task paradigm." Department of Communication Sciences, University of Southern Mississippi, 1996.
Undergraduate Students


Russell Osghorpe, Brigham Young University. "Otoacoustic emissions during the first 24 hours of life," April 1993-1994 (Pre-Medical Student).


Courses of Instruction (from 1991 to present)

Hearing Tests and Measurements (Educational Psychology 438), Brigham Young University, Fall 1991-present.

Electrophysiological Testing I (Educational Psychology 617), Brigham Young University, Fall 1991-present.

Pediatric Audiology (Educational Psychology 434), Brigham Young University, Winter 1992-present.

Electrophysiological Testing II (Educational Psychology 618), Brigham Young University, Winter-present.

Book of Mormon I (Religious Studies 121), Brigham Young University, Fall 1992-present.

Book of Mormon II (Religious Studies 122), Brigham Young University, Winter 1993-present.

Seminar in Audiology (Educational Psychology 690R), Central Auditory Processing Disorders in Children (new course development not previously offered at B.Y.U.), Spring 1993.

National Lectures by Invitation (from 1991 to present)


International Lectures by Invitation (from 1991 to present)

Visiting Lecturer (Higher order brain processing of auditory information in infants and young children), Hospital Edouard Herriot, Lyon France, October 18-21, 1993.

Publications (professional refereed journals)


**Books and Book Chapters**


Abstracts


