Analysis of Educational Programs and Their Effectiveness
Self Study Phase I

AUDIOLOGY AND SPEECH-LANGUAGE PATHOLOGY AREA
A Supplement to the Educational Psychology Department’s Self Study

April, 1995
Analysis of Educational Programs and Their Effectiveness

AUDIOLGY AND SPEECH-LANGUAGE PATHOLOGY AREA

0. The Role of the Audiology and Speech-Language Pathology (ASLP) Area

a. the ASLP Area's focus and/or functions within the broader university and college context and how this role came to be determined.

The ASLP area has the following focus and functions:
1. The ASLP area offers students the opportunity to complete an undergraduate, pre-professional major in audiology or in speech-language pathology.
2. The ASLP area offers master's degree programs in audiology and in speech-language pathology. These programs allow students to meet all certification, credentialing, and licensure requirements for professional practice.
3. The ASLP area faculty carry out basic and applied research into the nature of speech, language, and hearing and into the assessment and treatment of disorders of these processes.
4. The ASLP area provides clinical services to the university and the community for (a) the assessment and treatment of speech, language, and hearing disorders of students, faculty, staff, and, for the purpose of students' clinical training, the public; (b) monitoring hearing ability levels of university employees for OSHA compliance; and (c) screening the speech and hearing abilities of pre-service teachers.

The role of the ASLP area was initiated in 1930 when the university hired Alonzo J. Morley, one of the first Ph.D. recipients in speech pathology, to the faculty of the Speech department. Dr. Morley began offering academic training and clinical services in communication disorders. Over time, Dr. Morley was joined by other faculty, and their work led to the university's offering of specific majors in speech pathology and in audiology. Though some research was carried out by faculty prior to the 1980s, it was during this decade that university priorities encouraged and fostered the hiring and support of faculty interested in research, the expansion of laboratory facilities, and the establishment of more-demanding graduate degree requirements.

b. ASLP aspirations and goals; the relationship between the area's role and these aspirations and goals

The goals and aspirations of the ASLP area include:
1. to give undergraduate students a demanding, well-presented major which (a) sharpens their analytical skills and integrative abilities, (b) prepares them for service and leadership in the home, church, and community, and (c) enables them to enter and excel in the master's degree programs which are required for entry into the professions.
2. to prepare master's degree students for entry into the professions of audiology
and speech-language pathology who will prove to be prepared scholars and to be exemplary, ethical, congenial, hard-working clinicians.

3. to maintain and improve excellence in faculty scholarship by fostering ongoing faculty development, supporting research, and rewarding publication.

4. to achieve excellence in clinical services which will be a resource and example to the region and, though published research, to the world.

The relationship between the ASLP area's role and its aspirations and goals is thus tightly interwoven. The area's role involves teaching its majors on the undergraduate and graduate levels; its goals involve the continuation and improvement of such teaching. The role involves faculty and student scholarship and research; its goal is to improve such work both in quantity and in impact. The role involves providing clinical services to the university and, for student training purposes, the community; the area's goals are to achieve excellence and recognition for the efficacy of that clinical work.

c. the evidence that assures (or might assure) the ASLP area of a congruency between what it is actually doing and what it aspires to be doing

The following types of evidence suggest that the ASLP area is doing and working toward what it aspires to do:

1. the students' scores on the national board exams in audiology and in speech-language pathology have markedly improved over the past decade.

2. the number of faculty publications and national presentations has markedly increased, and the number of student theses published or nationally presented has increased exponentially over the past decade.

3. the local demand for clinical services from our speech and hearing clinics now far exceeds our capacity. In the 1994 calendar year, 1,186 children and adults received clinical services from faculty-supervised ASLP students-in-training in these clinics; the clinic's waiting lists are extensive.

Further evidence regarding the ASLP area's aspirations will come as faculty publications increase in quantity and in their effect on theory and clinical practice in ASLP, as the area's bachelor's degree graduates achieve success in master's degree programs here or elsewhere, and as the area's master's degree graduates achieve influential positions in the ASLP professions.

d. who and/or what would make the greatest difference in moving the ASLP area closer to its aspirations and goals

1. Creating two new departments out of the existing Educational Psychology Department is the single change that would contribute most to program development and to the advancement of excellence in the ASLP area.

Dean Robert Patterson of the College of Education and Ronald Bingham, Chair of Educational Psychology, have initiated a request to the BYU administration that the Educational Psychology Department be divided and reorganized into two departments by forming a new Department of Audiology and Speech-Language Pathology. This change will thus streamline the Department of Educational Psychology and will improve the administrative structure of the College of Education.
Implementing the mission of the current Department of Educational Psychology has become cumbersome and problematic because of 1) significantly increased student enrollments, 2) its overall large faculty size and increased graduate faculty activity, 3) the diversity of its disciplines and the student and community patrons and populations this department is mandated to serve, and 4) the fragmented campus locations of this department.

The other areas of the Educational Psychology Department have seen changes similar to those in the ASLP area in the recent past and are in the midst of rigorous program development changes and new faculty recruitment endeavors. The streamlined Educational Psychology Department will offer only graduate degrees, retaining its Counseling and Guidance, School Psychology, and Special Education masters degree programs and the Counseling Psychology Ph.D. degree program.

Recent initiatives from the College Dean's office have mandated the development of new service courses in educational psychology to improve the training of all students preparing to become teachers. These initiatives further challenge the efficacious administration of the currently organized Department of Educational Psychology, and have contributed to the recommendation of the Department Chair and Dean that this department be reorganized.

2. Continuing the same levels of support that ASLP has known over the past five years would also allow this area to better achieve its goals and aspirations. The recently hired graduate faculty members, the enhanced, state-of-the-art instrumentation and lab equipment, and the nourishing climate of trust and enthusiasm have worked together to significantly improve both the nature and the accomplishments of the ASLP area and its degree programs. Of course, the ASLP area could always make use of "more", but the ASLP faculty foresee continued improvement given the current and recent levels of support.

3. The Legislative Council of the American Speech-Language-Hearing Association (ASHA) passed two resolutions in 1992 and 1993 which may have a significant impact upon professional education in audiology. These resolutions support a professional doctorate in audiology as the entry-level credential for the practice of audiology. ASHA has set a goal for implementation of these new standards as being the end of the calendar year 2002. The audiology faculty are currently studying this issue and are preparing to make a proposal which would meet the 2002 deadline for implementation of a clinical doctorate.
1. THE DISCIPLINE

1.a. the broad discipline and subdisciplines, reasons for the focus, the subdisciplines excluded, reasons for exclusions

The broad discipline represented by the ASLP area is the study of the processes and the disorders of hearing, speech, and language. This broad discipline involves the two separate but overlapping disciplines of audiology and speech-language pathology. Audiology deals with the nature, assessment, and treatment of hearing and related sensory functions such as balance. Speech-language pathology deals with the nature, assessment, and treatment of disorders of speech and of language, and related processes such as swallowing. Both disciplines cross the age-range from birth to geriatrics, and both deal with congenital as well as acquired impairments to communication. Though focusing on different anatomical, physiological, and psychological structures and processes, these two disciplines are closely coupled. People generally learn to speak by hearing, and though other modalities may be used to learn language, normal language development relies chiefly on listening to spoken language. Both disciplines study normal processes of speech, language, and hearing to understand impairments in these areas.

The subdisciplines of audiology include the normal anatomy & physiology of the ear, the neurophysiology of hearing, the diseases & disorders of the ear, psychoacoustics (i.e., the study of relations between physical stimuli and hearing), hearing assessment, middle-ear testing, electrophysiological testing of hearing and balance, the design and prescription of hearing aids, aural habilitation & rehabilitation (i.e., helping people use residual and assisted hearing), and hearing conservation through noise-exposure monitoring.

The subdisciplines of speech-language pathology include the anatomy & physiology of speech production mechanisms, the normal and impaired development of speech abilities, disorders of articulation (i.e., pronunciation), voice disorders, stuttering & related disorders of speech rate and rhythm, speech disorders associated with neurological disease and trauma, speech acoustics, speech perception, and swallowing disorders. Included also are the study of normal and impaired language development and language processing, the assessment of children's language, the treatment of language impairments, aphasia (language impairment due to brain damage), and language and cognitive impairment resulting from damage to the brain's right-hemisphere or frontal lobes.

Because clinical training requires broad expertise, no clinically-relevant subdisciplines are excluded from coverage in course work or clinical training. However, student research activities are generally channeled into subdisciplinary areas in which faculty have focal expertise, as described in section 1.b.

1.b. the distribution of faculty among subdisciplines

The focus of the ASLP area across these subdisciplines must be broad; students of either discipline (audiology or speech-language pathology) must know concepts and methods from each subdiscipline in their discipline to be able to function as competent clinicians. Collectively, the faculty must present clinical expertise in each of the subdisciplines listed above; this breadth is expected of all accredited programs in the ASLP discipline. In research expertise, the audiology
faculty represent the following subspecialties: the neurophysiology of hearing, the
testing of hearing (including electrophysiological assessment), middle-ear testing,
environmental hearing conservation, and the design and prescription of hearing
aids. The speech-language pathology faculty represent the subspecialties of normal
and impaired language development across the life span, linguistic pragmatics,
collectively, the ASLP area faculty feature deep expertise in several important
aspects of the discipline. However, the number of subdisciplinary areas in which
students can write master's theses of publishable quality is narrowed by the small
number

1.c. the compatibility of the composition and preparation of faculty with
undergraduate and graduate programs and goals

The number of faculty in the ASLP area at BYU is small compared to the
number of subdisciplines in the broader disciplines that the ASLP area represents.
Each faculty member must be more of a generalist than would probably be the
case in larger departments. Each faculty member, however, is nationally certified
in audiology or speech-language pathology (and one faculty member in both); this
certification signifies the attainment of clinical proficiency in the field as a
generalist, which complements each faculty member's specialty-area expertise.

1.d. the departments or programs elsewhere looked to as models of
discipline development; the reasons why; and the benchmarking criteria
derived from the role models

The ASLP area has not formally established a list of model or benchmark
programs. The programs which are most often mentioned as admired are
impressive because of their research productivity. However, these most productive
programs are all large departments which grant the Ph.D. degree and receive
massive federal funding. Different programs are strong in different focal areas.
For example, the benchmark programs in the area of child language disorders
would currently include U. Kansas, Purdue, and U. Washington. In voice science,
U. Iowa and U. Arizona would be exemplary. In auditory physiology, U. Michigan
and Northwestern U. would merit favorable recognition.

Typically, ASLP faculty are made aware of the current nature of programs
around the nation, both excellent and quality-challenged, through their frequent
interaction with colleagues in the discipline. Faculty also draw upon their
experiences at those programs which they themselves attended or have taught at,
though these programs may have since changed.

Another benchmarking criterion used by the ASLP area is the percentile
ranking of student scores on the national board examinations in audiology and in
speech-language pathology. However, the average scores from the various
programs around the nation are not published and thus the ASLP programs can
only compare their students' scores to the collective scores of persons taking the
examinations.

1.e. the degree of ASLP area involvement with current and developing
interdisciplinary fields and programs; the programs the ASLP area looks
to as interdisciplinary models

The ASLP area's interest in the processes involved in speech, language, and
hearing is shared with many other disciplines; audiology and speech-language pathology are necessarily interdisciplinary fields. For example, the study of children's language acquisition draws upon findings and theories from developmental and cognitive psychology, linguistics, family science, philosophy, medicine, and English. Similarly, the study of hearing relies on psychology, zoology, medicine, electrical engineering, physics, and even food science & nutrition (e.g., Dr. Kay Franz's work on the effects of minerals such as magnesium on hearing). As all ASLP programs draw upon these several disciplines, the determination of a set of respected schools for interdisciplinary purposes would be, as described in the previous question, dependent on the specialty area in question.
2. EDUCATIONAL PHILOSOPHY AND INTENDED PROGRAM EFFECTS

2.a. how the ASLP curriculum incorporates the substance of the discipline

The ASLP faculty have created a curriculum which incorporates the substance of their discipline by (a) deciding the facts, ideas, methods, experiences, theories, and philosophical foundations which constitute the knowledge of the discipline, (b) specifying any unavoidably sequential relations among these aspects of knowledge, (c) dividing the discipline into course-sized segments, and (d) ascertaining --as far as possible-- that covering the segments in the prescribed sequence leads to students' learning what was intended and expected.

2.b. the extent to which the ASLP discipline suggests breadth of learning

The extent to which the discipline suggests breadth of learning is determined by the different ways of knowing that are used in the discipline and by the non-overlapping areas of knowledge included in the discipline. The faculty must decide which ways a student could know the various areas of the discipline, and select from among these hybrid options the ones judged to be most valuable.

Several ways of knowing are used in audiology and speech-language pathology. The first, and in universities most prevalent, way involves the study of textbooks, lectures, and journal articles. Students use these materials to create mental models of the structures and processes involved in hearing, language, and speech. The effects of injury or disease can be incorporated into these mental models, allowing an understanding of how acquired or congenital differences create the observed impairment of communication.

A second way of knowing involves the study of normal and impaired communication using laboratory instrumentation. Such equipment extends the reach and recording of our senses across space and time, allowing hidden or micro-second events to be observed repeatedly under controlled conditions.

A third way of knowing involves the assessment and treatment of clients which is made under the supervision of certified clinicians. Here the facts and theories of the written discipline and the findings of the laboratory are placed into the immediate present context of a fellow human being who might be helped by the knowledge which constitutes the discipline.

The areas of knowledge encompassed by the ASLP discipline include knowledge of the physical world, of the world of living things, and of the human sociocultural context.

From the sciences dealing with the physical world, ASLP borrows primarily the understanding of sound, its creation and transmission. The physics of human tissue involved in the production, modification, and reception of sound are also important, such as the workings of the Bernoulli principle in explaining the vibration of the vocal cords, or the mechanical advantage provided by the small bones of the middle ear.

ASLP also encompasses knowledge gathered by the scholars of the biological or living sciences. Human beings are, in part, biological organisms; complex and magnificent, durable yet fragile. The knowledge of anatomy and physiology constitutes a major foundation for audiology and speech-language pathology, especially the study of the human skeletal, muscular, respiratory, and nervous systems. Likewise the effects of toxins, disease, trauma, and aging on these
systems hold great implications for the efficacy of human communication ability.

Finally, ASLP relies on knowledge collected about the human sociocultural context. This context includes the knowledge gathered by social and behavioral scientists and the bodies of knowledge constituted by the humanities and fine arts. From the social and behavioral sciences, ASLP relies on knowledge about human learning, thinking, language, and development. Insights regarding cultures and their variety are important. The information sciences offer powerful metaphors for the description of data and the modeling of physical, biological, and algorithmic aspects of communication. The study of the nature and power of language is critical to ASLP. Finally, of interest and importance to ASLP are insights into communication through music and the mechanisms and organization involved in its creation and perception.

2.c. the extent to which the ASLP discipline suggests sequential learning

The study of the structures and processes involved in normal speech, language, and hearing constitutes the foundation of ASLP. Naming and identifying the anatomical structures precedes description of how these pieces interrelate to produce functioning, and an understanding of how these organs and systems function normally would precede the study of how disease, trauma, or aging changes that function, or how surgery, pharmacology, or therapy reverses, avoids, or compensates for the effects of such impairment. Similarly, knowing the functions and grammatical structures of language and grasping characteristics of its development and use would precede study of its impairment, of its clinical measurement and assessment, and of the methods used for treating language disorders. Finally, the general, abstract knowledge of how hearing, speech, and language function and are treated would precede the students' application of these concepts, methods, and theories to the problems of actual clients and families.

2.d. the extent to which the ASLP discipline suggests cross-disciplinary learning

As might be concluded from the preceding discussion, the ASLP discipline is essentially an attempt to synthesize knowledge from a variety of disciplines all concerned with aspects of human communication, and to apply this knowledge to the treatment of disorders of language, speech, and hearing. Thus ASLP students should be learning about acoustics from the physicists, about anatomy, physiology, and diseases from the anatomists or physicians, about statistics from the statisticians, and so on.

2.e. how the ASLP programs incorporate ethical issues of the discipline

The main ethical issues of the ASLP discipline include (a) providing services with a demonstrated theoretical and research basis, (b) charging a fair price for services and materials rendered, (c) maintaining confidentiality, (d) staying abreast of current thinking and best practices in the discipline.

The ASLP programs incorporate the ethical aspects of a discipline (a) by example, wherein the program's own clinics demonstrate the highest standards of ethical practice, (b) by having students learn the expectations and guidelines in a written code of ethics, (c) by only placing students in externship sites where these ethical guidelines are followed and, in audiology, where students observe and practice state-of-the-art clinical methods, (d) by discussion (inside and outside of
class) of ethically challenging cases and situations, and the merits of various choices in such situations.

2.f. the extent to which a conscious effort is made to integrate secular and spiritual learning, and the conflicts, if any, between this effort and the ASLP discipline

The ASLP area faculty's teachings are built upon a unanimous belief that (a) human beings are comprised of a mortal body and an immortal spirit which lived with God before this life; (b) that we came to this earth to prove obedience and to gain experience; (c) that some of this experience involves pain and suffering and perhaps even disorders of language or speech or hearing; and (d) that we have a responsibility to help persons afflicted with handicaps, both by reason and by faith. Gospel insights and testimonies are presented in class or outside of classes as the ASLP faculty member feels it appropriate. The ASLP area has no plan to monitor the frequency of such presentation.

The main conflicts we have with many in our discipline are (a) that we believe in God and they, often, do not; (b) that we believe that people and their language, speech, and hearing abilities were created by God for His purposes, and they believe, generally, that people and their abilities are the product of evolutionary mutation; and (c) that we believe that God has denoted certain behaviors such as abortion and homosexuality as serious sin and they believe, typically, that there is no sin and that the unquestioning acceptance of alternate lifestyles is a mandate of cultural diversity.

2.g. assumptions about what students bring to the study of the ASLP discipline

The ASLP faculty assume that students vary greatly in what they bring to the study of this discipline. Students may have strong testimonies and great faith, or they may have little or none; students themselves may be capable communicators or they may be themselves deficient and needing remediation; students may be able to synthesize and integrate material from classes outside the major, or they may need strong guidance in doing so. Traditionally, ASLP has been one of the "Mother Theresa majors," where the satisfaction of helping people has constituted a large part of the salary; students in these majors were more inclined than the average BYU student to show patience and compassion with their slower and less conventional brothers and sisters.

The ASLP faculty have found that students retain course material and draw upon it in subsequent courses only when faculty make a clear and consequated expectation that students do so. The faculty who focus on child language have also found that no one learns how to diagram sentences in high school anymore.

2.h. the intended effects of the ASLP programs on students

The intended effects of these programs are (a) to have students capable of explaining and applying principles of how people speak, hear, and use language, (b) to have students who are as capable of assessing and treating clients in audiology or speech-language pathology as students from any other master's degree granting program, (c) to have students who keep the commitments they make, (d) to have students able to learn independently, to reason with soundness and spiritual insight, and to provide leadership in the discipline and in any other
2.i. the efforts the ASLP area makes to create an intellectual environment and to foster a learning culture among students

The primary effort the ASLP area has made to create an intellectual environment and foster a learning culture among students is to hire and retain faculty who are intellectually alive and constantly learning. Faculty in the ASLP area reference the principles and clinical methods that they teach to the written literature. Faculty read journals in their own specialties and in related fields and even in unrelated fields. Faculty discuss current ideas and issues in the discipline with each other and with students. Faculty point out lacunae in the collective understanding of the discipline where further research is needed, and their research aims to fill at least some of these gaps. Luckily, the tradition of being informed, scholar-clinicians is well-established in both audiology and in speech-language pathology, and faculty here were trained in and maintain that orientation. For example, faculty and student poster presentations are displayed in the halls outside faculty offices, and recent faculty publications are available for student photocopying. Students are also encouraged to attend thesis defenses and presentations of thesis data. The ASLP area has also been successful in inviting a substantial number of noted researchers in the discipline to visit BYU and present to faculty and students.
CURRICULUM AND PEDAGOGY

3. The format and substance of ASLP undergraduate and graduate curricula.

3.a. how the curricular program is organized

The ASLP curriculum is organized into two undergraduate majors, audiology and speech-language pathology, and two master's degree programs, audiology and speech-language pathology. The two undergraduate majors have roughly half their courses in common; the two graduate majors have only a single course (EPSY 500, in research methods) in common.

Students from other undergraduate majors may also earn a minor in either audiology or speech-language pathology.

3.a.i. what constitutes a core in the curriculum

The core consists of 15 courses taken by all ASLP undergraduate majors and by graduate students whose bachelor's degree was outside ASLP. These courses focus on the basic processes and mechanisms of language, speech, and hearing, on the disorders of communication with which all ASLP students should have some familiarity, and on the basic screening, assessment, and treatment methods applicable to either audiology or speech-language pathology.


3.a.ii. what are the bases for specializations

Students specialize in either speech-language pathology or in audiology at both the bachelor's and master's degree levels. Beyond the ASLP area core, undergraduate audiology students take a course in sign language (ASL 101), Pediatric Audiology (EPSY 434), and gain some experience in testing hearing and middle-ear function (EPSY 485R). Beyond this same core, speech-language pathology majors take courses in Voice Disorders (EPSY 457), Stuttering (EPSY 458), and Diagnostics (EPSY 459), and a public-schools course (EPSY 450).

3.a.iii. how the program introduced students to sub-fields in the discipline

The acknowledged experts in research or treatment in the ASLP disciplines reflect mainly a specialization in one of the disorders, in one of the basic processes, or in one of the measurement techniques. Thus the outstanding people in this field are known by such labels as an expert in aphasia, stuttering, child language development, evoked-potential testing, psychoacoustics, and so on. These topical divisions are reflected in separate journals, professional conferences, and social networks, and have influenced the ASLP area's dividing the discipline into course-sized units.
3.a.iv. the relationship of ASLP graduation requirements to the discipline

The undergraduate degree requirements are pre-professional in nature and do not constitute the level of adequacy required nationally for clinical employment. Certification, public school credentialing, and state licensure all require a master's degree and documentation of extensive supervised clinical work.

A person with the master's degree is able to function as an independent practitioner in either audiology or speech-language pathology and thus may receive national certification and licensure. Such a practitioner is legally authorized to determine if a person's impairment would benefit from treatment, and to carry out and evaluate that treatment. At present, certification and licensure allow the practitioner to treat clients of any age and disorder within their area of audiology or speech-language pathology. This level is where the ASLP area expects its master's graduates to be. The area faculty fit as much of this background as is expedient into the undergraduate program and the rest is part of the master's degree program.

3.a.v. the relationship of departmental graduation requirements to each other

Several courses in the curriculum are more closely inter-related than are others. For example, the Zoology 260 (Human Anatomy), Physics 167 (Acoustics), EPSY 320 (Speech Anatomy), EPSY 321 (Speech Science), and EPSY 331 (Phonetics) courses form a logical cluster centered around the production of normal speech. Similarly, the EPSY 230 (Language Science), 330 (Language Development), 350 (Language Disorders), and 630 (Theories of Child Language Acquisition) courses form a child language cluster. Other courses are less connected in terms of their content but are connected professionally (e.g., expertise in both voice & child language are both expected of speech-language pathologists, though these two subdisciplines have little overlap).

3.a.vi. the relationship of courses offered but not required

The ASLP area does not currently offer any undergraduate electives, choosing instead to invest faculty resources in taking the graduate program's requirements beyond those set by state and professional organizations. However, students in audiology may elect additional courses in speech-language pathology beyond the common core, and vice-versa. The ASLP area goes beyond state and professional organizations' requirements to give students a greater depth of scholarship in the discipline, to know not only clinical procedures but how those procedures reflect theoretical understanding and orientation, how those procedures have been refined through empirical research, and why those procedures are implemented yet are under ongoing scrutiny. Given this emphasis, the main elective within the majors has been that of taking additional clinical assignments to increase exposure to various clients, disorders, and professional settings.

3.a.vii. how adequately and fairly the introductory course introduces the discipline to majors and non-majors

The ASLP area offers a single introductory course (EPSY 133) that is divided (and team-taught) between audiology and speech-language pathology. The
goal of the class is to overview the various speech, language, and hearing disorders and to give students an opportunity to observe clinical work in both professions. The question of adequacy and fairness of this course has not arisen since it was re-structured five years ago to spend half its time on audiology and half on speech-language pathology.

3.a.viii. what constitutes an introductory course

The introductory course (EPSY 133) gives an overview of the various disorders, clinical procedures, and professional options in both audiology and speech-language pathology. It includes observation of clinical work in both audiology and speech-language pathology using both videotaped and live treatment sessions. The textbook used covers basic facts about the various areas of the discipline; exams in this class cover material from lectures, the text, and from observation experiences.

3.a.ix. what distinguishes an upper division course from a lower division course

Aside from the introductory course, the ASLP area offers only one other lower-division course. This course, taught for speech-language pathology majors, covers the description of language primarily through a study of English grammar. It aims to give students a common framework for discussing language, given the great differences in both depth and terminology which characterizes previous training in high school or in freshman English classes. Given its workload and level of complexity, it should probably be changed to become an upper-division course.

3.a.x. what constitutes a capstone course

The ASLP area does not have designated "capstone" courses, though it offers (and requires) graduate seminars which aim to integrate undergraduate and graduate coursework and clinical practica.

3.a.xi. the bases by which the prerequisites are determined and the rationale for current prerequisites

The prerequisites which the ASLP area has set for its courses reflect the faculty's belief that basic sciences and the study of normal processes must precede the study of disorders and especially the clinical treatment of persons with those disorders. The course in maxillofacial disorders (EPSY 637), for example, relies on students' knowledge of the anatomy of the normal skull and intra-oral musculature. Similarly, the assessment of speech hypernasality which usually accompanies maxillofacial disorders relies on acoustical measurements which would be meaningless to someone who had not studied college algebra, statistics, acoustics, and speech science. Likewise, the area's faculty could not ethically allow students who were not trained in the disorders likely to be seen in a given professional setting to do a clinical practicum in that setting.

3.b. how sequential learning is reflected in the ASLP curriculum

After the introductory class, students first gain the foundational knowledge of normal processes of hearing, language, and speech and background from allied sciences. Students are then given an introduction to the clinical process, and start
with assessment & disorders classes common to both disciplines. Speech-language pathology students conclude their undergraduate work with courses in diagnostics, stuttering, and voice disorders, and a professional settings course. Audiology students take a course in sign language and in pediatric audiology, and gain some experience in testing hearing and middle-ear function.

Incoming graduate students take a research design course to initiate their thesis research, which is spread across the two years that the master's degree program typically takes. Audiology graduate students take advanced courses in hearing physiology and disorders, testing, hearing aids, calibration of testing instrumentation, noise and hearing conservation, and the habilitation/rehabilitation of persons with hearing loss. They also complete a graduate seminar in hearing disorders and do clinical externships at three or more sites.

Speech-language pathology graduate students take courses in speech neurophysiology and motor speech disorders, aphasia, swallowing disorders and head trauma, and maxillofacial disorders. They also complete a course in multicultural aspects of the discipline and in theories of language acquisition, and complete seminars in language assessment and in the manual- and computer-assisted analysis of language samples. These students also do clinical externships at three or more sites, one of which is a public school.

Overall, then, the sequence is:
- basic sciences & normal processes
- general knowledge of disorders
- specialized study of disorders and treatment
- clinical application
- seminars and thesis completion

3.c. the ways in which majors gain familiarity with the different assumptions, concepts, methods, and analytical and intuitive approaches used in the ASLP discipline

This description is largely what ASLP courses aim to accomplish. The facts in the ASLP disciplines are never far from the methods used to collect and analyze data, both in the lab and in the clinic. Relative to each course, ASLP faculty cover the diversity of theoretical views and the implicit assumptions of the major theories in that area. Each "disorders" course deals with the etiology, symptomatology, assessment, and treatment of that disorder. Clinically, students work under the supervision of faculty and professionals to solve real-world cases with clients in light of the theory and information covered in process and disorders courses. Thesis students work with faculty in designing, implementing, and reporting research projects. The topics of these theses involve the study of a disorder or a clinical population, of an assessment tool or method, or of a normal process involved in hearing, language, or speech. Thus, the assumptions, concepts, methods, and approaches of the ASLP disciplines are covered both explicitly in courses and implicitly through cooperation during the clinical and thesis experiences.

3.d. the skills students acquire (within & elsewhere)

Students learn to carry out professional responsibilities, to explain and contextualize their professional choices, to function as good examples and leaders in the church and community, and to learn independently both for professional
currency and for personal enjoyment. The ASLP programs teach them the basics of professional activity and, to a large part, how to learn or teach themselves the methods and ideas of the disciplines. ASLP programs teach them to tell good ideas and expressions of ideas from mediocre ones, and how to justify what they choose to do with a client. Students in ASLP programs write many clinical reports and keep rewriting these reports until satisfactory; students' theses likewise generate intense scrutiny and reworking. The multidisciplinary connections of the ASLP fields also serve as an integrative, second, general-education experience; students need to learn and integrate ideas from acoustics, statistics, psychology, anatomy, physiology, neurology, medicine, sociology, linguistics, electronics, and philosophy to carry out the integration and applications known as the disciplines of audiology and speech-language pathology.

Though salaries have increased in the recent past, people working in ASLP must take as part of their salary the satisfaction of helping people communicate better. In that sense, ASLP tends to draw more idealistic and compassionate students to its majors; thus the faculty cannot take credit for the positive example of service that students set. The ASLP faculty assume that students' other coursework and experiences at the University will allow them to place their major in context, to taste a broader variety of approaches to knowledge and problem-solving, and to enhance their social and spiritual maturity.

3.e. the level of involvement of students in faculty-directed research and in internships

Each graduate student becomes involved in faculty-directed research as part of the thesis experience. Students must do theses on topics which are within a faculty-member's area of expertise; students who complete excellent theses are encouraged to have the article based on their thesis published, with the faculty advisor credited as a collaborator. Faculty are expected to publish within their area(s) of expertise and to have some topics within those areas available for students as thesis topics.

Undergraduate students are encouraged to apply for the Undergraduate Research Trainee program and to gain some research experience prior to application to graduate school. This program, coordinated by the Instructional Science Department, allows undergraduate students to become involved in a faculty-directed research project.

All ASLP graduate students do clinical internships at three sites, two of which are away from BYU. The first site is the BYU Speech & Language Clinic and the BYU Audiology Clinic, both of which are part of the Comprehensive Clinic located in the John Taylor building. For speech-language students, one site has been a public school and the other a hospital or rehab clinic. Audiology students do their practica generally at a hospital and an ototrinolaryngologist's (ENT) office.

3.f. the processes or procedures the ASLP area uses to determine and deal with:

3.f.i. expected student workload for credit granted

The ASLP area has no written policy on student workload for credit beyond the university's policies but will create one if the administration desires. The working expectation has been one hour in class or credit lab per credit hour, with
about two hours in outside preparation per credit hour. This expectation is reflected in data from student course evaluations. As the ASLP professional certification requirements only accept 6 credit hours total for the mandated 350+ hours of supervised clinical practicum, the credit hours given for these practica greatly under-represent the students' workload. Similarly, the thesis generally takes much more time and effort than would be expected in 6 hours of coursework.

3.f.ii. how student workload is to be evaluated

The ASLP area has no written policy on student workload beyond the university's policies but will create one if desired. Workload per credit hour has been less a concern to the ASLP faculty than the amount of work required in a course on a basic process, a particular disorder, or a clinical procedure. These expectations are based on what faculty feel that students at the best audiology & speech-language pathology programs in the nation are expected to do. The ASLP faculty aim to have students learn at least as much about language development or aural rehabilitation as students at, for example, Purdue, Iowa, Washington, or Arizona.

3.f.iii. course grading standards

The ASLP area has no policy beyond the university's policies regarding course grading standards, except that each course must have a syllabus in which the grading standards for that course are clearly specified.

3.f.iv. grade inflation

The ASLP faculty have no policy beyond the university's policies regarding or protecting against grade inflation, but the faculty generally have been described in student evaluations as demanding heavy scholarly commitment and high standards of excellence in courses. The grades in undergraduate ASLP classes generally separate and differentiate among students. Data on grade inflation are presented in sections 28.v and 28.w of the Educational Psychology Self Study.

3.g. evidence regarding class size and the quality of curricular offerings and educational effectiveness

Large class sizes are just beginning to become a problem in the ASLP undergraduate programs. Though classes of 70 or 80 are small in comparison to many across campus, classes of this size are too large to be taught in the John Taylor building, where instrumentation and materials are housed. In addition, this large size limits the amount of teacher-student exchange in clinical methods courses where such exchange is desirable if not essential. To deal with this limitation, ASLP faculty are adding labs to allow smaller groups of students to use instrumentation and to view demonstrations. The faculty also plan to use video and software written in-house to bring the student closer to the material. The growth in undergraduate class size is one of the reasons that the ASLP faculty has moved the first clinical experience in speech-language pathology to the graduate level.

3.h. evidence regarding program size and program quality, and educational effectiveness

Though hard data are unavailable, the size of the undergraduate program is
manageable given the adaptations described above. The ASLP faculty maintain a full-time graduate student to FTE faculty ratio of approximately 6 to 1 in both majors. This number, mandated until recently by our accrediting association, allows the ASLP area to admit about 25 new students into the master's degree programs each year (about 15 in speech-language pathology and 10 in audiology).

3.i. what distinguishes the ASLP graduate from its undergraduate curriculum

The graduate programs both in audiology and in speech-language pathology require the previous completion of all undergraduate courses in the ASLP core and in the specialty area. The graduate curriculum offers (and requires) supervised clinical practica, clinical colloquia, and extensive student involvement in faculty-directed research.

3.i.i. what ensures that graduate courses are at the level of complexity and generalization for graduate study

The ASLP area has no written policy on this topic. The ASLP program follows the guidelines in "Some Fundamental Principles for Graduate Education" and is working to implement the principles in "Characteristics of a Strong Graduate Program," these are pamphlets published by the BYU graduate office. In harmony with these principles, graduate courses require more reading, and much of that additional reading is in the original source articles relating to theories and clinical practices in the ASLP disciplines. The expectations for quality of writing are higher in graduate courses, and more of the responsibility for understanding the material is placed on the student. Graduate classes are significantly smaller in size and tend to have more flexibility for using the clinic and the laboratory as part of the classroom. Graduate course teaching assignments are also closer to faculty members' research programs.

3.i.ii. what emphases, tracks, or specializations does the ASLP area offer at the graduate level and why

The ASLP area, being composed of two disciplines, offers two graduate degree programs, one reflecting a professional specialization in audiology and the other in speech-language pathology. These two specializations are aligned with national certification, state licensure, and public-school credential categories. Though students may gain additional preparation in a specific area by the choice of thesis topic and practicum settings, specialization in the ASLP disciplines is typically undertaken only at the doctoral level, which the ASLP does not offer.

3.j. the role and function of required graduate courses outside of department...

All required graduate courses in speech-language pathology and in audiology are taught within the ASLP area. Students are encouraged, but not required, to add elective courses to their study list which reflect individually desired areas of emphasis, such as aging, learning disabilities, neuropsychology, or music.
4. Cross disciplinary curricular issues

4.a. required courses for ASLP majors taught by other departments; and how concepts from these courses are integrated into the ASLP curriculum

Both the audiology and the speech-language pathology undergraduate majors require a core of courses from outside the area. These courses are Math 110 (college algebra), Statistics 222 (introduction, including analysis of variance), Physics 167 (acoustics), Zoology 260 (human anatomy), Instructional Science 286 (microcomputers), and English 316 (technical writing). In addition, audiology requires ASL 101 (Sign Language). Some of these courses fill GE. electives, but the ASLP faculty would require them even if they did not.

The quantitative and science courses are part of the core of knowledge upon which the specialized study of normal and disordered speech, language, and hearing is built. This integration is formalized by these courses’ specification as required prerequisites for certain required ASLP courses.

4.b. connections between major & cognate disciplines

As described in Section 2.b, both audiology and speech-language pathology are richly interconnected with other disciplines in the physical and biological sciences, medicine, the behavioral sciences, and the humanities. Each of these related areas has contributed to the knowledge of human communication and its disorders, and some training in each of these areas is expected nationally for majors in both audiology and in speech-language pathology.

Students learn of ASLP's connectedness to these other disciplines: (a) by completing required classes in these allied disciplines, (b) by content of ASLP courses which discusses ASLP's interactions with the knowledge and professionals of those related disciplines, and (c) by working as teams together with practitioners of various disciplines in clinical or research activities.

4.c. the dialogue between the ASLP area and significant cognate departments

The ASLP faculty have, as need has arisen, discussed the courses that our majors take with faculty in Physics, Statistics, Instructional Science, and Zoology. They have collaborated on curricular issues related to the Language Acquisition doctoral program proposed by the College of Humanities. With faculty from the Linguistics department, ASLP faculty have worked out a specific minor in speech-language pathology for linguistics majors. The ASLP faculty have not had occasion to formally discuss classes with faculty in ASL, English, and Math. ASLP faculty and students have collaborated on research with BYU faculty in electrical engineering, family science, physics, psychology, zoology, music, and elementary education; they have collaborated with faculty at schools of medicine and dentistry at other universities.

4.d. how cross-discipline prerequisites are determined and communicated

Prerequisites in other disciplines for ASLP courses are listed in the university catalog and in advisement handouts for students. Other than the requirements for the minor in speech-language pathology for linguistics majors,
other disciplines do not require ASLP courses as prerequisites. The requirements for that minor are listed in the Educational Psychology section of the university catalog and in advisement materials for linguistics majors.

4.e. service courses (not applicable)

4.g. involvement in general education (not applicable)

4.h. religious education
   From time to time, ASLP faculty have individually volunteered to teach one section of a religious education course. Typically one, and no more than two, professors have provided this service in a given semester.

4.i. teacher education (not applicable)
5. Processes and procedures for curriculum development

5.a. how the ASLP curriculum changes with the changing educational and professional needs of the students

Almost all courses in the ASLP area are taught only as one section once per year, generally by the faculty member most qualified in that area. This division of stewardship leads to courses being closely overseen by the faculty member in charge of that class. Typically, faculty make minor changes in the structure or content of their courses. When the interface with other courses or the program at large might be affected, changes are worked out by all faculty members involved or interested.

5.b. faculty involvement in curriculum development

The faculty member responsible for a class is the primary agent of change for that class. The faculty members, of course, read articles and books in the areas in which they teach. They attend, typically, one national convention per year and become acquainted with new developments in research or materials through sessions or displays. Faculty also typically receive announcements of new books, materials, and conferences through mailings. The ASLP area orders new books and materials. All faculty in both areas (audiology and speech-language) are invited and expected to be involved in cross-course curriculum development related to their area(s) of expertise and they have done so.

5.c. student involvement in curriculum development

Students early in their professional development are not yet acquainted enough with the nuances of the discipline to have significant involvement in decisions regarding the breadth or depth of the curriculum. However, students' input, through formal or instructor-designed evaluations, has been an influence in the way that the curricular material is presented.

5.d. the means the ASLP area uses to evaluate the quality and currency of its curriculum

The ASLP area evaluates the quality and currency of its curriculum through self study and through periodic external reviews by its accrediting association which include surveys of recent graduates, employers, and clinical clients.

For example, the master's degree program in speech-language pathology has added two courses since 1990, one in swallowing disorders and head trauma, and one in multicultural aspects of the discipline. The first course was initiated by faculty who realized that the knowledge base in these areas had grown too large to deal with adequately as sub-topics in existing courses. In addition, feedback from alumni and discussions at professional meetings indicated that many speech-language pathologists were spending a large portion of their time in treating clients with these disorders and had not received in-depth training in the topics.

The course in multicultural aspects of speech-language pathology was added in response to an impression shared among that program's faculty that although the program had "passed" this area in the external reviews, the faculty needed to improve both the "informed compassion" and the applicable skills of speech-language pathology students in this topic area.
5.d.i. the relationship of curriculum changes to evaluations

These evaluations may suggest where new courses should be added, where existing courses combined or dropped, or where course content needs supplementing or overhaul. The faculty in each subarea (audiology, speech or language) discuss and make changes, or submit proposed changes to the College of Education's curriculum committee.

5.d.ii. the role of external reviews in curriculum development and change

External reviews of ASLP curriculum have occurred through reaccreditation studies and site-visits. These reviews are discussed in section 5.d.v below.

5.d.iii. the role of former students in curriculum development and change.

Master's degree alumni employed in the professions in various settings are periodically mailed evaluation instruments which solicit their critical views on the curriculum and their suggestions for improvements. Though alumni suggestions vary widely according to the professional settings in which the respondents have become situated, these data have been influential in course development and modification.

5.d.iv. the role of employers and/or graduate schools in curriculum development and change

Employers of master's degree alumni are surveyed as part of the ASHA reaccreditation process. Perhaps due to the shortage of new clinicians entering the field, employer evaluations have been extremely positive and thus have not offered either targets or incentives for curricular development or change.

In the past the ASLP area has had too few students continuing on for the PhD degree to allow any inferences to be made regarding these programs' predoctoral preparation and its implication for curricular development or change.

5.d.v. the role of specialized accrediting bodies or academic associations in curriculum development and change

Though faculty may initiate curriculum review at any time, most of the evaluation of the ASLP curriculum has come with the 5-year (now 8-year) reaccreditation reviews required by ASLP's professional association, the Educational Standards Board of the American Speech-Language-Hearing Association. The programs in audiology and in speech-language pathology are separately evaluated and accredited. Questions regarding the quality and currency of the ASLP curricula are presented to the external reviewers, the site visitors, the former students asked to evaluate the program, the current students in the program, and to professionals and lay people from the community.
6. Discuss the teaching methods and processes used in the ASLP disciplines and area

Overall, the ASLP program places students in three learning situations, the classroom, the clinic, and the laboratory. The faculty help the students to learn to apply and critique the material presented in the classroom in the clinic and in the lab. Necessarily, much of this training is one-to-one between the student and the faculty member.

6.a. relation between the educational philosophy that informs the ASLP curriculum and pedagogy

Each ASLP course covers or builds upon the concepts in the applicable foundational sciences and focuses on either the assessment of a disorder of hearing, language, or speech, or on the clinical management of that disorder. After such training, students work under faculty supervision with clients having those disorders in several clinical settings and are able to discuss these clinical experiences in light of theory and published research as part of graduate courses and seminars.

6.b. assumptions the ASLP area makes about the role of students in learning process

The ASLP faculty assume that students are able to read and comprehend material appropriate to their level of training and to retain and communicate important definitions and relationships presented in that material.

The ASLP faculty assume that students are interested in helping clients with impairments of hearing, language, or speech, and that students' love for their future clients will motivate them to learn the applicable scientific foundations and theories of the clinical methods.

6.c. pedagogical considerations the ASLP area makes for different levels of student sophistication

As noted previously, the ASLP program has a single true lower-division class. Among the upper-division classes, the senior level classes often expect a grasp of the junior level courses and are more likely to go beyond text material in lecture. Graduate classes, as described above, require more reading, a higher standard and amount of writing, and often use journal articles rather than textbooks as the basis for class discussion and writing assignments.

6.d. how the ASLP area teaches its students to pose questions, collect information, identify and use an appropriate framework or method to analyze and structure the information, and arrive at conclusions.

The ASLP area teaches its students these problem solving skills in the following ways: (a) courses in laboratory study of normal speech, language, and hearing processes instruct and require students to measure acoustic, physiological, or linguistic variables; (b) courses in disorders of language, speech, or hearing instruct and require students to correlate impairing conditions (diseases, injuries, etc.) with performance and explain these differences using physiological or other theoretical models; (c) a course in research methods describes hypothesis formulation, data acquisition, data analysis and modeling, and presentation of results; (d) the thesis requires students to scope, structure, execute, and describe
the solution of a research problem; and (e) clinical practica require students to study symptoms and disease signs to formulate a diagnosis, select, implement, and evaluate a treatment strategy. Clinical work is problem solving, with lifelong and sometimes even life-threatening consequences for clients. The ASLP faculty handle this clinical problem solving on a hypothetical basis in class discussion of clinical cases, and on a supervised but real basis in the clinical practica.

6.e. how the ASLP area teaches its students to deal with abstractions

The ASLP program deals necessarily with abstractions in the descriptions of clinical treatments. No two clients are exactly alike, and so clinical methods are theoretical to cover best the breadth of situations and cases that might exist. Similarly, the design and use of a data-based treatment evaluation system is necessarily an abstraction, as all details of a client and treatment cannot be written and may not be relevant; students must learn to focus on the aspects of the client and situation that the research literature has found to be most important.

6.f. how the ASLP area teaches its students to apply concepts and representations

The ASLP clinical experiences are the applications lab for the ASLP courses. In the in-house clinic and in clinical practica, students should be implementing principles and models taught in the courses. Students' limitations in the application of those methods should be reported back to the faculty member(s) teaching the courses, leading to course improvement through such feedback. Clinical practica, both at BYU and at hospitals, schools, and other settings, are supervised by certified practitioners, some of whom are BYU faculty. Thus the student's early applications of the theories and principles taught in courses are individually monitored and, if needed, corrected and improved.

6.g. how the ASLP area teaches its students the ethical aspects of its discipline

The ethical aspects of ASLP deal primarily with clinical practice; the general ethics of clinical practice are discussed in EPSY 310, which is taken by students in both ASLP undergraduate majors. Ethical aspects related to specific disorders or treatments (e.g., hearing aids) are covered in the courses on that disorder or treatment. Ethical aspects related to conducting and publishing research are covered in the EPSY 500 research methods class. Implicitly, ethical standards are covered in clinical practica; the ASLP faculty do not allow students to do clinical practica with service providers known to be ethically questionable. However, the ASLP program has little or no control over the competence of the clinicians with whom public-school practicum students are placed.

6.h. how the ASLP area teaches its students the aesthetic aspects of its discipline

The ASLP discipline has neither theory nor literature discussing the aesthetic aspects of speech, language or hearing disorders or treatment. In courses, faculty tend to point out and discuss positive and negative portrayals related to the discipline in the arts and media. These portrayals range from good (such as media coverage of country star Mel Tillis, who has a problem with stuttering) to abysmal (speech disorders of cartoon characters and of people the
audience is supposed to hate or laugh at). Portrayals of treatment include films such as "The Miracle Worker" or "The Doctor" (wherein an abruptly mannered physician becomes a patient with laryngeal carcinoma).

6.i. how the ASLP area teaches its students to write on the substance of their discipline
Most of the writing in ASLP is in the form of clinical reports describing the causes, symptoms, assessment, and treatment of hearing, language, and speech disorders. ASLP students write many clinical reports, which are read, critiqued, and returned for revisions before these reports are sent to other professionals or entered into client files. In addition, students write papers in several courses wherein they are given the opportunity (and often the requirement) of submitting multiple drafts which are critiqued and rewritten. Finally, all graduate students write a thesis, the writing quality of which should be at the level of a professional journal article.

6.j. formal opportunities for ASLP students to present research
Students are encouraged to collaborate with faculty in presenting at national professional meetings and in having an article based on the thesis published. Over the last five years, 26 ASLP master's degree students have presented at some national conference, and 11 have had an article based in their thesis research published. When national conferences have been within driving distance, the ASLP program has provided transportation and lodging for interested students, both graduate and undergraduate. The ASLP area has also had a few (3 or 4) undergraduate students present research projects as part of campus-wide research support initiatives.

6.k. the principle challenges the ASLP area faces in teaching and in other ways providing learning opportunities for its students
1. Visibility: No one expects to find audiology or speech-language pathology programs hidden under the banner of Educational Psychology. Some ASLP students get a late start in the major because of this disciplinary mislabeling. The establishment of the new ASLP department will eliminate this problem.
2. A small number of faculty to cover two broad disciplines: The ASLP programs are limited by faculty resources from offering multiple sections of undergraduate laboratory and clinical courses, which would be improved if limited to about 30 students. Some required courses must be taught by faculty who, though holding doctorates and expertise in other topical areas, have essentially clinical (post-master's degree level) competence in the content of that particular course.
3. Lack of financial support for the application of technology in teaching: Though the University has been generous in providing equipment and funding for initiating research efforts, funding for purchase or production of instructional materials has been less available. To date, faculty production of video or software has been minimal and inadequate, and improvement in this area is a priority.
7. Discuss why the ASLP area uses the mix of non-tenure track teaching faculty that it does

Of the 10 full-time ASLP faculty, only the Audiology Clinic's director is on a non-continuing-status track. The ASLP faculty have held discussions to explore designating that position as a professional continuing faculty status appointment with designated clinical rank. One speech-language pathology Ph.D. clinical assistant professor was awarded continuing status on the professional track.

The two in-house part-time speech-language pathology clinical supervisors are non-continuing-status track positions without benefits.

One course for undergraduate speech-pathology majors (EPSY 450, Speech pathology in the schools) is taught by a part-time faculty member.

Students in off-campus clinical practica are supervised by employees of that clinical site.

7.a. the benefits to the ASLP area and its programs from the use of these resources; the encouragement of the discipline to use non-tenure track faculty

The main advantages of using such personnel to the ASLP area are:

(a) Professional certification requires students to perform a minimum of 350 clock hours of supervised clinical practicum at (at least) three different sites. Faculty could not provide this supervision and still maintain any sort of a research program, or even a presence on campus. This risk is evidenced by programs within the College of Education which have tried to provide needed off-campus supervision.

(b) Supervisory personnel on- and off-campus have a greater depth and a broader range of clinical experience, and thus are a better resource to students who have previously had applicable coursework. Students' cooperation with such personnel also increases the diversity of views to which the student is exposed, and helps the students to begin "networking" with fellow professionals.

(c) The one course taught by a part-time faculty member deals with issues related to professional work in the schools; that person's full-time work is as the head of such services in a local school district, giving him unique insight.

7.b. The benefits to the ASLP area and its programs from the particular mix of non-tenure track faculty it uses

The advantage to the area of its "mix" is that faculty are carrying the program in terms of classroom and laboratory teaching, research, and university citizenship; these are the things they do best. Practitioners work along side of students in assessing and treating clients; this they can do with full attention and connectedness to the clinical setting.

7.c. The problems that arise from relying on these resources and the particular mix the ASLP area uses

The main problems arising from use of the off-campus personnel are: (a) less coupling than desirable occurs between course content and clinical practice, (b) often one group is somewhat unaware or minimally concerned with what the other group is saying or doing.
7.d. the level of involvement of non-tenure track faculty in the ASLP area and the university

The in-house non-tenure track faculty are tightly coupled with the degree programs and students; they attend area, department, and college faculty meetings, convocations, and (occasionally) devotionals with full-time, tenure-track faculty. They are consulted in graduate admissions, curriculum changes, and resource allocation.

The involvement of off-campus faculty varies considerably; some give invited on-campus lectures and participate in clinical demonstrations, some attend symposia or socials when invited, some consult with on-campus faculty on cases or students. Obviously, the consistency of the involvement of off-campus clinical supervisors merits monitoring.

7.e. methods and processes by category for hiring, making assignments, supervising, training, and evaluating non-tenure track faculty

These decisions are made under the direction of the department chair. Usually, all ASLP faculty have been invited to participate in decisions regarding hiring non-tenure-track faculty for the area. Other aspects regarding these personnel have been handled by the clinic directors, the area coordinator, and/or the department chair. See the general Educational Psychology Department Self Study Report for a table and further discussion.

7.f. how minimum qualifications of non-tenure track teaching faculty compare to those of regular faculty

According to the ASLP accrediting body (see Section 5.d.v), all supervision of ASLP practicum must be done by persons holding the master's degree and national certification in the area (audiology or speech-language) supervised. Most of these people have multiple years of experience in their particular professional setting and specialty area(s) as well.
FACULTY
8. Discuss what the ASLP area and discipline consider to be...
8.a. good teaching
   The area has no formal, written definition of good teaching, nor has this issue been the subject of discussion. The ASLP area concurs with university guidelines on good teaching such as those given in the University Memoranda (#5, 8, 10, and 11) to faculty, or those characteristics noted on the student evaluation forms (though each of those items would not be viewed as equally important). The faculty would agree that good teaching would include currency and competency in the discipline (sharpened by research involvement), the use of teaching tools and techniques that are consistent with providing an intellectually stimulating learning environment, and would use a variety of teaching strategies and media. Good teaching would set and maintain academic standards that provide a challenging education.

8.b. good scholarship; and how, if at all, the definition of scholarship differs from that generally accepted in the discipline
   The area has no formal, written definition of good scholarship but ASLP faculty would agree that good scholarship includes publication in national and international peer reviewed journals and the presentation of peer-reviewed research at professional meetings and symposia. Good scholarship would also include the writing of books, book chapters, research software, testing materials, and presentations, when these efforts were peer-reviewed and intended for widespread, lasting access.

8.c. good university citizenship and service to community and profession
   Again, the area has no written definition of good university and professional citizenship, but faculty would agree that worthy activity in this area would include cooperative teaching and research, creation of texts, software, and testing materials which are not peer-reviewed, service as an editor, editorial consultant, or reviewer for professional journals, committee assignments, professional organization assignments, service on governmental and community advisory councils, and advocacy for persons with communication disorders.
9. Discuss the effects of scholarship and service to community and profession on the ASLP area and programs

9.a. the value of scholarly activity for the ASLP area

Scholarly activity has had several benefits for the ASLP area. (a) The reputations earned by our graduate faculty through scholarly productivity have been the catalyst to attract other outstanding scientists to campus to lecture and work with our students, to provide student involvement in national and international meetings, to attract outside sponsors for our students, and to provide externships for our students at other nationally and internationally recognized institutions. (b) Scholarly activity has provided the faculty with provocative debate amongst ourselves; (c) Scholarly activity provides a 'fine tuning' of the faculty and sets a standard of excellence that is continually evaluated outside Brigham Young University via high quality peer reviewed publication. Favorable external feedback for such activity offers some assurance that the programs are on or near the 'cutting edge' of the profession.

9.b. the value of service to community and profession for the ASLP area

Service to the university, the community, and the profession has offered the following advantages to the ASLP area: (a) Faculty have been able to maintain and, sometimes, to improve their clinical skills. (b) Community service has increased the visibility of the ASLP programs and offered increased access to clinical and research opportunities. (c) Professional service has led to certain faculty members having more influence and impact on the professional councils and on the research journals of the discipline.

9.c. specific ways in which scholarship and service to community and profession are integrated with teaching

Faculty research plays an important role in insuring the currency and depth of course material, particularly on the graduate level. Faculty clinical service also provides relevant, realistic examples for teaching. Students often are actively involved with individual faculty members when service opportunities arise and frequently will be responsible for an activity under faculty supervision. This shared service involvement provides students with unique learning experiences and permits them to function more as a 'professional' than a student. It also teaches the student about the importance and responsibility of using their skills to benefit society on a philanthropic level. For example, the ASLP area runs and maintains a program of noise monitoring for the University for which no compensation is obtained (i.e., no "back billing"). This provides the students with excellent clinical and field experience and assists the University in EPA and OSHA compliance and monitoring.
10. Discuss the means by which the quality of teaching, scholarship, and citizenship and service to community and profession are evaluated in the ASLP area.

10.a. teaching
The methods and policies for the evaluation and improvement of teaching have been formulated at the departmental level; these aspects are described in section 10.a of the Educational Psychology Self Study Report.

10.a.i. methods, instruments, processes, etc. used for evaluation; frequency of evaluation; and differences, if any, among ranks in evaluation processes or frequency
The BYU Student Evaluation of Teaching instrument is frequently administered to students in ASLP courses. This instrument serves to highlight relative perceptions of the quality and effectiveness of instruction from the student's point of view. Written narrative comments and suggestions by students on the instrument are studied by the faculty member involved. Quantified scaled scores from this instrument suffer from a forced reductionism and other limitations, but do highlight relative strengths and weaknesses and allow comparisons over time. Such evaluation is done for each course taught by faculty who have not received continuing faculty status, and periodically for other faculty, initiated either by the department chair or by faculty request.

Other teaching evaluation methods, such as peer visits, are initiated and used at the discretion of individual faculty members or by the department chair. The confidential local faculty peer evaluations involve candid discussions and provide practical and insightful suggestions and solutions. Although the university's student-survey instrument is often valuable, peer evaluations have had the most profound and positive impacts on the improvement of teaching, and have emerged as the method of choice in the mentoring of new faculty.

10.a.ii. the use of internal and external peer reviews
As part of rank advancement and continuing faculty status evaluations, the Department of Educational Psychology assigns a committee of ASLP faculty peer reviewers to evaluate teaching effectiveness. In addition, individual faculty members have requested other faculty members within the area to review various aspects of an individual course and meet with students to obtain a student review of the course. These confidential internal peer reviews are done as a voluntary service at the request of individual faculty members and are not available to the administration. External reviewers who periodically meet with students and faculty and review both instruction and curriculum include site visitors from the Educational Standards Board of ASHA on an eight year accreditation cycle, and the Utah Department of Education Licensing Department on a similar cycle.

10.a.iii. the use of other evaluative data or information available to the ASLP area
Another evaluation of teaching occurs as part of the rank advancement and continuing faculty status application processes. These applications require the individual to write to the topic of self-assessment of the relative quality and effectiveness on their teaching over time.
10.a.iv. involvement in teaching-related activities outside of the classroom (e.g., contributions to pedagogical journals, participation in seminars and conferences on teaching; seeking outside funding to support teaching innovations)

The ASLP area funds and expects involvement in professional conferences for the updating and improvement of knowledge and materials used in teaching. Other teaching-related activities would be viewed favorably but are not required to be part of the evaluation of teaching.

10.a.v. the ASLP area’s appraisal of the usefulness of each of the above for evaluating teaching

Each of the above mentioned evaluative instruments and methods have proven useful in the improvement of instruction. The use of one-to-one peer confidential evaluation has been the most useful in generating remedies for specific problems identified by students’ quantitative evaluations; the student surveys and external reviews less useful. The peer review method is most effective in the ASLP area because faculty generally have a high degree of trust and respect for each other. This respect fosters not only a strong intellectual environment, but also encourages critical review for the purpose of enhancing the individual and subsequently the program. As part of the mentoring process, it shelters the less experienced teacher from invasive administrative scrutiny of the individual’s weak points while imposing close peer support to improve the quality of instruction.

10.a.vi. the level of teaching effectiveness appropriate for each level of faculty rank in the ASLP area; and the level of teaching accomplishment appropriate for continuing status in the ASLP area

The ASLP area has not specified different standards or levels of teaching effectiveness associated with rank or continuing status. The area recognizes the existence of differences among faculty in their talent and skill for teaching, and works for on-going improvement or renewal in the teaching effectiveness of all faculty.

10.b. scholarship

Many of the methods and policies for the evaluation and improvement of scholarship have been formulated at the departmental level, and these aspects are thus described in the Educational Psychology Self Study Report.

10.b.i. methods, instruments, processes, etc. used

The method most frequently used to evaluate scholarship has been to tabulate the number of publications in refereed national or international journals. The perceived prestige of the journal, most often reflected in the perceived lowness of acceptance rate, is subjectively factored into this tabulation, as is the number of citations of that professor’s published works by other authors.

10.b.ii. the use of internal and external peer reviews

Faculty scholarship is reviewed informally in the annual stewardship reports, and formally in the applications for continuing faculty status and rank advancement. Formal reviews include both internal and external peer reviews.
10.b.iii. the principle outlets for scholarly work in the ASLP disciplines; the methods used to evaluate the quality of these outlets; and the evaluation of the relative quality of these outlets

The principle outlets for scholarly work in the ASLP disciplines are the refereed national or international journals. Several publishers handle ASLP books, but these publishers are oriented more toward textbooks than research monographs.

Presentations at national or international conferences may be refereed, typically by review of short summaries of the intended paper. Proceedings of ASLP conferences are rarely published.

The ASLP area has no formal, written procedure for evaluating the quality of these outlets but would attempt to create one if the university so specified and provided valid criteria. The perceived quality rankings of the journals would vary by topical area and would differ for each faculty member according to their research specialty focus.

10.b.iv. the use of other evaluative data or information available to the ASLP area

Other information used to evaluate a faculty member's research would be the reputation that such publication has cultivated. This reputation would be reflected in the frequency of invited presentations, service as an editor or reviewer for journals or for external funding agencies, the perception of their credibility to other researchers in their specialty area, and so on.

10.a.v. the ASLP area's appraisal of the usefulness of each of the above for evaluating scholarship

As with most departments at BYU, the notion of consistent publication in national or international peer-reviewed journals as part of an ongoing program of research is enough of a novelty that any such publication is viewed as commendable. Perhaps later, when the numbers are consistently higher, more effort could be made by faculty with time and interest in the topic to quantify the relative prestige differences among journals in all the various specialty areas and to randomly survey colleges for an accurate measurement of a BYU faculty member's scholarly reputation, and to do all this in a manner that could be shown objective and valid. The ASLP area faculty have not set this task as a priority.

10.a.vi. the level of scholarly accomplishment appropriate for each level of faculty rank in the ASLP area; and the level of scholarly reputation appropriate for continuing status in the ASLP area.

These criteria, unpublished, are generated by committee consensus at the college and university levels for use in evaluating applications for continuing faculty status and rank advancement. Faculty rely on hearsay and profiles of passed and rejected applicants to estimate the specific criteria in use.

10.c. university citizenship and professional service

University citizenship and professional service are evaluated as part of the yearly stewardship report and interview. The department chair may also
intervene and collect information when problems arise. The service component of university citizenship is measured locally by the willingness of faculty members to serve on area, department, college, and university committees, and to serve in student related organizations. Professional citizenship is shown by individual faculty members' activity at the national and international level.

10.c.ii. the use of internal and external peer reviews
Aside from the stewardship reporting process, a faculty member's university citizenship and professional service are peer reviewed as part of the application for continuing faculty status or advancement in rank.

10.c.iii. the use of other evaluative data or information available to the ASLP area
Other than informal evaluations made during the course of normal faculty interaction, no other evaluative data or information are gathered.

10.c.v. the ASLP area's appraisal of the usefulness of each of the above for evaluating university citizenship and professional service
The evaluation which occurs during the stewardship reporting process appears to function well.

10.d. faculty involvement in defining quality; in determining criteria and means of evaluation; and in the evaluation process
This issue has been handled at the department and college levels, as described in the Self Study Reports of those entities. ASLP faculty involvement in these tasks has been minimal, unless serving as a member of a rank and status advancement committee.
11. Discuss the effectiveness of teaching, scholarship, and citizenship and professional service of ASLP faculty.

11.a. teaching

11.a.i. evidence regarding teaching effectiveness

The best evidence of teaching effectiveness is, of course, learning on the part of the students. The ASLP faculty are confident that their students are learning in the classroom, the clinic, and the lab. This confidence is based on the facts that (a) graduates are able to obtain, keep, and flourish in professional employment; (b) student’s scores on the national board exams are consistently above the national mean and median; (c) reviews by --and interaction-- with colleagues from other programs in the discipline suggests that the breadth of the field is being well-covered, specialty areas are taught by faculty who are publishing and presenting nationally in those areas, and that current material is covered in depth similar to its coverage at respected bachelor’s and master’s degree programs in the discipline.

11.a.ii. efforts to encourage high quality teaching

Efforts to offer high quality teaching have been made on the part of individual faculty members, but not as part of any systematic ASLP area encouragement program.

11.a.iii. efforts or programs to assist those whose teaching is judged to be subpar or inadequate

Efforts in this area are made by the department chair assigning a mentoring committee to work with the faculty member. This program involves help in organizing courses, planning lectures and examination activities, student interviews by colleagues to assess strengths and challenges, and classrooms visits by other faculty to offer further assessment and feedback.

11.a.iv. support of teaching innovations

No formalized program to support innovation in teaching has been established.

11.a.iv.a. brief highlights of the most innovative teaching efforts that faculty in the ASLP area have made in the past five years; and give an appraisal of effectiveness

Though area faculty have certainly had highlights in their teaching in the past five years, the ASLP area has not collected data on or ranked innovative teaching efforts. The area will collect such data and attempt to rank them if asked by the University to do so.

11.a.iv.b. the advantages and disadvantages to the ASLP area and the university from teaching innovations undertaken in the last five years

Though area faculty have certainly made innovations in their teaching in the past five years, the ASLP area has not collected data on the advantages and disadvantages of innovative teaching efforts. The area will collect such data and attempt to judge them if asked by the University to do so.
11.a.iv.c. evidence that innovative teaching and/or the use of new
technologies have enhanced the educational effectiveness of
undergraduate and graduate teaching programs

Though area faculty feel that innovations in teaching have enhanced the
educational effectiveness of undergraduate and graduate teaching programs, the
ASLP area has not collected data on the change effectiveness caused by these
innovative teaching efforts. The area will collect and analyze such data if asked to
do so by the University.

11.b. scholarship

11.b.i. identify the outstanding scholarly contributions that faculty in the
ASLP area have made in the past five years

The outstanding published works of ASLP faculty in 1990-1995 are:

in adults with mild to moderate retardation. Topics in Language Disorders, 13,
9-19.

Hewitt, & R.M. Sonnenmeier, (Eds.) Pragmatics: From theory to practice (pp.

Brinton, B. & Fujiki, M. (in press). Intervention with conversational skills. In M.
E. Fey, J. Windsor, & S. Warren, (Eds.) Communication intervention for school-


adults with retardation to respond to questions in an interview context.
Journal of Speech and Hearing Research, 37, 369-377.

by adults with mental retardation. Journal of Speech and Hearing Research,
(34), 1087-1095

techniques in speech-language pathology and audiology. Journal of Computer
Use in Speech and Hearing, 6, 22-28.


language sample analysis. Journal of Computer Use in Speech and Hearing, 7,
323-337.

survivors. Topics in Language Disorders, 13, 77-89.

Fujiki, M. & Brinton, B. (1994). The social competence of children with specific
language impairment. In M. L. Rice & R. Watkins (Eds.) Language
intervention with children with specific language impairment (pp. 123-143).
Baltimore: Paul H. Brookes.

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


11.b.ii. the areas where significant contributions are being made through research

Work in the areas of the publications listed in response to the previous question is continuing.

11.b.iii. the areas where significant contributions should be made through research; and explanation of the differences, if any, between ii. and iii.

The ASLP area has not attempted to push any research agenda onto faculty, viewing the choice of research area (within the disciplines connected with ASLP) as being a matter of academic freedom.

11.b.iv. faculty who are currently engaged in scholarly activities; and the reasons why others do not have ongoing scholarly agenda

All ASLP full-time faculty are involved in scholarly activities; this involvement is assumed to be an inalienable part of the faculty role.

11.b.v. the advantages and disadvantages to the ASLP area and the university from scholarship undertaken in the last five years

The small but promising research efforts of the faculty in the late 1980s helped in establishing a climate which attracted three new faculty members who had strong track records in research publication and obtaining external funding.

The research involvement of the faculty has led to improvements in clinical procedures used in the audiology clinic and in the speech and language clinic. In addition, the research instrumentation acquired has often been used in clinical assessment, treatment, and training.

Faculty scholarship has also increased the density of "networking" in the discipline and its professions; such increased contact has increased the area (and University's) sphere of influence.

The disadvantages of this involvement have been minimal, but would include the admission that the changed climate and priorities for the area made two faculty members uncomfortable enough to leave.

11.b.vi. evidence that faculty scholarship has enhanced the educational effectiveness of undergraduate and graduate teaching programs

Faculty scholarship has led to refinement and updating of the content of undergraduate courses. In addition, the research instrumentation acquired has been used occasionally to support classroom teaching.

Graduate teaching, as described in the Fundamental Principles of Graduate Education at BYU pamphlet, is an outgrowth of faculty scholarship; such scholarship is the lifeblood of graduate coursework. Faculty graduate teaching assignments are aligned with their research areas, and involvement in the discipline's ongoing dialog enhances both the currency of the ideas presented and the sharpening of faculty thinking and expression.

Student theses are now typically aligned with faculty research programs, increasing the currency, quality, and likelihood of thesis research being published or presented at national conferences.
11.b.vii. efforts to encourage high quality scholarship

The main effort to encourage high quality scholarship within the ASLP area comes from peer assistance and peer pressure. Though it could not be administratively mandated, ASLP faculty have given time and talent generously to help each other and faculty from other departments in conducting successful research. Peer pressure was initiated by hiring three nationally-known scholars in the last five years; these faculty know the expectation to maintain their reputations, the previously-present faculty know that the expectations to be okay and to fit in have been raised, and new faculty know the level to which they must grow to fit in and be respected.

Departmental efforts include (a) assigning a mentoring committee to get new faculty started in productive research, (b) the fairly consistent enforcement of scholarly productivity as a requirement for continuing status and rank advancement, and (c) efforts to keep teaching, supervision, and advisement responsibilities at a manageable level and to help faculty obtain needed supplies and instrumentation.

11.c. university citizenship and professional service
11.c.i. evidence regarding high quality university citizenship and professional service

ASLP area faculty keep being asked to chair or to serve on college and department committees, and these committees generally accomplish their missions, so the quality of ASLP faculty's service must be at least adequate. Likewise, several ASLP faculty have been able to serve in positions of trust and responsibility within the discipline, as editors and editorial consultants for journals, as program committee chairs and members for national and international conferences, as the state's representative to the national professional organization, and so on.

11.c.ii. the advantages and disadvantages to the ASLP area and the university from professional service undertaken in the last five years

Because research, teaching, and clinical work are so closely connected in both audiology and speech-language pathology, the benefits of activity and improvement in one area typically carry over into the other areas. The professional service undertaken in the last five years has led to increased visibility for faculty and thus wider opportunities for students, both in research and in clinical training. For example, the hearing conservation program that the ASLP area runs as a service for the University gives students a greater breadth and an increased amount of experience in their clinical training, but also allows the university to meet federal regulations.

11.c.iii. evidence that professional service has enhanced the educational effectiveness of undergraduate and graduate teaching programs

Faculty professional service and its attendant networking have led to refinement and updating of the content of both graduate and undergraduate courses. Being in communication with professional colleagues from around the country helps to insure that current ideas and methods are part of the academic and clinical training that BYU students receive. Frequently, faculty's own clinical experiences have been used to enhance classroom teaching.
12. Discuss how evaluations of quality in teaching, scholarship, and university citizenship and professional service are related to faculty assignments and rewards such as annual raises, leaves, teaching assignments, informal recognition, nomination for teaching awards and stipends, etc.

The link between evaluations, assignments, and rewards ranges from none to unknown. Specifically, merit raises are determined by the department chair and dean, and neither the specific criteria nor the amount of increase related to merit is made known. Nominations for awards and stipends are made by peers on their own initiative and no criteria have been established. Factors affecting the teaching assignments in ASLP are described below.

12.a. the balance of teaching, research, and service for individual faculty members and for the ASLP area as a whole

Graduate faculty (7 of the 10 full time ASLP faculty) teach in the classroom an average of 6 credit hours (half time); the other half time is divided among clinical teaching, thesis research mentoring, citizenship assignments, and research. Non-graduate (professional) faculty teach about the same amount in the classroom but more time is spent on clinical teaching, less on research, and none on thesis research mentoring. Almost all ASLP courses are taught as one section once per year, yielding five preparations per year per faculty member.

12.b. how and on what basis faculty loads are apportioned among:

12.b.i. introductory courses

The ASLP area offers only one section of one 3 hour undergraduate introductory course. This course is team-taught by one faculty member from audiology and one from speech-language pathology.

12.b.ii. service courses

The ASLP area offers no service courses.

12.b.iii. upper-division courses

Upper-division undergraduate courses have been assigned on the basis of faculty subject matter expertise and/or interest, subject to the six classroom hour maximum described above. The assignment for a particular class typically does not change from year to year.

12.b.iv. graduate courses

Graduate courses have been assigned on the basis of faculty subject matter expertise and interest, subject to the six classroom hour maximum described above. Graduate faculty are expected to teach a graduate course either spring or summer term each year.

12.b.v. honors courses

The ASLP area offers no honors program courses.

12.b.vi. general education courses

The ASLP area offers no general education courses.

12.b.vii. religious education courses

The ASLP area offers no religious education courses. Faculty who have taught religion courses in the past five years have done so voluntarily as uncompensated overload.

12.b.viii. academic advisement and student mentoring

All faculty are expected to be available for new student "mentoring," and to
answer student questions about the major. All graduate faculty are assigned (about) three new graduate students to advise each year.

12.b.ix. graduate committees

Graduate students select the faculty member who will head the thesis and advisory committee, subject to faculty consent. Other members of the committee are added on the basis of their expertise relative to the intended thesis topic. These assignments are thus not administratively apportioned.

12.c. the extent to which there is a consistency between faculty assignments, hiring priorities, and faculty development plans

As discussed in sections 1.b, 1.c, and 6.k, the faculty in a program area (audiology or speech-language) must cover the breadth of that program area. In some areas covered, faculty have deep expertise from doctoral or post-doctoral study and research involvement. In other areas, faculty have a post-master's, clinical level of expertise; priority on hiring is directed toward bolstering these areas. Were area faculty to have faculty development plans, or were such a plan to be made by the ASLP area, it would generally involve faculty staying current or advancing in existing areas of expertise, rather than on reformatting faculty for new areas.

12.d. how faculty assignments are affected by rank, continuing status, and position in career life cycles

Faculty assignments are made on the basis of subject matter expertise and interest rather than rank, continuing status, or position in career life cycles, subject to the limitation that graduate faculty are responsible for teaching graduate courses and for thesis research advisement.

12.e. the balance of rewards for:
12.e.i. teaching formal courses

Teaching six classroom hours of courses each semester is expected of all faculty and no explicit linkage of this expectation to rewards has been documented.

12.e.ii. participation on senior theses, honors theses, graduate committees

The ASLP area does not require a senior thesis. Participation on honors theses and graduate committees is by faculty choice at student invitation. No written policy explicitly links such performance to rewards.

12.e.iii. student advisement and mentoring

Student advisement and mentoring is expected of all faculty; no explicit linkage between this expectation and rewards has been made.

12.e.iv. scholarship

Graduate faculty are expected to publish one paper per year, on the average, as well as to make one or more presentations at national or international conferences each year. The link between meeting this expectation and receiving rewards is presumably known and used by the department chair.

12.e.v. university citizenship and professional service

Faculty are expected to participate on committees, to accept other citizenship assignments, and to be involved in the professional organizations and associations. No formal link between meeting this expectation and rewards has
been defined or made explicit.

12.f. the relationship between evaluations of quality, graduate faculty designation, and graduate committee assignments
Graduate faculty designation is made according to the criteria outlined in the College of Education Self Study, College-Level Analysis, item 9.a. Graduate committee assignments are made as described in item 12.b.ix above.

12.g. the relationship between faculty evaluations of quality, quality evaluations of faculty, evaluative qualitative faculty evaluations of quality faculty, and evaluating quality without faculty.
We refuse to answer this question upon the advice of counsel.

12.h. the strengths and weaknesses in current procedures for making faculty assignments and determining faculty workloads
The strengths of the current procedures for making faculty assignments and determining faculty workloads include (a) faculty teach graduate classes in close relation to their research and training, (b) the stability allows faculty to make longer-term investments in course improvement, and (c) courses are generally taught by the faculty member most qualified, or by one of the best-qualified faculty members. The disadvantage is that faculty who are more successful in teaching than research end up teaching the same amount as faculty who are better in research than in classroom teaching.

12.h.i. individual faculty member's input regarding teaching assignments
The ASLP area's broad topical coverage using a small number of faculty pretty much mandates the particular load and course assignments to faculty members. This issue is taken as a given, and has not been discussed as the basis for any written policy.

12.h.ii. individual faculty member's input regarding committee or administrative assignments
Faculty may choose to accept or to decline an invitation to serve on a graduate or honors thesis advisory committee. The desire for acceptable citizenship seems to compel faculty to accept other committee assignments. Administrative assignments in the area have heretofore been effective until retirement or leaving the university. Though presumably the offer might be not accepted, no one has ever declined such an administrative assignment.

12.h.iii. the effect of faculty assignments and loads on the morale of the ASLP area
No specific survey as to the effects of assignments and loads on morale has been made, nor has the need for such a survey received mention.
13. The career paths of non-tenured-but-tenure-track faculty from the time of hiring to the granting of continuing status. Discuss how the department, college, and university promotion and tenure processes are working. Include in the analysis a discussion of faculty mentoring.

These issues are primarily departmental and are thus discussed in section 13 of the general Educational Psychology Self Study Report. If ASLP becomes, as proposed, a separate department, departmental promotion and continuing status processes will necessarily be created and documented.
14. The career paths faculty from the point at which continuing status is granted through retirement. Discuss how periodic evaluations work for the department and for the affected faculty members. Include in this analysis a discussion of the process, nature, frequency, and usefulness of periodic evaluations.

These issues are primarily departmental and are thus discussed in section 14 of the general Educational Psychology Self Study Report. If ASLP becomes, as proposed, a separate department, tentative evaluation procedures will necessarily be written.
15. The phrase "professional development" is often used. Discuss the kinds of things you believe require special attention, investment, development, etc. over a faculty member's full career to keep her/him viable, productive, and interested.

15.a. the types and availability of professional development opportunities
The types of available professional development opportunities for ASLP faculty would include (a) research, either at BYU or at another university or setting; (b) clinical work in one's professional area; or (c) academic coursework or re-training or enrichment study, at BYU (in cognate departments) or elsewhere.

15.b. the role of formal professional development leaves
Professional development leaves are for faculty improvement or renovation, not viewed as a reward or punishment, and should make a lasting difference in the productivity of the faculty member involved.

15.c. the role of attendance at professional conferences
Regular ASLP faculty attendance at regional, national, and international professional conferences is encouraged and facilitated for two reasons. First, faculty present peer reviewed scholarly and creative works at these meetings and the preparation of those submissions provides a medium to communicate research outcomes to others. Abstracts are typically published, and these meetings are a forum to present pilot or clinical data which are important catalysts for future published works. Contacts made at these meetings often have led to the establishment of collaborative research networks among colleagues throughout the world, thus leading to ongoing scholarly productivity.

Secondly, attendance at these conferences provides faculty members with continuing education opportunities and exposes them to the findings and ideas of other professional peers at the cutting edge of their professional specialties. Besides stimulating their own research, these experiences ultimately improve the classroom and clinical teaching of these faculty members, and enhance their mentoring of students in thesis research. Faculty members often share their experiences with area colleagues, yielding a holistic appreciation of the current state of the art in the ASLP disciplines.

15.d. the role of special seminars, symposia, and colloquia
The ASLP Area hosts regular special symposia and clinical colloquia. The Audiology clinic holds a "special clinic" and the speech & language clinic holds a clinical colloquium weekly which are open to all students and faculty. Faculty also cooperate with the BYU chapter of the National Student Speech-Language-Hearing Association in bringing local guest lecturers to campus. Visiting scholars from the national and international arenas are brought to campus on an ad hoc basis to consult with faculty and students in addition to giving formal presentations which are open to the community. Examples from the past four years include Dr. Martin Robinette, Mayo Clinic; Dr. Rodney Atack, Walter Reed Army Medical Center; Dr. Jack Damico, Southwestern Louisiana State University; Dr. Merlin Mecham, Professor Emeritus, University of Utah; Dr. Robert Brey, Mayo Clinic; Dr. Samuel Fletcher, Professor Emeritus, University of Alabama; Dr. Barbara Culatta, University of Rhode Island; Dr. David A. Stapells, Albert
15.e. the role of reduced teaching or administrative obligations during a particular semester or term

These temporary reductions in teaching obligations have been made occasionally to allow faculty to carry additional administrative responsibility such as chairing a college self study committee or serving as an associate director for the Comprehensive Clinic. New faculty are given reduced committee assignments (and sometimes a less than six hour teaching load) to allow them to get a research program started.

15.f. the department's policies regarding items b through e

Departmental policy in regard to attendance at professional conferences is to encourage and provide, to the extent possible, travel funds and other needed resources to attend at least one national or international conference each year. When budget allocations are in shortfall, priority is given to funding those who are presenting or who are officers of the organization. Department and college funds are available to fund outside speakers or evaluators. Formal development leaves are initiated by a formal, written application through the department; the faculty member's load would have to be picked up by the other faculty (if any) in the specialty area. Given the small number of faculty in either audiology or speech-language pathology, this would be a significant burden, which is why it hasn't been done.

15.g. the types and availability of external professional development funding and their role

The ASLP area faculty have not studied this aspect in detail. Some external grant funds are available, though not specific to ASLP disciplines. Perhaps salary as a visiting professor or as a clinician could supplement reduced BYU salary.

15.h. the types and availability of internal professional development funding and their role

The ASLP area's understanding is that no such funds exist, which is the basis for assuming that remaining faculty would have to take over the responsibilities of a professor on leave, without additional budget or compensation.

15.i. the department's policies regarding items 15.g and 15.h

Neither the ASLP area nor the Educational Psychology department have written policies on these issues.

15.j. how the ASLP faculty deals with technological developments and change in library information retrieval, teaching media, classroom computer uses, etc.

The faculty members in ASLP are clinical scientists who participate in the implementation of instrumentation and computer technologies in these disciplines
and in higher education generally. The faculty have created student computer
laboratories, and confidential clinical logs and reports are maintained on a local
host computer network. Some members of the faculty use faxes and the Internet to
communicate with diverse colleagues, agencies, and to use library resources.
Development of local home pages on the World Wide Web is being planned at the
present time. The ASLP area maintains an extensive library of current computer
development and application software, and effort is made to keep teaching,
clinical, and research facilities at state-of-the-art capability through necessary
physical facility modification and remodeling and constant capital equipment
acquisition, upgrading, evaluation, calibration, repair, and replacement.
16. Discuss the ASLP area's ongoing and anticipated professional development activities

The ASLP area will (a) invite visiting scholars to campus as opportunities arise; (b) continue holding clinical colloquia; (c) continue sending faculty to national, and occasionally international, conferences. However, given the small number of faculty and the absence of funds to hire temporary replacements, no professional development leaves are anticipated.

16.a. the proportion of faculty who have participated in professional development leaves in the past 5 years; and a brief evaluation of the type, quality, and impact of these leaves

No ASLP faculty have taken a leave in the past five years.

16.b. ways the department, college, and university can encourage faculty to seek professional development opportunities

The department, college, and university could encourage faculty to seek professional development opportunities by (a) providing funding to support the hiring of competent visiting faculty to replace BYU faculty who could then take professional development leaves; (b) regularly scheduling such leaves as an expectation (such as the traditional one semester every five years accrual) in such a way as to remove financial penalties involved.

16.c. connections between anticipated professional development leaves and undergraduate and graduate instruction

No professional development leaves are anticipated.

16.d. connections between anticipated professional development leaves and faculty scholarship

No professional development leaves are anticipated.

16.e. challenges the department faces or anticipates facing in pursuing its faculty professional development program

In the ASLP Area, the factors which combine to make it problematic for a faculty member to take a prolonged faculty development leave of a semester or more include (a) divergent faculty teaching specializations, (b) the large number of different required courses taught only once annually, (c) ongoing thesis advising commitments, and (d) the frequency of ongoing collaborative research and writing among two or more area colleagues.

16.f. guidelines in place for the approval and implementation of professional development projects

The ASLP area has no such guidelines, and, given the lack of resources for funding leaves, has not inquired regarding departmental, college, or university guidelines. The guidelines of these other entities are outlined in their respective Self Study documents.
17. Discuss ASLP department recruiting and retention activities

17.a. a description of the procedures for hiring new faculty in the department, including a discussion of the methods of advertising and conducting a search, and how various levels of candidate review are conducted; how search committee members are selected; and the process leading to final departmental recommendations

These procedures have been developed on the departmental level and are described in section 17.a of the Educational Psychology Department Self Study Report. In ASLP, search committees consist of all faculty in the specific area (audiology or speech-language) for which the search is being made.

17.b. ASLP hiring priorities; how they were developed; and how you intend to implement them to support the department’s academic programs and activities

17.b.i. immediate priorities; and long-range priorities

Immediate: Hire two 20 hour/week part-time speech-language pathology clinical faculty supervisors (not administrative) for the Speech and Language clinic.

Long Term: (a) Hire a full-time w/ benefits professional track M.S. or Ph.D. clinical instructor as a speech-language pathology supervisor (not administrative) for the Speech and Language clinic.

(b) Hire a full-time academic track Ph.D. faculty member in the specialty area of speech science.

17.b.ii. the various aspects of the department role, evolution of disciplines, balance, student needs, etc. that have shaped hiring priorities

An increase in the number of supervised clinical hours required for national certification has increased the need for in-house clinical supervision. A concurrent increase in both the number of students coming into the major and the number of clients desiring service in the clinic accentuates this need. In the past, clinical supervision in speech-language pathology was assigned to faculty who were not as current in the discipline, or was done by graduate faculty in lieu of research. In contrast, the ASLP area’s current thinking contends that to achieve excellence, the clinical teaching component of the program should be taken as seriously as the classroom teaching component.

The priority to add a graduate faculty member in the area of speech science emerged as (a) students have entered the speech-language pathology graduate program who are better trained in math and science, and want to do publishable research in speech science, and BYU has no publishing scholar in that area; (b) laboratory equipment and support would now allow someone to do publishable research in that area, whereas seven years ago, bringing a scholar in that area would have been impractical and doomed for disappointment; and (c), the increased rate of change in that area has made it impossible for generalist faculty members to remain in touch with or even to grasp new theories and findings in that area.
17.b.iii. evaluation of the strengths and limitations of the current candidate pool

There are many LDS M.S. level clinicians who would be available to manage the speech and language clinic, if that position were full time, with benefits, and guaranteed long term. The pool of known LDS Ph.D. level potential candidates for future open faculty positions in ASLP is small, especially in speech science at the assistant and associate professor ranks. Few non-LDS applicants have responded to ASLP national searches in the past.

17.b.iv. departmental efforts to enhance the quality and balance of the candidate pool

These efforts are described in section 17.b of the Educational Psychology Department Self Study Report. In addition, ASLP faculty have recently become aggressive in encouraging promising graduate students to earn the PhD degree. However, no mechanisms to assist in financing such study or to offer such students a position upon PhD degree completion seem to exist.

17.b.v. ASLP area strengths and limitations in attracting highly qualified faculty

The strengths include: (a) the area's affiliation with BYU and the LDS church and its mission of excellence; (b) three nationally or internationally recognized scholars and several other faculty who are productive in research and are perhaps approaching such recognition; (c) abundant support for equipment, instrumentation, and research incubation over the past five to seven years; (d) bright, sometimes hard-working, generally honest, heterosexual students; (e) an area reputation for a high level of collegiality, a raucous yet restrained and dignified sense of humor, and a willingness among faculty to cooperate.

The limitations include: (a) a small number of faculty, so some teaching will be outside the research specialty area; (b) the ASLP area is hidden in the disciplinarily incongruous Educational Psychology department; (c) the areas where the best contacts with possible recruits can be made are the areas in which the area's programs are already strong; (d) increases in the local cost of housing make the conservative salaries less enticing; and (e) the DMBA ("Death Might Be Advantageous") health insurance plan is an embarrassment to the university.

17.c. the importance of ethnic, gender, and racial diversity, and career stage in hiring

Faculty search committees have stressed the importance of equal opportunity in regard to gender, ethnic, and racial background in ASLP faculty recruitment, advertising, and other hiring practices. Factors of gender and ethnic or racial background have been of less importance than the applicant's specialty area, orientation toward research productivity, and LDS compatibility. The fact that preference is given to LDS applicants has been openly communicated. Career stage has been an issue only when a position vacated by a senior faculty member has been administratively approved for replacement only at the assistant professor level, where fewer applicants in desired specialty areas are available.
17. d. the impact on ASLP hiring strategy of university or college policies and procedures

The University administration's presumption that vacated positions may be capriciously taken away, and thus cripple the ASLP area's degree programs, is a very real demoralizing force. Once faculty have been assured that a vacated position will not be confiscated, university and college procedures do not seem to have been too much of a burden.

17. e. the reasons for recent successes and failures in hiring

17.e.i. the degree to which salary is an issue

One highly qualified professor was offered a faculty position in 1990 following an extensive national search but claimed that the BYU salary offer was too low. However, his somewhat contemptuous attitude led to an erosion of area faculty support for trying to have the Dean meet the candidate's salary demands.

17.e.ii. the degree to which the availability of support resources is an issue

Support resources, including the physical facilities of the Taylor building, the quantity and quality of laboratory instrumentation, the promise of reasonable teaching loads, the established reputations of BYU colleagues, and the availability of both departmental and college funding for graduate research assistants, all have been cited by recent hires as being instrumental in assisting the success of recent faculty searches (Dr.s Brinton, Fujiki, McPherson, Hanks, Friend).

17.e.iii. other

There is much appeal in the program's being connected to BYU at large and in BYU's relationship to the LDS church. The University's aim for a well-supported balance among teaching, research, and citizenship also encourages and maintains faculty interest in employment.

17. f. the reasons for recent successes and failures in retention

17.f.i. the degree to which salary is an issue

One professor in audiology resigned a faculty position in 1991 to take a non-university clinical position in a medical setting which offered an annual salary that he reported to be approximately double his BYU salary. Also, without the spring/summer 18% amount, BYU faculty salaries for assistant or associate professors are about the same as the salaries in non-school settings for last year's speech-pathology master's degree graduates.

17.f.ii. the degree to which the availability of support resources is an issue

Education in ASLP is technology intensive, requiring more capital equipment resources than the typical program in the College of Education. The department, college, and university have made considerable efforts to fund the acquisition and modernization of needed equipment and technology in ASLP clinics and laboratories. A substantial but minority amount of capital equipment has been obtained from non-university sources. The faculty works closely with
BYU purchasing in finding and negotiating educational discounts and optimal pricing. Most faculty have faith that they will earn the confidence needed by decision makers so that provision of abundant support resources will continue to be a wise investment for the College.

17.f.iii. other

Two M.S. level faculty members in speech-language pathology left BYU in the past five years over issues not related to salary. Both had expressed discomfort over a perceived de-valuation of their contributions to the program, related to the expectation that the methods used in the clinic reflect those now being taught in clinical courses, and to the increased emphasis on faculty research at the expense of time previously devoted to graduate faculty supervision of student clinicians. No effort was made to persuade either person to stay.
18. Explain how your department is organized. Considering the structure in the department and the relationship between the chair, the faculty, and faculty committees, what matters are considered by the department as a whole? The chair only? Specific committees only?

These issues are primarily departmental and are thus discussed in section 18 of the general Educational Psychology Self Study Report. If ASLP becomes, as proposed, a separate department, tentative descriptions of organization, policy, and procedure will necessarily be written.
19. Discuss how the particular set of departmental governance procedures and style was determined or evolved. How has your department adapted and changed its procedures and style over the past five years?

These issues are primarily departmental and are thus discussed in section 19 of the general Educational Psychology Self Study Report. If ASLP becomes, as proposed, a separate department, plans for governance will necessarily be written.
STUDENTS

20. Discuss the evidence, if any, you have regarding the extent to which your students (graduate and undergraduate):

20.1. are better writers after having been exposed to a required writing course and/or other university or departmental writing requirements

Undergraduates are required to take English 316, which is technical writing for the behavioral sciences. Most (86%) of the students currently in ASLP graduate programs had received grades of A or A- in this course (which might indicate that grades in that course are inflated).

Graduate students' writing experiences culminate in a master's thesis. Articles based on 11 of our students' theses have been published in peer-reviewed journals over the past five years.

All students produce clinical papers during their training. ASLP students achieve professional level performance by writing several drafts of diagnostic reports, initial case summaries, therapy plans, therapy logs, case studies, and final case summaries.

In courses and seminars, mock prospectus writing, clinical case study writing, and article abstract and critical reviews of research literature are the primary writing assignments. Clinical practica require extensive clinical documentation and report writing, producing professional quality documents which actually become part of the permanent case files of the individuals receiving supervised evaluation and treatment from the student.

20.2. have improved their numeracy skills after having been exposed to required mathematics, statistics, or quantitative analysis courses

The use of research design and data analysis is demonstrated by all graduate students as they complete their theses. All ASLP administer clinical tests which must be scored and analyzed to determine treatment approaches for each client. During treatment, data are collected and analyzed to evaluate treatment effectiveness, which is documented in reports and evaluated by faculty. ASLP students use statistics and quantitative analysis when administering tests. Audiology students, for example, demonstrate mathematical skills in calibration of instrumentation, making measurements of noise levels, working with hearing aids, and doing ENG and brainstem testing.

20.3. have increased their capacity to solve problems, analyze issues, synthesize information, arrive at sound judgments

This increased proficiency is demonstrated by graduate students who formulate and carry out studies that result in masters' theses and by undergraduates who work jointly with faculty members on research projects, often over several semesters.

In clinical practice students apply theory and basic knowledge learned in classes to clients' communication disorders in the processes of diagnosis, assessment, and treatment. The range of approaches to treatment that students must consider includes developmental, geriatric, acute care, and rehabilitation. Students must use clinical judgment to interpret formal information, data, and theories into these applications in different settings such as the BYU clinic,
hospitals, extended care facilities, and schools. In clinical practice, students are evaluated at the midterm and at the end of the semester/term. Generally, the final evaluation demonstrates that they have made progress in these areas over the course of their experience.

20.4. **have increased their capacity to reason, create, and communicate**

The thesis requirement makes it necessary for every graduate student to present and defend a prospective study. In 1987, the ASLP area established the policy which required every thesis to include a journal article manuscript as the body of the text, with an accompanying review of literature and data tables as appropriate. Since that time, 11 research articles have been published in peer reviewed journals which have listed BYU thesis students as co-authors. In this same time period 29 different BYU students have been listed as co-authors 33 times on peer reviewed research papers presented at national and international conferences.

The process of clinical intervention in speech-language pathology is dependent upon scientific methodology. The student clinician must postulate a hypothesis about the nature of the problem, design the diagnostic and assessment approach, and conceptualize and apply appropriate treatment strategies. Often, undergraduate and graduate students participate in experiences in which they sample speech and language of clients and research subjects. The students then analyze these data to reach conclusions regarding developmental status, type of disorder, level of ability within the disorder, and, when appropriate, implications for treatment. The evidence for student accomplishment in this area is the reports regarding success of ASLP students in clinical externship practica and in their eventual employment.

Students acquire basic knowledge in classes about the nature of communication, its development, and the disorders that may occur. Students also learn programs and methods for treatment which have been validated for efficacy in the clinical literature. In order to adequately treat clients, information must be fine-tuned and applied to individual clients whose needs are all different. At the same time, student clinicians must demonstrate the ability to recognize commonalities across client disorders and clinical sites and to make appropriate modifications based on situational differences.

Student clinicians must become good communicators on several levels. They must be good linguistic models to clients. As clinicians, the students establish rapport with clients who often have diversity in age, value, language, and culture and communicate with them about diagnostic and assessment results, therapy procedures, and expected outcomes. Students work with families of clients. Students communicate in a professional manner as team members with members of several other disciplines, and write professional reports about diagnosis, assessment, treatment goals, and treatment results. Again, the evidence for student accomplishment in this area comes from the reports regarding success of ASLP students in clinical externship practica and in their eventual employment.

20.5. **have improved the skills or attributes that were intended outcomes of your program of study**

The performance of our students on the national exam for professional certification has improved significantly: Graduating master's degree students
averaged in the 23rd percentile before 1987, with a first attempt failure rate of 52%; since 1988, the average has risen to the 84th percentile, with a first attempt failure rate of 1.6%.

Clinical training has been increased (350 hours) and closely supervised (we exceed the ASHA minimum of 50% of diagnostic hours, 25% of treatment hours). Progress in clinical skills is closely monitored through observation and evaluation (midterm and final). Performance evaluations of students from the BYU clinic and extern sites demonstrate that graduate students have acquired the necessary knowledge and skills to work professionally with clients. Few (two in the last five years) student clinicians do not develop clinical skills needed to progress to professional extern sites, and are counseled out of the major. Subjective evaluation of students by extern site supervisors typically rate students in the superior range across the clinical skills assessed (diagnosis & reporting, developing & planning therapy, interacting with clients, personal & professional qualities). Often, extern site supervisors write in the comments section that they would like the student to accept a position at their facility. Of course, this might also be reflection of the shortage of available graduates in our field.

20.6. are learning what your faculty are intending to teach

This outcome is demonstrated by the evidence listed above regarding national exam results, completed theses and resulting published articles and national papers, and by reports of adequate-or-better clinical proficiency.

and the evidence regarding

20.7. overall program effectiveness and quality

Overall program effectiveness and quality are demonstrated by the evidence described in response to questions 20.1 to 20.6 above regarding performance in national exam results; completed, presented, and published student theses; demonstrated clinical proficiency; the high demand for and positive comments from employers regarding graduates; accreditation from ASLP's national organization; and successful professional credentialing of our graduates.

20.8. changes in quality and preparation of your students, if any, during the past five years

20.8.a. the bases on which you rendered your judgments including the methods and measures used to make your evaluations

The improvements made over the past five years have only been systematically evaluated in terms of (a) increased competitiveness for graduate admission to the speech-language pathology master's degree program, where both the incoming GPA and GRE scores are higher (see statistical data, section 26, of Educational Psychology Department Self Study.) (b) higher national exam scores (see question 20.5); and (c) the increased number of presentations and publications of student research (see question 20.4).

20.8.b. the evidence, if any, regarding retention or erosion of increased proficiencies

We assume that this question is asking whether we will continue at our recently attained level of performance or expect to decline. The ASLP faculty
intend to maintain the student proficiencies increased over the past five years but have no evidence to guarantee this.

20.8.c. the reasons for retention or subsequent erosion of increased proficiencies

We expect to maintain program progress by doing what is needed to maintain or improve performance on the measures cited in section 20.8.a. through continued college and university support for research and learning opportunities that enrich each student's university experience.

20.8.d. an analysis of the relationship between your evaluation of student proficiencies, skills, attributes, and program effectiveness and the evolution of your curriculum and degree programs

The ongoing analyses of the outcome measures of both our currently enrolled and graduated students have influenced the evolution of ASLP degree programs. Here are two recent examples which document this influence. In 1990, audiology graduates taking the national board examination provided feedback that many questions failed in one section of the examination had not been taught in their BYU coursework. Error analysis revealed that this knowledge was taught in the EPSY 321 "Speech Science" course, which was not required for the audiology bachelor's degree; the decision was immediately made to add this requirement. Second, questionnaires of speech-language pathology master's graduates and their employers, together with narrative feedback from students currently enrolled and participating in job interviews, revealed that (a) graduates were underprepared in the areas of swallowing rehabilitation and traumatic brain injury rehabilitation in medical settings, and that (b) although their theoretical awareness and issue sensitivities were good, competencies to identify needs and implement effective clinical methods in response to some multicultural issues were not optimally developed. In response, two new required graduate courses addressing these issues were developed and required, starting in 1993.
21. Discuss the quality of student advisement in your department.

21.a. how your students are made aware of the program requirements

Requirements are listed in the University General and Graduate Catalogs as well as ASLP clinical handbooks. Faculty representatives attend the freshman orientation in the College of Education to answer any questions that students may have about the major. Additionally, undergraduate students are referred to the Education Advisement Center and counseled to check in often to assure a timely graduation. Program requirements are also covered in the introductory course (EPSY 133) and in personal consultation with individual faculty members.

Graduate students meet with their advisor during the first semester and complete their plan of study. A letter is sent to incoming graduate students in speech-language pathology regarding their clinical requirements.

21.b. how your students are made aware of the standards and expectations in their program of study:

For undergraduates, the EPSY 133 and 310 courses use several class periods to review the overall program of study, expectations and requirements within the major, standards for admission to graduate programs and opportunities after graduation. Students are directed to individual faculty for questions regarding their particular area of expertise. Clinical standards and expectations are listed in the ASLP Clinics' Student Handbooks.

21.c. how prerequisites are communicated; and how consistently they are applied

Prerequisites are listed in the general catalog, on the program sheet given to students both by the Education Advisement Center, and are announced by faculty in the ASLP area. Faculty survey students at the beginning of each applicable course to ensure that all have taken the prerequisites.

For clinical courses, undergraduate speech-language pathology majors complete an application for clinical practicum, which is reviewed by the clinic director. Students cannot enroll unless the prerequisites have been taken. For audiology, the clinic director interviews each student before classes begin to ensure that all prerequisites have been met.

21.d. how your students are made aware of what constitutes a good program of study in their discipline

The introductory course, EPSY 133 briefly covers what constitutes a good program and refers students to a listing of those programs accredited by the American Speech-language Hearing Association. The majority of counseling regarding different programs is done through individual consultation with faculty.

Graduate students are guided by the assigned advisor until the student forms the advisory committee. Other aspects of graduate study are discussed in the EPSY 500 research methods class.

21.e. the level of faculty involvement in advisement

For ASLP undergraduate advisement, the faculty rely heavily on the college advisement center. For graduate students, the advisory chair counsels the student regarding their program of study until the student organizes the thesis advisory
committee. Each graduate faculty member advises about three pre-thesis students and supervises about three other students' theses per year. The ASLP area coordinator, Laurence Hilton, is also actively involved in advising both undergraduate and graduate students.

21.f. The relationship between student advisement by faculty within the department and the college advisement center

The advisement center helps students comply with university, college, department, and area requirements. Advisement about individual students' programs and problems within the area are managed by the ASLP faculty. The SLP Clinic Director works closely with the advisement center to ensure that credentialing requirements are fulfilled. The area coordinator informs the advisement center staff of any changes in curriculum or associated requirements.
22. Discuss what your students do after obtaining a degree and how that relates to your programs of study.

22.a. The relationships you see between the anticipated academic outcomes for your students and the uses your students make of their studies in your programs

In the last four years, 100% of the audiology master's degree graduates have been employed as audiologists and 100% of the speech-language pathology master's degree graduates have been employed as speech-language pathologists. Bachelor's degree graduates are actively discouraged from seeking employment in the field. Those who did not continue on would be in a position similar to other "liberal arts" graduates.

22.b. alumni satisfaction

22.b.i. with various aspects of your educational program, particularly those which you believe to be of greatest importance

Data on MS degree alumni satisfaction are collected periodically as part of re-accreditation, both through mailed surveys and in-person interviews. Graduates are generally satisfied; focal areas of concern have led, in some cases, to program changes (see section 20.8.d for a specific example).

No survey of undergraduate alumni has been made.

22.b.ii. with employment they have sought and found and with their preparation for that employment

Graduates from ASLP programs are nationally in high demand in the workplace, whether from good programs or from quality-challenged ones. Thus graduates are free to be selective in accepting employment and in making demands related to job satisfaction. Formal questionnaire responses, written narratives, and anecdotal data from past graduates document that students generally rate their preparation as solid.

Bachelor's degree graduates are discouraged from seeking employment in the field; no survey of undergraduate alumni employment has been made.

22.b.iii. with other opportunities they have sought and found and with their preparation for those opportunities

We have no data on this issue, and, in fact, aren't really sure what is being asked here. Like did they find an acceptable mate at BYU, or what?

22.c. employer and graduate/professional school interests

22.c.i. who recruits your students and the reasons why

ASLP master's degree graduates are recruited by public schools, medical centers, physicians, extended care facilities, private practices, universities, industry, armed services, and local, state, and federal government health agencies.

Bachelor's degree students are recruited by graduate programs in ASLP; admissions information on those programs is kept available in the ASLP area office.
22.c.ii. how well do your graduates do when compared with graduates from other similar programs

Reports from ASLP master's degree graduates' employers indicate that these students were some of the best prepared new graduates that were hired. Most employers have asked if we have any more available. Again, this may merely reflect the shortage of certified persons available to hire as much as the quality issue, or the fact that LDS young people generally make a pretty good impression as employees, or the fact that few employers evaluate the efficacy of clinicians' treatment outcome.

The ASLP area has not formally surveyed bachelor's degree graduates who attend graduate programs elsewhere.

22.c.iii. the level of employer and graduate/professional school satisfaction with various aspects of your educational program, particularly those which you believe to be of greatest importance

Employers report very high satisfaction with master's degree graduates but rarely report comparative data, and it is doubtful that such data could be a valid metric for program evaluation.

The ASLP area has not surveyed other graduate programs' satisfaction with ASLP bachelor's degree graduates.

22.d. The effects on the design of your program(s) of the uses to which your students put their education

The vast majority of ASLP master's degree graduates work professionally in audiology or in speech-language pathology, or work and then stop to raise children at home, at least until the children reach school-age. Thus the area has no data regarding any applicable impact on program design.
23. Discuss the roles that undergraduate and graduate students play in the ASLP area. Consider the role and influence students have in the determination of curricular offerings, programs of study, department-sponsored activities, and department governance.

Providing those educational experiences known to be essential to the eventual professional expertise, credentialing, and employability of program graduates drives the curricular structure. The ASLP area wants its students to be eligible for all available professional credentials including state licensure, national board certification, and public school clinical certification.

Neither enrolled undergraduate nor graduate students play a major role in department governance in the Department of Educational Psychology. For that matter, neither do individual faculty. Faculty advisement is provided for a chapter of the ASLP professional organization for students, the National Student Speech-Language-Hearing Association. Student officers in this organization are elected by peers, not appointed by the faculty.
24. Discuss how graduate admissions criteria are set and by whom; and what efforts are made to ensure the enrollment of high quality graduate students.

Graduate admissions criteria are set separately by the graduate faculty in each of the area’s two programs, audiology and speech-language pathology. The speech-language pathology program aims to insure the enrollment of high quality graduate students by the use of rigorous admissions procedures based on a variety of predictive measures.

24.a. what is the size and nature of the applicant pool

Over the last five years (1990-94), a mean of 21 applicants have applied for graduate admission in SLP each year. A mean of approximately 60% (13) were accepted. The mean GPA of those students accepted during that time was 3.68 (SD = .23), and the mean total GRE score was 1706 (SD = 233). In 1995, 53 individuals applied to the SLP Master's degree program. Only 15 were admitted, and their mean GPA was 3.80 and their mean GRE total score was 1822. Over the past two years, a mean of 7 applicants have applied for graduate admission in audiology, with a mean of 6 being accepted. The mean total GRE score of those students accepted was 1582, and the mean GPA was 3.53. For 1995, 15 students applied in audiology and all were admitted.

24.b. efforts undertaken to increase the size of the applicant pool

No efforts have been made to increase the size of the applicant pool in speech-language pathology; it has grown too large on its own. The question should ask about increasing the quality of the applicant pool, which speech-language pathology faculty have tried to do by encouraging the best undergraduates to apply and by increasing program visibility through national publication. This program has tried to reduce the size of the applicant pool by being more clear to less-qualified students in advance of their applying and being rejected.

24.c. how are candidates recruited from the applicant pool

Students are selected on the basis of GRE scores (V+Q+A), last 60 hours GPA, GPA in the major and in hard classes related to the major, a writing sample, research experience and interest, and letters of recommendation.

24.d. what is the effect of available financial support

Tragically, the ASLP area is unable to guarantee financial support to admitted students, and thus each year loses some of its best applicants to other universities. Some limited financial support is available through the Educational Psychology department, and through faculty research grants, particularly through the College of Education. However, the amount and availability of these funds varies and is typically not known until the start of the Fall semester.

24.e. what structures or procedures exist to encourage cooperative and collaborative learning

As described in sections, graduate students are required to do clinical internships in at least three sites outside of BYU. Faculty research also may cross disciplinary lines, allowing ASLP students to work together with students of other departments and colleges in data collection and analysis.
Cultural Context

25. Discuss the extent to which your department is aware of and responds to issues of age, gender, race, and religion.

25.a. How is a student’s experience affected by age, gender, race, and religion?

Beyond the university’s guidelines, the ASLP area does not have formal policies in place to insure equal treatment of all students. In SLP it would be difficult to determine if specific types of students were discriminated against because the student population is largely made up of young, white, LDS females. Audiology has a larger proportion of male students, however, these students are largely young, white, and LDS as well.

25.a.i. Do all students of comparable ability receive comparable encouragement from faculty?

There are no formal policies or mechanisms to insure that all students of comparable ability receive comparable encouragement from faculty.

25.a.ii. Are there problems with some students and faculty criticizing students for particular educational program or career choices?

All students are advised against beginning their careers before completing their graduate degrees. Undergraduate students are strongly advised against working professionally, in keeping with the code of ethics established by ASHA. Outstanding male and female students are equally encouraged to continue their education and to pursue doctoral studies.

25.a.iii. Are men, women, and ethnic, racial and religious minorities considered for departmental awards and nominations for extra-departmental awards and scholarships on an equal basis?

On the undergraduate level ASLP awards two scholarships yearly. These are awarded to the outstanding graduating seniors in SLP and audiology. In the past five years the SLP scholarship has been awarded to white, LDS females, reflecting the potential recipient pool. In audiology, the scholarship has been awarded to males and females on a relatively equal basis, in spite of the fact that the potential recipient pool has a larger percentage of males. On the graduate level, teaching assistant hours are divided equally among students who have applied for assistance.

25.a.iv. Are men, women and ethnic, racial and religious minorities given equally strong recommendations, when deserved, for employment or graduate and professional schools?

There are no area policies to insure that faculty do not discriminate on the basis of religion, race, gender or ethnicity in writing recommendations. Given the high employment rate (essentially 100%), the high percentage of females, and the cultural homogeneity of graduates, it would be difficult to determine if recommendations were written to favor particular groups on the basis of employment.
25.b. whether pedagogy and classroom environments have been examined for their effects on the success on all students

Systematic, area-wide studies have not been made to insure that the pedagogy and classroom environments do not penalize students on the basis of gender or diverse background. Faculty members do work on an individual basis to tutor or support students with disabilities and students from diverse cultural backgrounds. For example, in the last five years special accommodations have been made for students with visual, motor, and hearing impairments. In addition, two faculty members have started to offer special tutorial sessions to culturally diverse students.

25.c. whether curriculum content reflects the needs of all students

The content of the curriculum is designed to prepare students to work with persons who have language, speech, and hearing disorders. ASLP faculty and external review and accrediting associations insure that this content reflects the needs of all students in the discipline.

25.d. ASLP responses to current developments in the discipline that touch on issues concerning age, race, and ethnicity

ASLP has responded to current developments in the professions concerning age, race, and ethnicity by continually refining the curriculum. Currently six courses (EPSY 330, 350, 438, 459, 638, and 690R) have sections addressing multicultural issues in audiology and speech language pathology. One course (EPSY 636) focuses entirely on multicultural issues. Issues pertaining to aging are addressed in 11 courses (EPSY 133, 575, 573, 616, 617, 618, 633, 638, 639, 673, & 685R). Gender issues are addressed by individual instructors as is appropriate, however, this has not been done in any systematic way. Aside from relating course material to personal experience, religion is not addressed in a systematic fashion in the curriculum.

25.e. whether men, women, ethnic and racial minorities, and non-LDS faculty and staff are treated with equal respect

Beyond the University policies, ASLP does not have a formal policy to insure that all faculty and staff members are treated with equal respect. However, all doctoral level graduate faculty (excepting the area coordinator) have equal teaching loads and equal time for research. The area coordinator carries an administrative load as well. In that all faculty are LDS, the treatment of non-LDS faculty has not been an issue.

25.f. whether all faculty members have a voice in departmental matters unaffected by age, gender, race, or religion

All full time faculty members have an equal vote in departmental matters. This is not influenced by age, gender, race, or religion.

25.g. whether all faculty and staff receive comparable encouragement and opportunities for advancement, rewards, and recognition

Beyond the University policies, there is no systematic policy to issue that all faculty and staff receive comparable encouragement and opportunities. The following evidence indicates that rewards and opportunities for advancement are
available to all full time faculty. In the past three years all but one faculty member have received internal funding to support their research from the College of Education. In the past five years, one faculty member has received a university service award (female), one has received a college teaching award (male), and two others have received the college scholarly productivity award (male, female). Four have received area teaching awards (2 males, 2 females). One has been nominated by the department for a university research award (female), and one has received a university teaching award (male). In the past five years, all faculty members who have applied have been advanced; this includes three faculty members who have been advanced to the rank of full professor (2 males, 1 female) and one faculty member who has been advanced to the rank of associate professor (male).

25.h. whether there are departmental efforts to respond to problems related to age, gender, race, or religion

Aside from policies established by the University, ASLP does not have any formal procedures to deal with problems related to age, gender, race, or religion. Problems in these areas have not yet arisen in the ASLP area, and so the issue cannot be assessed.
SUPPORTING RESOURCES AND SERVICES

26. Provide an evaluation of the adequacy and quality of each of the following in support of the ASLP area's academic programs and activities

26.a. department support personnel
The ASLP area is provided with approximately 10% of one staff secretarial position and two 20 hour per week student secretarial support positions. Four years ago, the decision was made to give up a full-time secretary in order to use the position for a third audiology faculty member. While the decision was appropriate, enrollments have more than doubled since that time and a full-time secretary in the area is needed. Excessive demand is made on the departmental secretary who is across campus in the McKay Building and on faculty who must perform more secretarial tasks than is cost-effective. Receiving a full-time secretarial "slot" is seriously needed.

26.b. laboratory or special facilities
The ASLP area is served by a dedicated materials room where a variety of clinical support materials are maintained. This materials room also maintains all of clinical case files. Both clinical support materials and clinical case files are available for checkout by authorized faculty and students.

There is also a dedicated audio-visual facility housed in the Taylor Building. This AV facility offers support to ASLP programs in that faculty and students can arrange to have sessions, classes, or conferences video or audio taped from any room in the building.

The clinical and laboratory facilities housed in the Taylor Building are exceptional. The Taylor Building/Comprehensive Clinic also houses other clinical programs (Nursing, Marriage and Family Counseling, LDS Social Services); this provides opportunities for interdisciplinary cooperation on a variety of clinical cases. Through these interdisciplinary interactions, ASLP students gain insight into clinical case management and interdisciplinary interactions that can benefit the clinical populations we see in audiology and speech-language pathology clinics.

26.c. specialized equipment
The ASLP area has been extremely well supported by the administration over the years. Each year the administration has provided the ASLP area with sufficient capital equipment funds to maintain our basic teaching, clinical, and research facilities and equipment. The ASLP area is equipment intensive and has been most fortunate to have a supportive administration which has allowed the area to keep current with emerging technology. All of our specialized equipment is state-of-the-art. The area is one of the best equipped non-doctoral university training programs in the country.

26.d. computer support
ASLP faculty members have more-than-adequate computers in their offices. These computers are all networked to the university Ethernet system and, like other departments, the area receives considerable support from the University Computing Services program. In addition, all of the faculty have access to the Internet through their office computers and a couple have access to the university...
computer network system and the Internet from their home computers. All faculty have access to the Harold B. Lee Library and are able to conduct computerized literature searches from their office. The College of Education and the Comprehensive Clinic each have a Computer Support Representative (CSR). These CSRs are available for faculty, staff, and students to obtain assistance with any of the computer services available in the Taylor Building or throughout the campus computer system.

Student computer hardware support is exceptional, though clinic software support is inconsistent. BYU’s policy of replacing all student laboratory computers every four years has allowed the area to provide excellent computer laboratory facilities to our graduate and undergraduate students for academic, clinical, and research use. There are at least 25 computers available for student use in the Taylor Building; these computers (both Macintosh and PC) are networked to the university Ethernet system. The building’s computer network was also supposed to support information management throughout the Comprehensive Clinic; however the network has never allowed use of the ASLP area-provided Macintosh computers for clinical work, is reported by students as awkward and tedious to use, and frequently crashes and remains inoperative.

26.e. space (office, classroom, studio, lab, collection)

Offices housing the ASLP faculty are excellent. Classroom space in the Taylor Building is limited; many ASLP undergraduate classes are larger than can be accommodated in the building and must be taught elsewhere on campus. This poses a problem for courses which need to use the clinical instrumentation resources in the building which are difficult or impossible to transport.

Laboratory facilities are exceptional, though space is at a premium and hotly contested among programs in the Taylor building. The University has recently upgraded some of the laboratory facilities in the Taylor Building. These facilities offer ASLP faculty and students the opportunity to be exposed to some clinical diagnostic technology that is available at no other university in the region.

26.f. library resources

Library holdings supporting the ASLP area offer excellent support for the program in terms of library holdings, facilities, and equipment. The Collection Development Policy regarding the Educational Psychology 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 immediate and pro-active support for ASLP in the purchase of books, and to be supportive (within their funding limitations) regarding the acquisition of serials. The library currently subscribes to all but two of the major journals in speech-language pathology and one in audiology; efforts to obtain these three journals are in progress.

Because the ASLP area is heavily inter-connected with other disciplines, holdings for this discipline are spread throughout the library. Faculty and students in this discipline typically make use of the following subject areas; the numbers indicate the current approximate size of the collection and the average annual percentage increase across the previous decade for each subject area.
<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Size</th>
<th>Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology</td>
<td>248,990</td>
<td>3.1%</td>
</tr>
<tr>
<td>Education</td>
<td>440,915</td>
<td>5.3%</td>
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<tr>
<td>Medical Sciences</td>
<td>83,812</td>
<td>5.0%</td>
</tr>
</tbody>
</table>

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

26.g. media resources

The AV facility housed in the Taylor building offers the capability to direct audio/video to any of the three classrooms in the building. In addition, the AV personnel are capable of setting up and recording teleconferences and special clinical diagnostic and treatment sessions for supervision, review by clinicians, and teaching purposes.

It would be helpful to have at least one high-tech classroom in this building, as current resources and procedures inhibit faculty media development and use. No facilities are locally accessible for faculty production of instructional materials.

The materials room housed in the Taylor building is a useful resource to faculty and students. All items in the materials room are cataloged in the clinic computer and are available to faculty and students for use in teaching, research, and clinical services.

26.h. support budgets, travel, photocopying, phone, TA, RA, etc.

Each faculty member in the ASLP area is funded to attend (all expenses paid) at least one professional conference annually. This funding has been a tremendous support to the faculty and assists in faculty continuing education. Faculty are occasionally allowed to attend a second conference, if the need is justified and funds are available.

One important support to ASLP programs is appropriated funding for the repair and maintenance of technical equipment (other than computers). Media Services does an excellent job in maintaining and repairing the extensive equipment inventory used by ASLP programs.

The Educational Psychology department pays for photocopying in the Taylor building. A large capacity Xerox machine is available in the building and is available for faculty access.

Telephone resources are excellent. Each faculty member is provided with an access code allowing easy access to long distance telephone services that are funded by the department.

Teaching and research assistant resources are sorely inadequate, given program growth, and their late date of determination prevents their awarding to outstanding graduate applicants as an incentive to attend BYU. Thus each year the area loses some applicants to other universities that are more prompt in promising financial aid.
27. The ASLP area is situated in a college or university environment that is necessarily bureaucratic. Given this, discuss any special issues regarding the college or university that deserve attention, are major impediments to effective programs, or are especially supportive of effective programs and need to be reinforced.

As discussed in section 0.d, the formation of a separate Department of ASLP would eliminate obstacles, both present and future, to the effective functioning of the current Educational Psychology Department.

The high level of support offered by the College of Education over the past seven years has allowed the ASLP area to blossom and to flourish. If the university administration could allow decentralized control of productive programs and faculty in the way the College of Education has allowed the ASLP area to largely govern itself and to invest its talents, President Kimball’s vision of an "educational Mt. Everest" might be realized sooner rather than later.
DATA ANALYSIS

28. Statistical Profile Table

These data are presented and discussed in item 28 of the Educational Psychology Department Self Study Report.
Evaluation, Aspirations and Strategic Planning

Degree Program: Bachelor of Science Speech-Language Pathology
Audiology and Speech-Language Pathology (ASLP) Area
Department of Educational Psychology

Centrality: the ways in which the degree program and the work of its faculty are related to and advance the university’s mission.

The bachelor's degree program in speech-language pathology integrates academic material from a number of disciplines to prepare students for a lifetime of service to persons with communication impairments. In combining scientific scholarship with charitable service, this program is closely aligned with the university's central aspirations. Students learn principles and methods of acoustics, anatomy, psychology, linguistics, medicine, physiology, and rehabilitation in order to more effectively help persons who were either born with or have acquired problems speaking clearly, organizing sentences, using appropriate vocabulary, and all the other skills which allow effective communication in the family, in school, in church, and in the workplace. The research of this program's faculty aims to advance our mortal knowledge of how "...the ears of the deaf shall be unstopped...and the tongue of the dumb sing..." (Isaiah 35:5-6). The faculty of this program recognize the limitations of science yet aspire to be an example of excellence in research and teaching in their discipline. Students are thus immersed in a challenging undergraduate major, learning that the most effective service can be rendered by those with the best training and with charity. [More information on this topic is presented under "0. Role, Focus Function..." and "b. ASLP aspirations and goals" in the ASLP section of the Educational Psychology department's Self Study Report]

Faculty Quality/ B.S. degree Speech-Language Pathology
1. The ability of the full-time faculty to effectively carry this program would be described as:
   - [ ] excellent
   - [ ] strong
   - [ ] adequate
   - [ ] marginal
   - [ ] inadequate

Faculty in the ASLP area offer capable and, in some areas, outstanding performance in research, teaching, university citizenship, and service to students, their professions, the community, and to clinical patients. These issues are detailed in section 10 of the ASLP portion of the Educational Psychology department's Self Study Report. All 10 full-time faculty members in ASLP contribute to the bachelor's degree program in speech-language pathology and are able to carry it effectively from year to year.

Dean
2. Do you agree or disagree with this evaluation? To the extent that you disagree, please explain why.
   - I agree with this evaluation.
Facilities and Equipment
3. Facilities and equipment supporting this program can be described as:
   _√_ High quality facilities and equipment are available to students to support an excellent program; there is sufficient maintenance support, and there is a continuing effort (including vigorous pursuit of outside funding where appropriate) to upgrade and replace equipment as it ages.
   __ _ Current facilities and equipment are capable of supporting a program of high quality, but a few improvements are needed in facilities, equipment, maintenance support or replacement efforts.
   __ _ Facilities and equipment are sufficient to provide students with an adequate experience, but some upgrading would be helpful.
   __ _ The program is significantly hindered by lack of facilities, equipment, maintenance support or replacement efforts.
   __ _ Students cannot receive the training and education they need under current conditions.

Speech-language pathology uses a broad range of complex tools for state-of-the-art clinical diagnosis and therapy. Laboratory instrumentation is used in clinical application in the Comprehensive Clinic and in classroom teaching as well as in support of faculty and student research. Students in the bachelor's degree program are taught how and when to apply technological equipment in clinical practice and in answering specific research questions. The facilities supporting this degree program include spectrographic, laryngographic, and nasometric analyses of speech and voice production, stroboscopic flexible fiberoptic digital video laryngoscopy and nasoendoscopy, audiovisual equipment for conversational language sampling and analysis, and computer-assisted language sample analysis. One concern for the near future is the program's ability to obtain needed additional space.

The University has been extremely generous in providing equipment to support teaching and research in this degree program. Funding for purchase or production of instructional materials has been less available. To date, faculty production of instructional video or software has been minimal and inadequate, and the development of future multimedia courseware and media supplements to teaching is increasing as a priority for funding. [See Self Study, ASLP area, 6.k Teaching methods and processes, and 11.d. Effectiveness of teaching, scholarship, and citizenship.]

Dean
4. Do you agree or disagree with this evaluation? To the extent that you disagree, please explain why.
   I agree with this evaluation.

Library Holdings, Facilities, Equipment
5. Library holdings supporting this program can be described as:
   _√_ present library holdings in the professional or disciplinary field are excellent support for the program
   __ _ library holdings are very good support for the program but would benefit from some enhancement
The bachelor's degree program in speech-language pathology has had excellent support in terms of library holdings, facilities, and equipment. The Collection Development Policy regarding the Educational Psychology 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 immediate and pro-active support for speech-language pathology in the purchase of books, and to be supportive (within their funding limitations) regarding the acquisition of serials. The library currently subscribes to all but two of the major journals in speech-language pathology; efforts to obtain these two journals are in progress.

Because speech-language pathology is heavily inter-connected with other disciplines, holdings for this discipline are spread throughout the library. Faculty and students in this discipline typically make use of the following subject areas; the numbers indicate the current approximate size of the collection and the average annual percentage increase across the previous decade for each subject area.

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Size</th>
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<tr>
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These subject areas are, of course, spread across three floors of the library and represent areas covered by four different Colleges. It is not possible to numerically separate the use of these resources by ASLP students and faculty from their use by faculty and students in these other colleges. The support of research-level collections for specialists in these several areas makes their support level more than adequate for our disciplines' use. In addition, the library’s on-line reference services have greatly facilitated use of materials from other universities' libraries and from digital archives.

Dean
6. Do you agree or disagree with this evaluation? To the extent that you disagree, please explain why.
   I agree with this evaluation.

Student Demand
7. The bachelor's degree program in speech-language pathology would be described as:
   ✓ projected for substantial increase in demand
   ___ projected for some increase in demand
   ___ expected to experience a steady demand, with little or no
growth projected in the future
expected to experience some decrease in enrollments
expected to experience substantial decrease in enrollments

In speech language pathology, the undergraduate degree is considered as a pre-professional degree, preparatory for graduate training. This program is projected for substantial increase in demand by majors. The field of speech-language pathology is growing rapidly (see documentation in Demand for Graduates section). There is also increasing awareness in the national press of the career opportunities in speech-language pathology. For example, in the March 1995 issue of *Money* magazine, speech pathology/audiology was rated as the fifth fastest growing professional track during the next five years. As students have become aware of career opportunities there has been an increase in the size of undergraduate courses, primarily from increased enrollment by majors.

The increase in student demand can be illustrated by tracking growth in enrollment in the four required undergraduate courses presented in the following figure: Educational Psychology 330, 331, 350, and 351. All undergraduate speech pathology students take these courses.

![Yearly Enrollment in Ed Psych 330, 331, 350, and 351, 1989 to 1994.](image)

This increased rate of growth has not yet been reflected in graduation levels, which have remained relatively consistent. However, given the growth in number of undergraduate majors (as of the 1994/95 school year there are 197 undergraduate speech language pathology majors, representing an increase of 37% since the 92/93 school year), it is expected that graduation numbers will also soon increase.

There is also some demand on program resources from students outside the major. As noted in Section 1 of the ASLP area Self Study Report, the research
facilities and expertise in the ASLP area attract students from a range of departments in the university community. In addition, clinical supervision of practicum is provided for undergraduate and graduate students majoring in audiology.

8. Requirements for this program demand:
   - over 80 percent of the ASLP area's effort and resources.
   - 60 to 80 percent of the ASLP area's efforts and resources.
   - 40 to 60 percent of the ASLP area's effort and resources.
   - 20 and 40 percent of the ASLP area's effort and resources.
   - less than 20 percent of the ASLP area's effort and resources.

It is estimated that 24% of the ASLP area faculty's efforts and resources are demanded by the undergraduate degree program. This estimate is based upon the organization of the program (discussed in Section 3 of Phase I). Although there are many more undergraduate than graduate students, only a small number of these students are involved in research and clinical practice.

Dean
9. Please indicate how the projected demand compares with other programs in the college.
   This program is projected for substantial increase in student demand. The demand for this program will soon exceed the program’s resources.

Demand For Graduates
10. Current demand for B.S. graduates from this program would be described as:
   - high probability of student placement
   - above average probability of student placement (in grad. school)
   - average placement opportunities (in employment)
   - some probability of student placement, but less than average
   - low probability of student placement

The B.S. in speech language pathology is considered to be a pre-professional degree. Students seeking eligibility for licensure and certification must continue their education and obtain a M.S. degree. Because of the high demand for speech-language pathologists, however, students at the B.S. level who desire to do so are able to obtain employment as speech aides. These positions are available in the public school system and in the private sector. In a few locations it is still possible to work as a speech language pathologist with a B.S. level of training, but this level does not prepare an individual to work with the full range of communicative disabilities found in the general population, and such employment is discouraged.

11. Projected changes in demand for graduates from this program would be described as:
   - projected for high growth in placements
   - projected for moderate growth in placements
   - expected to have little or no growth in placements
   - expected to experience moderate declines in placements
   - expected to experience substantial declines in placements
The demand for graduates of the bachelor's degree program in speech-language pathology is projected to grow rapidly. Master's programs at BYU and nationally are geared to persons who have bachelor's degrees in speech-language pathology. The courses taken at the undergraduate level are prerequisite for master's level courses. Another basis for the growing demand is the increasing credentialing and employment of bachelor's level paraprofessionals in speech-language pathology.

Dean
12. Do you agree or disagree with the department's evaluation of the projected changes in placements for graduates from this program? To the extent that you disagree, please explain why.
   I agree with this evaluation.

13. Please indicate how the projected placements for graduates from this program compare with projections for other programs in the college.
   Although all programs in the College of Education are projected for increase in the demand for graduates, this program is expected to show a particular increase.

Locational Advantage or Disadvantage
14. Compared to similar programs at other universities, this program has
   
   [ ] substantial advantages due to geographic location.
   [ ] some advantages due to geographic location.
   [ ] no particular locational advantage or disadvantage.
   [ ] some disadvantages due to geographic location.
   [ ] substantial disadvantages due to geographic location.

This program's geographic location offers both advantages and disadvantages to the nature or quality of this program. The advantage is the larger population of children available for study and the high level of parental concern for correction of speech and language disorders. The main disadvantage, and it is rather potent, is the lack of cultural diversity in the local area. We need support for efforts to allow students more experience in a broader variety of cultural contexts.

Dean
15. Do you agree or disagree with this evaluation? To the extent that you disagree, please explain why.
   I agree with this evaluation.

Comparative Advantage or Disadvantage
16. Compared to similar programs at other universities, this program has
   
   [ ] substantial advantages due to internal resources, situations, or facilities.
   [ ] some advantages due to internal resources, situations, or facilities.
   [ ] no particular advantage or disadvantage.
   [ ] some disadvantages due to internal resources, situations, or facilities.
substantial disadvantages due to internal resources, situations, or facilities.

The main comparative advantage held by the bachelor's program in speech-language pathology is its location at Brigham Young University. Students receive a solid general and religious education in a healthy, optimistic environment where service and cooperation are highly esteemed. The faculty in allied areas such as linguistics, philosophy, physics, electrical engineering, psychology, education, statistics, and zoology are a tremendous resource and example for undergraduate students in this major, and many speech-language pathology students immerse themselves in the rich artistic and cultural resources of the university.

Dean
17. Do you agree or disagree with this evaluation? To the extent that you disagree, please explain why.
   I agree with this evaluation.

Comparative Quality
18. Compared to similar programs at other universities, this program:
   □ would compare favorably with the very best programs nation wide.
   □ would compare favorably with the very good programs nation wide.
   □ is not as strong as the very good programs nation wide.

19. Compared to similar programs at other universities in the Intermountain region, this program:
   □ would compare favorably with the very best programs in the region.
   □ would compare favorably with the very good programs in the region.
   □ is not as strong as the very good programs in the region.

In these comparisons, ASLP has responded relative to other university programs which are of similar size and, like BYU, offer both the B.S. and M.S. degrees, but neither doctoral nor postdoctoral study. The overall best programs nation wide are larger and offer doctoral and postdoctoral study, and only by removing these programs from consideration would BYU's program be considered to be among the best in the nation.

Similarly, there are few objective sources of data with which to compare program quality, especially programs at the bachelor's degree level. However, evidence presented in the ASLP section of the Self Study Report supports the following generalizations: (a) all faculty involved in this program are capable of doctoral-level research and teaching in their specialty areas; (b) as in other accredited programs nation wide, faculty are qualified as generalists in clinical speech-language pathology or audiology; (c) faculty are consistent in meeting their citizenship and teaching responsibilities, including availability to students and colleagues; (d) most graduate faculty have been publishing an average of one or more articles per year over the past five years in their specialty areas; (e) more than half the faculty have been active in peer review, editorial consulting for national journals over the past five years; (f) lab facilities for the support of research, clinical work, and teaching are extensive, current, and well-maintained;
(g) the numbers of students enrolling in the bachelor's degree program and applying to the master's program have sharply increased over the past five years, and are projected to increase further; (h) bachelor's degree students who enter the master's degree program score above average on the national board exam and are hired immediately after degree completion or even prematurely; (i) faculty are able to work successfully with students, with each other, and with faculty from other departments and colleges.

DEAN
20. Do you agree or disagree with these evaluation? To the extent that you disagree, please explain why.
   I agree with this evaluation.

PROGRAM DESIGN AND DEPARTMENTAL COMMITMENT
21. In servicing this program, the department's resources--other than faculty, facilities, and library materials--are:
   
   - more than sufficient
   - sufficient
   - insufficient

22. There is clear evidence of thoughtful and efficient program design
   - yes
   - mixed evidence (please indicate specific areas of concern)
   - no (please indicate your overall concerns)

23. There is clear evidence of the department's commitment to this program
   - yes
   - mixed evidence (please indicate specific areas of concern)
   - no (please indicate your overall concerns)

24. In servicing this program, the department's resources are:
   ** more than sufficient
   ** sufficient
   * insufficient

   In order to enhance the instruction and supervision dimensions of this program, a secretarial position was converted into a faculty slot. As a result, the faculty resource is adequate, but the level of secretarial support is less than desirable.
Evaluation, Aspirations and Strategic Planning

Degree Program: Master of Science Speech-Language Pathology
Audiology and Speech-Language Pathology (ASLP) Area
Department of Educational Psychology

Centrality: the ways in which the degree program and the work of its faculty are related to and advance the university’s mission.

The master's degree program in speech-language pathology integrates academic material from a number of disciplines to prepare students for a lifetime of service to persons with communication impairments. In combining scientific scholarship with charitable service, this program is closely aligned with the university's central aspirations. Students learn principles and methods of acoustics, anatomy, psychology, linguistics, medicine, physiology, and rehabilitation in order to more effectively help persons who were either born with or have acquired problems speaking clearly, organizing sentences, using appropriate vocabulary, and all the other skills which allow effective communication in the family, in school, in church, and in the workplace. The research of this program's faculty aims to advance our mortal knowledge of how "...the ears of the deaf shall be unstopped...and the tongue of the dumb sing..." (Isaiah 35:5-6). The faculty of this program recognize the limitations of science yet aspire to be an example of excellence in research and teaching in their discipline. Students are thus immersed in a challenging graduate program, learning that the most effective service can be rendered by those with the best training and with charity. [More information on this topic is presented under "0. Role, Focus Function..." and "b. ASLP aspirations and goals" in the ASLP section of the Educational Psychology department’s Self Study Report]

Faculty Quality/ Master's degree Speech-Language Pathology
1. The ability of the full-time faculty to effectively carry this program would be described as:
   √ excellent
   ___ strong
   ___ adequate
   ___ marginal
   ___ inadequate

Faculty in the ASLP area offer capable and, in some areas, outstanding performance in research, teaching, university citizenship, and service to students, their professions, the community, and to clinical patients. These issues are detailed in section 10 of the ASLP portion of the Educational Psychology department’s Self Study Report. All 10 full-time faculty members in ASLP contribute to the master’s degree program in speech-language pathology and are able to carry it effectively from year to year.

Dean
2. Do you agree or disagree with this evaluation?
   I agree with this evaluation.
Facilities and Equipment

3. Facilities and equipment supporting this program can be described as:
   ___ High quality facilities and equipment are available to students to support an excellent program; there is sufficient maintenance support, and there is a continuing effort (including vigorous pursuit of outside funding where appropriate) to upgrade and replace equipment as it ages.
   ___ Current facilities and equipment are capable of supporting a program of high quality, but a few improvements are needed in facilities, equipment, maintenance support or replacement efforts.
   ___ Facilities and equipment are sufficient to provide students with an adequate experience, but some upgrading would be helpful.
   ___ The program is significantly hindered by lack of facilities, equipment, maintenance support or replacement efforts.
   ___ Students cannot receive the training and education they need under current conditions.

Speech-language pathology uses a broad range of complex tools for state-of-the-art clinical diagnosis and therapy. Laboratory instrumentation is used in clinical application in the Comprehensive Clinic and in classroom teaching as well as in support of faculty and student research. Students in the master’s degree program are taught how and when to apply technological equipment in clinical practice and in answering specific research questions. The facilities supporting this degree program include spectrographic, laryngographic, and nasometric analyses of speech and voice production, stroboscopic flexible fiberoptic digital video laryngoscopy and nasoendoscopy, audiovisual equipment for conversational language sampling and analysis, and computer-assisted language sample analysis. One concern for the near future is the program’s ability to obtain needed additional space.

The University has been extremely generous in providing equipment to support teaching and research in this degree program. Funding for purchase or production of instructional materials has been less available. To date, faculty production of instructional video or software has been minimal and inadequate, and the development of future multimedia courseware and media supplements to teaching is increasing as a priority for funding. [See Self Study, ASLP area, 6.k Teaching methods and processes, and 11.d. Effectiveness of teaching, scholarship, and citizenship.]

Dean

4. Do you agree or disagree with this evaluation?
   I agree with this evaluation.

Library Holdings, Facilities, Equipment

5. Library holdings supporting this program can be described as:
   ___ present library holdings in the professional or disciplinary field are excellent support for the program
   ___ library holdings are very good support for the program but would benefit from some enhancement
   ___ library holdings adequately support the program but require enhancement if the program is to develop
The master's degree program in speech-language pathology has had excellent support in terms of library holdings, facilities, and equipment. The Collection Development Policy regarding the Educational Psychology 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 immediate and pro-active support for speech-language pathology in the purchase of books, and to be supportive (within their funding limitations) regarding the acquisition of serials. The library currently subscribes to all but two of the major journals in speech-language pathology; efforts to obtain these two journals are in progress.

Because speech-language pathology is heavily inter-connected with other disciplines, holdings for this discipline are spread throughout the library. Faculty and students in this discipline typically make use of the following subject areas; the numbers indicate the current approximate size of the collection and the average annual percentage increase across the previous decade for each subject area.

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

Dean
6. Do you agree or disagree with this evaluation?
I agree with this evaluation.

Student Demand
7. The master's degree program in speech-language pathology would be described as:

- [ ] projected for substantial increase in demand
- [ ] projected for some increase in demand
- [ ] expected to experience a steady demand, with little or no growth projected in the future
- [ ] expected to experience some decrease in enrollments
- [ ] expected to experience substantial decrease in enrollments
In speech language pathology, the master's degree is required for entry into the profession in terms of licensing, national certification, and school credentialing. This program is projected for substantial increase in demand by majors. The field of speech-language pathology is growing rapidly (see documentation in Demand for Graduates section). This growth is widely publicized, such as in the in the March 1995 issue of Money magazine where speech pathology/audiology was rated as the fifth fastest growing professional track during the next five years. The increase in the size of undergraduate courses is detailed in the Evaluation Report on the bachelor's degree program. The effect on the graduate level has been to increase the number of applicants to the master's degree program both from BYU graduates and from graduates of other universities.

There is also some demand on program resources from students outside the major. As noted in Section 1 of the ASLP area Self Study Report, the research facilities and expertise in the ASLP area attract students from a range of departments in the university community. In addition, clinical supervision of practicum is provided for undergraduate and graduate students majoring in audiology.

8. Requirements for this program demand:
   - over 80 percent of the ASLP area's effort and resources.
   - 60 to 80 percent of the ASLP area's efforts and resources.
   - 40 to 60 percent of the ASLP area's effort and resources.
   - 20 and 40 percent of the ASLP area's effort and resources.
   - less than 20 percent of the ASLP area's effort and resources.

   Roughly 36% of the ASLP area faculty's efforts and resources are demanded by this graduate degree program. This estimate is based upon the organization of the program (discussed in Section 3 of Phase I). Although there are many more undergraduate than graduate students, only a small number of undergraduate students are involved in research and clinical practice. In contrast, all graduate students have extensive clinical involvement and are required to write a thesis.

Dean
9. Please indicate how the projected demand compares with other programs in the college.

   This program is projected for substantial increase in student demand. The demand for this program will soon exceed the program's resources.

Demand For Graduates
10. Current demand for master's graduates from this program would be described as:
   - high probability of student placement
   - above average probability of student placement
   - average placement opportunities
   - some probability of student placement, but less than average
   - low probability of student placement

   The master's degree in speech language pathology is considered to be the entry-
Speech-Language Pathology M.S. Degree

level professional degree. Students seeking eligibility for licensure and certification must obtain the master's degree. Because of the high demand for speech-language pathologists, every graduating master's student is blessed with multiple employment options.

11. Projected changes in demand for graduates from this program would be described as:

- [ ] projected for high growth in placements
- [ ] projected for moderate growth in placements
- [ ] expected to have little or no growth in placements
- [ ] expected to experience moderate declines in placements
- [ ] expected to experience substantial declines in placements

The demand for graduates of the master's degree program in speech-language pathology is projected to grow rapidly. Most of this growth has arisen from the expansion of practice in hospitals to include assessment and treatment of swallowing disorders, and from the proliferation of rehabilitation hospitals and longer-term care facilities offering rehabilitation services.

Dean

12. Do you agree or disagree with the department's evaluation of the projected changes in placements for graduates from this program? To the extent that you disagree, please explain why.

  I agree with this evaluation.

13. Please indicate how the projected placements for graduates from this program compare with projections for other programs in the college.

  Although all programs in the College of Education are projected for increase in the demand for graduates, this program is expected to show a particular increase.

Locational Advantage or Disadvantage

14. Compared to similar programs at other universities, this program has

- [ ] substantial advantages due to geographic location.
- [ ] some advantages due to geographic location.
- [ ] no particular locational advantage or disadvantage.
- [ ] some disadvantages due to geographic location.
- [ ] substantial disadvantages due to geographic location.

This program's geographic location offers both advantages and disadvantages to the nature or quality of the program. The area is restricted in the opportunities available for clinical work with culturally diverse populations, and the generally healthier nature of the region's population at large decreases the incidence of certain disorders such as laryngectomy. However, the quality of life for students due to lower crime rates and available cultural benefits somewhat offsets these disadvantages. Practicum opportunities for master's students wishing additional hospital or rehabilitation center experience are available in the Salt Lake area.
15. Do you agree or disagree with this evaluation?
   I agree with this evaluation.

Comparative Advantage or Disadvantage
16. Compared to similar programs at other universities, this program has
   ___ substantial advantages due to internal resources, situations, or facilities.
   √ some advantages due to internal resources, situations, or facilities.
   ___ no particular advantage or disadvantage.
   ___ some disadvantages due to internal resources, situations, or facilities.
   ___ substantial disadvantages due to internal resources, situations, or facilities.

The main comparative advantage held by the master's program in speech-language pathology is its location at Brigham Young University. Students receive their graduate education in a healthy, optimistic environment where service to others and cooperation are highly esteemed. The faculty in allied areas such as linguistics, philosophy, physics, electrical engineering, psychology, education, statistics, and zoology are a tremendous resource and example for graduate students in this major, and many speech-language pathology students immerse themselves in the rich artistic and cultural resources of the university.

17. Do you agree or disagree with this evaluation?
   I agree with this evaluation.

Comparative Quality
18. Compared to similar programs at other universities, this program:
   √ would compare favorably with the very best programs nation wide.
   ___ would compare favorably with the very good programs nation wide.
   ___ is not as strong as the very good programs nation wide.

19. Compared to similar programs at other universities in the Intermountain region, this program:
   √ would compare favorably with the very best programs in the region
   ___ would compare favorably with the very good programs in the region.
   ___ is not as strong as the very good programs in the region.

In these comparisons, ASLP has responded relative to other university programs which are of similar size and, like BYU, offer both the bachelor's and master's degrees, but neither doctoral nor postdoctoral study. The overall best programs nation wide are larger and offer doctoral and postdoctoral study, and only by removing these programs from consideration would BYU's program be considered to be among the best in the nation.

Similarly, there are few objective sources of data with which to compare program quality. However, evidence presented throughout the ASLP section of the Self
DEAN
20. Do you agree or disagree with these evaluation? To the extent that you disagree, please explain why.

I agree with this evaluation.

PROGRAM DESIGN AND DEPARTMENTAL COMMITMENT
21. In servicing this program, the department's resources --other than faculty, facilities, and library materials-- are:

   ___ more than sufficient
   ___ sufficient
   *    insufficient

The current resources in terms of student financial aid and student teaching assistantships are inadequate. In order to compete nationally for the most qualified graduate students, this program needs to offer competitive financial assistance to prospective students. Currently, no financial aid of any kind is offered to graduate students as they are deciding where to complete their graduate program. Therefore, this program is losing students to other institutions that can offer grants or teaching assistantships at the time of admission.

22. There is clear evidence of thoughtful and efficient program design

   ___ yes
   ___ mixed evidence (please indicate specific areas of concern)
   ___ no (please indicate your overall concerns)

23. There is clear evidence of the department's commitment to this program

   ___ yes
   ___ mixed evidence (please indicate specific areas of concern)
   ___ no (please indicate your overall concerns)
24. In servicing this program, the department's resources are:

** more than sufficient
** sufficient
* insufficient

In order to enhance the instruction and supervision dimensions of this program, a secretarial position was converted into a faculty slot. As a result, the faculty resource is adequate, but the level of secretarial support is less than desirable.