Self-Assessment Document
of

Audiology and Speech-Language Pathology

David O. McKay School of Education
Brigham Young University
Provo, Utah 84602

December 29, 2000
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of
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This document has been prepared by the following members of the department:

<table>
<thead>
<tr>
<th>Date</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>David L. McPherson, Professor and Chair</td>
</tr>
<tr>
<td></td>
<td>Nancy Blair, Assistant Professor</td>
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<tr>
<td></td>
<td>Bonnie Brinton, Professor</td>
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<td></td>
<td>Ron Channell, Associate Professor</td>
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<td></td>
<td>Barbara Culatta, Professor</td>
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<td></td>
<td>Christopher Dromey, Assistant Professor</td>
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<td></td>
<td>Martin Fujiki, Professor</td>
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<td></td>
<td>Richard Harris, Professor</td>
</tr>
<tr>
<td></td>
<td>Lee Robinson, Assistant Professor</td>
</tr>
<tr>
<td></td>
<td>Sherlaine Waters, Department Secretary</td>
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</tbody>
</table>

Some elements of this document have been included with the intention of satisfying accreditation requirements of Northwest Association of Schools and Colleges and other accrediting bodies as described in the Preface. Document template and some data have been provided by BYU Planning and Assessment.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TABLE OF CONTENTS</td>
<td>II</td>
</tr>
<tr>
<td>PREFACE</td>
<td>IV</td>
</tr>
<tr>
<td>OVERVIEW</td>
<td>1</td>
</tr>
<tr>
<td>DEPARTMENT PROCEDURES</td>
<td>9</td>
</tr>
<tr>
<td>Faculty Advancement and Review</td>
<td>9</td>
</tr>
<tr>
<td>Faculty Recruitment</td>
<td>10</td>
</tr>
<tr>
<td>Student Admission</td>
<td>10</td>
</tr>
<tr>
<td>Grievances and Appeals</td>
<td>10</td>
</tr>
<tr>
<td>Student Involvement</td>
<td>11</td>
</tr>
<tr>
<td>FACULTY</td>
<td>11</td>
</tr>
<tr>
<td>STUDENTS</td>
<td>15</td>
</tr>
<tr>
<td>DEGREE PROGRAMS AND SERVICES</td>
<td>20</td>
</tr>
<tr>
<td>Relationship with other Programs</td>
<td>20</td>
</tr>
<tr>
<td>Service</td>
<td>20</td>
</tr>
<tr>
<td>Comparison to Other Programs</td>
<td>20</td>
</tr>
<tr>
<td>UNIVERSITY PROGRAMS INVOLVEMENT</td>
<td>21</td>
</tr>
<tr>
<td>ASLP 133: Introduction to Audiology and Speech-Language Pathology</td>
<td>21</td>
</tr>
<tr>
<td>Graduate Programs</td>
<td>22</td>
</tr>
<tr>
<td>FACILITIES AND RESOURCES</td>
<td>23</td>
</tr>
<tr>
<td>Classroom Space</td>
<td>23</td>
</tr>
<tr>
<td>Office Space</td>
<td>23</td>
</tr>
<tr>
<td>Clinical Space</td>
<td>23</td>
</tr>
<tr>
<td>Laboratory Space</td>
<td>23</td>
</tr>
<tr>
<td>Library: General (taken from BYU Graduate catalog)</td>
<td>23</td>
</tr>
<tr>
<td>Library specific to ASLP</td>
<td>24</td>
</tr>
<tr>
<td>ASSESSMENT AND EVALUATION</td>
<td>27</td>
</tr>
<tr>
<td>Major Reviews</td>
<td>27</td>
</tr>
<tr>
<td>Internal Marker</td>
<td>27</td>
</tr>
<tr>
<td>RESPONSE TO THE 1997 GRADUATE COUNCIL REPORT</td>
<td>28</td>
</tr>
<tr>
<td>SUMMARY</td>
<td>38</td>
</tr>
<tr>
<td>APPENDICIES</td>
<td>39</td>
</tr>
<tr>
<td>APPENDIX A: FACULTY CURRICULUM VITAS</td>
<td>40</td>
</tr>
<tr>
<td>Nancy Blair</td>
<td>40</td>
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<tr>
<td>Bonnie Brinton</td>
<td>42</td>
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<tr>
<td>Ron Channell</td>
<td>62</td>
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<tr>
<td>Barbara Culatta</td>
<td>67</td>
</tr>
<tr>
<td>Barbara Culatta, Ph.D</td>
<td>67</td>
</tr>
<tr>
<td>Christopher Dromey</td>
<td>84</td>
</tr>
</tbody>
</table>
Appendix B: Professional Track Document .............................................................. 161
  Professional Track ............................................................................................. 161
    I. Position Descriptions: .................................................................................. 161
    II. Requirements for Appointment: ................................................................. 161
    III. Clinical Supervision and Administration: ................................................. 162
    IV. Citizenship: .............................................................................................. 163
Appendix C: Undergraduate Handbook ................................................................. 165
Appendix D: Graduate Handbook ............................................................................ 176
Appendix E: Summary of 1997 Graduate Council Review .................................... 191
Appendix F: Summary of 1998 ASHA CAA Re-Accreditation ............................... 200
Appendix G: Study List for Graduate Students
  AUDIOLOGY ....................................................................................................... 203
  NON-BYU AUDIOLOGY UNDERGRADUATE DEGREE ................................. 205
  SPEECH-LANGUAGE PATHOLOGY ................................................................. 208
  NON-BYU SPEECH-LANGUAGE PATHOLOGY UNDERGRADUATE DEGREE ... 210
Appendix H: Exit Interview .................................................................................... 213
PREFACE

The faculty of the Department of Audiology and Speech-Language Pathology prepared this document because of its desire to maintain an excellent academic program in Audiology and Speech-Language Pathology and to engage in a self-regulatory process. Information contained within this report was obtained directly from the Brigham Young University Planning and Assessment Office and the remainder is from our own records. Supporting documents that are not included in this report are available from the Department. The most significant document is the Application for Reaccreditation that the Department submitted to the Council on Academic Accreditation (CAA), American Speech-Language and Hearing Association in 1998. The Department is fully accredited in both Audiology and Speech-Language Pathology.
OVERVIEW

The Department of Audiology and Speech-Language Pathology (hereafter referred to as the Department) became an independent department in the David O. McKay School of Education in March 1997. Prior to that date Audiology and Speech-Language Pathology (hereafter referred as ASLP) was a program in the Department of Educational Psychology, David O. McKay School of Education. This change was mostly in response to a recommendation that came from the 1996 Self-Study Report and the Graduate Council Report dated January 28, 1997.

The undergraduate program was reorganized in 1998 and combined the separate undergraduate degrees of Audiology (B.S.) and Speech-Language Pathology (B.S.) into a single undergraduate degree program (Audiology and Speech-Language Pathology (B.S.). This action has resulted in providing the students with more graduate program options and slightly reduced the number of credits required for graduation. The Department is now beginning to review its future participation in service learning. Two activities that suggest strong potential for service learning are the participation of seven of our undergraduate students on a Head Start project, and the consideration of an undergraduate clinical experience for selected students.

Recent trends and changes at the national level in the area of Audiology requiring a doctorate as an entry level degree by the year 2010, with interim standards to be met by 2007, resulted in the ASLP faculty reviewing its graduate program in Audiology. It was the consensus of the faculty that it would be in the best interest of the Department to suspend admissions to the graduate program in Audiology beginning Fall 2001. The Audiology Clinic will continue normal operation and service to both the University community and the public. The undergraduate and research components of the Audiology program will remain in place. A letter regarding this action was distributed to those individuals associated with the Department on April 5, 2000.

The result of suspending admission to the Audiology graduate program has permitted the Department to transfer one FTE from Audiology to Speech-Language Pathology thus allowing us to increase our graduate student enrollment by six students in Speech-Language Pathology. One of the by-products of this action is that we have better addressed needs at both the state and national levels by increasing the number of graduate students in Speech-Language Pathology, an area of great shortage.

One of our greatest challenges is the replacement of faculty. Since 1998 we have had five faculty leave their positions, two through retirement, one through failure to meet expectations, one for family reasons, and one due to the changes made to our Audiology program. Three of the positions were in the Professorial track and two were in the Professional track. Currently there are two positions, one in Speech-Language Pathology (Professorial track), which we hope to fill with an individual having a neurogenic emphasis, and the other as the Audiology Clinic Director (Professional track). As of this writing we believe we have filled the Audiology Clinic Director position.
In the Fall of 1999 we completed and offered our first Web-based course, ASLP 133 “Introduction to Speech-Language Pathology and Audiology.” This course has won awards and has been used as an example throughout the campus. It has had the largest registration of any online course at Brigham Young University. It is also offered through Continuing Education.

The next five years needs to be a stabilizing time for the Department. We need to involve more of our undergraduate and graduate students in faculty research which results in professional journal publications. The replacement of faculty is a major concern and consequently we need to be encouraging and sending more of our graduates to doctoral programs (Ph.D.). In the last five years we have sent three graduate students in the area of Audiology to doctoral programs at University of Washington, Indiana University and University of Memphis. One student withdrew from the doctoral program at University of Memphis due to personal reasons. Two graduate students in Speech-Language Pathology have pursued doctoral programs in the last five years at the University of Kansas, and the University of Utah.

Faculty research needs to continue to become focused. Most importantly we need to capture outside funding from state and federal agencies, as well as research foundations. Although we have improved our Activity Index (see Table 7) and in 1998 exceeded both the College and University mean, we have essentially no activity for funded research from external agencies through 1999. However, it should be noted that some of our faculty have obtained funding from capital venture groups (Sonics Innovations), corporations (U.S. West), and foreign governments (Poland, Egypt) for various services, activities, and training. Also, Professor Culatta currently holds a federal Demonstration Model grant which was brought with her from the University of Rhode Island when she joined our Department Fall 2000.

The Department has been responding to calls for changes in teaching and classroom technology. There has been limited success in incorporating new technology in many of our undergraduate and graduate classes; however, during the next five years we must accelerate the rate of such activity as well as producing, as appropriate, additional Web based on-line courses.

The faculty serves the profession, community, and university well as demonstrated by individual curriculum vitae (see Appendix A). Three of our faculty members are Fellows of the American Speech-Language and Hearing Association. There is a need in the profession, especially in Utah, for good continuing education. Many professional organizations as well as state licensing boards are beginning to require mandatory continuing education experiences. The Department will explore and review these needs and possibly begin to develop and offer continuing education through seminars, on-line courses, and other appropriate means.

The overall level of faculty morale and spirit is excellent. The Department is unified in its direction and needs. The faculty are very supportive of one another and enjoy and participate with each other both professionally and socially.
Student morale at the graduate level is quite good as evidenced by exit interviews and participation of the students at some of the departmental social events. Undergraduate morale seems strong although this is a little more difficult to ascertain. Our undergraduate student organization, a chapter of the National Student Speech-Language and Hearing Association, has good membership, and is active in service and social functions. We would like to strengthen this organization through more participation at the national level.

In general the Department is good-to-strong in the areas of scholarship, teaching, and community service. However the variance across faculty needs to be more consistent by bringing faculty to the highest level of activity and maintaining that level. The faculty, as now constituted, is committed to this endeavor and appears to be showing increased strength in all areas with a need for emphasis on external funding.
Figure 1: Department of Audiology and Speech-Language Pathology

*Most individuals within the department organization or associated with the department hold multiple assignments, but are shown and tabulated only once in their primary role. Numbers of personnel for each category are in parentheses.*
<table>
<thead>
<tr>
<th>Brigham Young University Mission Statement:</th>
<th>Mission Statement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>to assist individuals in their quest for perfection and eternal life.</td>
<td>The mission of the Audiology and Speech-Language Pathology Department is to advance knowledge and learning in science and clinical practice through research, teaching, and clinical service.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Aims or expected outcomes of a BYU education are:</th>
<th>Brigham Young University Institutional Objectives:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. spiritually strengthening, 2. intellectually enlarging, and 3. character building, leading to 4. lifelong learning and service</td>
<td>1. Educate the minds and spirits of students within a learning environment that a) increases faith in God and the restored gospel b) is intellectually enlarging, c) is character building, d) and leads to life of learning and service.</td>
</tr>
</tbody>
</table>

| 2. Advance truth and knowledge to | |
|--------------------------------朴| a) enhance the education of students, b) enrich the quality of life, c) and contribute to resolution of world problems |

| 3. Extend the blessings of learning to members of the Church in all parts of the world. | |

| 4. Develop friends for the university and the Church. | |

<table>
<thead>
<tr>
<th>Audiology &amp; Speech-Language Pathology M.S. Program</th>
<th>Goals or Program Intended Outcomes (and aligned institutional objectives):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission Statement:</td>
<td>1. Students will apply the principles of the gospel to enhance the quality of life of the individuals they serve (aligned with 1a and 1d).</td>
</tr>
<tr>
<td>2a. Basic Constructs: define and explain terms, facts, and concepts basic to the study of speech, language, and hearing, and to disorders of these processes; integrate basic concepts into an understanding of how human communication operates in sending and receiving messages and in acquiring language (aligned with 1b, 2a).</td>
<td></td>
</tr>
</tbody>
</table>

| 2b. Description of Communication: recognize examples of common communicative behaviors (e.g., speech, hearing, retrieval, language functions, knowledge, comprehension); analyze, code, and describe patterns of behavior in samples (sentence structure, sound production, turn taking, etc.) (aligned with 1b, 2a). |

| 2c. Communication Measurement: select and explain clinical techniques and instrumentation for the assessment and treatment of speech, language, and hearing problems (aligned with 1b, 2a). |

| 2d. Communication Disorders: discuss the dominant theories of causation, assessment, and treatment of speech, language, and hearing disorders as supported by research; identify the dominant factors that can interfere with hearing, speech, and language development and functioning (aligned with 1b, 2a). |

| 2e. Clinical Diagnosis: identify and differentiate types of communication problems on the basis of common behavioral characteristics within particular domains or tasks (e.g., conversational exchanges, relating events, comprehending texts); justify and administer relevant and appropriate assessment procedures for developmental and acquired speech, language, and hearing disorders (aligned with 1b, 2a). |

| 2f. Clinical Decision Making: analyze client needs, determine factors influencing performance and integrate information from multiple sources, and assign appropriate developmental level to behaviors and establish objectives based on clients’ present level. Students will identify weaknesses in assessment (e.g., when test results may not be not valid reflections of functional, spontaneous performance) (aligned with 1b, 2a). |

| 2g. Clinical Intervention: select and implement appropriate assessment and treatment procedures for individuals with developmental and acquired speech, language, or hearing disorders; critique treatment plans, recognizing weaknesses and strengths (aligned with 1b, 2a, 2b). |

<p>| 2h. Research and its Clinical Application: Students will understand the role of research (e.g., identifying variables that influence performance) in audiology and speech-language pathology; apply research methods to program evaluation (e.g., defining outcomes in measurable and functional ways); recognize and apply concepts of reliability and validity to clinical contexts; identify questions regarding reliability and validity in clinical contexts (aligned with 1b, 2a). |</p>
<table>
<thead>
<tr>
<th>Aims or expected outcomes of a BYU education are:</th>
<th>Brigham Young University Institutional Objectives, cont'd:</th>
<th>Goals or Program Intended Outcomes (and aligned institutional objectives), cont'd:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. spiritually strengthening,</td>
<td>1. \textbf{Educate the minds and spirits of students} within a learning environment that a) increases faith in God and the restored gospel, b) is intellectually enlarging, c) is character building, d) and leads to life of learning and service.</td>
<td>21. \textbf{Service Delivery}: Identify purpose and rationale for service delivery models; understand role of the profession of Speech-Language Pathology within various contexts and models (educational, hospital, rehabilitation, early childhood education) (aligned with 1b, 2a).</td>
</tr>
<tr>
<td>2. intellectually enlarging, and</td>
<td>2. \textbf{Advancing truth and knowledge to} a) enhance the education of students, b) enrich the quality of life, c) and contribute to resolution of world problems.</td>
<td>3. Students will be ethical and competent in their professional activities and will demonstrate respect for individuals with disabilities and for individuals from diverse cultures and backgrounds (aligned with 1a, 1c, 1d).</td>
</tr>
<tr>
<td>3. character building, leading to</td>
<td></td>
<td>4. Students will establish a foundation for continued learning and professional contribution in local, national, or international arenas through participation in clinical practice and research (aligned with 1b, 1d, 3, 4).</td>
</tr>
<tr>
<td>4. lifelong learning and service</td>
<td></td>
<td>5. Faculty and students will disseminate scholarly work in recognized national and international professional outlets (aligned with 1d, 2b, 2c, 3, 4).</td>
</tr>
<tr>
<td></td>
<td>3. \textbf{Extend the blessings of learning to members of the Church in all parts of the world.}</td>
<td>6. The department will give special consideration to accommodating students with multicultural and international backgrounds (aligned with 3, 4).</td>
</tr>
<tr>
<td></td>
<td>4. \textbf{Develop friends for the university and the Church.}</td>
<td>7. International The department will assist in international development and assessment in the areas of Audiology and Speech-Language Pathology (aligned with 3, 4).</td>
</tr>
</tbody>
</table>
Table 2
Audiology & Speech-Language Pathology
Programs and Degrees Offered with Required Hours and Numbers of Degrees Granted*

<table>
<thead>
<tr>
<th>A. Undergraduate Programs and Degrees with Required Hours and Degrees Granted:</th>
<th>Numbers of Degrees Granted:</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS Audiology (56) – Prior to 1998</td>
<td>11</td>
</tr>
<tr>
<td>BS Speech-Language Pathology (57) – Prior to 1998</td>
<td>43</td>
</tr>
<tr>
<td>BS Audiology &amp; Speech-Language Pathology (57) – 1998 to current.</td>
<td>N/A</td>
</tr>
<tr>
<td>TOTAL</td>
<td>54</td>
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</table>

<table>
<thead>
<tr>
<th>B. Graduate Programs and Degrees with Required Hours and Degrees Granted:</th>
<th>Numbers of Degrees Granted:</th>
</tr>
</thead>
<tbody>
<tr>
<td>MS Audiology (45)</td>
<td>6</td>
</tr>
<tr>
<td>MS Speech-Language Pathology (45)</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL</td>
<td>16</td>
</tr>
</tbody>
</table>

| C. Programs, Degrees, or Emphases Discontinued During the Last Five Years: Discontinued (Yr): |
| BS Audiology | 1998 |
| BS Speech-Language Pathology | 1998 |

| D. Programs, Degrees, or Emphases Added During the Last Five Years: Added (Yr): |
| BS Audiology & Speech-Language Pathology (i.e., combined major) | 1998 |

* Departments verify that programs, degrees, and hours that they list above correspond to current undergraduate and graduate catalogs. Northwest Association of Schools and Colleges (the BYU accrediting organization) requires “Inventory of degree programs that have been added or deleted in the last five years” (required for std 2). Total numbers of undergraduate and graduate degrees granted should correspond with numbers in Table 3B.

* The department combined majors in 1998, but in both 1998 and 1999 all three majors were available. Most likely the SLP column reflects both SLP and the combined major.
### Table 3
Audiology and Speech-Language Pathology
Synopsis of Department Teaching Load and Cost

<table>
<thead>
<tr>
<th>A. Numbers of Majors Enrolled in Fall Semester Courses:</th>
<th>Fall 95</th>
<th>Fall 96</th>
<th>Fall 97</th>
<th>Fall 98</th>
<th>Fall 99</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate (●)</td>
<td>289</td>
<td>263</td>
<td>234</td>
<td>232</td>
<td>220</td>
</tr>
<tr>
<td>Graduate (●)</td>
<td>87</td>
<td>69</td>
<td>47</td>
<td>37</td>
<td>32</td>
</tr>
<tr>
<td>Total (△)</td>
<td>376</td>
<td>332</td>
<td>281</td>
<td>269</td>
<td>252</td>
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</table>

<table>
<thead>
<tr>
<th>B. Numbers of Degrees Granted:</th>
<th>95-96</th>
<th>96-97</th>
<th>97-98</th>
<th>98-99</th>
<th>99-00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate (●)</td>
<td>108</td>
<td>90</td>
<td>80</td>
<td>75</td>
<td>76</td>
</tr>
<tr>
<td>Graduate (●)</td>
<td>16</td>
<td>11</td>
<td>16</td>
<td>17</td>
<td>16</td>
</tr>
<tr>
<td>Total (△)</td>
<td>124</td>
<td>101</td>
<td>96</td>
<td>92</td>
<td>92</td>
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</table>

<table>
<thead>
<tr>
<th>C. Average Class Size:</th>
<th>Fall 95</th>
<th>Fall 96</th>
<th>Fall 97</th>
<th>Fall 98</th>
<th>Fall 99</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Division</td>
<td>*</td>
<td>*</td>
<td>84</td>
<td>58</td>
<td>93</td>
</tr>
<tr>
<td>Upper Division</td>
<td>*</td>
<td>*</td>
<td>44</td>
<td>43</td>
<td>54</td>
</tr>
<tr>
<td>Total Undergrad(●)</td>
<td>*</td>
<td>*</td>
<td>55</td>
<td>47</td>
<td>62</td>
</tr>
<tr>
<td>Total Graduate (●)</td>
<td>*</td>
<td>*</td>
<td>5</td>
<td>5</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D. Numbers of Hours, Students, and Percent Lower Division per Full-Time Faculty:</th>
<th>Fall 95</th>
<th>Fall 96</th>
<th>Fall 97</th>
<th>Fall 98</th>
<th>Fall 99</th>
<th>National</th>
<th>College</th>
<th>BYU</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Norm1</td>
<td>Norm2</td>
<td>Norm3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CCH/FTE Faculty4</td>
<td>6.3</td>
<td>5.7</td>
<td>6.2</td>
<td>4.2</td>
<td>4.5</td>
<td>*</td>
<td>5.1</td>
<td>5.0</td>
</tr>
<tr>
<td>Students/FTE Faculty</td>
<td>15</td>
<td>14</td>
<td>28</td>
<td>25</td>
<td>26</td>
<td>*</td>
<td>22</td>
<td>21</td>
</tr>
<tr>
<td>SCH/FTE Faculty5</td>
<td>155</td>
<td>119</td>
<td>158</td>
<td>114</td>
<td>125</td>
<td>*</td>
<td>122</td>
<td>200</td>
</tr>
<tr>
<td>% Lower Div./FTE6</td>
<td>*</td>
<td>*</td>
<td>100%</td>
<td>100%</td>
<td>50%</td>
<td>*</td>
<td>*</td>
<td>77%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E. Cost:</th>
<th>95-96</th>
<th>96-97</th>
<th>97-98</th>
<th>98-99</th>
<th>99-00</th>
<th>National</th>
<th>College</th>
<th>BYU</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Norm1</td>
<td>Norm2</td>
<td>Norm3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cost/SCH7</td>
<td>*</td>
<td>*</td>
<td>$98</td>
<td>$90</td>
<td>$64</td>
<td>*</td>
<td>$94</td>
<td>$68</td>
</tr>
</tbody>
</table>

* No data are currently available.

1 Data for the national norm figures are from Research I and II Universities as compiled in the 1997 *National Study of Instructional Costs and Productivity by Academic Discipline* undertaken by the University of Delaware with support from a FIPSE grant (Fund for the Improvement of Post-Secondary Education). See *Self Assessment Definitions* as needed for extended explanations and definitions.

2 College norm data for the most recent year, Fall 1999 or 98-99, for [enter your college here] (See *Self Assessment Definitions* as needed for extended explanations and definitions.).

3 University norm data for the most recent year, Fall 1999 or 98-99.

4 Course credit hours (CCH) per full-time (FTE) faculty. For a more complete explanation of how CCH is calculated see *Self Assessment Definitions* .

5 Student credit hours (SCH) are the number of students in a course times the credit value of the course. This number is divided by the number of full-time (FT) faculty members.

6 Percent of lower division courses (100-200 level) being taught by full-time faculty.

7 Annual cost per student credit hour rounded to the nearest dollar. Cost consists of total dollars expended annually in 11-accounts (e.g. salary, benefits, supplies, computer usage, equipment repair, capital equipment, travel). This number is divided by the number of student credit hours (as defined above).
DEPARTMENT PROCEDURES

The Department of Audiology and Speech-Language Pathology has a firm commitment to Brigham Young University and its goals. The Department follows those guidelines stated in “Best Practices for Department Chairs” (Keele, A. and Illes, L. (undated). Best Practices for Department Chairs. Provo, Utah: Brigham Young University Faculty Center). Specifically the philosophy of the Department is one of joint administration. That is, the faculty takes “an equal part in contributing to the vision and direction” (p2) of the Department as well as share in the administrative decisions and policies. As suggested in the above document, the department is managed by consensus. This type of management provides for a strong academic community and an environment for growth and development; a “learning” community of faculty and students. Perhaps Rousseau best stated this:

“So long as several men assembled together consider themselves a single body, they have only one will, which is directed towards their common preservation and good and general well-being…its principles are clear and luminous; it has no incompatible or conflicting interests; the common good makes itself so manifestly evident that only common sense is needed to discern it.”

(Jean-Jacques Rousseau. The Social Contract, Book IV, Chapter I, That the General Will is Indestructible)

Procedural documentation may arise from three sources: 1) Those created by the University which include, but are not limited to, the University Handbook, the undergraduate and graduate catalogs published by the University, the University Policy on Faculty Rank and Status: Professorial, the University Policy on Faculty Rank and Status: Professional, and the Principles and Characteristics of Graduate Education (Office of Graduate Studies); 2) Departmental documents which include the Department Professional Track (approved by the University on December 14, 1998), the Departmental undergraduate and graduate handbooks, the Speech and Language Clinic Handbook, and the Audiology Clinic Handbook; and 3) minutes of faculty meetings. All documents are available from the departmental office, 136 TLRB. In preparing the current Self-Assessment document it has become evident that we need to consolidate our faculty meeting notes into a set of “operational documents”. A few areas, which are deemed important to the administration of the Department, not addressed in the previously mentioned documents, are included in this section.

FACULTY ADVANCEMENT AND REVIEW

Procedures for faculty advancement are followed as outlined in University Policy on Faculty Rank and Status: Professorial, University Policy on Faculty Rank and Status: Professional, and the Department Professional Track document (see Appendix B) approved by the University on December 14, 1998. In addition, guidelines distributed each year by the Associate Vice President (Faculty) are implemented as part of the annual review process. The principles of evaluation come somewhat from Donald Kennedy, former president of Stanford University, in his book Academic Duty:

“Every professor teaches; most write papers or books and review those written by others; most have relationships, friendly or otherwise, with peers; many get grants to support scholarly work; many publish their findings in scholarly journals or books. And all are looked upon, by students and others, as persons somehow responsible for advancing the capacities and potentialities of the next generation. That is a very large responsibility, and it is the essence of academic duty.”

9
FACULTY RECRUITMENT

Upon notification of a faculty vacancy the department chair recommends to the faculty one or two faculty members to lead the search for the faculty replacement. Since the department is relatively small, no standing committee for faculty recruitment is maintained. A needs review is initiated and discussion by the entire faculty ensues to determine which area of specialty is most needed by the department, and the qualifications of the individual needed to fulfill this position. Once consensus is reached, university procedures are followed to complete the search. The final selection is made by a vote of the entire faculty.

STUDENT ADMISSION

Undergraduate Admissions: The Department has an open major and places no restriction on the number of students that may major in Audiology and Speech-Language Pathology. Because we are a relatively small department, most of the undergraduate courses are offered once each year and are sequenced. Occasionally this causes problems for a very few students (1 or 2 each year) who enter the major as second semester juniors and still wish to graduate in eight semesters. The Department attempts to make reasonable accommodations by accepting similar courses, following departmental review, from other Universities. We have been engaged in discussions regarding this situation with no resolve at this time.

Graduate Admissions: The profession of Audiology and Speech-Language Pathology requires a master’s degree as one of its entry-level requirements. Audiology will require a doctorate degree as an entry-level requirement beginning 2010, with interim standards beginning 2007. The area of Speech-Language Pathology is experiencing a shortage of trained professionals, especially in the school system. This has contributed to a large number of students seeking admission, nationwide, to graduate programs in SLP. Consequently admissions are very competitive. The Department meets as a whole and reviews each candidate. Each faculty member then assigns a rating of 0-5 for academic achievement, and a rating of 0 to 5 for professional category, which take into account other factors. The academic rating is multiplied by 1.5, the two scores added, and the average of the faculty ratings are computed for that applicant. The applicants are then rank ordered and the faculty meets to discuss the results. Admission is offered in accordance with the rank-ordering to enough students to full the number of available openings, anticipating that some students will decline the offer of admissions. The number of available openings each year is determined by maintaining a matriculated graduate faculty to student ratio of 1:6. Specifics on enrollment numbers are located in Tables 8 and 8b.

GRIEVANCES AND APPEALS

Faculty: The Department follows those procedures established by the University as specified in the documents listed in paragraph one of this section.

Students: The Department follows the University’s procedure for student grievances which is contained in the Undergraduate Catalog and the Graduate Catalog.
It is the philosophy of the Department to resolve all conflicts at the lowest possible level keeping in mind that the class is the primary responsibility of the faculty member and that administrative involvement in the individual class is a general infringement on academic freedom. However, it is also recognized that conflicts may arise and that both sides of an issue need to be understood.

STUDENT INVOLVEMENT

The Department actively seeks student involvement in most areas of its activity. The Department strongly supports and participates in the campus chapter of the National Student Speech-Hearing-Language Association. One undergraduate representative and two graduate representatives are present at faculty meetings. These students are also invited to participate in planning retreats held by the Department. The graduate students are invited to participate and faculty social gatherings. Exit interviews are completed by the Department Chair prior to graduation of each graduate student. The information gathered from these interviews are summarized and discussed each year either as part of a retreat or in faculty meetings. Student representatives are present during these discussions.

FACULTY

The Department has nine full-time faculty. Seven faculty members are in the Professorial track and members of the Graduate Faculty, and five faculty members have Continuing Faculty Status (CFS). Full Professors include Bonnie Brinton (CFS), Barbara Culatta, Martin Fujiki (CFS), Richard Harris (CFS), and David McPherson (CFS). One Associate Professor, Ron Channell (CFS); and one Assistant Professor, Christopher Dromey. There are two Assistant Professors in the Professional track: Nancy Blair and Lee Robinson. Those faculty members that have not been awarded CFS are on target and making excellent progress.

There are three regular part-time Clinical Instructors: Karen Bartholomew (Audiology), Marilyn Jensen (SLP), and Lee Ann Setzer (SLP). In addition, the Department employs, on a term basis, various professionals in the community to teach courses where needs arise from unfilled faculty vacancies. The Department desires that only full-time faculty teach courses, and that part-time teaching faculty be used solely during interim situations.

Specifics about each full-time faculty member are included in Appendix A. Qualifications regarding our part-time faculty are on file in the Departmental office and are available through a request made to the Department Chair.
### A. Faculty Profile and Experience

<table>
<thead>
<tr>
<th>Faculty (full-time &amp; part-time) Profile by Rank:</th>
<th>Number in Rank:</th>
<th>Years of Experience of Full-Time Faculty at BYU:</th>
<th>Total Years of Experience of Full-Time Faculty:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full</td>
<td>Part</td>
<td>Min.</td>
</tr>
<tr>
<td>Professor</td>
<td>5</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>1</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Research Professor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Research Professor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Research Professor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>TOTAL NUMBER</td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>TOTAL FTE</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
</tbody>
</table>

### B. Faculty Administrative and Committee Assignments

<table>
<thead>
<tr>
<th>Faculty Administrative and Committee Assignments for the Most Recent Year (1999):</th>
<th>Dept. Total</th>
<th>Dept. Average</th>
<th>College Average</th>
<th>BYU Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Assignments¹</td>
<td>3</td>
<td>.33</td>
<td>†</td>
<td>†</td>
</tr>
<tr>
<td>University Committee Assignments¹</td>
<td>2</td>
<td>.22</td>
<td>†</td>
<td>†</td>
</tr>
<tr>
<td>College Committee Assignments¹</td>
<td>1</td>
<td>.11</td>
<td>†</td>
<td>†</td>
</tr>
<tr>
<td>Department Committee and Other Department Assignments¹</td>
<td>4</td>
<td>.44</td>
<td>†</td>
<td>†</td>
</tr>
<tr>
<td>Dissertation Committee Chair²</td>
<td></td>
<td></td>
<td>†</td>
<td>†</td>
</tr>
<tr>
<td>Dissertation Committee Member²</td>
<td>17</td>
<td>1.89</td>
<td>†</td>
<td>†</td>
</tr>
<tr>
<td>Master’s Thesis Committee Chair²</td>
<td></td>
<td></td>
<td>†</td>
<td>†</td>
</tr>
<tr>
<td>Master’s Thesis Committee Member²</td>
<td>34</td>
<td>3.78</td>
<td>†</td>
<td>†</td>
</tr>
<tr>
<td>Project Committee Chair²</td>
<td></td>
<td></td>
<td>†</td>
<td>†</td>
</tr>
<tr>
<td>Project Committee Member²</td>
<td></td>
<td></td>
<td>†</td>
<td>†</td>
</tr>
<tr>
<td>Senior or Honors Thesis Advisor³</td>
<td></td>
<td></td>
<td>†</td>
<td>†</td>
</tr>
<tr>
<td>TOTAL IN CATEGORY</td>
<td>61</td>
<td>6.78</td>
<td>†</td>
<td>†</td>
</tr>
<tr>
<td>Committee Member of Professional Organization¹</td>
<td>23</td>
<td>2.56</td>
<td>†</td>
<td>†</td>
</tr>
<tr>
<td>Officer in Professional Organization¹</td>
<td>1</td>
<td>.11</td>
<td>†</td>
<td>†</td>
</tr>
<tr>
<td>Editor of Professional Journal¹</td>
<td></td>
<td></td>
<td>†</td>
<td>†</td>
</tr>
<tr>
<td>TOTAL IN CATEGORY</td>
<td>24</td>
<td>2.67</td>
<td>†</td>
<td>†</td>
</tr>
<tr>
<td>Government Organization³</td>
<td></td>
<td></td>
<td>†</td>
<td>†</td>
</tr>
<tr>
<td>Professional Service in the Community³</td>
<td>3</td>
<td>.33</td>
<td>†</td>
<td>†</td>
</tr>
<tr>
<td>Other Community Service³</td>
<td></td>
<td></td>
<td>†</td>
<td>†</td>
</tr>
<tr>
<td>TOTAL IN CATEGORY</td>
<td>3</td>
<td>.33</td>
<td>†</td>
<td>†</td>
</tr>
</tbody>
</table>

* Both professorial and professional faculty are included in these data. Edit the faculty rank titles listed in part A, if needed, to reflect the composition of the department. Also, expand part A of the table, if needed, by adding new lines to the table template. The total number of FTE from part A of this table is used to generate the department averages in part B.

† These data will be provided as they become available. na = not applicable \* = data tabulated to fulfill NASC requirements or suggestions.

¹ Includes Chair, Associate Chair(s), Graduate Coordinator, others. University committee assignments include both University and College administrative and committee assignments. The total number of department committee assignments is listed for those committees shown on Figure 1. Other department assignments as listed in the Annual Report are included on the same line.

² These data are tallied by the department.

³ These data are tallied as listed in the most recent department annual report.
### Table 5
Audiology and Speech-Language Pathology Qualifications and Terminal Degrees of Faculty*

#### A.

<table>
<thead>
<tr>
<th>Institution Granting Terminal Degree:</th>
<th>Number of Degrees</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Washington (DM)</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Utah (RC,BB,MF)</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brigham Young University (LR,NB)</td>
<td></td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Pittsburgh (BC)</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Colorado, Boulder (CD)</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purdue University (RH)</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### B.

<table>
<thead>
<tr>
<th>Post-Doctoral Fellowships and Other Significant Leaves Taken by the Current Faculty Including Fulbright, Clinical Appointments, Visiting Professorships, or Other Professional Development Leaves (with location and date):</th>
<th>Cumulative Number of Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post Doctoral Fellow, Johns Hopkins University, 1983 (BC)</td>
<td>1</td>
</tr>
<tr>
<td>Post Doctoral Fellow, U. of California, Los Angeles, 1972 (DM)</td>
<td>1</td>
</tr>
<tr>
<td>Visiting Professor, Lenningrad State University, 1990 (DM)</td>
<td>0.3</td>
</tr>
<tr>
<td>Visiting Professor, U. of Goteborg, 1975 (DM)</td>
<td>0.3</td>
</tr>
<tr>
<td>Developmental Leave, Brigham Young University, 1998 (RH)</td>
<td>0.3</td>
</tr>
<tr>
<td>Developmental Leave, Brigham Young University, 1999 (MF)</td>
<td>0.3</td>
</tr>
</tbody>
</table>

#### C.

| Percentage of the Current Faculty Who Participated in the Above Leaves and Fellowships: | 44% |

#### D.

| Cumulative Years of Leave Taken by this Faculty During the Last Five Years: | 0.9 |

---

* Both professorial and professional faculty are included in these data. Only the terminal degree of each full-time faculty member is included here.

1 Itemize in this footnote the "Other" terminal degrees held by faculty members (e.g. Bachelors, professional licensure) or modify the table to include the dominant terminal degrees held by the majority of the remaining faculty members.
### Table 6
Audiology and Speech-Language Pathology
Percentage of Course Sections and Faculty Teaching Evaluated

#### A. Number of Sections Taught on an Annual Basis by the Department:

<table>
<thead>
<tr>
<th></th>
<th>95-96</th>
<th>96-97</th>
<th>97-98</th>
<th>98-99</th>
<th>99-00</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Norm 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BYU Norm 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department Sections</td>
<td>*</td>
<td>*</td>
<td>51</td>
<td>51</td>
<td>52</td>
</tr>
</tbody>
</table>

#### B. Percentage of Course Sections and Faculty/Instructor Teaching Evaluated by Students:

<table>
<thead>
<tr>
<th></th>
<th>95-96</th>
<th>96-97</th>
<th>97-98</th>
<th>98-99</th>
<th>99-00</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Norm 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BYU Norm 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sections</td>
<td>*</td>
<td>*</td>
<td>4%</td>
<td>6%</td>
<td>38%</td>
</tr>
<tr>
<td>Faculty/Instructors</td>
<td>*</td>
<td>*</td>
<td>22%</td>
<td>22%</td>
<td>100%</td>
</tr>
</tbody>
</table>

#### C. Percentage of Sections and Faculty/Instructor Teaching Evaluated by Peers:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>College Norm 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BYU Norm 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sections</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Faculty/Instructors</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

#### D. Percentage of Sections and Faculty/Instructor Teaching Evaluated by Other Methods:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>College Norm 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BYU Norm 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sections</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Faculty/Instructors</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

#### E. Percentage of Courses and Faculty Not Evaluated by Any Method During the Last Three Years:

<table>
<thead>
<tr>
<th></th>
<th>1997-99</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sections</td>
<td>0%</td>
</tr>
<tr>
<td>Faculty/Instructors</td>
<td>0%</td>
</tr>
</tbody>
</table>

1. College norm data for the most recent year (99-00 or 1999).
2. University norm data for the most recent year (99-00 or 1999).

*No data are currently available.

†These data only include student evaluation forms processed by the testing center or completed online through Route Y. These percentages include (as should other portions of this table) all sections taught by the department on an annual basis with the exception of 699R, 799R, and graduate and undergraduate colloquium or seminars. Consequently, these data do not attempt to account for the normally small proportion of team-taught sections.

‡Peer evaluation may include review of teaching materials, student or classroom products, or other procedures (for best practices, see Peer Review of Teaching, by Nancy Chism, Jossey-Bass Publishers, 1999).

§These may include administrative assessment, formal self-assessment, and other written student evaluation forms. Use this footnote to explain what other methods (if any) have been used.
STUDENTS

Specific demographics about our students are found in Tables 8, 8b, and 9. There are several areas relating to our students that need further discussion.

Because we have an open major in our undergraduate program we find great diversity in our students: both in terms of performance and background. Largely we feel that an open major is appropriate and benefits the students. However, this sometimes makes it difficult in predicting our class sizes. Enrollment in our courses has been slowly climbing. Since we are only able to offer the majority of our courses once a year, it is necessary for the students to enter our program fall semester if they begin their junior year. This is causes problems for a few students relative to a more timely graduation. Currently our resources will not allow us to offer courses more frequently.

Our graduate program in SLP is filled each year with about 60% of qualified applications being rejected. Each year this creates a public relations problem (nightmare). We receive calls from parents and university administrators wanting to know the specifics of a particular individual not being accepted (see Procedures section). We have been able to increase our graduate student enrollment in SLP by six students due to the transfer of an FTE from the audiology program to the SLP program. Because of Professor Brinton’s current assignment as Dean of Graduate Studies, this becomes a “wash” rather than a gain. Also, the open FTE position in SLP reduces our total number of matriculated students by six as we maintain a ratio of six graduate students per graduate faculty member.

Our graduate students must score above the 75th percentile on the national exam to graduate. This, along with the severe shortage in speech-language pathology and the public relations efforts of some of the faculty, keeps our employment rate at 100% for those who want to obtain employment.

In 1999 we had a post-doctoral student from Poland study with one of our faculty members and complete a research study. His efforts here won him a prized scholarship from the Ministry of Health in Poland. Currently we now have a post-doctoral student from Egypt. We hope to continue this program and be more aggressive in recruitment; especially from foreign countries.
DEGREE PROGRAMS AND SERVICES

The ASLP department offers a B.S. degree in Audiology & Speech-Language Pathology and M.S. degrees in the area of Audiology and in the area of Speech-Language Pathology. Beginning Fall 2001 admissions to the M.S. program in Audiology will be suspended as discussed in the Overview section of this report.

The Objectives and Goals of the program are shown in Table 1 as well as our Alignment with B.Y.U. Aims. Likewise, the descriptions of our undergraduate program is in Appendix C, Undergraduate Handbook, our graduate program in Appendix D, Graduate Handbook, and our Study List for Master’s Degree (Appendix G).

RELATIONSHIP WITH OTHER PROGRAMS

The Department has provided research facilities to several other departments over the years. These include Engineering, Music, Linguistics, Physics, and Food Science & Nutrition. Students from Engineering have taken coursework from our faculty, and our faculty members have been committee members on theses from Engineering, Music, and Food Science & Nutrition.

Outside the University our faculty have collaboration with the University of California, Irvine and Southampton University, England.

SERVICE

The Department provides speech, language, and hearing services to the public on a fee-for-service basis. In addition, the Audiology program provides an industrial hearing program for the University, and hearing evaluation for students interning in the public schools from the David O. McKay School of Education.

COMPARISON TO OTHER PROGRAMS

Very little information is available comparing our program to others. One of the markers is how well our students do on their national board examination after completing their graduate program. The following chart illustrates from 1995 through 1999 student performance.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Audiology</td>
<td>640</td>
<td>650</td>
<td>670</td>
<td>670</td>
<td>675</td>
</tr>
<tr>
<td>SLP</td>
<td>730</td>
<td>675</td>
<td>722</td>
<td>740</td>
<td>720</td>
</tr>
</tbody>
</table>

National median for Audiology is 640 (taken from the Fall 1999-2000). National median for SLP is 670 (taken from the Fall 1999-2000).

Beginning 1997 through 1999 the BYU passing scores in both Audiology and SLP have been set at the 75th percentile as opposed to the 20th percentile level required for clinical certification by the American Speech-Language-Hearing Association.
US News and World Report has ranked our Audiology program 36 out of 61, and our SLP program 81 out of 111 (http://www.usnews.com/usnews/edu/beyond/bcheal.htm). Also, relative to national recognition, three of our faculty are Fellows of the American Speech-Language-Hearing Association.

UNIVERSITY PROGRAMS INVOLVEMENT

Our department is primarily a specialized undergraduate and graduate program. Our primary undergraduate involvement in a University initiative has centered on an initial web-based course developed over the past three years following a faculty critical review of the course and an overwhelming agreement to revise the content and structure of the course. Since it is a survey course, we felt it would be appropriate for web-based instruction.

ASLP 133: Introduction to Audiology and Speech-Language Pathology

Beginning with the Fall Semester 1999, the introductory course to Audiology and Speech-Language Pathology is offered exclusively as a “Semester Online” course. The course carries two semester hours of credit, and, as with all semester online courses at BYU, follows the University’s academic calendar. The students are required to complete the materials within the semester of registration. The course is presented in twelve lessons, corresponding in subject matter to the 12 chapters of the text (Communication and Communication Disorders, A Clinical Introduction by Elena Planate and Pelagie Beeson, Boston, Allyn and Bacon, 1999).

On-line connections to websites, and audio and video clips supplied on a CD, augment the discussion materials that originate from a BYU server. The 85 websites were selected for their currency and detail from a set of more than 1,000 sites. Several videos and video clips provide high-quality professional materials easily accessed from the student’s own computer. Photographs and audio clips are built into the lessons. For example, the student is presented with four simulated hearing losses (audible over the student’s own earphones) while simultaneously viewing representative audiograms and reading typical case history material.

Each lesson concludes with a brief, online, open book, multiple-choice type quiz. The student’s responses are immediately scored and explanations for incorrect choices supplied. The final examination is proctored at the BYU Testing Center. Grades are based on the student’s performance on the quizzes, the final, and responses to discussion questions attached to each of the lessons.

As of December 2000, more than 250 students had completed the course. Almost invariably, student responses are complimentary of the course design and content, appreciative of the flexibility to schedule their study as they desire, and grateful for the breadth of exposure given them in the survey course. The instructor was available by E-mail to offer advice, explanation, and general instructions. In summary, the on-line instructional form for this survey course has been found viable and well worth the cost of development and maintenance.
Graduate Programs

Our graduate programs have provided coursework for graduate students in Engineering, Music, and Food Science & Nutrition. In addition several of our faculty have served on thesis committees in these departments.
FACILITIES AND RESOURCES

Classroom Space

Three classrooms in the John Taylor Building (TLRB) are regularly scheduled for ASLP classes. Room 177 seats 60, room 171 seats 40, and room 125 seats 15. Many of our undergraduate sections are too large for the TLRB and are scheduled at various locations across campus both near and distant, but all are within reasonable walking distance. Other rooms in the TLRB are used for small graduate classes.

Office Space

Faculty and staff offices are located in the lower level of the John Taylor Building. In addition, a larger office is shared by our part time SLP clinical supervisors. All of these offices have full internet and campus intranet connections.

Clinical Space

Clinical space and facilities are located in the lower level of the John Taylor Building. Centralized computer based client information systems are provided in the Comprehensive Clinic and accessed in the student computer labs. Audiology has its own client tracking and records management software (NOAH). Most of the SLP Clinic rooms have one-way glass observation facilities, are fitted with microphones for both observation but only have remote recording, and many have remote video recording capability. This type of monitoring is inefficient and needs to be updated in order to take advantage of new media technology as well as provide for better teaching, observation, and future plans for distant learning. A clinic Materials and Records Center with full time daytime and evening staff coverage for material check-out and client file access is a separate resource room shared by all Comprehensive Clinic programs housed in the John Taylor Building. Controlled access and client confidentiality is maintained. There are three large and one small audiological sound suites. All are equipped with state-of-the art clinical instrumentation and networked to the NOAH based file server system. All four sound suites have been installed within the past five years.

Laboratory Space

The program is well equipped although some of the equipment is aging. In recent years with the addition of faculty involved in focused research some renovation has occurred. Laboratory space in the Taylor Building to house our instrumentation is scattered and becoming more crowded. Our laboratory facilities are multiple use areas which are also used for clinical assessments and teaching. We also use research equipment and facilities in other campus departments where collaborating faculty are housed, such as the large anechoic chamber in the Eyring Science Center and the signal processing laboratories in the College of Engineering.

Library: General (taken from BYU Graduate catalog)

BYU's Harold B. Lee Library is a major resource for graduate student research. This library houses over three million volumes, including an extensive collection of pamphlets, journals, current serials, newspapers, microform titles, and nonprint materials. The Lee
library is a depository for United States and Canadian government documents and regularly receives publications of state and local governments.

BYU participates in several cooperative programs that allow students and faculty to use materials housed in other state institutions and major research libraries throughout the United States. These include interlibrary loan services, Utah College Library Council, Research Libraries Group, and The Center for Research Libraries.

Library specific to ASLP

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 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 subscribes to all the major ASLP journals.
Table 11
Audiology and Speech-Language Pathology
Scholarship, Major Property, or Capital Equipment Additions*

<table>
<thead>
<tr>
<th>Source of Funds (by % or dollars)</th>
<th>BYU</th>
<th>Federal</th>
<th>Private</th>
<th>Other1</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Additions During the Last Five Years (with year acquired):</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AGFA DUOSCAN SCANNER (1999)</td>
<td></td>
<td>$2,477</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CLINICAL AUDIOMETER (1999)</td>
<td>$8,397</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EIGHT (8) OAE SCREENERS (1999)</td>
<td>$28,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EIGHT (8) TYMPANOMETERS (1999)</td>
<td>$11,200</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ILO96 OAE SYSTEM (1999)</td>
<td>$12,500</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>APOGEE 24BIT ADC (1998)</td>
<td>$4,972</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LENS STILL ZOOM (1998)</td>
<td></td>
<td>$7,273</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TWO (2) CERUMEN MANAGEMENT STORAGE CABINET (1998)</td>
<td>$5,153</td>
<td></td>
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</tr>
<tr>
<td>35MM FILM RECORDER (1997)</td>
<td>$6,482</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B&amp;K ARTIFICIAL MASTOID (1997)</td>
<td></td>
<td>$3,615</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CONTROLLER PITCH II VISI (1997)</td>
<td>$6,365</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CONVERTER VIDEO SCAN (1997)</td>
<td>$1,001</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENDOSCOPE LARYNGEAL FIBEROPTIC (1997)</td>
<td>$4,228</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FIVE (5) VIDEO RECORDERS (1997)</td>
<td>$6,478</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GENERATOR ARBITRARY WAVEFORM (1997)</td>
<td>$1,952</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>GSI-38 MIDDLE EAR ANALYZER (1997)</td>
<td>$3,607</td>
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<tr>
<td>HP 34401A DIGITAL MULTIMETER (1997)</td>
<td>$1,027</td>
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<td></td>
</tr>
<tr>
<td>LASER PURSUIT TRACKER (1997)</td>
<td>$1,000</td>
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<td></td>
<td></td>
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<tr>
<td>MONITOR PATIENT (1997)</td>
<td>$1,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NEUROSCAN (1997)</td>
<td>$24,103</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PROCESSOR AUDIO VOICE 4 CHANNEL (1997)</td>
<td>$6,671</td>
<td></td>
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<tr>
<td>SCANNER SLIDE COOLSCAN MAC (1997)</td>
<td>$2,270</td>
<td></td>
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<tr>
<td>SHARP PHOTOCOPIER (1997)</td>
<td>$7,891</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AGFA ARCUS II SCANNER (1996)</td>
<td>$1,740</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASSISTIVE LISTENING DEVICE DISPLAY (1996)</td>
<td>$3,458</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CAMERA STILL 35MM AUTOFOCUS (1996)</td>
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<tr>
<td>COMPUTERIZED ENG SYSTEM (1996)</td>
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<tr>
<td>ENG LIGHT BAR (1996)</td>
<td>$3,700</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LENS STILL MICRO AF NIKKOR (1996)</td>
<td></td>
<td>$1,576</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LENS STILL ZOOM AF NIKKOR (1996)</td>
<td></td>
<td>$1,612</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OPERATING MICROSCOPE (1996)</td>
<td>$14,648</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OPERATING MICROSCOPE CAMERA (1996)</td>
<td>$3,500</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PLAYER VIDEO DISK LASER (1996)</td>
<td>$1,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PRINTER LASER JET 5SI MX (1996)</td>
<td></td>
<td>$6,576</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TWO (2) TESTER HEARING EVOKED POTENTIAL (1996)</td>
<td>$25,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B&amp;K IEC318 COUPLER (1995)</td>
<td>$2,209</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CAMERA SCOPE EAR (1995)</td>
<td>$1,513</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### A. Additions During the Last Five Years (with year acquired):

<table>
<thead>
<tr>
<th>Equipment Description</th>
<th>Source of Funds (by % or dollars)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BYU</td>
</tr>
<tr>
<td>FOUR (4) KRK LOUDSPEAKERS (1995)</td>
<td>$ 4 040</td>
</tr>
<tr>
<td>HEARING AID ANALYZER (1995)</td>
<td></td>
</tr>
<tr>
<td>NINE (9) PORTABLE AUDIOMETERS (1995)</td>
<td>$ 9 630</td>
</tr>
<tr>
<td>SAMPLER VOICE ESI 32 (1995)</td>
<td>$ 1 197</td>
</tr>
<tr>
<td>TWO (2) AMPLIFIER AUDIO W/2 SPEAKERS (1995)</td>
<td>$ 2 466</td>
</tr>
<tr>
<td>TWO (2) CAMCORDERS (1995)</td>
<td>$ 2 430</td>
</tr>
<tr>
<td>TWO (2) KRK LOUDSPEAKERS (1995)</td>
<td>$ 5 100</td>
</tr>
</tbody>
</table>

### B. Planned Additions During the Coming Five Years:

<table>
<thead>
<tr>
<th>Equipment Description</th>
<th>Planned Source of Funds (by % or dollars)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BYU</td>
</tr>
<tr>
<td>CLINICAL AUDIOMETERS</td>
<td>$15 000</td>
</tr>
<tr>
<td>MIDDLE EAR ANALYZER</td>
<td>$ 7 500</td>
</tr>
<tr>
<td>VIDEO RECORDING &amp; EDITING EQUIPMENT</td>
<td>$1 5000</td>
</tr>
<tr>
<td>NEUROSCAN UPDATES</td>
<td>$10 000</td>
</tr>
<tr>
<td>SADIE UPDATES</td>
<td>$ 6 000</td>
</tr>
<tr>
<td>PORTABLE AUDIOMETER REPLACEMENTS</td>
<td>$ 6 000</td>
</tr>
<tr>
<td>OAE SCREENERS</td>
<td>$28 000</td>
</tr>
<tr>
<td>PORTABLE TYMPANOMETERS</td>
<td>$11 200</td>
</tr>
<tr>
<td>HP 8150 HN Workgroup</td>
<td>$ 8 107</td>
</tr>
<tr>
<td>Quick Cap 64 channel electrode caps</td>
<td>$ 5 500</td>
</tr>
<tr>
<td>DUAL CHANNEL LOW PASS FILTERS</td>
<td>$ 4 000</td>
</tr>
<tr>
<td>Curry Neuroimaging software v. 4.5</td>
<td>$16 000</td>
</tr>
<tr>
<td>Electrognathography</td>
<td>$ 6 000</td>
</tr>
<tr>
<td>Dell Optiplex Computer</td>
<td>$ 4 800</td>
</tr>
</tbody>
</table>

¹Planned capital additions may appropriately be listed and justified in Table 12 as well. Add as many lines to either portion of this table as needed. ◊ = NASC required or suggested data. Northwest Association of Schools and Colleges (the BYU accrediting organization) requires tabulation of “Major property additions for the last three years and those planned for the next three years” (required exhibit std 8).

¹ Itemize in this footnote “Other” (e.g. state of Utah) sources of funds if needed.
ASSESSMENT AND EVALUATION

We have presented comparison of how our graduates score on their national examination compared to the mean across the nation (see Chart 1, Degree Programs and Services), as well as the national ranking of our programs.

Major Reviews

In 1996 we underwent a review by the Office of Graduate Studies. At that time we were a Program within the Department of Educational Psychology. The summary findings of that review are included in Appendix E and a complete copy of the application and detailed report are available from the departmental office. All of the concerns brought forth in that report have been addressed and resolved.

In 1998 we completed our re-accreditation by the American Speech-Language-Hearing Association. We were awarded accreditation with minor comments that were addressed in our March 2000 report (see Appendix F). Copies of the full document are available from the departmental office.

Internal Marker

Table 6 summarizes the teaching assessments provided by the students. In addition, each graduate student has an exit interview with the department chair prior to graduate, but following the completion of all other degree requirements (see Appendix G for a copy of the exit interview sheet). The exit interviews are summarized and distributed amongst the faculty and an annual retreat (since 1997). It was not until late 1998 that the students were asked to ‘grade’ certain aspects of the program. Problems are identified and three main issues are selected and targeted during the next year. Since the interview questions are extensive the grades given by the students are summarized in Chart 2.

<table>
<thead>
<tr>
<th></th>
<th>Academic Preparation</th>
<th>Clinical Preparation</th>
<th>Thesis Experience</th>
<th>Overall</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998</td>
<td>A-</td>
<td>A</td>
<td>B</td>
<td>B+</td>
<td>4</td>
</tr>
</tbody>
</table>

One of the most helpful activities that we instituted in 1997 was inviting the president of our student organization and two graduate students to our faculty meetings. They have brought concerns and made good contributions to our program.

Each year the faculty meet with the department chair in an annual interview. Prior to the interview each faculty member is asked to list three accomplishments and three problem areas regarding the department. These comments are compiled and appropriate action is taken by the department as shared concerns.

The faculty, and to some degree the students, share in the evaluation and needs assessment of the department. As an academic community we try to resolve problems and
conflicts internally. This has been quite successful and it is our intent to maintain this style of departmental management.

RESPONSE TO THE 1997 GRADUATE COUNCIL REPORT

The 1997 Graduate Council report (Appendix E) listed four recommendations which have been addressed by the Department.

1. Establish and atmosphere that encourages governance by consensus of the faculty. Faculty hiring, program structure and rigor, and other departmental matters should be decided in a more consensual manner.
   Response: At the time of the 1997 review the Department was a program within the Department of Educational Psychology. Immediately following the review, in March 1997, we became a department and established governance procedures as stated in the Department Procedures section of this document. We feel that this recommendation has been implemented.

2a. Develop a broader program by adding faculty and coursework in key areas such as speech science and neurogenic disorders. Develop a strong symposia program that will inform and motivate students in research and provide increased breadth and depth to their studies.
   Response: We have hired a faculty member in the area of voice (an area of speech science) who has begun to establish a strong teaching and research program in this area. He joined the faculty Summer 2000. Currently we are searching for a faculty member with research expertise in neurogenic disorders (see concerns on faculty recruitment in the Overview and Faculty Recruitment sections of this document). Although this recommendation has not been fully implemented, we are in full agreement with this recommendation and are working vigorously towards a resolution. Since 1997 we have had several distinguished guest faculty from other institutions provide seminars for our students. The faculty is working on how to implement a more structured program of symposia; this goal has been discussed at retreats and faculty meetings. Funding to bring such faculty guests to our program is an issue.

2b. Continue to stay abreast of developments that may require a doctorate for certification in audiology. Such a requirement will significantly affect the plans for future faculty.
   Response: The Department issued an announcement on April 5, 2000 that we would be suspending admissions to our graduate program in audiology beginning Fall 2001 pending further review of the situation.

3. Continue to work with the college and university administration to obtain necessary space to house new faculty, improve clinics, and provide study space for graduate students.
   Response: Since the 1997 report we have remodeled some of our space to provide a language laboratory, a conference/seminar room, and a voice laboratory. There is still need to remodel our clinic space and some of our office
space. Proposals for this remodeling have been submitted to the University Administration.

4. Encourage faculty to seek external research funding to provide increased financial support for research assistants.
   Response: The faculty, as of this writing, has failed to meet this recommendation. This due in part to effort on the part of the faculty and to limited university assistance in putting together research grants. However, there has been two submissions for NIH grants which have not been funded. Also, as stated in the Overview section of this document, Professor Culatta brought a federal Demonstration Model grant with her when she joined our faculty in Summer 2000. Faculty release time to write such proposals is not readily available.
Table 12: Summary of Assessment Methods, Results, and Uses

<table>
<thead>
<tr>
<th>Dept. Goal</th>
<th>Goals or Program Intended Outcomes:</th>
<th>Assessment Methods and Criteria:</th>
<th>Assessment Results:</th>
<th>Use of Results:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1. Students will apply the principles of the gospel to enhance the quality of life of the individuals they serve (aligned with 1a and 1d).</td>
<td>Based on the BYU alumni survey, 90% of ASLP graduates will respond with a 4 or 5 to the statements (A15) I invite the Spirit to guide me in my daily activities, and (A26) I translate scriptural principles into personal behavior.</td>
<td>No results. Survey results not available to the department at this time.</td>
<td>Results will be distributed and discussed amongst the faculty. Modifications will be instituted as necessary and appropriate.</td>
</tr>
<tr>
<td>2a.</td>
<td><strong>Basic Constructs</strong>: define and explain terms, facts, and concepts basic to the study of speech, language, and hearing, and to disorders of these processes; integrate basic concepts into an understanding of how human communication operates in sending and receiving messages and in acquiring language.</td>
<td>Performance on in-class exams dealing with important concepts and processes; 75th percentile performance on the national exam (the NTE Praxis exam at graduate level).</td>
<td>Praxis performance is monitored; students are provided with support if perform below 75th percentile (higher than national standard)</td>
<td>Student or curriculum weaknesses will be identified and addressed. If needed, students will be given additional support or changes in the curriculum instituted.</td>
</tr>
<tr>
<td>Dept. Goal</td>
<td>Goals or Program Intended Outcomes:</td>
<td>Assessment Methods and Criteria:</td>
<td>Assessment Results:</td>
<td>Use of Results:</td>
</tr>
<tr>
<td>------------</td>
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</tr>
<tr>
<td><strong>2b.</strong></td>
<td><strong>Description of Communication:</strong> recognize examples of common communicative behaviors (e.g., speech, hearing, retrieval, language functions, knowledge, comprehension); analyze, code, and describe patterns of behavior in samples (sentence structure, sound production, turn taking, etc.).</td>
<td>analyses of normal and impaired communication samples are in agreement with instructor's</td>
<td>Results are course and instructor specific and do not lend themselves to categorization or classification into summary information.</td>
<td>Provide additional instruction and opportunity for practice until targeted reliability levels are reached.</td>
</tr>
<tr>
<td><strong>2c.</strong></td>
<td><strong>Communication Measurement:</strong> select and explain clinical techniques and instrumentation for the assessment and treatment of speech, language, and hearing problems.</td>
<td>Performance on course exams; performance in clinical practicum as indicated by <em>Global Competencies for Speech-Language Pathology Students</em> (rating form used in graduate-level clinic)</td>
<td>Since 1995 all graduate students have met this criterion. Prior to this report undergraduate compliance to this goal was not measured.</td>
<td>Student or curriculum weaknesses will be identified and addressed. If needed, students will be given additional support or changes in the curriculum instituted. For graduate students with clinical difficulties, an individualized action plan will be implemented.</td>
</tr>
<tr>
<td>Dept. Goal</td>
<td>Goals or Program Intended Outcomes:</td>
<td>Assessment Methods and Criteria:</td>
<td>Assessment Results:</td>
<td>Use of Results:</td>
</tr>
<tr>
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</tr>
<tr>
<td>2d.</td>
<td><strong>Communication Disorders</strong>: discuss the dominant theories of causation, assessment, and treatment of speech, language, and hearing disorders as supported by research; identify the dominant factors that can interfere with hearing, speech, and language development and functioning.</td>
<td>Performance on course exams; national exam score (graduate students); ratings on the Clinical Global Competencies form (graduate students).</td>
<td>Same as 2c.</td>
<td>Same as 2c.</td>
</tr>
<tr>
<td>2e.</td>
<td><strong>Clinical Diagnosis</strong>: identify and differentiate types of communication problems on the basis of common behavioral characteristics within particular domains or tasks (e.g., conversational exchanges, relating events, comprehending texts); justify and administer relevant and appropriate assessment procedures for developmental and acquired speech, language, and hearing disorders.</td>
<td>Performance on exams and case-study projects dealing with important concepts and processes; performance on the national exam; supervisory ratings in clinical practica (Global Competencies form).</td>
<td>Same as 2c.</td>
<td>Same as 2c.</td>
</tr>
</tbody>
</table>
Table 12: Summary of Assessment Methods, Results, and Uses

<table>
<thead>
<tr>
<th>Dept. Goal</th>
<th>Goals or Program Intended Outcomes:</th>
<th>Assessment Methods and Criteria:</th>
<th>Assessment Results:</th>
<th>Use of Results:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2f.</td>
<td>Clinical Decision Making: analyze client needs, determine factors influencing performance and integrate information from multiple sources, and assign appropriate developmental level to behaviors and establish objectives based on clients’ present level. Students will identify weaknesses in assessment (e.g., when test results may not be not valid reflections of functional, spontaneous performance).</td>
<td>Write measurable and functional objectives and treatment plans (supervisor judgments on the clinical Global Competencies rating form and case study exercises); recognize weaknesses and strengths in plans presented by the instructor.</td>
<td>Same as 2c.</td>
<td>Supplemental clinical or case study experiences provided until minimal re-writing of objectives by the instructor or supervisor is required.</td>
</tr>
<tr>
<td>2g.</td>
<td>Clinical Intervention: select and implement appropriate assessment and treatment procedures for individuals with developmental and acquired speech, language, or hearing disorders; critique treatment plans, recognizing weaknesses and strengths.</td>
<td>Create and implement appropriate treatment plans (supervisor judgment on Global Competencies rating form); recognize weaknesses and strengths in case studies.</td>
<td>Same as 2c.</td>
<td>Graduate students are provided with additional on-campus clinic practicum until competence performance is met.</td>
</tr>
</tbody>
</table>
Table 12: Summary of Assessment Methods, Results, and Uses

<table>
<thead>
<tr>
<th>Dept. Goal</th>
<th>Goals or Program Intended Outcomes:</th>
<th>Assessment Methods and Criteria:</th>
<th>Assessment Results:</th>
<th>Use of Results:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2h. Research and its Clinical Application</strong></td>
<td>Students will understand the role of research (e.g., identifying variables that influence performance) in audiology and speech-language pathology; apply research methods to program evaluation (e.g., defining outcomes in measurable and functional ways); recognize and apply concepts of reliability and validity to clinical contexts; identify questions regarding reliability and validity in clinical contexts.</td>
<td>Complete thesis (graduate students); identify variables and confounds in sample research studies (meet instructor criterion); identify variables that influence behavior in clinical exchanges and contexts (clinical <em>Global Competencies</em> rating form).</td>
<td>All matriculated graduate students have completed a thesis since 1995.</td>
<td>Additional support provided to students demonstrating difficulty applying measures to evaluate intervention or recognizing reliability and validity concerns (additional practicum hours required?).</td>
</tr>
<tr>
<td><strong>2i. Service Delivery</strong></td>
<td>Identify purpose and rationale for service delivery models; understand role of the profession of Speech-Language Pathology within various contexts and models (educational, hospital, rehabilitation, early childhood education).</td>
<td>Identify public policy and regulations and specify roles and responsibilities of SLP relative to professional contexts (exams in ASLP 450); application of collaboration and communication skills in clinic (supervisor's <em>Global Competencies</em> rating form).</td>
<td>Same as 2c.</td>
<td>Decisions made in student reviews for additional supports, experiences if students perform below 'competent' level on supervisory ratings.</td>
</tr>
<tr>
<td>Dept. Goal</td>
<td>Goals or Program Intended Outcomes:</td>
<td></td>
<td>Assessment Methods and Criteria:</td>
<td></td>
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<tr>
<td>3.</td>
<td>Students will be ethical and competent in their professional activities and will demonstrate respect for individuals with disabilities and for individuals from diverse cultures and backgrounds.</td>
<td>Based on the BYU alumni survey, 75% of ASLP graduates will respond with “yes” to question (C4) Since leaving BYU I have obtained certification or licensure in my major field.”. Based on the BYU alumni survey, 90% of ASLP graduates will respond with a 4 or 5 to the statements (K7) I treat people equally regardless of race, gender, culture, religion, or disability, and (K15) I value every person on the earth regardless of race, religion, ethnic background, or social circumstance.</td>
<td>No results. Survey results not available to the department at this time.</td>
<td>Results will be distributed and discussed amongst the faculty. Modifications will be instituted as necessary and appropriate.</td>
</tr>
<tr>
<td>4.</td>
<td>Students will establish a foundation for continued learning and professional contribution in local, national, or international arenas through participation in clinical practice and research.</td>
<td>One-hundred percent of graduates of the MS program will complete a research thesis as a requirement of their graduate degree program.</td>
<td>All graduates met this criterion as a part of the MS degree requirements.</td>
<td>Criteria met; however, faculty will continue to encourage students to present and/or publish their research.</td>
</tr>
<tr>
<td></td>
<td>Seventy-five percent of the MS graduates thesis research will be published or presented by the graduate or co-authored with faculty in national or international forums.</td>
<td>In 1999 ten papers and presentations having students as co-authors were completed. This is resulted in a 67% publication rate. Although detailed statistics from previous years are not readily available, the rate is lower for the years preceding 1999.</td>
<td>Criteria not met: Departmental research and travel support beginning 2001 will be based on faculty having student participation or co-authorship.</td>
<td></td>
</tr>
</tbody>
</table>
### Table 12: Summary of Assessment Methods, Results, and Uses

<table>
<thead>
<tr>
<th>Dept. Goal</th>
<th>Goals or Program Intended Outcomes:</th>
<th>Assessment Methods and Criteria:</th>
<th>Assessment Results:</th>
<th>Use of Results:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>Faculty and students will disseminate scholarly work in recognized national and international professional outlets.</td>
<td>Faculty will continue to support and sponsor graduate and undergraduate students in the Undergraduate Research Traineeship (URT) and Office of Research and Creative Activities (ORCA) scholarship programs. Fifty percent of faculty will sponsor an undergraduate student each year in the URT program. Two faculty members will assist students in submitting ORCA scholarship applications each year.</td>
<td>This information is available for 1999 and 56% of the faculty have met the criteria. In 1999 the Department had two students awarded the Outstanding Undergraduate Research awars from ORCA.</td>
<td>Criteria met; however, the department will continue to monitor and encourage more faculty to sponsor undergraduate and graduate students in the URT and ORCA programs.</td>
</tr>
</tbody>
</table>

#### a. Professorial faculty will publish an average of 2 peer-reviewed publications per year.

**Criterion not met. See Table 7.**

#### b. Fifty percent of graduate students in the ASLP dept. will present a paper at a regional, national, or international meeting, be named as a co-author on a peer-reviewed publication, or be named as a co-author published clinical materials.

**Although 67% of papers and presentations included graduate students, the goal of having 50% of all graduate students meeting this criterion has not occurred (i.e., some graduate students appeared on multiple papers and presentations).**

**Encourage faculty to meet this goal and involve more graduate and undergraduate students in research and publications.**
Table 12: Summary of Assessment Methods, Results, and Uses

<table>
<thead>
<tr>
<th>Dept. Goal</th>
<th>Goals or Program Intended Outcomes:</th>
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</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>The department will give special consideration to accommodating students with multicultural and international backgrounds.</td>
<td>c. Instructors will monitor progress of international and multicultural students and provide assistance as is needed. Progress will be measured by comparing course GPA with the individual student performance.</td>
<td>Since 1995 the department had five international graduate students: Yuet-King Ho (China) Anna Matsen (Puerto Rico) Ann Lingley (Canada) Janna Collinridge (Canada) Andrej Senderski (Poland)</td>
<td>The Department will continue to encourage and seek international students.</td>
</tr>
<tr>
<td>7.</td>
<td>The department will assist in international development and assessment in the areas of Audiology and Speech-Language Pathology.</td>
<td>Publications in international journals, international contacts, and international activities.</td>
<td>Since 1995 faculty members have been involved in two publications in international journals, four conferences, one officer of an international organization, and two field experiences for students.</td>
<td>The results will be used to continually assess effectiveness and significance of this activity.</td>
</tr>
</tbody>
</table>
SUMMARY

Since becoming a department in 1997 there has been good progress made in terms of both our academic rigor, student selection, and faculty scholarship. We have reduced the complexity of our undergraduate program by combining the two majors into a single major. Faculty research has become more focused and as of this date each faculty member is involved in a defined research area. We have carefully sought resources to enhance our teaching and research. Students are becoming more involved in faculty research and we have made good strides at the graduate level in becoming a “mentoring” type of program.

Several challenges confront us at this juncture. The most critical is faculty replacement (although long-term, we have one FTE currently open). We have sent several students on to doctoral level programs and they should be completing their degrees over the next three years. This is a need, however, to encourage more students to pursue an advanced graduate degree beyond the M.S. It is hoped that the increased activity and effort toward mentoring will show progress with this situation.

Although we have excellent offices and research laboratories there is a need to remodel our clinical area. A proposal is at the administrative level. The result of this would be more efficient use of space and a better system to use media technology in our teaching.

The graduate Audiology program is a concern. The national ranking is quite good for a tier II university and a masters only program; yet we as a faculty do not feel a doctoral level program is possible given the mission of the university, the nature of potential students, and the necessity of increased faculty and resources. We are now evaluating the clinical and service aspects of the audiology program which will undoubtedly result in a re-defining of its mission. The undergraduate needs in audiology have not changed and the change in the graduate program will help resolve some the undergraduate classroom problems by allowing more sections, and perhaps, courses offered more than once per year.

The faculty appreciate the support given to us at all levels of the university. We certainly acknowledge that without this support little could be accomplished.
APPENDICIES

Appendix A: Faculty Curriculum Vitas

Appendix B: Professional Track Document

Appendix C: Undergraduate Handbook

Appendix D: Graduate Handbook

Appendix E: Summary of 1997 Graduate Council Report

Appendix F: Summary of 1998 ASHA CAA Re-Accreditation
Nancy Blair

Education:
M.S., Audiology, 1995
Brigham Young University, Provo, UT 84604

B.S., Audiology & Speech-Language Pathology, 1993
Brigham Young University, Provo, UT 84604

Employment:
2000 - Present  Audiology Clinical Director
Brigham Young University, Provo, UT 84604

1999 - 2000  Audiology Clinical Supervisor
Brigham Young University, Provo, UT 84604

1997 Clinical Audiologist
Pacific Neuroscience Center, Fountain Valley, CA 92708

1996 - 1997  CFY Audiologist
Newport Neuroscience Center, Newport Beach, CA 92660
Supervisor - Linda C. Markowitz, CCC-A

Professional
Memberships:
American Speech-Language-Hearing Association
Published Abstracts:

Bonnie Brinton

VITA

General Information
Name: BONNIE BRINTON
Nationality: USA

Current Principal Job Title
Dean of Graduate Studies, 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
Language and social competence in children with language impairment

Related Training and Professional Experience
Associate Dean, School of Education, Brigham Young University, Provo, Jan. 97-Dec. 98.
Professor, Department of Audiology and Speech Language Pathology, School of Education,
Brigham Young University, Provo, Sept. 1994-current.
Associate Professor, Department of Educational Psychology, Audiology and Speech
Pathology Area, Brigham Young University, Provo, UT, Dec., 1990-Aug., 94.

42
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 Board, Topics in Language Disorders, 1998-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.
Utah Speech and Hearing Association, Executive Committee and Research Committee, 1980-1981.

**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.
Northern Nevada Speech and Hearing Association, 1982-88.
Nevada Association for Children with Impaired Hearing, 1982-84.
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


presented at the American Speech-Language-Hearing Association Convention, Seattle, WA.


**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.


Ron Channell

Vita: Ron W. Channell (7/99)

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
Utah Program for Autistic Children, Salt Lake City
Brigham Young University, Department of Audiology & Speech-Language Pathology (formerly Educational Psychology)
1983-1991 Assistant Professor
1989 Granted Continuing Status (BYU's equivalent of tenure)
1991-Present Associate Professor

Articles


**Papers Presented at National Conventions**


Speech-Language Hearing Association, Atlanta.
of DSS Scores from On-Line and Subsequent Transcriptions. Poster presented at the Symposium for Research in Child Language Disorders, Madison, WI.


Grants

Editorial Consultant/Reviewer
Journal of Speech and Hearing Research 1991-96
Language, Speech, & Hearing Services in Schools 1993-present
Journal of Speech and Hearing Disorders 1990
Journal of Computer Use in Speech and Hearing 1991-2

Professional Memberships & Positions
Member, American Speech-Language Hearing Association; Holder of the Certificate of Clinical Competence in Speech-Language Pathology since 1983.

Service
Departmental Graduate Coordinator, 1997- present
Chair, Research Committee, D. O. McKay School of Education 1997-2000
Member, Human Subjects Review Committee, D. O. McKay School of Education, 2000-present
Member, College of Education Self-Study Committee, 1994-5
Department Library Representative, 1988-present
VITAE

BARBARA CULATTA, PH.D.

Professor
Audiology and Speech-Language Pathology
Brigham Young University
Provo, UT 84602

EDUCATION

<table>
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<tr>
<th>Year</th>
<th>Degree</th>
<th>Institution</th>
<th>Field</th>
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<tr>
<td>1969</td>
<td>B.S.</td>
<td>California State College, Pa</td>
<td>Speech Pathology</td>
</tr>
<tr>
<td>1970</td>
<td>M.A.</td>
<td>University of Pittsburgh</td>
<td>Speech Pathology</td>
</tr>
<tr>
<td>1975</td>
<td>Ph.D.</td>
<td>University of Pittsburgh</td>
<td>Speech Pathology</td>
</tr>
<tr>
<td>1983</td>
<td>Post Doctoral Fellow</td>
<td>Johns Hopkins University</td>
<td>Speech Pathology</td>
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EMPLOYMENT

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<th>Position</th>
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<tr>
<td>1969</td>
<td>Pittsburgh Public Schools</td>
<td>Speech Pathologist</td>
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<tr>
<td>1972-1975</td>
<td>Rehabilitation Institute of Pittsburgh</td>
<td>Speech Pathologist</td>
</tr>
<tr>
<td>1974-1975</td>
<td>University of Pittsburgh</td>
<td>Instructor</td>
</tr>
<tr>
<td>1975-1981</td>
<td>University of Kentucky</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>1981-1982</td>
<td>University of Pittsburgh</td>
<td>Visiting Professor</td>
</tr>
<tr>
<td>1983-2000</td>
<td>University of Rhode Island</td>
<td>Professor</td>
</tr>
<tr>
<td>2000</td>
<td>Brigham Young University</td>
<td>Professor</td>
</tr>
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</table>

BOOKS AND PUBLICATIONS


BOOKS AND PUBLICATIONS IN PREPARATION

Culatta, B., and Merritt, D. Narrative Skills in Children with Spina Bifida (data collected and analyzed).

Culatta, B. Discourse Skills in children with Spina Bifida (data collected).

Culatta, B., and Hopkins, T., Effectiveness of Story Enactment vs. Art Project Literacy Activities (data collected and partially analyzed).

WORKS IN NON-REFEREED SOURCES


Culatta, B. (1986). Relationship between Dimensional Perception and Language Functioning in Children with Spina Bifida, Final report, March of Dimes, Behavioral and Social Sciences Research Grant


NATIONAL PRESENTATIONS

Achieving a Balanced Approach to Language and Literacy Instruction, American Speech-Language Hearing Association, Washington, DC, November, 2000

Enhancing Language Skills within the Mystery Genre, American Speech-Language Hearing Association, Washington, DC, November, 2000

Integrated Language and Literacy Instruction, Short Course, American Speech-Language Hearing Association, San Francisco, November, 1999


Story Enactment vs Art Project as Comprehension Extension Activities, American Speech-Language Hearing Association, San Francisco, November, 1999

Computerized Story Presentations to Facilitate Language and Literacy, American Speech-Language Hearing Association Convention, San Antonio, November, 1998

Effective Ways of Using Mapping, American Speech-Language Hearing Association Convention, Boston, November, 1997

Making Connections to Teach Narratives. American Speech-Language Hearing Association Convention; Boston, November, 1997


Enhancing Text Comprehension in Children with LL.D. American Speech-Language Hearing Association Convention, Orlando, Fla.; December, 1995

Using Routines and Play to Teach Language and Literacy, Partners of Americas Community Development Workshop, Tobago, November, 1995.

Training Teachers and SLPs in Collaborative Intervention. American Speech-Language Hearing Association; New Orleans, November, 1994

Story Telling to Facilitate Language and Literacy. Association for Childhood Education International, Washington, DC, April, 1994

Collaborative Intervention Strategies. Association for Childhood Education International, Washington, DC, April, 1994


Capitalizing on Interaction to Train Language, American Speech and Hearing Association Convention, Detroit, November, 1986.

Evaluation of a Program to Teach Relational Vocabulary, American Speech and Hearing Association Convention, Detroit, November, 1986.

Attention and Vocabulary Development in Children with Spina Bifida, American Speech and hearing Association Convention, San Francisco, November, 1984

The Influence of Parental Input on Acquisition of Negation, American Speech and Hearing Convention, Cincinnati, Ohio, November, 1983

Evaluating the Effectiveness of Non-Oral Symbol Use, American Speech and Hearing association Convention, Cincinnati, 1983

Generalization of Non-Oral Symbols, Council for Exceptional Children Convention, Washington, D.C., April, 1983

Spontaneous Use of Trained Symbols, American Association of Mental Deficiency Convention, Dallas, June, 1983

Story Comprehension: Responses to Factual and Erroneous Questions, American Speech and Hearing Association Convention, Toronto, Canada, November, 1982

Related Perceptual, Conceptual, and Linguistic Deficits in Autistic children, The American Speech and hearing Association Convention, Detroit, November, 1980

Incorporating Language Training into Daily Activities, American Speech and Hearing Association Convention, Detroit, November, 1980

Generalization of Grammatical Constructions to Conversational Discourse, The American Speech and Hearing Association Convention, Atlanta, November, 1979

Parents Use of Exposure to Train Productive Language Symbols, The American Speech and hearing Association Convention, San Francisco, November, 1978


A Program to Teach Non-Oral Communication, American Assn. of the Education for Severely and profoundly Handicapped, San Francisco, October, 1977

Communicative Interaction as a Language Teaching Process, Council for Exceptional Children Convention, Atlanta, April, 1977


The Language Children Use with Familiar and Unfamiliar Listeners, The American Speech and Hearing Association Convention, November, 1976.


INTERNATIONAL PRESENTATIONS

Human Rights for People with Disabilities (invited keynote speaker); Conference on Disabilities in the Public Schools; State of Sergipe, Aracaju, Sergipe, Brazil, 1998
Facilitating Language in Classroom Contexts, Human Rights for People with Disabilities; Conference on Disabilities in the Public Schools; State of Sergipe, Aracaju, Sergipe, Brazil, 1998

Using the Arts to Teach Language, Locos Por Cidadania, Very Special Arts and Partners of Americas Congress; Aracaju, Sergipe, Brazil, 1998

Early Literacy Instruction, Workshops presented to regular and special education teachers in Sergipe, Brazil, March, 1998

Collaborative Service Delivery, Locos Por Cidadania, Very Special Arts and Partners of Americas Congress; Aracaju, Sergipe, Brazil, 1998

Dynamic Assessment, Locos Por Cidadania Congress and University of Sergipe; Aracaju, Sergipe, Brazil, 1998

Language and Academic Instruction for Children with Severe Hearing Impairments, presentations made to city and state agencies, Aracaju, Sergipe, Brazil, 1999

Program Planning and Community Development, Partners of Americas’ Workshop on International Development; Tobago, November, 1995

Creating a Materials Distribution Center in Brazil, International Development Fellowship Seminar, Brazil, 1986

Language and Literacy Instructional workshops and courses, Brazil (Sergipe) and Ecuador (Quito, Ambato and Cuenca) (10 workshops and courses), 1977 to present

INVITED PRESENTATIONS AND WORKSHOPS (1990 TO PRESENT)

Balanced Language and Literacy, Two-credit Summer Institute, Saint Louis University, Saint Louis, MO, June, 2000

Combining Meaning and Code Components in Literacy Instruction, Southern Massachusetts Educational Collaborative, New Bedford, MA, February, 2000

Integrated Language and Literacy Instruction: Rhode Island Speech-language Hearing Association, Conference, and October, 1999
Expository Text Comprehension; and Literacy; day-long workshops presented at Utah State University Summer Institute; July 7 and 8, 1998

Enacting and Telling Stories: Contexts for Building Communication and Literacy; Canadian Association of Speech-Language Pathologists and Audiologists, Toronto, Canada, May, 1997

Using Routines to Stimulate Language Development in the Hearing Impaired, RI Hearing Assessment Program, Providence, RI, March, 1995


Scripted Play: Facilitating Language and Literacy. New York Speech Language Hearing Association Convention, New York, NY, April, 1995

Collaborative Language Intervention, Inservice training workshops in RI, July, 1993, January, 1994; March, 1994; Connecticut, March and April, 1994; Massachusetts, May and June 1994

Enhancing Literacy Skills: A Scripted Play Approach, Rhode Island State Council of International Reading Association, 1993

Facilitating Language and Literacy in a Scripted Play Context. Brigham Young University, Provo, Utah, July, 1993

Enhancing Literacy Skills of Diverse Learners: A Scripted Play Approach, Rhode Island Council of the International Reading Association, December, 1993

Using scripted play and story enactments to facilitate language and literacy. Rhode Island Speech-Language and Hearing Association, April, 1993.

Improving Comprehension of Expository Texts, Providence Public Schools, Warwick, RI, April and September, 1992.


Facilitating Mathematic Problem Solving, Southern RI Collaborative Conference, March, 1992


Improving Subject Areas through Reading, Young Authors' Conference, Exeter-West Greenwich, RI, March, 1991.


WORKSHOPS AND INVITED PRESENTATIONS (1980 TO 1989)


Interactive Play Therapy, Annual Meeting of the New York State Speech-Language Hearing Association, Buffalo, April, 1988.


Communication and Learning Deficits in Children with Spina Bifida, Massachusetts Hospital School, Canton, Ma, March, 1986.

Mathematic Problem Solving Deficits in Children with Spina Bifida, Massachusetts Hospital School, Canton, Ma, February, 1986.


Establishing a Resource Center in Brazil, Fellowship in International Development Seminar, Little Rock, Arkansas, October, 1986.

Communication and Learning Disabilities in Children with Hydrocephalus, Child Development Center, Rhode Island Hospital, April, 1986.

Language Training Strategies, University of Sergipe, Aracaju, Brazil, June, 1985.


Concept Development in Children with Autism, Behavioral Development Center, Rhode Island, May, 1984

Facilitating Reading Comprehension in Adults, Rhode Island School of Design, January, 1984

Mathematic Problem Solving in Children with LL.D., Emerson College Spring Colloquium, May, 1984

Assessing and Remediating Language Deficits, Ambato, Ecuador, June, 1984

Language and Perceptual Performance in Children with Hydrocephalus, Rehabilitation Institute of Pittsburgh, July, 1984

Language and Reading, Rhode Island Council of International Reading Association, March 4, 1983

Concept Training, Illinois Speech and Hearing Association Convention, April 1983

Interactive Language Intervention, Indiana Speech and Hearing Association, Indianapolis, April, 1982

Training Generative Language, Keynote Speaker, Speech and hearing Association of Alabama, Birmingham, Alabama, April, 1981

Language Intervention for Children with Autism; Keynote Speaker, Puerto Rico Speech and Hearing Association Convention, San Juan, Puerto Rico, March, 1981

Incorporating Language Teaching into the Natural Environment, West Va. Speech and Hearing Association, Huntington, West Va., April 1980


Language Assessment, Purdue University Continuing Education Project, Madison, Indiana, February, 1980
GENERALIZATION OF GRAMMATICAL CONSTRUCTIONS, BOSTON UNIVERSITY ANNUAL COMMUNICATION DISORDERS CONFERENCE, BOSTON, MA; APRIL, 12, 1980

EXTERNAL GRANTS AWARDED

US Office of Education, $500,000, Model Demonstration Grant, Project CALL: Contextualized Approach to Language and Literacy Instruction; 1999 - 2002

American Speech-Language Hearing Association, Grant to produce Video of the Scripted Play Approach to Language Intervention, $1,000, 1997


US Office of Education Personnel Preparation Training Grant, Collaborative Training in Early Intervention; $368,000 (1990-1994)

Partners of Americas, Project and Organizational and Leadership Development Grants $11,000, 1986 -2000

March of Dimes, Behavioral and Social Sciences Research Grant, $38,000, 1984-1985.


US Office of Education, Strategies for Providing Language Intervention in the Classroom (minigrant component of University of Kentucky’s USOEP mainstreaming grant), 1981

INTERNAL FUNDS AWARDED

URI Foundation grants; yearly from 1990 - 1998.


Teacher Development Award, College of Human Science and Services, 1986.

Visiting Scholar grants; yearly from 1984 – 1998

81

University of Rhode Island Summer Faculty Fellowship, 1984-85.

University of Rhode Island, Alumni Association Faculty Development Award, $500.00, 1985.

EDITORIAL REVIEWS


Reviewer, Speech and Language Services in the Schools, 1992, 1995; 1997

Reviewer, Behavioral Therapy, 1985

Book reviewer; Little Brown, Charles Merrill, Harper and Row; Thinking Publications; Mosby; 1979 to 1995

INTERNATIONAL WORK
Vice President, Treasurer, and Chair of Rehabilitation Committee, Partners of the Americas, 1978 – 1994; 1997 - 2000

Fellow, Multicultural Faculty Fellow, University of Rhode Island, 1998

President, Partners of Americas, Rhode Island-Sergipe partnership, 1995-1997

Selected participant, Workshop on Collaboration; Asuncion, Paraguay, 1997

Selected participant, Community Development Workshop; Tobago, November, 1995
Invited participant, Workshop on Long Range Planning in International Development, Partners of Americas, Recife, Brazil, 1994

Teacher trainer, Brazil (Sergipe) and Ecuador (Quito, Ambato and Cuenca) (10 multi-day workshops and courses), 1977 to present

Fellow, Kellogg International Development Leadership Training, 1984-1986

Visiting Professor, Inter-cultural communication, Semester at Sea (University of Pittsburgh study abroad program), 1982

AWARDS AND RECOGNITIONS
Fellow, American Speech-language Hearing Association, 1998

Interim Chair, Department of Communicative Disorders, University of Rhode Island, 1998-2000


Multicultural Faculty Fellow, University of Rhode Island, 1998-99


Citation for international work, State of Rhode Island, 1986

Recognition Awards, Rhode Island Partners of Americas, 1988 and 1997

Kellogg Foundation International Development Fellow, two-year leadership training, 1984-1986
Christopher Drome

Curriculum Vitae for Christopher Drome

**Home Address**
147 East 1600 North  
Mapleton, Utah 84664  
(801) 489-6171

**Business Address**
Brigham Young University  
Audiology and Speech-Language Pathology  
133 TLRB  
Provo, Utah 84602  
(801) 378-6461  
dromey@byu.edu

**EDUCATION**

1992-1995  
**University of Colorado at Boulder**  

1987-1990  
**State University of New York at Buffalo**  

1983-1985  
**Brigham Young University**  
BA in German.  Magna cum laude.  Dean's list.

1979-1981  
**Brock University**  
Two years completed, one on study abroad in Germany.

**PROFESSIONAL EXPERIENCE**

June 2000 to present  
**Assistant Professor**  
Brigham Young University - Audiology and Speech-Language Pathology  
Teach undergraduate and graduate coursework in speech pathology and speech science.  Conduct research in voice and motor speech disorders.
September 1996  **Speech Scientist**

to May 2000  Toronto Western Hospital - Department of Speech-Language Pathology

Conduct original research in speech motor control in normal and disordered populations. Promote and coordinate clinical research by speech-language pathologists. Collaborate with research specialists in movement disorders, neurolaryngology, psychiatry and neuroimaging.

September 1996  **Assistant Professor (Status Only)**

to May 2000  University of Toronto - Department of Speech-Language Pathology


September 1995  **Research Associate**

to July 1996  University of Colorado, Boulder

Increase research productivity among faculty and students through computer hardware, software and instrumentation training and support.

September 1992  **Research Assistant**

to August 1995  University of Colorado, Boulder

Aerodynamic, glottographic, acoustic, kinematic and stroboscopic data analysis. Statistical and graphical interpretation and presentation of data from treatment efficacy research in Parkinson Disease.

July 1990 to July 1992  **Speech-Language Pathologist**

Royal Victoria Hospital, Barrie, Ontario

Assess and manage adult in- and outpatients with aphasia, dysphagia, dysarthria, disfluency and dysphonia. Establish and promote a stroke education program for patients and family members. Database application programming to computerize departmental record keeping.
Sept. 1989 to June 1990  

**Research Assistant**  
State University of New York at Buffalo  
Help set up a speech science laboratory for the investigation of laryngeal and respiratory function. Computer and instrumentation configuration and troubleshooting.

**PEER REVIEWED PUBLICATIONS**


**Peer Reviewed Conference Presentations**


INVITED LECTURES


RESEARCH GRANT AWARDS

1999-2000
Natural Sciences and Engineering Research Council (NSERC) Coordination and consistency in speech - $26,250

1998
Faculty of Medicine, University of Toronto - $10,000
Articulatory kinematic behaviour in two types of speech therapy for dysarthria

1997
Cummings Foundation - $25,000
Autophonic scaling and loudness perception in speakers with Parkinson disease

1997
American Speech-Language Hearing Foundation - $5,000 awarded, declined
Loudness perception in speakers with Parkinson disease

PEER REVIEW SERVICE

Review of manuscripts submitted to the Journal of Speech, Language, and Hearing Research, the Journal of Medical Speech-Language
Pathology, the Journal of Speech-Language Pathology and Audiology, Movement Disorders and Phonoscope.

Review of submissions to the Microcomputer Applications Subcommittee for the 1996 ASHA Convention in Seattle, WA.


**PROFESSIONAL AFFILIATIONS**

Member of the American Speech-Language-Hearing Association with Certificate of Clinical Competence since June, 1991.

**ADDITIONAL INTERPERSONAL AND LEADERSHIP EXPERIENCE**

Dec. 1981 to June 1983  Voluntary missionary in Germany for the Church of Jesus Christ of Latter-day Saints.
Martin Fujiki

VITA

General Information
Name: MARTIN FUJIKI Date of Information: 12/00
Place of Birth: Ogden, UT Nationality: American

Current Job Title
Professor, Department of Audiology and Speech Language Pathology, 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
Social skills of children with language impairment

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.

**Supplemental Information**

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

**Editorial Assignments**
Issue Co-Editor, *Topics in language Disorders*, issue on adults with mental retardation.
Consulting Editor, *Communication Disorders Quarterly*, 1999-present.
Reviewer, 1995 Research grant competition for new investigators, American Speech-Language-Hearing Foundation.

**Professional Activities**

National
Member ASHA Supportive Personnel Committee, 1983-86,
Chair, ASHA Supportive Personnel Committee, 1987-88.
Member, ASHA Convention Program Committee, Language Disorders and Learning Disabilities II, 1986.
Member, ASHA Convention Program Committee, Language Disorders I, 1989.
Subcommittee Chair, ASHA Convention Program Committee, Language Disorders II, 1994.
Member, ASHA Convention Program Committee, Language & Learning in School Age Children & Adolescents, 2000.


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.


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 Status Committee, Educational Psychology, Chair, 1994/95, Member, 1995/96. University Rank and Status Council, 1996/98, vice chair, 97/98. NASDTEC, Utah State Office of Education, Teacher Education Program Approval Committee Chair, ASLP Dept. 97/98, Chair, McKay School of Education Academic Appeals Committee, 98, member, University Departmental Review Committee, 1999-2002, member, McKay School of Education Rank and Status Committee, 1999.

Professional Organizations

American Association on Mental Retardation, 1989-present.
Kansas Speech and Hearing Association, 1988-90.
Nevada Speech and Hearing Association, 1980-87, Ethical Practice Committee, 1982,
Nevada Association for Children with Impaired Hearing, Reno, 1982-84.

**Consultantships**
Language Consultant, Eagle Valley Children's Home, Carson City, Nevada, August, 1981-
Language Consultant, Children's Behavioral Services, Reno, Nevada, March, 1981-
December, 1981.

**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

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.

Co-Investigator, Social Skills Intervention with Children with Specific Language Impairment in a School Setting. David O. McKay School of Education, Brigham Young University, Provo, 9/1/97-8/31/98, $12,998.


Publications

Articles


**CHAPTERS**


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.


Richard Harris

Professional Vita

Richard W. Harris

2082 MOUNTAIN VISTA LN PROVO UT 84606-6204
UNIVERSITY (801) 375-1192
(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

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

Full Professor 1993- Present
Department of Audiology & Speech-Language Pathology
Brigham Young University
Program Chairman 1990-1997 Audiology Program
Department of Educational Psychology
Brigham Young University

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

Harris, R. W., Goffi, M. V. S., Pedalini, M. E. B., Gygi, M. A., & Merrill, A. (in press). Psychometrically Equivalent Brazilian Portuguese Trisyllabic Words Spoken by Male and Female Talkers. Accepted for publication in Pro-Fono. (Scheduled to appear simultaneously in Portuguese and English in March, 2001).


(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**


121


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, F. (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.
Panamerican Society of Audiology, 1998 - present.
Indiana Speech and Hearing Association, 1974 - 1978.
**Professional Service to the discipline**


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**

Director of Department of Audiology & Speech-Language Pathology
Chair, Advancement in Rank and Continuing Status Committee, School of Education, Brigham Young University. 1996-present.
Member, School of Education Computer Replacement Committee, Brigham Young University. 1996-1997.
Member, Comprehensive Clinic Computer Committee. 1995-present.
Member, Advancement in Rank and Continuing Status Committee, College of Education, Brigham Young University. 1993-1995.
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. 1990-1997.
Director, Brigham Young University Hearing and Speech Sciences Laboratory, Audiology & Speech-Language Pathology Area, Department of Educational Psychology, Brigham Young University. 1990-1997.
Member, Research Review Committee, College of Education, Brigham Young University, 1989-1990.

125
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 of Communication, University of Utah. 1981-1982.
Member of Clinic Advisory Committee, Division of Speech-Language Pathology and Audiology, University of Utah. 1981-1982.
Computer Literacy/Acquisitions Committee (Committee Chairman), Department of Communications, University of Utah. 1980-1982.
Curriculum Committee Chairman, Division of Speech-Language Pathology and Audiology, University of Utah. 1980-1981.
Committee on Library Acquisitions (Committee member Department of Communication, Division of Speech Language Pathology and Audiology, University of Utah. 1979-1981.

Continuing Education:

XXIV International Congress of Audiology (August-September, 1998), Buenos Aires, Argentina.

International Audiology and Phoniatics Course (August 1998), Quito, Ecuador.


External Ear Canal Examination and Cerumen Management, ASHA, Boston, MA (November 22, 1997).


ProHear Audiological Software Conference, Starkey Laboratories (December, 1996). Eden Prairie, MN.

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.

Neurometrics and Brainmapping Workshop (26-27 June 1992). 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 using Electronystagmography (March, 1991). San Diego, CA.

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.


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


1992 & 1993 Consultant to Donald Dirks, Ph.D., University of California-Los Angeles. *Real time spectral analysis using Larson•Davis 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.


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.

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**

Outstanding Member Contribution to USHA Award: In Audiology for the development of the digital hearing aid (USHA, 2000).

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.
David L. McPherson

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

  Thesis: A study of impedance in the plane of the eardrum and its relationship to middle ear
  pathology in children.

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 and Awards
The Honor Society of Phi Kappa Phi, Brigham Young University, 1995.
American Academy of Audiology, Student Research Forum Award (Mentor Award
for Outstanding Student Research), 1997.

Liscensure and Certification
California Board of Medical Quality Assurance
  Audiology (AU 460), 1978.
  Speech Pathology (SP 3399), 1978.
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 Otolaryngology, July 1973-June 1975.
Yale University, New Haven, Connecticut, Assistant Professor (Clinical), Department of Surgery (Otolaryngology), July 1975-June 1976.
University of California Irvine, Irvine, California, Assistant Clinical Professor, Department of Pediatrics, May 1980-1983.
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.
University of Southern Mississippi, Professor, Graduate Faculty, Doctoral Directive, February 1995-1996.
Brigham Young University, Provo, Utah, Professor, Department of Educational Psychology (Program in Audiology and Speech-Language Pathology), September 1991-Present.

Administrative Appointments

Director of Pediatric Neurodiagnostics Laboratory, University of California, Department of Neurology, July 1983-1991.

Associate Director, Neurodiagnostics Laboratory, University of California, Department of Neurology, January 1987-1991.

Chair, Department of Audiology and Speech-Language Pathology, Brigham Young University, Provo, Utah, 1998-present.

**Hospital Appointments**


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.


Fountain Valley Regional Hospital (Pediatrics), Fountain Valley, California, September 1983-1995.

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

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

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

Utah Valley Regional Hospital and Medical Center (Audiology and Neonatology), 1998-present.

Allied Health Sciences Education Programs (University of California, Irvine)

Coordinator, California State University, San Diego, Communicative Disorders Program, 1982-1991

Coordinator, California State University, Long Beach, Communicative Disorders Program, 1984-1991
Visiting Professor


National Service


Consultant, Ear Research Institute, Los Angeles, California, September 1978-February 1979.

Member, Orange County Audiology Task Force, Orange County Department of Education, Santa Ana, California, September 1978-December 1981.

Member, Academy of Rehabilitation Committee on Educational Models and Continuing Education, 1978-1981.


Member, Patient Care Evaluation Committee, Program Development Committee, Stroke Evaluation and Treatment Ad Hoc Committee, St. Jude Hospital and Rehabilitation Center, Fullerton, California, October 1979-May 1981.

President, Children's Hear-More Institute, Newport Beach, 1980 and 1981.

Member, Professional Advisory Group, Communicative Disorders Department, California State University, Long Beach, California, September 1980-1991.

Consultant, Assembly Bill 1022 Newborn Hearing Committee, California Children's Services, Department of Health Services, State of California, 1982-1983.

Member, Committee on Research and Graduate Education, Communicative Disorders Department, California State University, Long Beach, California, September 1982-1991.

Chair, Section on Physiological Acoustics II: Measurement of the Ear; Evoked Potentials, Acoustical Society of America (106th meeting), November 1983.
Chair, Section on Evoked Potentials, International Congress of Audiology (17th meeting), August 1984.

Member, Professional Advisory Committee, Regional Center of Orange County, 1983-1991.

Chair, Section on Physiological Acoustics, Acoustical Society of America (112th meeting), December 1986.

Member, Organizing Committee, Acoustical Society of America (112th meeting), December 1986.

Member, Interdisciplinary Practice Committee (IDPC), Children's Hospital of Orange County, 1988-1991.

Member, Organizing Committee, Acoustical Society of America (123rd meeting), May 1992.


Organizing Committee, Modern Problems of Physiology and Pathology of Hearing, Moscow, October 11-16, 1993.

Council Member (Membership Chair), International Evoked Response Audiometry Study Group, 1993-present.

Member, Organizing Committee (Slide Committee), Association for Research in Otolaryngology, 1994-1997.

Member, European Concerted Action of Otoacoustic Emissions, The European Community Biomedical and Health Research Programme (BIOMED), Commission of the European Communities, 1994-present.

Member, Early Identification of Deafness in Children in Countries of Central and Eastern Europe, 1996-present.

Member, Medical Mission to Vietnam, American Academy of Pediatrics (Division IV), 1999-present.

**Brigham Young University Service**


Book of Mormon (Rel A 121 and Rel A 122) [volunteer faculty with no reduction in teaching load], Fall 1992, Winter 1993.
Doctrine and Convenants Faculty Seminar, Spring 1993 (volunteer with no reduction in teaching load).

Chair, College of Education Faculty Development Committee, 1993-1994.

Member, College of Education Teacher Education Committee, 1993-1995.

Brigham Young University Conferences, Workshops and Colloquiums

McPherson, D. "...Trust No One to Be Your Teacher... Teaching at B.Y.U.: A Sacred Trust." Approaching a School in Zion (conference), College of Religious Education, College of Education and the Moral Character and Agency Education Research Group, March, 1993

University of California Irvine Service

Member, Pediatric Medical Group Executive Committee, May 1980-1991.

Consultant, Pediatric Pulmonary Training Center, Department of Health and Human Services, Maternal and Child Health, April 1980 -June 1982.

Reviewer, Education Abroad Program, 1982.


Member, Medical School Admissions Committee (Interviewer), September 1983-present.

Member, Pediatric Research Committee, 1983-1991.

Member, Affirmative Action Committee, Academic Senate, Irvine Division, 1987.

Member, Committee on Administration and Finance, College of Medicine, July 1987-June 1990.

Member, Committee on Allied Health, College of Medicine, July 1987-1991.

Chair, Committee on Allied Health, College of Medicine, July 1988-1991.

Member, Executive Committee of the Faculty, College of Medicine, July 1988-1991.

Member, Medical School Admissions Committee, College of Medicine, July 1988-1991.


Member, Committee on Facilities and Planning, College of Medicine, July 1990-1991.
Editorial Boards and Reviews

Reviewer, Electroencephalography and Clinical Neurophysiology, 1989-present.  
Reviewer, Ear and Hearing, 1992-present.  
Editorial Board, Otology-Neurotology, 1994-present.

Professional Societies (alphabetical)

Academy of Rehabilitative Audiology  
Acoustical Society of America  
American Academy of Audiology (Fellow)  
American Academy of Otolaryngology (Associate Fellow)  
American Association for the Advancement of Science  
American Speech and Hearing Association  
Association for Research in Otolaryngology  
Deafness Research Foundation  
International Evoked Response Study Group  
International Society of Audiology  
New York Academy of Sciences  
Society for Sigma Xi, California Institute of Technology  
American Auditory Society  
Western Society for Pediatric Research

Research and Training Support (extramural)

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


INSTITUTIONAL RESEARCH SUPPORT


Principal Investigator, Hearing, Learning and Brain Function. College of Education, Brigham Young University, 1995-1996.


Graduate Student Dissertation and Thesis Responsibility


Salamat, Mimi T., Ph.D. (1996) Variable ISI, RT, and auditory P300 with ACPT Paradigm. Thesis, Graduate School, University of Southern Mississippi. (Dr. McPherson was appointed Professor and directed her dissertation. Dr. Salamat completed her research in Dr. McPherson’s laboratory at Brigham Young University).


139


Post Graduate Students, Fellows, and Residents

Roland Lamkin, M.D., M.S., Department of Otolaryngology, University of Washington, "Electrophysiological and morphological findings in experimental aural barotrauma," 1975 (Graduate Student).

Bharati Ghosh, M.D. Fellow, Department of Pediatrics, Texas University Health Center, Lubbock, Texas. "Visual evoked potentials in neonates," 1981 (Research Fellow).


Yoshiaki Hirasugi, M.D., Assistant Professor, Department of Otolaryngology, Kyoto Prefectural University of Medicine, Kyoto, Japan. "Scalp distribution of the auditory brainstem evoked potentials in newborns and adults," 1981-1982 (Research Fellow).

Mary Thomas, M.A., Audiologist, Children's Hospital of Los Angeles, Los Angeles, California. "Auditory brainstem response to tone pips as a function of age in infants", 1982 (Graduate Student).


David Habib, M.D. Resident (PL-1), Department of Pediatrics, University of California, Irvine (Faculty advisor), 1983.

Doug Darlin, B.S., University of California, Irvine. "Cortical distribution of the somatosensory evoked potential in term infants," 1984 (Post Graduate Student).

Jennifer Williams, B.S., Department of Communicative Disorders, California State University Long Beach, Long Beach, California. "Binaural auditory processing in normal and attention deficit disordered children: An electrophysiological and psychoacoustical study," 1984 (Graduate Student).


Sylvia Diaz-Hall "Vestibular function in term infants: Correlates of auditory and vestibule evoked responses." Professor, University of El Salvador Medical School, 1988.


Andrej Senderski, M.D. (Ph.D. candidate, Poland) “Scalp Distribution of the N400 to Semantic Differences in Young Adults.” Institute of Physiology and Pathology of Hearing (Post-Doctoral Fellow), 1998-1999.

Abdel Kabel, M.D. (Ph.D. candidate, Egypt) “Neurophysiological Correlates of Memory using the MMM in Young College Age Adults.” (Post-Doctoral Fellow), 2000-present.
Undergraduate Students


David P. Wellis, University of California, Irvine. "Increased intracranial pressure effects on the auditory evoked response in the hydrocephalic rabbit," 1984-1985 (Biological Sciences Student).


Adam Sowa, Brigham Young University. "Three channel lissajous tracings (3CLT) in adults and term infants to auditory stimulation: Ontogenetic and gender considerations, " January-June 1990 (Undergraduate research experience).

Phong U. Tran, University of California, Irvine. "Auditory evoked potentials and three channel lissajous tracings (3CLT) in drug addicted infants," March 1990-present (Biological Sciences Student).


Thao H. Tran, University of California, Irvine. "Topographical analysis of brain electrical activity in the term infant," March 1990-present (Biological Sciences Student).


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

Cliff Stratton, Brigham Young University. "Middle-Latency Auditory Evoked Potentials during the first 24 hours of life," April 1993-present (Pre-Medical Student).


Julie Michaelis, “Distortion Products in Electrocochleography and Otoacoustic Emissions,” Brigham Young University, 1995 (Undergraduate Research Trainee program).


Jillyn Coleman, “Auditory Gating in Young Adults,” Brigham Young University, 1996 (Undergraduate Research Trainee program).


Heather Moore, “Sensory Gating in the Auditory System,” Brigham Young University, 1997 (Undergraduate Research Trainee program).


Mandi Kimball, Brigham Young University, 2000-2001 (ORCA Undergraduate Research) Scholarship.

Courses of Instruction
Introduction to Audiology, University of Washington, 1972.
Introduction to Audiology, California State University, Long Beach, 1979.
Graduate Seminar in Electrophysiological Measures of Hearing and Balance, California State University, Long Beach, 1980.
Graduate Seminar in Aural Rehabilitation, California State University, Long Beach, 1984.
Hearing Tests and Measurements (ASLP 438), Brigham Young University, 1991-present.
Electrophysiological Testing I (ASLP 617), Brigham Young University, 1991-present.
Pediatric Audiology (ASLP 434), Brigham Young University, 1992-present.
Electrophysiological Testing II (ASLP 618), Brigham Young University, 1991-present.
Book of Mormon I (Rel 121), Brigham Young University, 1992-present.
Book of Mormon II (Rel 122), Brigham Young University, 1993-present.
Seminar in Audiology (ASLP 690R), Central Auditory Processing Disorders in Children, Brigham Young University, Spring 1993.
Psychoacoustics (ASLP 544), Brigham Young University, 1992-present.
Acoustic Impedance Measures (ASLP 616), Brigham Young University, 2000-present.
Otoacoustic Emissions (ASLP 619), Brigham Young University, 1999-present.

National Lectures by Invitation

Brigham Young University, Provo, Utah, "Auditory evoked potential testing", February 23, 1981.


Golden West College, Santa Ana, California, "The hearing impaired infant," March 6, 1982.


**International Lectures by Invitation**


University of Milan, Milan, Italy, "Eighth nerve action potentials and cochlear microphonic recordings outside the cochlea," October 1975.


International Hearing Aid Symposium, San Diego, California, Amplification selection procedures for deaf infants in the first six months of life," March 1983.


Visiting Lecturer, “Identification and Diagnosis of Sensorineural Hearing Loss.”
National ENT Institute, Siagon, Vietnam, October 1988

Visiting Lecturer, “Identification and Diagnosis of Sensorineural Hearing Loss.”
National ENT Institute, Siagon, Vietnam, October 1988

Visiting Lecturer, “Audiological Diagnosis in Central Hearing and Speech Disorders.” Institute of Physiology and Pathology of Hearing. Warsaw, Poland, October 1988

Audiology and Logopedics. Institute of Physiology and Pathology of Hearing.”
Warsaw, Poland, October 1988.


Publications


Publications in Press (accepted for publication)

Books and Book Chapters


Published Abstracts


the Fifteenth Midwinter Research Meeting, Association for Research in Otolaryngology, 139.


Lee Robinson

Vitae

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801-378-7650
lee_robinson@byu.edu

Current Position:

January 1999-Present
Brigham Young University Speech and Language Clinic Director, Provo, UT.
Assistant Clinical Professor
Department of Audiology and Speech-Language Pathology

Education:

Brigham Young University
Master of Science August 1994 Speech-Language Pathology
Bachelor of Science August 1992 Speech-Language Pathology

Ricks College
Associate of Science June 1987 Social Science (Emphasis in Psychology)

Professional Experience:

Jordan School District, Sandy, UT.
Responsibilities included assessment and treatment of TBI, autism, AAC, language impairment, learning disability, phonological disorder, articulation disorder, fluency, dysphagia, resonance and voice disorders in pre-K to 6 populations. Additional responsibilities included the IEP process, hearing screenings, special education teaming, report writing and various committee work.

September 1998-December 1998: Adjunct Faculty
Brigham Young University, Provo, UT.
Assignment: Teach ASLP 330 Language Development. Responsibilities included teaching content, writing and administering tests, grading assignments.

October 1996-April 1997: On call Speech-Language Pathologist
Mountainland Rehabilitation, Provo, UT.
Responsibilities included treatment of TBI, stroke, birth defects, neuromuscular disease, dysphagia in pre-K to adult populations.

Professional Assignments:

Jordan School District:
April 1998-June 1998: Intern Supervisor
September 1997-June 1998: CFY Supervisor
September 1994-June 1998: Riverton Elementary Diversity Specialist
April 1997-June 1997: Intern Supervisor

Brigham Young University:
Fall 99-present: Faculty Advisor for the BYU Chapter of the National Student Speech-Language Hearing Association
April 2000: Represented the Department of ASLP BYU at the Council of Academic Programs in Communication Science Disorders Conference in San Diego

Professional Organizations:

American Speech-Language-Hearing Association, Member 1994-Present
National Student Speech Language Hearing Association, Member 1992-1994
Utah Speech-Language-Hearing Association, Member 1994-1997

Articles:


Presentations:


Lectures:

APPENDIX B: PROFESSIONAL TRACK DOCUMENT

Department of Audiology & Speech-Language Pathology

PROFESSIONAL TRACK
November 24, 1998

Purpose:
This document describes the position, responsibilities, and evaluation of Professional faculty within the Department of Audiology and Speech-Language Pathology. No more than two full-time faculty positions will be allocated for the Professional track: One in Speech-Language Pathology and one in Audiology.

This document has been approved by the Department of Audiology & Speech-Language Pathology, the David O. McKay School of Education, and Brigham Young University. Changes to this document must be approved by all three entities prior to implementation.

Faculty members in the Professional Track will be eligible for ranks of Assistant Clinical Professor, Associate Clinical Professor, and Clinical Professor. Rank and status advancement will be in accordance with this document and the University Policy on Faculty Rank and Status: Professional.

I. Position Descriptions:
   A. Director, Speech and Language Clinic, Department of Audiology and Speech-Language Pathology.
   B. Director, Audiology Clinic, Department of Audiology and Speech-Language Pathology

II. Requirements for Appointment:
   1. Earned Master’s or Doctorate degree in Speech-Language Pathology or Audiology from an accredited college or university.
   3. Utah state licensure in Speech-Language Pathology or Audiology.
   4. Skills in clinic administration.
   5. Clinical experience, preferably in a range of clinical settings.
   6. Ability to supervise the treatment of a wide range of communication problems and age groups.
7. Skills in clinical teaching and supervision.

III. Clinical Supervision and Administration:
A. Overall Activity
   1. Supervision of graduate students in speech-language pathology and audiology providing assessment and intervention services on campus and insure cohesiveness between academic instruction and clinical practice.
   2. Coordination of part-time clinical supervisor staff.
   3. Coordination of assessment and treatment practices with faculty members teaching courses in each disorder area.
   4. Coordination of all student clinical assignments.
   5. Coordination of graduate externship placements in the community, with responsibility for quality control to insure cohesiveness between academic instruction and clinical practice.
   6. Liaison with extern site supervisor and regular visits to those sites.
   7. Clinical teaching as assigned by the department.
   9. Dissemination of clinical procedures and findings.
   10. Liaison with other Comprehensive Clinic staff (records management, quality assurance, etc.).

B. Evaluation of Responsibilities
   1. Supervision of the graduate students will be in accordance with the guidelines set forth by the American Speech-Language-Hearing Association and will use the most current methods in analysis and assessment of student clinical experience.
   2. Use and implementation of current knowledge and techniques in intervention in the university clinic.
   3. Quality of externship experiences and expansion of such experiences into areas of clinical need.
   4. Development and presentation of models of clinical supervision, clinical education and delivery systems at professional meetings.
   5. Other evidence of competence will include the following:
      a. continual upgrading of clinical skills.
      b. knowing current standards of good practice in all areas of supervision
      c. participating in program development.
      d. understanding all relevant procedures and policies effecting clinical practice.
      e. maintaining the highest standards of professional conduct in all student and client interactions.
f. other evidence of competence as outlined in the University Policy on Faculty Rank and Status: Professional.

IV. Citizenship:
   A. University
      1. Adherence to the university honor code and temple worthiness, as defined by the Church of Jesus Christ of Latter-day Saints.
      2. Assignments to department, David O. McKay School of Education, and university committees may be required and as approved by the department chair.

   B. Profession
      The individual will represent the department at various professional meetings at the local, state, and national level as determined by the needs of the program.

   C. Community
      The individual will seek ways in which the clinical services of the department may be of assistance to the local and state community.

   D. Evaluation of Citizenship
      Citizenship will be assessed on the basis of contributions made to the university, profession, and community. Specific activities may include the following:
      1. contributing to a spirit of collegiality within the department, school, and university communities.
      2. participating in university and college activities, including attending convocations, dept. and college meetings, etc.
      3. service on department, school or university committees
      4. service the profession, including service on editorial boards, editing newsletters, and membership in professional organizations, holding office or serving on committees of professional organizations, etc.
      5. other evidence of citizenship, as outlined in the University Policy on Faculty Rank and Status: Professional, may also be considered.

V. Teaching:
   A. Courses
      The individual will be assigned undergraduate teaching responsibilities dependent upon departmental need. Release time from other duties will be made to compensate for such assignments.
B. Assessment of Teaching

Teaching will be assessed on the basis of peer and student evaluations. Other evidence of teaching competence will include the following:

1. developing an individual teaching plan
2. presenting state-of-the-art information, in line with current standards of good practice
3. linking information and theory taught in academic courses in the program to clinical practice
4. continually improving teaching technique
5. other evidence of teaching competence as outlined in the University Policy on Faculty Rank and Status: Professional.

Requirements of this document may be superceded by the most current University Policy on Faculty Rank and Status. Where a conflict arises the criteria will be deferred to the university document. Where no criteria are specified interpretation will defer to the departmental document. The faculty member has a responsibility to be familiar with the University Policy on Faculty Rank and Status: Professional document and meet those existing criteria.
APPENDIX C: UNDERGRADUATE HANDBOOK

Audiology and Speech-Language Pathology (ASLP) at BYU
Undergraduate Handbook (August 2000)

Overview
This handbook aims to tell you all the important things about majoring in Audiology and Speech-Language Pathology (ASLP) at BYU. Herein are what we hope are clear, accurate, honest answers to frequently asked questions. Please let us know if there are other questions and answers we should include, or if something doesn't seem that clear, accurate, or honest.

Getting Into the Major
• What is the major in Audiology and Speech-Language Pathology (ASLP) all about?
• What can I do with a bachelor's degree in ASLP, and what can't I do?
• How do I change my major to ASLP?
• Where can I learn more about the ASLP professions?

Completing the Major
• Which classes must I take?
• Can I skip the prerequisites for certain classes?
• Which semesters are certain courses offered?
• I'm going to be a junior: what sequence of classes should I take to graduate on time?

Courses and Pre-requisites flowchart
• I'm a transfer student: which classes should I take?
• Which electives would help me as an ASLP major?
• When do I get to work with clients?
• Where are ASLP books kept in the Library?
• Which things does the Education Advisement Center (EAC) do?
• What about General Education (GE) classes?
• What are the professional organizations in ASLP?
• What is ASHA, what are its benefits, and when can I join?
• What is NSSLHA, what are its benefits, and when can I join?
• Who was Dr. Alonzo J. Morley?
• Is the John Taylor building a safe place?
• Is there any financial aid available to BYU ASLP undergraduates?
• How do I get back and forth between main campus and the John Taylor building without being maimed or killed on 900 East Street?

Classes, Faculty, Planning Ahead
• Help: I'm doing poorly in a class. What should I do?
• Can I work clinically before earning a bachelor's degree?
• Should I become involved in research, and how do I do so?

Graduate School and After Graduation
• What career options other than ASLP are possible for ASLP majors?
• How do I get into graduate school?
• How do I get letters of recommendation?
• How do I take the GRE?
• Can I get into the SLP master's program at BYU?
• Is it worth repeating classes to raise the grade?
• What about master's programs other than at BYU?

The Audiology and Speech-Language Pathology Minors
• How can I earn a minor in ASLP?

• Getting Into the Major
What is the major in ASLP all about?
Choosing to major in ASLP means that you are genuinely interested in learning all you can about how to help persons with hearing, speech, and language disorders. The goal of the ASLP faculty is for you to become educated. Becoming educated means knowing academic material to the depth that you can make practical application of that material with clients. Our goal is to have you gain the basis for becoming an exemplary professional to whom we could refer our own parent or child, rather than have you merely take courses, pass exams, and get grades.

What can I do with a bachelor's degree in ASLP?
The bachelor's degree in ASLP gives you a good introductory grounding in the normal anatomy and processes of language, speech, and hearing, and an introduction to disorders, instrumentation, and data collection procedures in these areas. Thus, in conjunction with General Education coursework, a major in ASLP is a "liberal arts" degree. Typically, earning a bachelor's degree in ASLP allows you to apply for admission to a graduate degree program in either audiology or speech-language pathology. A master's degree in SLP is required for national certification, for state licensure, and for public school licensure in almost every state. Audiology is moving toward requiring a doctorate in audiology, a degree not offered at BYU.

What can't I do with a major in ASLP?
You can't teach school, do surgery, counsel people with personality or social problems, or prescribe medication. In fact, you can't legally be an audiologist or a speech-language pathologist, until you complete a master's degree in the major, including clinical requirements. You can't be a "teacher of the deaf"; that is a separate major, one which is not offered at BYU.

How do I change my major to ASLP?
The Education Advisement Center (120 MCKB) staff members work with undergraduate students in ASLP. Declaring ASLP as a major is done by working with them to get entered into the computerized record system. They will also meet with you periodically to make sure that you are making progress toward completing degree requirements, and you may meet with them whenever you need to discuss General Education or other graduation requirements, or other issues related to earning an honorable exit from BYU.

Where can I learn more about the ASLP professions?
The best source is probably the ASLP 133 course, Introduction to Audiology & Speech-Language Pathology. This web-based course surveys the breadth of these two fields, explores their interconnection, and offers glimpses into clinical practice.
A second source is visiting www.asha.org, the website of the American Speech-Language Hearing Association. This site discusses professional issues and contains job ads, reviews of books and materials, clinical and legal requirements state-by-state, government issues, etc.

- **Completing the Major**
  Completing the undergraduate major means taking all the required courses. At present, no additional requirements (senior thesis, comprehensive exam, minor, etc.) are required.

**Which classes must I take?**
- All students take: ASL 101, Math 110, Stat 221, Physics 167, Zoology 260, IPT 286
  ASLP 133, 230, 320, 321, 330, 331, 334, 350, 351, 434, 438, 444, 450

**Can I skip the prerequisites for certain classes?**
  Basically, no. To aid in "streamlining" graduation requirements, the faculty have only made prerequisites to courses when skipping such a prerequisite will affect your performance (i.e., your grade) for the course. Faculty will not tutor you on prerequisite material, nor adjust your grade in light of not having the prerequisite.

**Which semesters are certain courses offered?**
  The plan for course availability by semester is as follows; though we try to minimize changes, this information is subject to change. All courses are ASLP department offerings unless indicated. Classes marked with an asterisk have a prerequisite; see the list of courses above. Credit hours are indicated in parentheses.

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I'm going to be a junior: what sequence of classes should I take to graduate on time?

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This plan assumes you have already taken high school algebra (Math 97) and physical science 100. If you have had math 97, you could probably handle physics 167 even without physical sci. 100 (though it is required for G.E.) if you really worked at it. If you are rusty or insecure about algebra, take math 97 the semester or term before math 110.
Courses and Pre-requisites flowchart

ASL 101 (4:F,W) Conversational ASL, Part 1

ASLP 133 (2:F,W) Introduction to SLP&A

ASLP 230 (3:F,W) Language Science

ASLP 330 (3:F) Language Development

Physics 167 (3:F,W,Sp) Acoustics

ASLP 331 (3:F) Phonology

IP&T 286 (1:F,W,Sp,Su) Inst. Tech. in Teaching

ASLP 334 (3:W) Basic Hearing Science

ASLP 350 (3:W) Language Disorders

ASLP 351 (3:W) Artic. & Phonological Disorders

ASLP 320 (3:F) Speech Anatomy

ASLP 321 (3:W) Speech Science


ASLP 334 (3:W) Basic Hearing Science

Math 110 (3:F,W,Sp,Su) Prerequisite: Math 97


ASLP 350 (3:W) Language Disorders

ASLP 434 (2:W) Pediatric Audiology

ASLP 438 (3:F) Hearing Tests & Measures

ASLP 321 (3:W) Speech Science

ASLP 444 (3:F,W) SLP Hearing Impaired

ASLP 450 (3,W) ASLP in Schools
I'm a transfer student: which classes should I take?
You need to take all the BYU required classes in the major, EXCEPT those that the BYU instructor accepts as equivalent. If the BYU instructor agrees that your class(es) meet the same level of breadth, depth, and rigor as the BYU class(es), they will write a memo to the Ed. Advisement Center (countersigned by Dr. McPherson or Dr. Channell) which will then waive the BYU class, or they will have you write such a memo for them to sign and send.

Which electives would help me as an ASLP major?
Audiology and speech-language pathology are multi-disciplinary fields, building on theories, methods, and findings from psychology, linguistics, physiology/neurology/medicine, acoustics, electrical engineering and technology, education, statistics, and philosophy. Nowadays, you just can't have too much math or computer science, and the experience of learning a foreign language is extremely valuable.

If you are aiming toward a career in working with children, coursework in reading/language arts, learning disabilities, and child development would be a great investment. For a career working with adults, courses in neurology, gerontology/aging, and clinical psych would be a wise use of time.

When do I get to work with clients?
Only graduate students will receive supervised clinical practicum hours in speech and language. The reason we deleted undergraduate practicum was a shortage of qualified part-time supervisors. We have tried to increase the number of video observation experiences.

Where are ASLP books kept in the Library?
ASLP books are found on the first, second, third, and fifth floor of the Harold B. Lee Library. Also, in electronic reference searching, try both social sciences (first floor), life sciences (second floor), and humanities (fifth floor) resources.

Which things does the Education Advisement Center (EAC) do?
(1) The EAC enters you into the computer as an official major or minor
(2) offers advisement on meeting general and religious education requirements
(3) monitors your progress toward graduation
(4) handles exceptions and academic/administrative problems (if any)
(5) maintains your permanent graduation file and approves your graduation
(6) provides scholarship application information and forms
(7) gives official BYU endorsement for public school certification to state agencies.

What about General Education (GE) classes?
The choice of classes taken to fulfill University GE requirements is left to the student. Some ASLP-major required courses also fill certain GE requirements; prudent planning can thus save time toward graduation. Any GE Advanced Writing class is acceptable for ASLP majors. Because ASLP ties into so many other fields, the faculty view GE courses as an important adjunct to courses in the major. We wish that all students could complete the foreign language GE requirement as well as filling the advanced math/statistics courses that we require.
What are the professional organizations in ASLP?
The two main societies are ASHA and, for students, NSSLHA; audiologists have lately been getting more into the American Academy of Audiology (AAA). The local branch of ASHA in Utah is USHA. USHA sponsors one or two state conferences per year and works on professional and legal issues in the state. AAA sponsors a national convention and other resources for audiologists including a website: www.audiology.org; ask an Audiology faculty member for more information. ASHA also sponsors several special interest groups; information on these groups is published in the ASHA magazine or is available directly from ASHA at (301) 897-0039. ASHA also sponsors a web site: www.asha.org

What is ASHA, what are its benefits, and when can I join?
ASHA is the American Speech-Language Hearing Association. ASHA handles the national certification effort, works with states to set professional standards, publishes journals containing research in speech, language, and hearing and their disorders, sponsors a national convention (useful for papers presented and products displayed), and sponsors other workshops and information dissemination efforts. Persons who complete a master's degree, including specified coursework and clinical practica, a supervised, paid first-year on the job (the Clinical Fellowship Year), and pass a long multiple-choice test are eligible to join ASHA and receive national certification (the Certificate of Clinical Competence). For your dues, you receive 2 of the 5 journals, remain certified, vote for officers, and other benefits.

What is NSSLHA, what are its benefits, and when should I join?
NSSLHA, the National Student Speech Language Hearing Association, is the student branch of ASHA. Typically pronounced as "nish-luh", it exists both at a national level and as a local chapter at BYU. Membership in the national NSSLHA costs around $40 and gives you subscriptions to two ASHA journals (which cost the faculty $180/year) as well as a discount on the cost of joining ASHA, which you will want to do if you stay in the field. NSSLHA membership also gets you a reduced price on registration for the annual ASHA national convention, access to a job placement service, etc.

The local chapter of NSSLHA sponsors guest speakers, sometimes service projects, and social events. Typically, it costs about 10 dollars per year. NSSLHA also typically orders custom sweatshirts and its president is invited to ASLP faculty meetings.

Who was Dr. Alonzo J. Morley?
Dr. Alonzo J. Morley (1903-1995) was one of the earliest PhD degree recipients in speech pathology and was the first speech pathologist to join the faculty at BYU. Aside from starting BYU's speech pathology program and the speech and hearing clinic, he was deeply involved in the dramatic arts and in community service. The first ASLP-specific scholarship fund at BYU was started in honor of Dr. Morley and his wife by their children.

Is the John Taylor building a safe place?
The Taylor building houses the Clinical Psychology and Social Work programs (among others) and so clients with a wide variety of emotional and sexual disorders pass through or wander around on their way to the clinics upstairs. BYU Security treats the Taylor building as being of higher risk for both personal and property crimes.

Is there any financial aid available to BYU ASLP undergraduates?
Yes. ASLP majors are eligible for a number of scholarships through the McKay School of Education. Information on these is obtained from the Education Advisement Office (120 MCKB). If you have any well-to-do relatives, you might drop a hint for a marvelous, tax-deductible opportunity in that regard.
How do I get back and forth between main campus and the John Taylor building without being maimed or killed on 900 East Street?

Your best bet is to always cross 900 East inside a car, preferably one with airbags. Your next best bet is to cross that street at the light at 1200 North, cutting along the north edge of the Law School to reach the main campus. Bring some light reading, as the 900 East traffic light is set to largely ignore east-west traffic.

**Classes, Faculty, Planning Ahead**

**Help: I'm doing poorly in a class. What should I do?**

There are several main reasons why students do poorly in classes. Some are:

a. *The student is in the wrong field.* Success in any major is a combination of pre-existing skills or abilities combined with work at the new learning tasks. Students who have never studied music probably won't be able to succeed as a music major; students who find math challenging will probably not make it through as electrical engineering majors. The skills needed for success in ASLP are perhaps less obvious, but would include generally good-but-not-excellent abilities at math, language, biology, science in general, and both writing and public speaking. Many if not most of our students seem to have shown unusual skill or motivation at foreign language learning, music, or organizing humanitarian service projects.

b. *The student is generally capable in the major but one area of the field is perceived as difficult or repulsive.* Success in ASLP means being able to do well in several fields: students learn principles of acoustics, anatomy, audiology, embryology, genetics, linguistics, medicine, psychology, neurology, statistics, rehabilitation, gerontology and even philosophy. Some students tend to lean toward speech science and anatomy, others toward child language, others toward adult neurological; however, a student must do "good" work in all areas as well as doing outstanding work in a favorite area. Students must be able to be able to look analytically at language, speech, and hearing; breaking each of these processes into components and grasping how the components work together for communication. The ASLP bachelor's and master's degrees are like your "general education" in the field; specialization is typical only in doctoral programs. If this idea fills you with dread, perhaps you need a narrower major that allows you to go more in depth in a selected area.

Sometimes, the student just doesn't have the background in a particular area, like math. The solution here is to bite the bullet and take courses that you need (such as Math 97), even if they are not explicitly required and you want to see yourself as more advanced.

c. *The exams don't seem to measure the material covered in the lectures and the text(s).* Instructors vary in their teaching and testing abilities, and some teaching or testing styles appeal to some students and not to others. This diversity will be seen later in how hard or easy it is to please certain supervisors or clients in the workplace. The small number of ASLP faculty limits the amount of choice available regarding instructors. This becomes a real barrier to progress when the student chooses to blame the teacher for the student's poor accomplishment, rather than thinking of each instructor as a new language to learn to speak.

d. *The student is trying to lead a normal life and still do well in classes.* Well, sorry, not every student can do that. School, especially in a chillingly competitive climate as BYU is becoming, has to come first. (Actually, being a good person comes first; school comes second.) Roommates, dating partners, etc. come lower on the list, if you want to do well enough to have options for graduate study. Even a spouse needs to sacrifice some time with you toward letting you do well.

e. *Outside factors (health, job, church calling, social) diminish time and motivation to study.* Some of these factors are beyond your control, others aren't. Either way, you need time and concentration to learn the material in the classes, and if you can't free it up, you'll need to settle for lower grades and fewer eventual options. The ASLP faculty would rather have you take longer to graduate and do better, but sometimes that isn't possible in your circumstances. The standards won't be lowered just because you have
f. The student is lazy or spoiled or distracted or undisciplined and can't coast through ASLP classes like they did in high school or junior college classes. Here at BYU you are surrounded by and competing with other people who were also able to coast through high school. Perhaps the most chilling realization you'll come to is that some of them didn't coast, even though they are as smart as you or even smarter. Other people learned good work habits and though you might have possessed more raw ability, they end up passing you by, in a tortoise-like manner. The solution here is to bite the bullet and pay the price, remediately learning self-denial. See the folks in the Counseling and Development Center in the Kimball tower for help on study skills.

Not to name any names, but some of the faculty started their academic careers in a manner that would be best described as... (ahem) quite undistinguished. The faculty know that some people are later-bloomers in terms of self-discipline, and though they base course grades on performance, complete turn-arounds are respected and can help to balance out earlier mediocre work when getting recommendations for graduate school. Of course, self-proclaimed turn-arounds don't help much if at all.

g. The student's mind has been darkened by sin. This result typically grows out of a lack of testimony or a lack of self discipline, and usually both. Carrying around major unconfessed transgressions, persisting in transgression or in fantasy about transgression deprives you of the help of the spirit both in your academic work and in your life at large. It consumes much of your mental energy and hope. You may try to compartmentalize your life, so that by not thinking about your shame and guilt, you can still perform the outward behaviors associated with success; but this strategy leads to a shallowness which festers and eats you hollow over time.

Can I work clinically before earning a master's degree?

You cannot legally or ethically work as an audiologist or a speech language pathologist before earning a master's degree. Working as a speech aide is only legal under the direct supervision of a licensed Aud or SLP, meaning they are present at all times. It is only ethical to provide services when you are competent to do so.

Should I become involved in research, and how do I do so?

Perhaps. If you get involved in faculty research and do well, it will strengthen your application for graduate admission, at BYU or elsewhere. However, if you are not able to give it 100%, or it turns out to be over your head, it will harm your application.

Read the faculty publications. Volunteer as a research subject whenever possible. Show initiative in learning what faculty are doing; if that work is intriguing to you decide if you have the time and energy to volunteer. Money may be available from a faculty member's grant or through the Undergraduate Research Trainee (URT) program.

Undergraduate students involved in research are a liability until adequately trained; training is an investment and is not meant as a charity to allow you to get paid. The advantage to faculty members is that if (a) your grades and aptitude look good enough for graduate school, (b) you seem hard-working and pleasant enough to deal with long term, (c) you learn the skills needed to be useful on the research project, then faculty will have a master's student who can contribute to that research project during graduate school.
• Graduate School and After Graduation

What career options other than ASLP are possible for ASLP majors?

A major in ASLP is a solid liberal arts degree emphasizing human communication and connections between the physical & biological sciences and the behavioral sciences and humanities. If you look not to be heading to grad school, invest in the BYU Placement Center, insist they treat you as a liberal arts major ("like communications or English non-teaching"), and let them help you find a pleasing career path.

Three related master's programs at BYU are worth considering: the Master's in Public Administration (through the Mariott School of Management), the TESOL program (Linguistics dept.), and Special Ed (post-bachelor's certification in mild/moderate or severe/profound or master's program; see Dr. Dyches in 328 MCKB).

A bachelor's degree in ASLP would be a good pre-law degree, if you took Philosophy 205, a couple other Philosophy classes, and an LSAT prep class. It would also be a good pre-MPA degree; plan to squeeze in a couple Economics classes and a GMAT prep class. It is not a good pre-med degree, unless you start early in the pre-med program and take all the chemistry, etc. required for medical school.

How do I get into graduate school?

Get excellent grades, do well on the GRE, become known in unobtrusive and respectable ways by the faculty (i.e., don't be a whiner), get strong, supportive letters of recommendation, and file all application materials on time.

How do I get letters of recommendation?

Ask faculty members who know you and in whose classes you have done the best. Allow them 2-3 weeks of lead time, give them stamped, addressed envelopes, perhaps a short resume containing grades in courses and favorable things they might mention.

How do I take the GRE?

This exam is offered through the Sylvan Learning Centers; the BYU testing center can give you details. It is probably worth it to buy a "How to prepare for the GRE book" at the BYU bookstore (upstairs). Taking ($$) a minicourse might help you get a higher score. Review algebra; take Philosophy 205 --which covers logic and reasoning-- if you have time.

Can I get into the SLP master's program at BYU?

It depends on your grades, your GRE score, and your image as perceived by the faculty as to whether you will do a good thesis, apply "book learning" to clinical and research problems, and can acquire strong clinical skills. Every applicant is considered as an individual first; outstanding promise or performance in one area can diminish gaps in some other area. On the average, those admitted have GRE scores over 1650 and last 60 semesters hours' GPAs of 3.5 or higher. The likelihood of your admission depends on the qualifications of that year's other applicants.

Is it worth repeating classes to raise the grade?

It depends. If you were ill or severely distracted, and did poorly because you missed carrying out the preparations of which you are capable, then yes. If you worked hard (or as hard as you will work on the repeat) then no. Unless you raise a grade dramatically and to the top, like from a "C" to an "A," it won't help your overall image. For example, raising a "D" to a "C+" won't impress people, and raising an "A-" to an "A" will only prompt questions about your mental health. Repeating the class and getting the same grade (or lower) will harm your chances for graduate admission. Faculty want graduate students who will do well in graduate classes and clinical assignments the first time taken. But we understand that some grades do not accurately reflect an individual's overall fitness for graduate admission.
What about master's programs other than at BYU?

They exist and vary in quality and competitiveness. There are enough SLP graduate programs that students with a B+ average (3.4 on the last 60 hours) or better can usually get in somewhere. Graduate programs in Audiology are generally less difficult to get into than SLP programs. In our field, getting a bachelor's and master's from the same school has no stigma to it, as the two degrees together constitute a general education in the field. Changing schools gives you a more diverse perspective, but most often, you'll have to backtrack and take a few extra courses.

• The Audiology and Speech-Language Pathology Minor

How can I earn a minor in ASLP?

To have a minor noted on your transcript and diploma, you need to declare it through the Education Advisement Center (EAC), located in 120 MCKB.

The requirements for a minor are to take ASLP 133 and 14 additional hours of ASLP courses. Pre-requisites for courses must be observed. An ASLP minor DOES NOT qualify you to work as an audiologist or as a speech-language clinician or therapist, even in a preschool.
APPENDIX D: GRADUATE HANDBOOK

2000-2001 Graduate Handbook
Audiology and Speech-Language Pathology (ASLP) Department

0. About this handbook

1. Overview of ASLP graduate programs

2. Admissions procedures
   2.a. Program size
   2.b. Application deadline
   2.c. Required information from applicants
   2.d. Dispensation of submitted materials
   2.e. Candidate ranking criteria
   2.f. Admission and alternates
   2.g. Admission for certification only

3. Between admissions and program start

4. Program requirements
   4.a. The Plan of Study
   4.b. Progress toward graduation
   4.c. Minimum registration
   4.d. Required academic courses
   4.e. Non-BYU course equivalence
   4.f. Course performance expectation
   4.g. Clinical practicum
      4.g.1. Clinical hours
      4.g.2. Plan for clinical study
      4.g.3. Student responsibility to clinical sites
      4.g.4. Clinical progress ratings
      4.g.5. Recording clinical hours
      4.g.6. Client confidentiality agreement
   4.h. Thesis requirement
      4.h.1 Selecting a thesis topic and chair
      4.h.2 The sections of the thesis
      4.h.3 Thesis style requirements
      4.h.4 APA Style and variances
      4.h.5 The prospectus
         4.h.5.a Prospectus meetings
         4.h.5.b Prospectus defense scheduling
         4.h.5.c Recording prospectus completion
      4.h.6 The thesis defense
         4.h.6.a Scheduling the thesis defense
         4.h.6.b Thesis defense tasks
         4.h.6.c Possible thesis defense outcomes
   4.i. The Comprehensive exam
   4.j. The Exit Interview
   4.k. Graduation ceremonies

5. Financial Issues
   5.a. Tuition Scholarships
   5.b. Assistantships

6. Graduate Student Evaluation
   6.a. Schedule
   6.b. Procedures
   6.c. Notification

7. Resources and other concerns
   7.a. How long records are kept
   7.b. Faculty access and availability
   7.c. Student mail boxes
   7.d. Computer and network access
   7.e. Lab access and TLRB access
   7.f. Student Organizations
   7.g. Student representation
   7.h. Grievances

176
0. About this handbook
This handbook lists the policies procedures, resources, and expectations for graduate students in the department of Audiology and Speech-Language Pathology. **This version of the handbook supercedes and replaces all previous versions, memos, and updates.** Its information is subject to correction or change at any time either by the department or due to changes in university policy or procedure. Current students will be promptly notified by memo of any changes. The contact person for questions about this handbook is the ASLP Graduate Coordinator Dr. Ron Channell, 128 TLRB - BYU, Provo, Utah 84602; (801) 378-6457; email: channellR@byu.edu

1. Overview of ASLP graduate programs
The graduate programs in Audiology and in Speech-Language Pathology at BYU lead to the master of science degree and to completion of all the American Speech-Language Hearing Association (ASHA) certification requirements except for the Clinical Fellowship Year (CFY). Admissions applications for the upcoming academic year are considered in February; admitted students may arrange to begin coursework in any semester or term. Students entering the program with all undergraduate prerequisite courses completed typically take five or six semesters to complete the program, with spring and summer terms counting together as one semester. All students are required to write an acceptable thesis.

The workload (but not the credit hour distribution) reflects a division roughly into thirds: about one-third coursework, one-third clinical work, and one-third thesis.

2. Admissions procedures
Admissions decisions to either MS (Audiology or SLP) program are made by the ASLP department faculty as a whole.

2.a. Program size
The Audiology program may have up to 20 students at a time, and the SLP program 30 students. Obviously, the number who graduate or leave the program each year will affect the number of new students who can be admitted.

2.b. Application deadline
The application deadline each year will be the first work day in February. Applications are reviewed only once a year.

2.c. Required information from applicants
The following materials are submitted to the BYU Graduate School (B-356 ASB): (a) Application form & fee, (b) Transcripts from all colleges or universities attended, (c) Graduate Record Exam scores, (d) Three letters of recommendation, and (e) Letter of intent.
2.d. Dispensation of submitted materials
Application materials sent to the ASLP department are held for one year and then destroyed if the student was not admitted.

2.e. Candidate ranking criteria
Each faculty member rates each applicant in two areas (academic and professional) using a 1 (lowest) to 5 (highest) scale. The academic scale is multiplied by 1.5 and is added to the professional rating; each applicant thus receives a rating from 2 (lowest) to 12.5 (highest). These ratings are averaged, and candidates are placed on a ranking list from the highest down to the lowest average ranking.

2.f. Acceptance and Alternates
Given the number of openings, the capacity of faculty in a MS program, and the quality of applying students, the faculty decide on the number of anticipated openings. Admission is offered starting with the students at the top of the list until the number of anticipated openings is filled. Well-qualified students below this cut-off point are placed on a list of alternates.

Admitted applicants are given 30 days to either accept or decline admission. If someone declines, the top person on the alternate list is contacted by phone and asked if they are still interested. If so, they are offered admission; if not, they are removed from the alternate list.

2.g. Admission for certification only
The ASLP department has no non-degree programs for certification, fulfilling prerequisites, or continuing education.

3. Between admissions and program start
Students are assigned a graduate advisor at the time of admission, and should contact their advisor about transfer classes, classes to register for, and any other questions. Students should try to meet all the faculty and chat with each about their research areas and thesis possibilities.

4. Program requirements
4.a. The Plan of Study
The Plan of Study is a form designated by the BYU Graduate Office for the declaration by the student of the courses which, with approval of the student-selected advisory committee, will be taken to complete the master's degree. This is essentially a contract with the university that the degree will be granted upon completion of the comprehensive exam and the courses listed on the form (including 699R, Thesis).

The ASLP secretaries help with filling out the form, which is then signed by the advisory
committee and sent to the ASLP Graduate Coordinator. The advisory committee is three or more graduate faculty members. The advisory committee chair is the graduate faculty member who will chair the student's thesis. The advisory committee will also function as the thesis oral examining committee.

The Plan of Study should be filed during the first semester of graduate study. With advisory committee consent, changes in this plan of study can be made, including changes in advisory committee membership.

4.b. Progress toward graduation
Students who are making progress toward graduation may take up to 5 years to complete the master's degree. Progress is defined as acceptably passing classes, progressing toward thesis and clinic requirement completion, and passing the comprehensive exam. Each student's progress toward degree completion is evaluated three times a year, shortly after the end of each semester.

4.c. Minimum Registration
Minimum registration is 6 credit hours per year, plus students must be registered for at least two hours during the semester of the thesis defense (spring and summer together count as one semester).

4.d. Required Academic Courses
The required academic courses are listed in the BYU Graduate Catalog and on the plan of study form. A total of 6 hours of thesis (699R) and at least 6 hours of clinical practicum (680R and/or 685R); these are taken one or two hours at a time across several semesters.

4.e. Non-BYU course ASLP equivalence
Though a student may have taken courses elsewhere, BYU's Audiology and Speech-Language Pathology programs must certify to ASHA that the requirements for clinical certification have been met. Thus the ASLP department needs to be convinced that courses taken elsewhere are equivalent in breadth, depth, and rigor to BYU's courses.

The student should obtain a copy of the ASLP Undergraduate handbook, which lists required classes taught at BYU on the undergraduate level, and meet with the instructor of the BYU equivalent class, prepared with documentation such as texts, syllabus, exams, notes, etc. to determine course equivalence. Courses for which equivalence cannot be established are listed on the Plan of Study form and taken as part of the graduate program.

4.f. Course performance expectation
Students must earn a grade of B (not B-) or better in any prerequisite or undergraduate class for it to count toward degree requirements. Students who receive a B- or lower in an undergraduate class must register for and complete the entire class the next time it is
offered. The GPA in undergraduate classes must also remain above 3.5 for satisfactory progress.

4.g. Clinical practicum
The clinical experiences are the "labs" for the academic courses in both disorders and scientific foundations. Clinic constitutes approximately one-third of the student's graduate work. Students should plan their clinical work with the same care they plan their thesis and their academic program. Becoming a competent clinician and giving high-quality care to their clients should be high priorities. Clinical expectations are detailed in the manual for ASLP 685R.

4.g.1. Clinical hours
A total of at least 375 clinical hours (including the 25 observation hours that the student should have earned as an undergraduate) are required by ASHA and for BYU graduation. Fifty of these hours must be completed on-site at BYU, before going to any extern sites. Students are required to earn their remaining hours in at least two other sites--generally one hospital and one school. Earning clinical hours in more than two other sites gives the student a broader experience base and is recommended for those wishing to become practicing clinicians.

BYU's clinical program is set up to thoroughly orient and train the student during the in-house phase, then to give them experience with many client types, in different extern settings. Descriptions of all the extern sites are on file in 136 TLRB. As the student completes the in-house training, they should consider which extern site options would best suit their interests.

4.g.2. Plan for clinical study
During the first semester, the student meets with the clinic director to formulate a plan for clinical study. This is a term-by-term outline of the clinical program, similar in function to the study plan or the thesis prospectus. The plan for clinical study takes into account the student's workload, as it varies by semester with class and thesis plans. It helps assure that

- the student will have high-quality clinical experiences
- student demand is coordinated with site availability.
- students are not scrambling to "get hours" at the end of their program
- student individual clinical needs and interests are taken into account.

The student must meet with the clinic director to have any changes in the clinical plan approved.

4.g.3. Student responsibility to clinical sites
A site (extern site or BYU clinic) is a complete experience. Students don't "get hours" at their convenience; they work as a professional at a site on that site's terms until the experience is complete. Their cooperation with site requirements helps the ASLP
department to maintain harmonious relationships with the various sites; it also helps the student have a less fragmented, more satisfying and useful experience.

4.g.4. Clinic progress ratings
Clinical progress is assessed by the clinic director, with input from on- or off-site supervisors. Progress ratings are based on a list of global and specific competencies (see clinical handbook).

4.g.5. Recording clinical hours
Students are responsible to insure that practicum hours are safely recorded in the ASLP department office.

4.g.6. Client Confidentiality Agreement
Each graduate student must have a signed Client Confidentiality Agreement form in their file in the ASLP department office before doing any observation, assessment, or treatment hours.

4.h. Thesis requirement
A thesis is a written document that describes a completed research project which represents an original contribution to the knowledge of the field. This document describes the study's rationale, hypotheses, relevant literature, methods, findings, and conclusions. It is written to allow others to learn how and why the study was done, what was found, and what these findings might mean for the field.

The thesis is usually a result of a student's close collaboration with one or more faculty members. It is available for review by anyone in the University and is the topic of the final oral examination, which examination is also known as the Thesis Defense, Oral Defense, or the Final Defense.

4.h.1. Selecting a thesis topic and chair
The student selects a thesis chair from among the ASLP graduate faculty, subject to the chair's agreement. The graduate faculty are (in alphabetical order) Drs. Brinton, Channell, Culatta, Dromey, Fujiki, Harris, and McPherson. Chair selection is made mainly on the basis of the student's interest in doing a thesis in a faculty member's area of research expertise. When chosen, the thesis chair takes over as the student's general academic advisor as well. The selection of a thesis chair is made official by having that person sign (as chair) on the Plan of Study (Form 3). If circumstances such as major changes in thesis topic, preference, or faculty availability arise the student may select a different chair.

The university requires that the student take a cumulative total of (at least) 6 hours of thesis credit (ASLP 699R). The ASLP department requires that no more than two of these hours may be taken before prospectus approval.
4.h.2. The sections of the thesis

- **Front pages:** Several pages at the front of the thesis are mandated by the Graduate School, such as a title page, committee acceptance page, approval pages, abstract, table of contents, and so on. These front pages are available in electronic format and should be adapted for use.

- **Introduction:** The Introduction gives an overview of the topic and justifies this topic as a contribution to the literature of the discipline. It cites facts which serve as premises from which the thesis topic is a logical deduction. It shows how the thesis addresses a topic of real concern or interest in current literature and explains why the study will add something non-trivial to that literature. It culminates with a succinct statement of the particular problem or hypotheses to be examined.

- **Review of Literature:** In this section, the student demonstrates a clear understanding of the literature which surrounds and justifies the current topic. The sources of ideas important to the thesis are cited, and empirical studies which underlay or justify the focus or method of the current study are discussed in detail.

- **Method:** The subjects, instruments, measures, and procedures are described here in sufficient detail to allow replication by other researchers. This section must build the reader's confidence that the data collected will be valid, reliable, and relevant to answering the research questions or hypotheses posed in the introduction.

- **Results:** The findings of the study are presented here, illustrated with tables or figures as expedient. Explanation or interpretation is saved for the Discussion section.

- **Discussion:** The findings (results) of the current study are discussed in reference to (a) the hypotheses or questions posed in the Introduction, (b) the methods used in the study, and (c) the findings or conclusions of other studies cited in the Introduction section. The implications of the findings for any theories or clinical practices discussed in the Introduction, as well as for future research, are described here.

- **References:** All references cited anywhere in the thesis are included here.

- **Appendices:** The committee may specify the inclusion of raw data, additional tables or figures, informed consent form, etc. as appendices.

4.h.3. Thesis style requirements

Thesis *style* refers to the page layout, method of referencing, format for tables, and so on. The style of the front pages, and the requirements for margins, fonts, and other thesis aspects are set by the Graduate School. Other aspects are determined by the ASLP department.

4.h.4. APA Style and Variances

Theses in ASLP will use the style guidelines in the Publication Manual of the American Psychological Association, 4th Ed., commonly known as the APA Manual, except for the sectional division (described above) and the following changes or clarifications:

1. Don't include a second title page or abstract; use only the University title and abstract pages as specified above.
2. Except for the front pages, the thesis is printed double-sided. Copies submitted to
the library for binding must be on 24 pound, acid-free bond.

3. Margins: 1.5 inches on the bound edge, 1 inch on other edges, with the top of the
page numbers one half inch from the top, one inch in from the outside edge.

4. No corner heading with the page number.

5. Tables may be single spaced but still (as in APA) leave a blank line above and
below spanner lines.

6. Use italics instead of underlining throughout.

7. Tables and figures may be mixed into the text, or if on separate pages, collated into
the text so as to be the next page after the page of first mention. The title should be kept
with the table or figure.

8. Text and references must be double spaced. Appendices may be single spaced.

9. The top of sideways tables should be on the left, whether that table is on an odd- or
even-numbered page.

4.h.5 The prospectus
The prospectus is essentially the entire thesis minus the Results and Discussion sections
and appendices containing data. It must include the university-specified front pages and
meet the same format expectations as the final thesis. As such, the prospectus is a
formalized plan for carrying out a research project. It describes the topic to be studied,
justifies the study of a topic in light of published studies, and specifies the subjects,
instrumants, and procedures to be used in the study. Its preparation and the negotiation
for its approval helps clarify the student's thinking about the proposed research and
strengthens the student's ability to clearly describe the justification, method, and
significance of the study to others.

The prospectus also serves as a contract between the student and the advisory committee.
It says in effect that if the student carries out the study as described and approved, the
advisory committee will accept it no matter what it may find, when the thesis is written
and formatted acceptably. The prospectus is also a description of the study to those who
review it for Human Subjects concerns or to those who can grant access to subjects.

4.h.5.a Prospectus meetings
Multiple meetings of the advisory committee may be held. One of these meetings must
be public and scheduled in advance; this meeting is called the prospectus defense. In this
meeting, the student presents the prospectus and answers any questions about the study or
the document. The student's goal is to convince the committee that the study is doable,
important, and that the student knows what they are doing.
4.h.5.b Prospectus defense scheduling
A departmental form is used which calls for the student's name, prospectus title, and committee members; the student works with the committee to put the place, date, and time of the prospectus defense on the form. This completed form and a paper copy of the prospectus are given to the ASLP Graduate Coordinator at least one week before the meeting. The Graduate Coordinator puts the document in the ASLP office and sends an e-mail to all faculty inviting them to the prospectus defense.

4.h.5.c Recording prospectus completion
After the prospectus defense, the student makes any necessary changes to the prospectus, obtains the approval signatures of committee members, and gives the form and a printed copy of the final prospectus to the Graduate Coordinator, who places these items in the student's folder in the ASLP office. For progress evaluation, the prospectus is considered to be completed when so added to the student's file.

4.h.6 The thesis defense
The thesis defense is a public meeting, scheduled through the Graduate School, in which the degree candidate presents the thesis and defends the thesis by answering questions about it.

4.h.6.a Scheduling the thesis defense
The thesis defense is scheduled at least two weeks in advance by filling out Form 8c, the Departmental Scheduling of Final Oral Examination form available from the ASLP secretaries, and obtaining the necessary signatures. The process involves:

1. The thesis chair decides that the thesis is ready for the other committee members to read.
2. The committee members are given at least 5 working days to read the thesis. Committee members typically suggest revisions or corrections. The student makes these changes in the thesis.
3. The thesis chair reads the corrected thesis and ascertains that it is in final form. The Departmental Scheduling of Final Oral Examination form (8c) specifies that for the thesis to be in satisfactory form its format, citations, and bibliographic style are consistent, acceptable, and fulfill university style requirements, and that its illustrative materials including figures, tables, and charts are in place. Other than the format of the preliminary pages, the university has departments specify the style manual to be followed; ASLP uses the APA Publication Manual (4th Ed.) along with the exceptions or extensions listed in this Graduate Handbook.
4. The date for the defense must be a time when the university is in session (i.e., during class or final exam days). The student works with the thesis advisory committee to find a mutually acceptable date and time.
5. After insuring that the thesis meets all format and style expectations, the thesis chair gives a copy of the thesis to graduate coordinator. The graduate coordinator examines the thesis and lets the thesis chair know if she or he can confirm that the thesis
is in satisfactory form. If the graduate coordinator notes any format errors, she or he will return the copy to the thesis chair. If the thesis is error free, the graduate coordinator notifies the thesis chair, places the copy in 136 TLRB as the departmental copy, and signs the scheduling form.

In other words, the student is to write the thesis such that it conforms to all style and format requirements, and the thesis chair is to ascertain that all these style and format requirements have been met. The signature of the graduate coordinator just confirms that this process has worked satisfactorily.

6. The signed Form and the paper copy of the thesis are given to the ASLP secretary, who enters the form's information into the Graduate School computer system.

4.h.6.b Thesis defense tasks
The committee specifies the manner in which the student presents the thesis. This may involve an oral narrative or a multimedia presentation. Committee members ask questions about the study and the thesis. When finished, the student and any observers are excused and the committee votes on the student's performance.

4.h.6.c Possible thesis defense outcomes
The committee vote specifies one of four possible outcomes.

1. Pass: no changes are necessary; the thesis is accepted as is.
2. Pass with qualifications: The thesis needs minor changes. The committee chair holds up the results of the defense until the changes have been satisfactorily completed.
3. Recess: The thesis needs revision, further writing, or other fixing. Another defense is necessary but must be held at least one month later.
4. Fail: The student's degree program is terminated immediately.

4.i. The Comprehensive exam
The comprehensive exam covers coursework in the major, both undergraduate and graduate, in both audiology and speech-language pathology and in allied areas like statistics. The purposes of the exam are: (a) to encourage review and study everything together, allowing new connections to be made and new insights to be gained; (b) to satisfy the faculty's need for some evidence of retention even after the classes have ended; and (c) to point out areas of possible weakness or shallowness.

The ASHA NTE Praxis exam serves as the written comprehensive examination. The comprehensive exam is passed when the department receives official notification (from NTE) of a student's score being at or above the national 75th percentile. This score level is printed on the Score report as the upper value of the middle 50% range. The exact passing score varies depending on the normative distribution for each administration of the exam. For the last two years, the 75th percentile has been met by a score of 660 in Audiology and 710 in Speech-Language Pathology, however, the numeric score corresponding to the 75th percentile may change from test administration to test administration.

185
Infrequently, technical problems occur in NTE/Praxis test administration or score reporting. These problems must be handled between the student and NTE; the ASLP department will not become involved nor will the department attempt to adjust passing score levels. For example, a student may request from NTE a rescoring of their exam. Students should take the exam early enough that they can have a 75th or higher percentile score received by the ASLP department from NTE prior to the university deadline for graduation. The student is responsible to see that an official NTE/Praxis passing score is received by the department. Students who are unable to pass the exam at the department-specified level may have their degree progress classified as unsatisfactory.

4.j. The Exit Interview
Each student must have an exit interview with the department chair. This interview is scheduled in advance of the graduation deadline (but after successful completion of the thesis defense) to allow a review of the student's file, including checking of clinical requirement completion.

4.k. Graduation ceremonies
Students who in the opinion of the advisory committee chair are close to completing all degree requirements may walk in the McKay School of Education Convocation and have their name read even if they have not met the university deadline for graduation that semester.

5. Financial Issues
5.a. Tuition Scholarships:
New students are considered for tuition scholarships as part of the application process; the rankings generated for admissions are used for scholarships. Continuing students who have filed their plan of study and are making satisfactory progress toward degree completion are considered for these scholarships at the end of Winter Semester. Continuing students are ranked based on their performance (GPA) in courses taken the previous year. Scholarship recipients are notified of the dollar amount by letter.

Scholarship funds will be allocated 40% for Fall Semester and 60% for Winter Semester. Students receiving Winter scholarships may have part of the allocation shifted to Spring or Summer terms within that budget year by working with the ASLP department secretary prior to tuition deadline for the term(s) involved.

5.b. Assistantships
Two kinds of assistantships are available. Both types are filled by individual faculty selection; students interested in working with/or a particular faculty member should let that faculty member know of their interest.

1. Departmental assistantships are funded as part of the department's yearly budget and include such duties as grading exams, holding lab or help sessions for classes,
assisting in clinic scheduling, etc. Hours worked are recorded on a time card and submitted through the ASLP departmental secretary. Faculty are allotted a certain number of departmental assistantship hours and select the student(s) to hold these positions.

2. Research assistantships are funded as part of faculty research grants and include such duties as data collection, language sample transcription, data analysis, etc. Faculty typically include in the grant proposal a budget for assistants to perform specified duties and select the student(s) to do this work. Hours worked are recorded on a time card and submitted through the ASLP departmental secretary.

6. Graduate Student Evaluation
6.a. Schedule
Each graduate student is evaluated after each semester, with spring and summer terms considered as one semester.

6.b. Evaluation Procedures
The faculty meet and for each student consider progress made during the semester in terms of courses taken and grades received, reports from clinical settings, a report from the thesis chair on progress, and a report from the department secretary or graduate coordinator on progress in filing documents (plan of study, prospectus approval, comprehensive exam scores, etc.).

Student progress is rated as Satisfactory, Marginal, or Unsatisfactory. Marginal progress is an expression of concern and is accompanied by a statement as to what must be done to return to satisfactory progress. The following conditions would generally lead to a Marginal progress evaluation:
(a) no Plan of Study was submitted during the first year
(b) no prospectus was approved during the second year (for students whose undergraduate degree was in ASLP)
(c) the thesis defense was not passed during the third year (for students whose undergraduate degree was in ASLP)
(d) social or communication deficiencies exist which impair professional success.

Students are expected to resolve specified concerns before the next review. Failure to resolve the matter on time will change the evaluation to Unsatisfactory progress. An Unsatisfactory progress evaluation may also result from:
(a) poor performance in a class, such as a grade in a graduate class of less than a B-. Remediation will be specified by the instructor and may require such things as retaking the class, doing remedial work associated with the class, or taking other coursework.
(b) poor performance in a clinical setting which requires an additional turn in that or a similar setting
(c) cumulative graduate GPA falling below 3.0 (or below 3.5 if taking undergraduate prerequisite classes)
(d) the comprehensive exam being attempted but not passed at the ASLP department-specified level.

Students are dropped from the graduate program the third time they receive an Unsatisfactory progress evaluation. A student may also be dropped from the program if she or he:
   (a) fails to maintain minimum registration.
   (b) receives a marginal or unsatisfactory rating in a periodic review by the academic department and is unable or unwilling to comply with conditions for continuance outlined by the department.
   (c) fails to make what the department or the university deems to be satisfactory progress toward a graduate degree
   (d) fails the departmental comprehensive examination or the thesis defense
   (e) violates the university's standards of conduct or the Honor Code.

6.c. Notification
Students receive a letter regarding each progress evaluation. This letter is signed by the ASLP department chair or graduate coordinator and is hand-delivered to the student in a meeting with the student's advisory committee chair. If the student is out of the area, the letter is sent through certified mail and the department documents attempts to contact the student by telephone.

7. Resources and other concerns
7.a. How long records are kept
Student files are archived indefinitely. Student files older than 8 years will not be reviewed for certification compliance; however, former students may request copies of non-confidential information in their file. A fee may be charged for this.

7.b. Faculty access and availability
Faculty are typically under contract for Fall and Winter Semesters and for either Spring or Summer Term. Faculty should advise their thesis students of longer (one week or more) planned absences. Students must take faculty availability into account in planning and scheduling.

7.c. Student mail boxes
Mailboxes are provided in the hall across from room 111 TLRB. Students should not leave valuables or any confidential material in these mailboxes as the hall is open to the public.

7.d. Computer and network access
Computer resources are provided by the university; a computer lab with web access is in room 178 TLRB. Each student is also given an email account on Route Y by the university.
7.f. Lab access and TLRB access
Access to labs is gained through ASLP faculty; the ASLP secretary can provide passes which are required for after-hours and Saturday presence in the Taylor building.

7.g. Student Organizations
NSSSLHA, the National Student Speech Language Hearing Association, is the student branch of ASHA. Typically pronounced as "nish-uh", it exists both at a national level and as a local chapter at BYU. Membership in the national NSSSLHA costs around $40 and includes subscriptions to several ASHA journals (which cost the faculty $180/year) as well as a discount on the cost of joining ASHA. NSSSLHA membership also allows a reduced price on registration for the annual ASHA national convention, access to a job placement service, etc.
7.h. Student representation
One Audiology graduate student and one SLP graduate student (and the NSSLHA president) are elected by their peers to attend faculty meetings, where they get information, present concerns, advise the faculty, etc. This election is carried out by the graduate coordinator.

7.i. Grievances
Concerns or grievances may be general (i.e., changes needed in the curriculum, comprehensive exam policies, etc.) pertaining to all students, or they may be specific to a student, or exist between a student and faculty member. General concerns may be voiced to any graduate faculty member, to the ASLP Department chair, or through the Audiology or SLP student representative (or the NSSLHA president) who may present the issue in faculty meeting.

Specific concerns should first be discussed with the faculty member involved, in accordance with Matthew 18:15 and Doctrine and Covenants 42:88. If no resolution is obtained, both the student and faculty member should schedule a joint meeting with Dr. McPherson. If Dr. McPherson cannot resolve the problem, he will involve the School of Education Dean's Office, and so on up the hierarchy as needed. Students may also contact the CAA, the accrediting affiliate of ASHA. The address for this group may be obtained from the department chair.

If a graduate student needs to be chastened, corrected, talked to, or made aware of something, the other faculty involved will tend to have the student's advisory/thesis chair be the one to carry out the task. The chair is the student's advocate and defender but also acts as counselor and, of anyone on the faculty, takes responsibility for maximizing the student's performance.
APPENDIX E: SUMMARY OF 1997 GRADUATE COUNCIL REVIEW

GRADUATE COUNCIL REPORT
DEPARTMENT OF AU DIOLOGY AND SPEECH-LANGUAGE PATHOLOGY

The following report of the review of the graduate programs in the Department of Audiology and Speech-Language Pathology is based on on-site interviews and discussion by an external reviewer and internal review team, reports from external readers of student theses, and results of student and alumni surveys.

I. DEPARTMENT PROFILE

As a result of recommendations in the university self-study report, the Department of Audiology and Speech-Language Pathology has just recently become a separate department. Formerly, it was housed in the Department of Educational Psychology. This new department remains part of the David O. McKay School of Education. Due to this recent change, the departmental administration is not yet in place; the review of the graduate programs occurred during the organizational transition.

The dean of the college and the faculty themselves, however, are actively discussing with one another proposals for the governance of this new department. There is division among the faculty as to whether or not the two areas (audiology, speech-language pathology) should both be represented in the administration, but most of the faculty would like to see a graduate coordinator position that is separate from the position of department chair. They also feel that policy regarding the graduate programs should be made by the graduate faculty members acting as a committee of the whole.

The department offers an undergraduate, pre-professional degree, as well as a master's degree in both audiology and speech-language pathology that meets all certification, credentialing, and licensure requirements for professional practice. In addition to carrying out research, the department provides clinical services to both the university and the community in the assessment and treatment of speech, language, and hearing disorders. The communities that they service include the general public, students, faculty and staff at the university and their families; missionaries at the training center; and high-risk babies in central Utah. According to their reaccreditation report, the department's mission, "ultimately minimizes barriers arising from communicative and related disorders, thereby enhancing the quality of life of those individuals served by the [department] and its program graduates."

Currently the department faculty is composed of eight full-time, tenure-track faculty—five in speech-language pathology and three in audiology. In addition, there are two full-time instructor/clinical supervisor faculty, as well as two part-time clinical supervisors. Off campus, there are approximately thirty certified clinicians that supervise off-campus practica in hospital, school, and other clinical settings. There are forty-five graduate students and about ten to twelve theses are completed each year. The sub-disciplines covered in the program include hearing science, speech science, language science, audiology, and speech-language pathology. The
faculty generally feel that speech science is their weakest area and would like to hire a new faculty member with this specialty into the next available faculty slot.

II. FACULTY

The eight full-time, tenure-track faculty in the department all have the PhD degree. All serve on graduate student supervisory committees. Other full-time faculty are comprised of two instructor/clinical supervisor positions, both of whom hold the master's degree (one is at the dissertation stage in acquiring a PhD). One of these supervisors directs the Audiology Clinic, the other directs the Speech-Language Clinic. Two other master's degree level are part-time clinical supervisors and work in the Speech-Language Clinic. The two clinic directors coordinate the students' practica experiences with about thirty certified clinicians who provide supervision to students in off-campus settings. Of the eight full-time, tenure-track faculty, three are female, five male, one of whom is Asian; all four clinical supervisors are female. The specialty areas of the current faculty are somewhat over-represented in terms of child language.

The outside reviewer commented that the faculty are very strong and productive, noting that three of the faculty have significant national reputations. Most of the faculty publish and present papers regularly, and as a group they have been very successful in obtaining both external and internal grants to support their research. He did register some concern regarding the high percentage (50%) of faculty terminal degrees coming from one institution (University of Utah). The faculty currently feel that teaching and workloads are about right. They do worry that continued growth at the undergraduate level (program has tripled in size over the last five to six years) may overburden them, and that without additional resources this will begin to interfere with their high level of overall productivity.

The collegiality among the faculty is notable and they all comment that this is one of their department's greatest strengths. However, as the external reviewer and several faculty members noted, communication among faculty on significant issues often does not take place. There appears to be little input on decisions made by the area coordinator. The external reviewer felt they needed to implement more formal mechanisms for discussion and decision-making, particularly in regard to the rigor of the graduate program ("Ghost-chairsing" of theses is one example of a questionable practice). It was suggested by a few faculty that the two areas (audiology and speech-language pathology) might better communicate and coordinate their efforts in the future. Currently, channels of communication and policy-making structures are not effective, thus it is critical that appropriate governance, involving all faculty in decision-making, be established in this new department.

The external reviewer noted some tension between the academic and clinical areas of the department. He would like to see more integration and sharing of expectations among these
Department of Audiology and Speech-Language Pathology
Graduate Council Report
January 28, 1997

players. Few faculty or clinical supervisors felt this was a problem. On the contrary, there seemed to be good cooperation between the two areas, with clinical faculty attending academic classes and academic faculty consulting in the clinics. A bit of tension, however, does seem to exist between productive and less productive faculty. The outside reviewer commented on the need for the first department chair to be one who will unify the faculty and keep them working together as a unit.

Currently among professional societies within audiology there is a movement to specify a doctoral degree as the entry-level for audiology practitioners. As such, plans for a doctoral program need to be discussed among the faculty; some are in favor of the idea, while others are rather ambivalent. All agree that more faculty positions would be needed, but that they certainly have the equipment and facilities to implement a doctoral program.

III. STUDENTS

Of the nineteen current audiology graduate students, twelve are female; of the twenty-five speech-language pathology students, twenty-four are female (nationally, approximately ninety-four percent are female). Of the eighteen respondents to the graduate survey, all were LDS and five percent were ethnic minority.

Admission of graduate students into the two graduate programs is done separately. One hundred and fourteen students have been admitted over the past five years:

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<th>Number of students admitted</th>
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<td>44 of 49 admitted = 90% acceptance rate</td>
<td>70 of 151 admitted = 46% acceptance rate</td>
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<table>
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<th>GRE scores of admits</th>
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<th>Speech-Language Pathology</th>
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<th>Speech-Language Pathology</th>
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<th>Other</th>
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</tr>
<tr>
<td>Speech-Language Pathology</td>
<td>50</td>
<td>20</td>
</tr>
</tbody>
</table>

There is no organized recruiting program for graduate students in either audiology or speech language-pathology.
The quality of the graduate students has increased significantly during the past ten years as evaluated by the faculty and as evidenced by scores on the national examination. In the 1980s a large percent of the graduate students did not pass the national examination. At the present time, the students are performing well above average (eighty-fourth percentile) nationally. The faculty in both programs indicate that the students are good to excellent. The feedback received from employers of the graduate students and from other universities accepting students into doctoral programs indicates that the graduates from both areas are exceptionally well-trained and their graduates are in high demand.

The students indicate that they are pleased with the academic and clinical training. Students feel that they work hard and that the program is very demanding. The program encourages a spirit of cooperation among the students and the structure and policies of the grading system appear to be fair.

There is a common student organization for graduate students (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. The students also bring in guest speakers and engage in social activities.

At the present time there is a lack of meaningful input by graduate students into decision-making, with limited opportunities available to serve on committees; students do not participate in program planning. The students indicate that there are many opportunities outside the classroom to interact with faculty and that the faculty are willing to meet with, advise, and mentor graduate students. Additional formal mechanisms for student input has the potential to strengthen the graduate programs.

The external reviewers of student theses gave very positive evaluations of the student work. They noted that the theses addressed relevant and contemporary aspects of clinical audiology and speech-language pathology, were notably and uniformly of high/excellent quality, and are "indicative of broad training in content and research methods." Most of the reviewed theses contained specific and strong conclusions with possible theoretical or clinical implication. One reader reviews for a number of professional journals and found the theses to be superior to many papers submitted for publication and were "above the level of many other programs."

IV. PROGRAM

The graduate program offers an MS degree in Audiology and an MS degree in Speech-Language Pathology. The required sequences of classes in both programs are fixed. Audiology requires 29 credits of prescribed graduate classes plus a 3 credit seminar, a practicum of 1 credit in each semester, and 6 credits of thesis work (41-43 total credits). Speech-Language
Pathology requires 25 credits of prescribed graduate classes, two seminars of 3 credits each, 6 credits of practicum, and 6 credits of thesis work (43 total credits).

In order to receive the master's degree, a national exam must be taken in audiology or speech-language pathology. The minimum scores required on these exams would place the students at or above the seventy-fifth percentile nationally in both audiology and in speech-language pathology. A score that places a student above the twelfth percentile is required for certification by the national association. Graduate students are required to do clinical work at the on-campus clinics and then proceed to external sites on internships. Approximately 350 total hours must be spent in clinical work with about twenty-five percent of these hours done in the on-campus clinics.

The master's degree is the entry level degree to the professional fields of audiology and speech-language pathology. The programs are broad and provide a strong foundation, but do not have a lot of depth except in one or two areas. The present faculty and the curriculum appear to emphasize too few areas. The external reviewer suggested that other areas and graduate courses need to be developed. A clinical phonology course and offerings in the neurogenic disorders and speech science areas were cited as improvements that could be made. While students that work in the on-campus clinics report on their work at a colloquium, there appears to be almost no graduate seminars that feature external speakers.

Some faculty felt that the external clinical sites were not evaluated carefully by the on-campus clinic directors resulting in some inappropriate assignments for graduate students. The clinic directors interview each student at the end of the internship to monitor this problem. They are presently developing questionnaires to be filled out by the external supervisors to help evaluate the experiences.

A concern that may have a major impact on the program is the possible requirement by the American Speech-Language-Hearing Association (ASHA) for a doctorate in order to receive clinical certification. Indications are that this may be required by the year 2003. Dialogue is taking place between BYU and other western universities regarding the joint development of a doctoral program.

V. STAFF, RESOURCES, AND FACILITIES

Faculty offices, clinical and teaching laboratories, and research facilities for the department are located in the John Taylor Building (TLRB). There are several other clinical programs that share space in the Comprehensive Clinic and space in the TLRB is presently being maximally utilized. The clinical and research equipment and laboratories for audiology and speech-language pathology are superb and clearly “state of the art.” The university administration has been very supportive in providing capital equipment to upgrade clinical facilities and research laboratories.
Laboratory equipment and instrumentation is used in clinical application, classroom teaching, and in support of faculty and graduate student research. Access to media and therapy materials is readily available and the proximity to and interaction with allied clinical disciplines positively supports the faculty and graduate students.

Additional space for clinical programs, storage, faculty offices, use by visiting faculty, and study space for graduate students will be necessary in the near future. Graduate students share minimal study space with graduate students from other clinical programs housed in the Comprehensive Clinic. A room with just twelve study carrels is used by all graduate programs in Audiology and Speech-Language Pathology, Social Work, Clinical Psychology, and Marriage and Family Therapy housed in the TLRB. This space is usually only available on a first-come basis and there is little space for students to interact professionally or socially. Thus, there is a critical need for more study carrels for all graduate students housed in the Comprehensive Clinic. Effective management of the present space and planning for future growth and development will be critical.

Faculty and graduate students indicate that clinical resources and library holdings are adequate to excellent. Extensive clinic resources are available in the Comprehensive Clinic and the library has provided support through the acquisition of books, serials, and journals. The library currently subscribes to all the major discipline journals. Although library source materials are located in various places and on several floors, the support of research-level collections has helped the faculty and graduate students utilize major published source materials.

The computer support with 38 computers and 3 printers is adequate. However, because of the lack of study and discussion space, the computer room often serves as the only space for study, computer work, discussion, and social interaction.

Financial support for graduate students is very low. Most receive little or no financial support and many of the students were not even aware that support was available. About two-thirds of the graduate students receive five to ten hours per week support and only a few graduate students receive partial tuition scholarships. This is low compared to financial support at other universities. At the present time none of the students are recruited with a guarantee of financial aid; students have been lost to other universities because of this lack of support. Faculty need to devise ways to implement tuition scholarships or supplement assistantships such that they are able to attract highly qualified students into the graduate program.
VI. SUMMARY

The graduate programs in the Department of Audiology and Speech-Language Pathology demonstrate a number of significant strengths:

1. Faculty are well-qualified to teach and to conduct research and are productive in scholarly work.

2. Graduate students are well-prepared and carry out meaningful research. The theses are relevant, well-written, and demonstrate an exceptional grasp of the research experience at the master's level.

3. Clinical supervisors are capable of and dedicated to providing valuable experiences for graduate students.

4. The department has excellent clinical and research equipment and laboratories.

5. The work performed in the clinics serves significant community needs.

6. The professional and academic reputation of graduates of the programs is very good, as evidenced by the high placement rates.

Although the graduate programs in audiology and speech-language pathology are strong, the following concerns do affect their overall effectiveness and restrict the measure of success they could obtain:

1. Communication among faculty in department policy matters appears to be lacking. For example, there is lack of input in departmental decision-making and lack of consensus on program matters (e.g., appropriate level of rigor required in student work).

2. The faculty do not represent an adequate breadth of the discipline; strength in additional areas should be added, especially in the speech-language pathology program. Expanded opportunities in the speech science or adult neurogenic areas could be considered along with a graduate course in clinical phonology.

3. The undergraduate enrollment is expanding and there has not been an increase in faculty resources. This situation places additional demands on faculty time and makes scholarly work more difficult.
4. The need for physical space is great. Clinics are often overextended, a faculty office is not available for a new hire, and graduate students have very little space for study and discussion.

5. Financial support for graduate students is low and there appears to be little effort on the part of faculty to generate external research monies.

6. Symposia that would broaden the student's experience are not offered on a regular basis.

VII. RECOMMENDATIONS

The recommendations that follow are designed to assist the Department of Audiology and Speech-Language Pathology in the pursuit of providing excellent graduate programming for their students:

1. Establish an atmosphere that encourages governance by consensus of the faculty. Faculty hiring, program structure and rigor, and other departmental matters should be decided in a more consensual manner.

2. Develop a broader program by adding faculty and coursework in key areas such as speech science and neurogenic disorders. Develop a strong symposia program that will inform and motivate students in research and provide increased breadth and depth to their studies.

Continue to stay abreast of developments that may require a doctorate for certification in audiology. Such a requirement will significantly affect the plans for future faculty.

3. Continue to work with the college and university administration to obtain necessary space to house new faculty, improve clinics, and provide study space for graduate students.

4. Encourage faculty to seek external research funding to provide increased financial support for research assistants.
Department of Audiology and Speech-Language Pathology
Graduate Council Report
January 28, 1997

This report concludes the Graduate Council's review of the Department of Audiology and Speech-Language Pathology. The next regular review of the graduate programs in audiology and speech-language pathology is scheduled for the 2003-2004 academic year.

Respectfully submitted by the 1996-97 Graduate Council,

Bonnie Brinton
David Comer
Jeffrey Keith
Kate Kirkham
Elaine Sorensen Marshall
Tony Martinez
Dilworth Parkinson
Martha Peacock
Cheryl Preston
Ward Rhees
Beverly Roeder
Larry Tucker
Addie Fuhriman, Chair
April 27, 1999

David L. McPherson, PhD
Brigham Young University
P O Box 18605
194 TIT BHR
Provo UT 84602-8605

RE: CAA File # 48

Dear Dr. McPherson:

Your program in speech-language pathology and audiology has been awarded accreditation by the Council on Academic Accreditation of the American Speech-Language-Hearing Association as per my letter to Merrill J. Bateman, President and you.

Your first annual report will be due no later than March 1, 2000. Subsequent reports will be due on the anniversary of your accreditation period. Approximately three months prior to the due date of your reports, you will be sent a reminder and a blank copy of the report format for your use. Please see attached comments and concerns.

Congratulations to you and the faculty and staff in your program on achieving this national distinction. We look forward to working with you in the future.

Sincerely,

[Signature]

Jay Lubinsky, Ph.D., Chair
Council on Academic Accreditation

Enclosure

cc: Ten Kirsch, ASHA National Office
Council on Academic Accreditation Members
Comments and Concerns  
Brigham Young University  
CAA File #48

In the first Annual Report, the program should respond to the following, using the 1999 Standards for Accreditation (in brackets):

Std. 1.9 (new 1.7)  
Document how the program continues to increase the information given to students in its records.

Std. 3.4 (new 3.1)  
Provide detail about how the program provides instruction in cultural diversity.

Std. 4.6 (new 3.8)  
Describe improvements in interactions with off-campus supervisors.

04/27/99
Response attached to the 1999 CAA Annual Report

A. Prior Concerns.

Std. 1.9 (new 1.7)
A computer-based program has been fully implemented that maintains all of the academic and clinical student records. These may be fully accessed by our students through requesting a printed copy from the departmental secretary. Furthermore, each student is reviewed three times each year by the faculty that includes a detailed review of these records. The student is then advised by a personal contact from the student’s advisor.

Std. 3.4 (new 3.1)
Students are required to complete ASLP 636, Multicultural Issues in Speech-Language Pathology. This is a 3-credit course. A copy of the syllabus is included in the appendix as Support Document #1.

Std. 4.6 (new 3.8)
Our full-time faculty clinical directors make regular visits each term to our extern sites and meet with the supervisors. This has been a tremendous boost to the effectiveness of our clinical program as well as help to establish better teaching and supervising activities for our students.
APPENDIX G: STUDY LIST FOR MASTER'S DEGREE STUDENTS
AUDIOLOGY

Name: ____________________________ BYU ID#: ____________________________ Date: ____________________________

Local Address: ____________________________ Street Address ____________________________ City, State __________ Zip

Major: _________ AUDIOLOGY _______ Degree Sought: _______ MS _______

Program type: _______ THS _______ Minimum hours required: ________ 45 _______

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Total hours = ________ (must total at least the minimum required for the degree and include only major, minor, elective, and thesis courses)

Signature of Student: ____________________________ Date: ____________________________

Signature of Committee Chair: ____________________________ Date: ____________________________

Signature of Member: ____________________________ Date: ____________________________

Signature of Member: ____________________________ Date: ____________________________

Signature of Graduate Coordinator: ____________________________ Date: ____________________________
INSTRUCTIONS
(Master's Degree)

1. As you fill in the top portion of the form, if you are not certain of the program type and minimum number of hours required for your degree, ask your graduate advisor. A minor must be approved by both the major and the minor departments.

2. List each course you plan to include as part of your master's degree by name of department (use the class schedule abbreviations), course number, credit hours, and course description. List prerequisite courses first. If you list "R" classes, list them only once and total the hours. For example, do not list ASLP 699R three times for 2.0 hours each, but list the course once for 6.0 hours.

3. Using the following abbreviations, identify the requirement type (in the Reqt type column) that each course fills:

   PRQ for prerequisite courses
   MAJ for major courses
   MIN for minor courses (but only if you have declared a minor)
   ELC for elective courses
   THS for thesis course
   PRJ for project course

4. Using the abbreviations below, identify (in the Pre-program type column) those pre-program courses you plan to count as part of your master's degree (the total of transfer [TRN], senior [SEN], and non-degree [NDG] credit cannot exceed 10 hours):

   TRN for any transfer courses from other schools that will apply to the BYU master's degree.
   SEN for any courses you took before you received your bachelor's degree and which you wish to count as part of your master's degree. Check with your undergraduate advisement center to be certain there is no double application of credit.
   NDG for any courses you took after you received your bachelor's degree but before you were admitted to your master's program.

5. Obtain signatures of the faculty who will serve as your advisory committee. Your advisory committee must consist of three graduate faculty members*. If you have received approval to declare a minor, one of the committee members must be from the minor department.

   *Brinton, Channell, Culatta, Dromey, Harris, and McPherson

After completing the study list form, give it to your department for approval and computer entry. When the Study List is approved, you will receive a verifying progress report. Use two forms if you need more space to list courses.
### STUDY LIST FOR MASTER'S DEGREE STUDENTS
**NON-BYU AUDIOLGY UNDERGRADUATE DEGREE**

Name: ___________________________  BYU ID#: ___________________  Date: ___________________________

Local Address: 

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Major: AUDIOLOGY  Degree Sought: MS  Program type: THS  Minimum hours required: ___________________________

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**Total hours =** [ ]  (must total at least the minimum required for the degree and include only major, minor, elective, and thesis courses)

Signature of Student: ___________________________  Date: __________________

Signature of Committee Chair: ___________________________  Date: __________________

Signature of Member: ___________________________  Date: __________________

Signature of Member: ___________________________  Date: __________________

Signature of Graduate Coordinator: ___________________________  Date: __________________
INSTRUCTIONS
(Master's Degree)

1. As you fill in the top portion of the form, if you are not certain of the program type and minimum number of hours required for your degree, ask your graduate advisor. A minor must be approved by both the major and the minor departments.

2. List each course you plan to include as part of your master's degree by name of department (use the class schedule abbreviations), course number, credit hours, and course description. List prerequisite courses first. If you list "R" classes, list them only once and total the hours. For example, do not list ASLP 699R three times for 2.0 hours each, but list the course once for 6.0 hours.

3. Using the following abbreviations, identify the requirement type (in the Reqt type column) that each course fills:

   PRQ for prerequisite courses
   MAJ for major courses
   MIN for minor courses (but only if you have declared a minor)
   ELC for elective courses
   THS for thesis course
   PRJ for project course

4. Using the abbreviations below, identify (in the Pre-program type column) those pre-program courses you plan to count as part of your master's degree (the total of transfer [TRN], senior [SEN], and non-degree [NDG] credit cannot exceed 10 hours):

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   NDG for any courses you took after you received your bachelor's degree but before you were admitted to your master's program.

5. Obtain signatures of the faculty who will serve as your advisory committee. Your advisory committee must consist of three graduate faculty members*. If you have received approval to declare a minor, one of the committee members must be from the minor department.

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STUDY LIST FOR MASTER'S DEGREE STUDENTS
(See back for instructions.)
SPEECH-LANGUAGE PATHOLOGY

Name: ________________________________  BYU ID#: ________________________  Date: ______________________

Local Address: ________________________
Street Address   City, State   Zip

Major: SPEECH-LANGUAGE PATHOLOGY     Degree Sought: MS

Program type: THS     Minimum hours required: 45

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Total hours = ________ (must total at least the minimum required for the degree and include only major, minor, elective, and thesis courses)

Signature of Student: ________________________________  Date: ______________________

Signature of Committee Chair: ________________________________  Date: ______________________

Signature of Member: ________________________________  Date: ______________________

Signature of Member: ________________________________  Date: ______________________

Signature of Graduate Coordinator: ________________________________  Date: ______________________
INSTRUCTIONS
(Master's Degree)

1. As you fill in the top portion of the form, if you are not certain of the program type and minimum number of hours required for your degree, ask your graduate advisor. A minor must be approved by both the major and the minor departments.

2. List each course you plan to include as part of your master's degree by name of department (use the class schedule abbreviations), course number, credit hours, and course description. List prerequisite courses first. If you list "R" classes, list them only once and total the hours. For example, do not list ASLP 699R three times for 2.0 hours each, but list the course once for 6.0 hours.

3. Using the following abbreviations, identify the requirement type (in the Reqt type column) that each course fills:

   PRQ for prerequisite courses
   MJ for major courses
   MIN for minor courses (but only if you have declared a minor)
   ELC for elective courses
   THS for thesis course
   PRJ for project course

4. Using the abbreviations below, identify (in the Pre-program type column) those pre-program courses you plan to count as part of your master's degree (the total of transfer [TRN], senior [SEN], and non-degree [NDG] credit cannot exceed 10 hours):

   TRN for any transfer courses from other schools that will apply to the BYU master's degree
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STUDY LIST FOR MASTER'S DEGREE STUDENTS
(See attached page for instructions.)

NON-BYU SPEECH-LANGUAGE PATHOLOGY UNDERGRADUATE DEGREE

Name: ________________________ BYU ID#: ____________________ Date:

Local Address: ____________________________
Street Address: ____________________________
City, State: ____________________________ Zip: __________________

Major: SPEECH-LANGUAGE PATHOLOGY Degree Sought: MS
Program type: THS Minimum hours required: __

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210
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**Total hours = [ ]**  
(must total at least the minimum required for the degree and include only major, minor, elective, and thesis courses)

Signature of Student: _______________________________  Date: __________________________

Signature of Committee Chair: _______________________________  Date: __________________________

Signature of Member: _______________________________  Date: __________________________

Signature of Member: _______________________________  Date: __________________________

Signature of Graduate Coordinator: _______________________________  Date: __________________________
INSTRUCTIONS  
(Master's Degree)

1. As you fill in the top portion of the form, if you are not certain of the program type and minimum number of hours required for your degree, ask your graduate advisor. A minor must be approved by both the major and the minor departments.

2. List each course you plan to include as part of your master's degree by name of department (use the class schedule abbreviations), course number, credit hours, and course description. List prerequisite courses first. If you list "R" classes, list them only once and total the hours. For example, do not list ASLP 699R three times for 2.0 hours each, but list the course once for 6.0 hours.

3. Using the following abbreviations, identify the requirement type (in the Reqt type column) that each course fills:

   PRQ for prerequisite courses
   MAJ for major courses
   MIN for minor courses (but only if you have declared a minor)
   ELC for elective courses
   THS for thesis course
   PRJ for project course

4. Using the abbreviations below, identify (in the Pre-program type column) those pre-program courses you plan to count as part of your master's degree (the total of transfer [TRN], senior [SEN], and non-degree [NDG] credit cannot exceed 10 hours):

   TRN for any transfer courses from other schools that will apply to the BYU master's degree
   SEN for any courses you took before you received your bachelor's degree and which you wish to count as part of your master's degree. Check with your undergraduate advisement center to be certain there is no double application of credit.
   NDG for any courses you took after you received your bachelor's degree but before you were admitted to your master's program.

5. Cross out any courses not required.

6. Obtain signatures of the faculty who will serve as your advisory committee. Your advisory committee must consist of three graduate faculty members*. If you have received approval to declare a minor, one of the committee members must be from the minor department.

   *Brinton, Channell, Culatta, Dromey, Fujiki, Harris, and McPherson

After completing the study list form, give it to your department for approval and computer entry. When the Study List is approved, you will receive a verifying progress report. Use two forms if you need more space to list course
### 1. PERSONAL AND SOCIAL

2. Has any incident occurred or have you ever felt sexually harassed by any faculty member?
3. Have you ever felt, or was it ever necessary, for you to perform any type of ‘personal favor’ for a faculty member that, in your opinion, failure to do so would result in academic or social ‘punishment’?
4. Do you feel the faculty has treated you with respect and kindness?
5. Although you were a student, do you feel that you were treated in a professional manner by the faculty?

### 6. ACADEMIC PREPARATION

7. Do you feel you were adequately prepared academically?
8. What courses do you feel were the most relevant to your academic preparation?
9. Are there any courses that you feel were probably not worthwhile?
10. Do you feel that there are other courses or areas that should have been covered but were not included in your academic coursework?
11. Do you feel that the academic program is challenging and rigorous?
12. What changes would you make in the academic program?
13. What letter grade would you give the academic portion of your program? _____

### 14. CLINICAL PREPARATION

15. Did the academic coursework prepare you, intellectually, for your clinical experiences?
16. Were there any inappropriate behaviors toward you on the part of any of your clinical supervisor or their employees?
17. How was the clinical experience at BYU?
18. What would you do to improve the clinical experience at BYU?
19. Please tell me about your extern sites, especially as it relates to the quality of supervision, clinical material, clinical experiences, and responsibilities given to you.
20. What would be your recommendation as to future clinical rotations?
21. What grade would you give the clinical portion of your program? _____

### 22. THESIS EXPERIENCE

23. In general, what were your feelings about your thesis experience?
24. Given your experience, if you had a choice of additional coursework, additional clinical externships, and a rigorous qualifying examination in lieu of the thesis what choice would you make regarding the two options?
25. One of the purposes of the thesis experience is to have the opportunity to be mentored by a senior faculty member. Do you feel this occurred in your situation?
26. What did you learn from the thesis experience?
27. What grade would you give the thesis experience of your program? _____

### 28. GENERAL CONSIDERATIONS

29. Given your graduate program in ASLP at BYU would you choose to complete your graduate studies at BYU?
30. If a doctorate degree had been available instead of a master’s degree would you have pursued the doctorate if it took three years post-baccalaureate to complete? Four years?
31. Do you feel BYU has given you good pre-professional preparation?
32. Overall, what grade would you give your program at BYU?
33. Are there any other comments you wish to convey regarding your program at BYU?

### NOTES (NUMBER CORRESPONDING AREAS)

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213