Α. **Departmental Mission and Vision Statements**

The mission of the Department of Communication Disorders at Fort Hays State University is to provide pre-professional education in communication disorders at the bachelor's level and professional education in speech-language pathology at the master's level. The pre-professional program provides a strong background of knowledge in the liberal arts and sciences. The primary commitment of the department is to provide quality academic and clinical programs in a caring educational environment that emphasizes diversity, effective and efficient performance and accountability with the goal of preparing professionals to meet the standards of the profession at the state and national level. The program emphasizes a variety of service delivery models with special attention to models appropriate to rural areas. With this end in mind, the department strives to provide state-of-the-art materials and technology related to the assessment and treatment of communication disorders across the life span.

The department recognizes the importance of scholarship to the instructional and clinical program. Both faculty and master's level students are engaged in research or other scholarly activities that contribute to their profession.

The department provides a variety of professional, educational, and clinical services to the university and community and serves as a resource center for communication disorders throughout western Kansas. The faculty also provides professional and educational services to the state and national professional organizations.

In summary, the mission of the department is to provide quality academic and clinical programs in a caring educational environment. The Herndon Speech-Language-Hearing Clinic has a mission of supporting the clinical education program and providing exceptional clinical services.

As our Brand Essence Statement (Appendix E.1) and summary paragraph above state, "Our mission is to provide quality academic and clinical programs in a caring education environment." Our vision is for the Department of Communication Disorders is organized around three themes: (a) providing excellence in academic and clinical education in the area of communication disorders for western Kansas, (b) providing excellence as a resource and service center for individuals with communication disorders, and (c) providing a center of lifelong learning opportunities for students, staff, faculty, and professionals within the field of communication disorders as well as for related professionals.

В. Departmental Goals, Objectives, and Strategic Priorities

The Departmental goals and objectives are centered around the undergraduate and graduate program as well as the service provided by faculty and students in the Geneva Herndon Speech-Language-Hearing Clinic. The goals and objectives are aligned with the mission of the University, the College of Health and Life Sciences, and the Department and form the foundation for the specific learning outcomes identified and monitored through the Team-Managed Assessment of Knowledge and Skills in SpeechLanguage Pathology (T-MAKS-SLP or T-MAKS). These student learning outcomes are assessed through both formative and summative procedures throughout the graduate program. The T-MAKS provides a monitoring system to help insure that students meet the standards for the Certificate of Clinical Competence of the American Speech-Language-Hearing Association for speech-language pathology (Appendix A.1 for the Affinity Diagram for the Graduate Program and E.2 for an example of the revised T-MAKS.

- 1. To analyze and plan appropriate standardized, non-standardized, and informal assessment procedures in communication disorders to meet the needs of culturally diverse populations across the life span.
- 2. To demonstrate appropriate selection of assessment and intervention approaches to meet professional roles and responsibilities.
- 3. To interpret assessment results, plan, evaluate, and modify intervention programs for communication disorders to meet the needs of culturally diverse populations across the life span.
- 4. To evaluate the research base of the profession and apply this information in problem solving as a clinical investigator.
- 5. To demonstrate the ability to complete appropriate administrative and clinical responsibilities.
- 6. To demonstrate the ability to collaborate with other professionals and provide appropriate information to the public to increase awareness and prevention of communicative disabilities.

The **undergraduate** academic and clinical education program has four identified goals (Appendix A.2 for B.S. Affinity Diagram). These goals provide the foundation for preprofessional education and are based on both academic and clinical education. As a part of the Year of the Department (YOTD) activities, the faculty reviewed the goals for the undergraduate program and made minor revisions, which are noted in italics below. The four revised goals for the undergraduate program are:

- 1. To describe essential concepts from the liberal arts and sciences as it applies to the uniqueness of humans in using language for communication.
- 2. To develop an understanding of human communication and its disorders and to describe its universal aspects and its diversity across languages and cultures.
- 3. To apply *concepts* of the basic processes underlying human communication in achieving an understanding of the internal and external factors that cause speech, language, and hearing disorders.
- 4. To analyze and explain the depth and breadth of the knowledge and skills of the professional speech-language pathologist.

The Department monitors a third set of goals and outcomes through an affinity diagram for its service entity, the Herndon Speech-Language-Hearing Clinic. The clinic provides services to consumers from western Kansas. Seniors, who meet specific criteria, and graduate students, provide the services. The faculty of the Department of Communication Disorders closely

supervises all students both within on-campus and off-campus clinical activities. The goals for the Herndon Clinic are (Appendix A.3. for affinity diagram):

- 1. To be recognized as a western Kansas regional communication disorders treatment and intervention center.
- 2. To provide excellence in service to clients with a range of communication disorders from infants to the elderly and their families.
- 3. To increase functional communication skills of those served by the clinic, as well as to improve academic outcomes of FHSU students served by the clinic.
- 4. To exude professionalism in all matters relating to services performed at the clinic from phone-based intake information to final discharge from services and follow-up.
- 5. To make available any speech-language-hearing service deemed necessary to those in need without regard to cause of communication disorder, ability to pay, physical disability, ethnic/national/racial background, age, or sexual orientation.
- 6. To serve as a practicum site to students within the department for development of clinical skills in speech-language pathology.

The strategic priorities for the department have been reflected in the key performance indicators and the quality indicators over the past several years. The performance indicators have focused on the performance of our graduate students in both academic and clinical settings. One goal that has been monitored is the first-time pass rate on our national examination as well as the percentage of graduate students accepting positions in the profession (see Assurance of Student Learning, p. 10). Other performance indicators have focused on clinical ratings during externships (see Other Key Performance indicators, p. 10) Appendix D.1). We monitor this performance indicator on the basis of ratings for each graduate student during their school and healthcare externship. These ratings are completed by the externship supervisor using the Clinical Competency Rating Scale (CCRS), which uses a five-point Likert Scale with five being the highest rating (Appendix D.1). Another goal focuses on monitoring the learning outcomes through the Team-Managed Assessment of Knowledge and Skills (T-MAKS) for each graduate student throughout their program in order to demonstrate their level of competency on required knowledge and skills within the profession (see Appendix D.2 for a sample graduate class form and Appendix E.2 for the full document). The department also monitors the satisfaction of our clients and their families with the services they have received through the Herndon Clinic (Appendix D.3). We have reported data from each fall semester although data is gathered for spring and summer also. We have monitored the response rate over the last several years and have added the key indicator of the mean rating by the participants on "recommending the Herndon Clinic to others". The Department also reviews the types of services provided each semester and the demographic information on clients served through the Geneva Herndon Clinic (Appendix D.4). For the undergraduate program one of the priorities is to monitor the success rate in placement of students in graduate programs (see Other Key Performance indicators, p. 11). Most graduate programs are competitive and require that students meet specific criteria (e.g., high GPA and the GRE). It is not expected that all undergraduate students will apply for or meet the criteria for graduate school. However, the Department hopes that a majority of students will apply for graduate school and be accepted (see Other Key Performance indicators, p. 11).

Our quality indicators for the past year were focused on stabilizing the faculty base. This focus was critical for the welfare of the department. In addition, we had a priority of revising and monitoring our Team-Managed Assessment of Knowledge and Skills (T-MAKS) (Appendix E.2). This document, as mentioned previously, provides a monitoring system for the student learning outcomes related to the knowledge and skills required by the standards for the Certificate of Clinical Competence of the American Speech-Language-Hearing Association for speech-language pathology.

II. Departmental Highlights

A. **Departmental Productivity and Other Distinctive Departmental Accomplishments**

The highlight of the 2005-06 year was the final accreditation letter provided to the Department on August 15, 2005 from the Council of Academic Accreditation (CAA) in Audiology and Speech-Language Pathology (Appendix E.3). The CAA voted to re-accredit our master's degree program in speech-language pathology for a period of eight years, which is the maximum number of years awarded. The first annual report for the CAA in this new cycle of accreditation was due June 1, 2006 (Appendix E.4). The department's report addressed any standards identified as concerns by the CAA in their August 15, 2006 letter as well as other required areas (e.g., list of current supervisors). The concerns from the August 15, 2006 letter dealt with the passing rate of students on the PRAXIS (i.e., national examination in speech-language pathology, faculty searches and appointments, review of the curriculum, and the program criteria for accepting students for graduate study. These responses may be found in Section A (pp. 83-84, Appendix E.4).

As previously mentioned in the introduction, one of the major accomplishments for the Department has been the integration of the new master's level faculty into all aspects of teaching, scholarship and service. In addition, the fact that two to three of these individuals are planning on applying to graduate school to pursue a doctorate degree in communication disorders has revitalized the department, especially since there is an overall doctoral shortage in speech-language pathology.

A third highlight has been that three faculty members within the Department have been honored by their colleagues within the American Speech-Language-Hearing Association as Fellows of the Association. ASHA states that the "status of Fellow is retained for life and is one of the highest honors this professional organization can bestow. It recognizes professional or scientific achievement and is given to a member who has shown outstanding contribution to the professions--contributions that are significant and would be so regarded within and beyond one's community or state" (See Appendix E.5). Amy Finch received this award in 2005 and Marla Staab was awarded this status in June 2006. These two faculty members join Fred Britten in this honor. Fred Britten was named as Fellow in 2001.

Another highlight has been the collaboration between the Department and the coordinator, Nancy Dahlinger, for the Allied Health Program in Southwest Kansas. Ms. Dahlinger has coordinated school placements for some of our graduate students in the southwest area of Kansas. In addition, she has met with a variety of individuals in south central and southwest Kansas to provide information on the Department of Communication Disorders at FHSU using packets of information that the department provided. These recruitment meetings have been held with the director of nursing at Garden City Community College, the allied health careers teacher at Garden City High School, the allied health and science director at Seward County Community College, participation in the Garden City Community College Career Fair, a presentation in the anatomy & physiology classes at Cowley County Community College, presentations by the coordinator, one of our students on externship and a student in occupational therapy at Dodge City Community college and Seward Country Community College. The Department hopes to continue this collaboration during the 2006-07 year. Since our area of study tends to be one that is selected by students once they have been admitted to college or university, another strategy for recruitment has been to send out information about our major to undecided students. Although this has not resulted in a large number of transfers into the major, it is something that we will continue to do. It is planned that we will invite undecided students to our departmental social in the fall 2006 in addition to our new freshman and transfer students.

Performance Indicators B.

Key Performance Indicator	Baseline FY2004	Actual FY2005	Actual FY2006	Goal FY2007
Number of New Freshmen	8	8	7	8
Number of Transfer Students	8	4	1* Note: As of June 1, 2006 this was 7.	6
Number of Majors:				
Undergraduate (first majors/second majors)	53/2	54/4	48/0	50/2
Graduate				
Departmental majors	26	25	26	26
MLS students	16	10	9	6* Note: This program is being phased out due to lack of support by the university.
Student Credit Hour Production				
Undergraduate	915	888	838	840
Graduate	980	893	975	980
FTE Faculty (Headcount)				
Tenured or Tenure-track Faculty (Headcount)	5	3	3	3
NonTenure-Track Faculty (Headcount)	4	4	7	7

Key Performance Indicator	Baseline FY2004	Actual FY2005	Actual FY2006	Goal FY2007
Other Faculty (Headcount/Sections Taught)	1 Seasonal with 1 class / fall semester (FTE 0.1)	3 1 seasonal with 1 class (FTE 0.1); 1 temporary teaching 2 classes per semester (FTE 0.5); 1 temporary teaching 1 class per semester (FTE (0.1)	Seasonal with 1 class / fall & spring semester (FTE 0.2)	1 Seasonal with 1 class / fall & spring semester (FTE 0.2)
Degrees Awarded				
Undergraduate degrees	13	20	16	16
Departmental degrees • Graduate degrees	10	11	10	13
MLS degrees	5	4	5	2
Scholarly Activity (See Section IV for documentation requirement)				
Number of books, book chapters, and refereed articles published	0	0	0	1
Percent of faculty publishing refereed books, chapters, or articles	0%	0%	0%	10%
Number of refereed presentations with published abstracts (Appendix C.1)	9	6	11	9

Key Performance Indicator	Baseline FY2004	Actual FY2005	Actual FY2006	Goal FY2007
Percent of faculty with refereed presentations with published abstracts	22%	33%	30%	30%
Number of non-refereed articles and presentations (Appendix C.2)	9	14	11	11
Percent of faculty publishing non-refereed articles or presentations	22%	55%	50%	50%
Number of scholarly performances and other creative activities	0	0	0	0
Percent of faculty in scholarly performances or	0%	0%	0%	0%
Total number of external grant applications submitted/percent of faculty submitting	0 / 0%	0 / 0%	0 / 0% *Working collaboratively with Department of Special Education on external grant.	1/10%
Total number of funded external grants/percent of faculty funded	0 / 0%	0 / 0%	0 / 0%	1/10%
Service Activity				
Percent of faculty meeting acceptable standard of service activity	100%	100%	100%	100%
Percent of faculty meeting exceptional standard of service activity	100%	80%	90%	100%

Key Performance Indicator	Baseline FY 2004	Actual FY 2005	Actual FY 2006	Goal FY 2007
Assurance of Student Learning				
First-time pass rate on national examination (Percentage pass, mean score)	81.8% 652.73	100% 663.5	100% 693.3	100% 665.0
Percentage of graduates accepting positions in the profession	100%	100%	100%	100%
Other Departmental Key Performance Indicators				
Outcome/Indicator 1 Master of Science program: • Demonstrate a mean rating between 4.0 and 5.0 on the Clinical Competency Rating Scale (Appendix D.1)	Not implemented at this time	100% M = 4.8	100% M = 4.7	100% M = 4.7
Demonstrate knowledge acquisition on the T-MAKS as specified by national certification standards (Appendix E.2). (See above indicator for CCRS for skills data): 101 student learning outcomes in 20 areas Approaching Standard Met	Not implemented	100% (Approaching)	100% 71%	100% 80%

Key Performance Indicator	Baseline FY 2004	Actual FY 2005	Actual FY 2006	Goal FY 2007
(Note: most student learning outcomes that were in the approaching category were related to hearing, aural rehabilitation,, or research; 98.6 % of student learning outcomes in other areas met the standard) (Note: Beginning 2007, the revised T-MAKS will be used, which has 79 student learning outcomes in 15 areas.)				
Outcome/Indicator 2 Herndon Speech-Language- Hearing Clinic service unit Client satisfaction surveys and staff/faculty assessment and feedback of performance regarding clinical services (Fall semester) (Appendix D.3)	N = 57 53.7% response rate	N = 62 67.4% response rate	N =58 50.9% response rate	Continue to maintain at least a 50% response rate
Herndon Speech-Language-Hearing Clinic service unit • Mean rating using a 5 point Likert Scale (Fall Semester Data, Appendix D.3) on "recommending the Herndon Clinic to others".	Mean Rating 4.8	Mean Rating 4.8	Mean Rating 4.9	Mean Rating 4.8
Outcome/Indicator 3 Bachelor of Science program: Annual success rate in placement of students in graduate programs.	88.9%	60%	67%	67%

C. **Current Quality Initiatives and Results**

FY 2006 Quality Initiatives Results To return the faculty to full staffing with The Department has advertised for the appointment an Assistant Professor one-to-two positions for the past three and Assistant/Associate Professor with years with a total application base of 5 areas of expertise in the areas of fluency, who met criteria. Of these applicants articulation/phonological disorders, two had the terminal degree and were counseling in communication disorders. offered the position but did not accept language development and disorders, the offer. One had the master's degree and/or adult neurological disorders. and was offered the position with the intent of completing the degree. Continued work and revision of the Faculty revised the T-MAKS to include a T-MAKS, including class and clinical check-off system for undergraduate tracking systems, continued emphasis on prerequisites. Student learning outcomes formative assessments within the for the graduate students for the academic and clinical setting of student knowledge areas were revised slightly and learning outcomes, and development of an the Clinical Competency Rating Scale electronic/Web-based system (T-MAKS, (CCRS) (Appendix E.5) was incorporated Appendix E.2) into the skills section of the T-MAKS. This resulted in the monitoring of 79 student learning outcomes across 15 areas for the graduate program.

FY 2007 Quality Initiatives Responsible Party, Resources, and Plan To provide financial and other supports In addition, two other individuals with for two to three individuals with master's master's degrees are interested in degrees to begin work on Ph.D. in pursuing the Ph.D. Therefore, the communication disorders department has created a proposal and submitted it to the Dean of the College of Health and Life Sciences, the Provost and the President to develop a support system for these individuals to pursue the doctorate degree. o Provide financial support for individuals (Department). o Provide graduate assistant teaching support for one day a week (Department). o Help write application for New Century Scholars Program and Graduate Student Scholarships through the American Speech-Language-Hearing Foundation (ASHF) for 2007 (Individual faculty and Department). Track the number of hours completed for each year toward the doctoral degree (Department) for each person. Monitoring by all faculty of Team-All faculty will continue to be Managed Assessment of Knowledge and involved in monitoring formative and Skills (T-MAKS) for all graduate students summative assessments of student (Appendix E.2). learning outcomes. Department will purchase a license for the Student Assessment Management System (SAMS). o All faculty will participate in training on SAMS o Assigned faculty and a GTA will transfer T-MAKS learning outcomes to the web-based system. o All faculty will begin to use the web-based system for monitoring the learning outcomes for graduate students.

FY 2007 Quality Initiatives	Responsible Party, Resources, and Plan
The Department will participate in the Year of the Department Activities.	Academic Audit Learning Objectives: Faculty will review and revise as needed the learning objectives on both the undergraduate and graduate affinity diagram. Curriculum and Co-Curriculum: Faculty will review, revise, and/or change curriculum & co-curriculum as needed. Recommendations from the 2005 CAA Accreditation Report will be reviewed as a part of this process. Cross-curricular activities will be explored with special education and school psychology regarding Individualized Education Programs for students with disabilities (Collaboratively part of external grant that SPED has submitted). Teaching and Learning Methods: Faculty will discuss different teaching methods employed and will review methods/strategies discussed in conferences or in readings. Faculty will discuss the use of technology within the field not only for clinical education by academic education.
	o Student Learning Assessment: Faculty will review student learning outcomes and the assessment of those outcomes. In addition, faculty will discuss how the assessment data is used to change the course / curriculum and this
	information will be documented.

FY 2007 Quality Initiatives	Responsible Party, Resources, and Plan
	 Implementation of Quality Assurance: Faculty will focus not only on changes that need to be made on the basis of assessments at the course level but also at the program level. Measures used by other programs will be reviewed. Faculty will prepare course proposals for two new graduate courses, which have been taught as seminar courses: Speech Sound Disorders Counseling in Speech- Language Pathology
Faculty will begin work toward implementation of the Council of Academic Accreditation in Audiololgy and Speech-Language Pathology 2008 Standards for graduate programs (Appendix E.6).	 Faculty will review the standards and the comparison of changes from the old standards to the new standards. Faculty will begin to identify areas in which the standards may affect our program.

III. Strategic Plan and Opportunities for Improvement for FY2007

Departmental Reflection of Strengths, Weaknesses, Opportunities, and Threats A.

Strengths	Weaknesses/Needs
 Dedicated, caring faculty Exceptional staff personnel who allow a central focus for the total program as well as fulfill needed support functions Functional, aesthetic facilities Supportive administration Conscientious, caring students Program utilizes resources well for producing quality learning experiences Materials and high technology devices for academic and clinical teaching and demonstration Success rate of graduate students passing the PRAXIS is high Employment rate is high The Geneva Herndon Clinic is an excellent resource for western Kansas 	 Difficulty in obtaining faculty replacements Long-range plan for faculty replacement due to "aging" faculty Insufficient support staff, as identified in CAA report Due to changing faculty over the last several years, time has not been available to develop online "leveling courses" Difficulties for academic faculty to take a sabbatical leave due to Ph.D. and M.S. shortage in rural areas and specialization within profession
Opportunities	Threats
 Individuals with master's degrees interested in pursuing doctoral degree in communication disorders Partnership between Wichita State University and FHSU in developing a doctoral program for individuals in rural area Seek new partnerships with Hays Medical Center and physicians that might increase resources for: laboratory equipment faculty recruitment Appreciate and utilize the unique strengths of new faculty Participation in Year of the Department provides opportunity for in-depth review of academic and clinical program as well as teaching strategies 	 Any other faculty changes will disrupt program Aging academic faculty Continued loss of potential graduate students to competitors without ability to offer additional graduate student assistantships National shortage of doctorate level individuals in speech-language pathology Demands on faculty and administrative staff regarding clinical assignments go beyond regular academic requirements

Participation with Coordinator of Southwest Allied Health personnel provides opportunity for placements of students in southwest Kansas as well as recruitment opportunities along with other recruitment activities

B. Opportunities for Improvement

CL. ATE OFI	D	Expected Outcome and
Short Term OFI	Resources Required	Completion Date
Individual and/or group meetings with off-campus supervisors regarding progress of students in externships and use of the T-MAKS to help them understand the learning outcomes (knowledge or skills) that should be completed by the end of externship	 Time allocated for faculty members to be away from campus Reimbursement for mileage and possible motel and per diem for FHSU staff as well as supervisors for group meetings when individuals have to drive to a central location 	• Individual meetings with supervisors during a student's externship in a hospital or school setting was begun during 2005-06 and will continue during 2006-07. Since different supervisors or new supervisors may be used during different years, this will be an on-going opportunity for improvement.
Development of an electronic and/or Webbased tracking system for the T-MAKS	 Financial resources for development of this tracking system Time for training faculty to use system Time for entering FHSU's student learning outcomes and implementing the system. 	 An electronic version of the T-MAKS was developed during 2006 as a temporary measure. During Fall 2006, purchase of a license for a web based system, Student Assessment Management System (SAMS), will be completed and training for faculty will occur at Wichita State University by Doug Martin. Transfer of student learning outcomes from the T-MAKS will be completed and individual student's data will be entered into this system. SAMS will be fully operational by the end of the 2006-07 academic year.

Long Term Strategic Initiatives	Resources Required	Expected Outcome
Create a strategy for support of individuals pursuing doctoral degree as well as faculty searches for tenure-track positions.	Resources needed to help prepare doctorate level professionals as well as resources for national searches.	At the present time, two to three masters' level faculty have been identified and will begin the Ph.D. program at Wichita State University during the 2006-07 academic year.
Create a strategy for recruitment from a variety of community colleges, individuals who are undecided at FHSU, and targeted high school students in southwest and western Kansas.	Resources needed to update brochures and web site; lists of students from targeted high schools in southwest and western Kansas; list of students at FHSU who are undecided.	Increase the number of students who are new freshman or transfer students into the major of speech-language pathology.
Create a plan to put all "leveling" courses from the undergraduate program online to meet the need of individuals who want to pursue the graduate degree in speech-language pathology but who do not have the undergraduate degree in speech-language pathology.	Resources and time to work on the content of the courses. Resources for specific mobile computing technology, such as the use of podcasting and articulate presenter.	Increase the number of undergraduate student credit hours in speech-language pathology offered online and facilitate the opportunity for individuals in southwestern and western Kansas to complete undergraduate prerequisites while continue to work prior to pursuing the graduate degree.
Participate in a variety of mobile technology and its application to the undergraduate and graduate program in speech-language pathology.	Time to create an action plan and strategy for integrating mobile technology within the classroom as well as the ability of this technology to facilitate learning of specific content online (i.e., clinical phonetics). Resources and time to learn the technology and the pedagogy related to use of mobile technology within the classroom and within different content areas.	

Supporting Data Appendix A

Appendix A.1 **Department of Communication Disorders Affinity Diagram for Master's of Science in Speech-Language Pathology Program**

Characteristics of Speech-Language Pathology M.S. Program	Expected Learning Outcomes for Entry Level Professionals	Curriculum	Assessment Approach and Methods	Results	Curricular and/or Pedagogical Changes
Speech-language pathology majors are: Knowledgeable Understands the uniqueness of human communication and the effects of its disorders on the personal and social well-being of individuals. Understands information on communication and its disorders for a culturally diverse population across the life span. Understands and differentiates various etiologies of communication disorders. Understands various assessment and intervention approaches appropriate for a variety of communication disorders. Analytical Makes comparisons, looks for contrasts, and thinks critically about the relationships.	To analyze and plan appropriate standardized, nonstandardized, and informal assessment procedures in communication disorders to meet the needs of culturally diverse populations across the life span. Goal #2 To demonstrate appropriate selection of assessment and intervention approaches to meet the professional roles and responsibilities. Goal #3 To interpret assessment results, plan, evaluate, and modify intervention programs for communication disorders to meet the needs of culturally diverse populations across the life span.	Core courses are required unless a student can demonstrate academic and clinical proficiency within a core course area. This curriculum assumes an undergraduate preparation in speech-language pathology. If not a number of leveling courses could be added to the student's program of study. Academic Core Curriculum (Total Hours 31) SLP 810 Topics in Communication Disorders SLP 813 Evaluation and Assessment SLP 817 Research in Health Professions SLP 834 Dysphagia and Ventilator Dependence SLP 835 Augmentative / Alternative Communication SLP 855/855L Fluency Disorders/Lab SLP 856 Voice Disorders SLP 857 Aural Rehabilitation SLP 862 Language Disorders: Kindergarten through Adolescence	Student Completion of original research project (paper or thesis) Maintain an overall 3.0 GPA for graduate student standing Demonstrate a rating between 4.0 and 5.0 on the Clinical Competency Rating Scale Document knowledge and skills acquisition as specified by national certification standards	 Fall 2005: 100%; Spring 2006: 97% (1 student out of 30 fell below this rating) 100% with Mean Performance on the Clinical Competency Rating Scale (CCRS) of 4.7 101 student learning outcomes in 20 areas monitored with 100% meeting approaching category and 71% meeting standard met for students graduating during 2005-2006; 98.6% of student learning outcomes met for most standards with 	The faculty will be reviewing the assessment results and making curricular and/or pedagogical changes during the Year of the Department activities during 2006-07. At this time these activities have not been completed as the faculty began the YOTD activities with the undergraduate affinity diagram.

Characteristics of Speech-Language Pathology M.S. Program	Expected Learning Outcomes for Entry Level Professionals	Curriculum	Assessment Approach and Methods	Results	Curricular and/or Pedagogical Changes
Independent Professionals Is disciplined in accepting and fulfilling responsibilities and commitments. Demonstrates the ability to understand the perspective of others and collaborates with families, individuals, and other professionals. Understands the clinical, teaching, administrative, supervisory, and research roles of speech-language pathologists as independent professionals. Ethical Demonstrates an understanding of personal and professional ethics.	Goal #4 ◆ To evaluate the research base and apply this information in problem solving as a clinical investigator. Goal #5 ◆ To demonstrate the ability to complete appropriate administrative and clinical responsibilities. Goal #6 ◆ To demonstrate the ability to collaborate with other professionals and provide appropriate information to the public to increase awareness and prevention of communicative disabilities.	SLP 889 Neurologic Bases of Communication SLP 890 Aphasia & Dementia SLP 891 Cognitive Disorders: Assessment & Intervention SLP 892 Motor Speech Disorders Clinical Curriculum (Total Hours Range from 23 to 27) SLP 626 Clinical Practicum: Various Clinics SLP 811 Advanced Practicum: Various Clinics SLP 811 Advanced Practicum: Evaluation SLP 816 Clinical Practicum in Audiology SLP 857 Aural Rehab Practicum EAC 879 Practicum in Schools: SLP 811 Advanced Practicum: Healthcare Externship Electives (Total Hours Range from 5 to 15) SLP 664 Hearing Loss and Older Adults SLP 665 Communication and Aging SLP 814 Independent Study: Research Development SLP 814: Independent Study: Research Project SLP 836 Pediatric Audiology SLP 882 Seminar: Speech Sound Disorders	 Pass the national examination in speech-language pathology Program Triennial college survey of employers and recent graduates Annual success rate of placement of graduates in employment 	exception of those related to hearing, aural rehabilitation, or research • First time pass rate on national examination for FY 2006 was 100% with a mean score of 693.3. • Alumni Survey was completed in 2005 as a part of the 2005 College of Life & Health Sciences Alumni Survey; 30 respondents had completed their M.S. at FHSU. (See Appendix E.2 for the results of the survey.) The majority of the responses (75% and above) were positive regarding educational preparation. Comments were provided by some respondents (See Appendix D.5)	

Characteristics of Speech-Language Pathology M.S. Program	Expected Learning Outcomes for Entry Level Professionals	Curriculum	Assessment Approach and Methods	Results	Curricular and/or Pedagogical Changes
		SLP 882 Seminar: Counseling in Communication Disorders SLP 899 Thesis in Speech-Language Pathology	 Triennial survey of externship supervisors on academic and clinical preparation of students Annual self-study of curriculum by faculty Maintaining of national accreditation through review/submission of annual report to Council on Academic Accreditation, an affiliate of the American Speech-Language Hearing Association Annual surveys of alumni one year postgraduation. 	 ◆ The triennial survey was not completed this year. ◆ The faculty will be reviewing the curriculum as outlined on the Affinity Diagram as a result of the Year of the Department Activities. In addition, an indepth analysis of the triennial survey and the CAA Accreditation Recommendations will be completed during this upcoming academic year. ◆ The annual survey of alumni one year post-graduation has not been completed at this time but will be completed within the near future. 	

Appendix A.2 **Department of Communication Disorders** Affinity Diagram for Bachelor's of Science in Speech-Language Pathology Program

Characteristics of Speech-Language Pathology B.S. Program	Expected Learning Outcomes	Curriculum	Assessment Approach and Methods	Results	Curricular and/or Pedagogical Changes
 Knowledgeable Understands the uniqueness of human communication and the effects of its disorders on the personal and social wellbeing of individuals. Continue building knowledge and skills throughout life. Makes comparisons, looks for contrasts, and thinks critically about the relationships. Reliable Accepts and fulfills responsibilities and commitments. Makes effort to assume the perspective of another individual. Understands diversity of community needs at the local, sate, and national level. Ethical 	Goal #1 To describe essential concepts from the liberal arts and sciences as it applies to the uniqueness of humans in using language for communication. Goal #2 To develop an understanding of human communication and its disorders and to describe its universal aspects and its diversity across languages and cultures. Goal #3 To apply concepts of the basic processes underlying human communication in achieving an understanding of the internal and external factors that cause speech, language, and hearing disorders.	Specific General Education Courses Develop Foundation Knowledge and Perspective PSY 100 General Psychology BIO 100 Human Biology IDS 350 Multiculturalism in U.S. Physical Science (select from University chemistry, physics or physical science) Lab must accompany either the biology or physical science course Math 250 or CIS 200 Elements of Statistics ENG 246 Technical and Report Writing (or other writing course) Professional Education Cognates Develop Preparation For School Service EAC 202 Foundations of Education EAC 231 Human Growth and Development	 Admission to practicum criteria Annual success rate in placement of students in graduate programs 	 ♦ Recently Revised (June 2006); Department will track # of Seniors admitted on basis of new criteria (Appendix E.7) ♦ 10/15 (67%) B.S. students were accepted to graduate school with 9 of these students attending FHSU and one attending the University of Kansas; 3 additional students applied to graduate school but were not accepted due to not meeting standards in Graduate Record Examination (GRE) and/or GPA. 	 ◆ The required GPA to be admitted to clinic was raised to 3.3 due to the fact that most GPAs of students accepted to graduate school are higher than 3.0. ◆ This percentage is up slightly from 2004-05 academic year. In addition, there was an increase in the number of overall applicants to graduate school this year (25 applicants). Overall, the GREs and GPAs were higher than the previous two to three years.
Demonstrates an understanding of personal and professional ethics.		SPED 601 Educating Exceptional Students	◆ Triennial survey of alumni	◆ Alumni Survey was completed in 2005 as a part of the 2005 College of Life & Health	◆ The results of the survey will be reviewed in depth during the Year of the Department

Characteristics of Speech-Language Pathology B.S. Program	Expected Learning Outcomes	Curriculum	Assessment Approach and Methods	Results	Curricular and/or Pedagogical Changes
	Goal #4 To analyze and explain the depth and breadth of the knowledge and skills of the professional speech-language pathologist.	Core Curriculum Develops Understanding & Appreciation of Basic Processes Underlying Human Communication SLP 160 Introduction to Communication Disorders Or SLP 500 Normal and Pathological Communication SLP 303 Speech and Hearing Science SLP 412 Observation/Participation in Clinical Procedures SLP 402 Clinical Phonetics SLP 402 Clinical Phonetics SLP 661 Language Development To Extend Understanding of Basic Processes and Electives/Develop a Foundation of Knowledge for Communication Disorders SLP 212 Survey of the Discipline SLP 414 Independent Study in Communication Disorders SLP 405 Anatomy and Physiology: Speech and Hearing Mechanism SLP 412 Observation/Participation in Clinical Procedures SLP 615 Introduction to Clinical Procedures SLP 617 Clinical Procedures in Public Schools SLP 626 Clinical Practicum SLP 653/653L Articulation/Phonological Disorders/Lab SLP 658 Audiology SLP 662 Language Disorders: Early Childhood	◆ Annual review of curriculum by faculty.	Sciences Alumni Survey; 17 of the 30 respondents had completed their B.S. at FHSU. (See Appendix D.5 for the results of the survey.) The majority of the responses (75% and above) were positive regarding educational preparation. Comments related primary to graduate program (See Appendix D.5) The faculty reviewed the curriculum as outlined on the Affinity Diagram as a result of the Year of the Department Activities. The items in red were additions added to the curriculum. The faculty is in the process of moving to an in- depth analysis of the undergraduate curriculum as a part of the YOTD activities, including a review of teaching and learning methods.	activities, especially related to graduate education. The Department will report on curricular and/or pedagogical changes in the Annual Report for 2006-07.

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Characteristics of Speech-Language Pathology B.S. Program	Expected Learning Outcomes	Curriculum	Assessment Approach and Methods	Results	Curricular and/or Pedagogical Changes
		SLP 664 Hearing Loss in Older Adults SLP 665 Communication and Aging SLP 672 Problems in Speech-Language Pathology SLP 681 Diagnostic Procedures in Speech and Language SLP 682 Readings in Speech-Language Pathology ENG 680 Introduction to Linguistic Science			

Appendix A.3 **Department of Communication Disorders** Affinity Diagram for Geneva Herndon Speech-Language-Hearing Clinic

To be recognized as a western Kansas regional communication disorders treatment and intervention center. A	Characteristics of Geneva Herndon Clinic	Unit Outcomes	Strategies to Achieve Goals	Assessment Approach and Methods	Results	Curricular and/or Pedagogical Changes
continuing education for and to perform evaluations as requested by area professionals. Yearly review of public relations materials to determine necessary additions, deletions, or changes. Council and is involved in community screenings as a part of that service activity Clinic brochures were reviewed and will be updated in the next academic year.	Regional Resource	To be recognized as a western Kansas regional communication disorders treatment and	activities at various area health and education fairs, through in-servicing as well as intercampus networking. • Use of current public relations media such as brochures, clinical website, and other avenues to create an awareness of available services. • Continue to provide continuing education for and to perform evaluations as requested	 such events through yearly faculty evaluations and reports of semester activities. Yearly review of public relations materials to determine necessary additions, deletions, or 	involved in various speech- language-hearing screenings throughout Hays, including Holy Family, Tiger Tots, and HeadStart. Clinical Director serves on Hays Interagency Council and is involved in community screenings as a part of that service activity Clinic brochures were reviewed and will be updated in the next academic	reviewing this affinity diagram as a part of the YOTD activities and curricular and/or pedagogical changes will be made where

Characteristics of Geneva Herndon Clinic	Unit Outcomes	Strategies to Achieve Goals	Assessment Approach and Methods	Results	Curricular and/or Pedagogical Changes
Excellence in Service	Goal #2: To provide excellence in service to clients with a range of communication disorders from infants to the elderly and their families. Goal #3: To increase functional communication skills of those served by the clinic, as well as to improve academic outcomes of FHSU students served by the clinic.	 Use of nationally certified and state-licensed professionals in the fields of speech-language pathology and audiology. Use of current technologies and resources within the field of communication disorders. Careful selection of strategies in various areas of communication disorders to develop the best individualized assessment and intervention possible. 	 All faculty will exceed KDHE requirements for continuing education. Functional communication measures to be taken prior to and following intervention. 	KDHE requirements have not been reviewed this academic year but will be reviewed as a part of the YOTD. All clients are assessed prior to intervention and all students are developing functional measures as a part of the treatment planning process.	
Professionalism	Goal #4 To exude professionalism in all maters relating to services performed at the clinic from phone-based intake information to final discharge from services and follow-up.	Provide a protocol of office procedures to effectively handle inquiries, billing, scheduling, and other service related issues.	Client satisfaction surveys, as well as staff/faculty assessment and feedback of performance regarding clinical services.	Client satisfaction as noted by "I would recommend the Herndon Clinic to others" has been rated above 4.5 for the last several years.	
Accessibility	Goal #5 To make available any speech- language-hearing service deemed necessary to those In need without regard to cause of the communication disorder, ability to pay, physical disability, ethnic/national/racial background, age, or sexual orientation.	 Variety of payment options available to accommodate all clients. Physically accessible facility situated on the ground floor for those with limited mobility. Non-discriminatory clinical service environment. 	Systematic gathering of data regarding client demographics such as age, source of referral, etiology of communication disorder, economic status, and special needs.	◆ Data are gathered each semester to show a summary of Client Services, economic status related to payment of services, referral sources, type of visit (i.e., evaluation or ongoing), special	

Characteristics of Geneva Herndon Clinic	Unit Outcomes	Strategies to Achieve Goals	Assessment Approach and Methods	Results	Curricular and/or Pedagogical Changes
				needs and age (Appendix E.9)	
Clinical Education	Goal #6 To serve as a practicum site to students within the department for development of clinical skills in speech-language pathology.	Maintain a varied client base with sufficient practicum opportunities for clinical education. Provide adequate ratio of faculty to student ratio to insure quality of clinical education.	Maintain and review semester records of clinical instruction time in relation to student experience and insure that percentage of instructional time is not to fall below 25% of the total clinical hours per client. Report ratio by semester and according to clinical practicum assignment.		

Supporting Data Appendix B

Appendix B Department of Communication Disorders Staffing Plan

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Position Number	Projected Dept Needs	Faculty Member	Current Faculty Expertise	Assigned Instructional FTE	Current Rank (Date)	Degree	Track	Year Entered FHSU Service
118141- 001	Augmentative- Alternative Communication (AAC) Chair	Finch, Amy	AAC, Child and adult language disorders	0.5 Instructional	Professor (2005)	Ph.D.	Tenured	1994
118141- 002	Audiology	Britten, Fred	Audiology, aural rehabilitation, research	1.0	Professor (1988)	Ph.D.	Tenured	1976
118141- 003	Child Language Development and Disorders; Articulation- Phonological Disorders, AAC	Jessie Wymore		1.0	Instructor	M.S.		2005
118141- 004	Clinical Supervisor, Preschool Speech- Language Disorders	Beougher, Marcy	Preschool speech- language	0.5	Instructor	M.S.		1998- 2001 2004
118141- 005	Voice, Dysphagia	Wilhelm, Charles	Voice, dysphagia and ventilator dependency	1.01	Professor (1977)	Ph.D.	Tenured	1969
118141- 006	Clinical Supervisor, School-Aged Speech- Language Disorders	Sexton, Sammie	School-aged speech-language disorders	0.5	Instructor	M.S.		1972
118141- 007	Clinical Director, Infant- Toddler Communication Disorders, American Accent	Staab, Marla	Infant-toddler communication disorders, American accent, preschool speech- language disorders	1.0	Program Specialist	M.S.		1977
118141- 008	Language Development, Counseling	Tara Carlson		0.5	Instructor	M.S.		2005
	Child Language Disorders	Jana Johnson		0.5	Instructor	M.S.		2005
118141- 009	Clinical Supervisor, Adult Neurogenic Communication Disorders	Kleymann, Kassy	Adult neurogenic communication disorders; school- aged speech- language disorders	1.0	Program Specialist	M.S.		2003

Supporting Data Appendix C

Appendix C.1 **Department of Communication Disorders Bibliography Refereed Presentations with Published Abstracts**

Faculty Name	Refereed Presentations with Published Abstracts
Fred Britten	Kleymann, K., Britten, F., & Hudson, A. (November, 2005). Aural rehabilitation Screening in older adults: A collaborative approach. A poster presentation presented to the American Speech-Language-Hearing Association. <i>ASHA Leader</i> , 10, p. 74
	Ganzfried, E., Britten, F., Burrows, D., & Swisher, W. (November, 2005) CAA site visitor update. A seminar presented to the American Speech-Language-Hearing Association. <i>ASHA Leader</i> , 10, p.96.
	Ganzfried, E., Britten, F., Burrows, D., & Swisher, W., (November, 2005) CAA site visits 2006: What to expect and how to prepare. A seminar presented to the American Speech-Language-Hearing Association. <i>ASHA Leader</i> , 10, p. 90.
	Cline, E., & Britten, F. (November, 2005) Auditory processing abilities of adult male offenders. A poster presentation to the American Speech-Language-Hearing Association. <i>ASHA Leader</i> , 10, p. 80.
	Cline, E. & Britten, F. (November, 2005). Language abilities of adult male offenders. A poster presentation to the American Speech-Language-Hearing Association. <i>ASHA Leader</i> , 10, p. 148.
	Britten, F. & Raymond, C. (2006). <i>The NPI and HIPAA Security in the University Setting</i> . A seminar presentation to the Council of Academic Programs in Communication Sciences and Disorders. Destin, FL. (Conference proceedings, April 2006)
Amy Finch	Fahey, R., Finch, A., & Scherz, J. (2005, October). Supporting Literacy with Technology: Assessment and Intervention Tools and Adaptations. Minneapolis, MN: Closing the Gap.
	Gentert, K. & Finch, A. (2005, November). <i>Alzheimer's Disease:</i> Caregiver's Use of Communication. San Diego: ASHA Convention.
	Finch, A., Scherz, J., & Fahey, R. (2006). Evaluating Reading Using Traditional and Adapted Assessments. San Antonio: 7 th Annual Conference on AAC: Evidence-Based Practice.
	Finch, A. & Fahey, R. (2006). Adapted and Traditional Reading Assessments: Comparison of Results. Salt Lake City, UT: CEC Convention and Expo.

Appendix C.1 (continued)

Faculty Name	Refereed Presentations with Published Abstracts
Kassy Kleymann	Kleymann, K., Britten, F., & Hudson, A. (November, 2005). Aural rehabilitation Screening in older adults: A collaborative approach. A poster presentation presented to the American Speech-Language-Hearing Association. <i>ASHA Leader</i> , 10, p. 74

Appendix C.2 Department of Communication Disorders Bibliography Non-Refereed Articles and Presentations

Faculty Name	Non-refereed Articles and Presentations
Fred Britten	Britten, F., White, A., & Sykes, K. (October, 2005). Professional Issues in Audiology. Presentation to the Kansas Speech-Language-Hearing Association. KSHA Program.
	Britten, F. (September, 2005). Auditory Processing Disorders. Presentation to Kansas Educational Audiology Conference. Overland Park, KS.
	Britten, F. (October 2005) Presentation to Western Kansas AARP Conference. Living With Hearing Loss. Presented in Hays, KS.
	Britten, F. Ganzfried, E., Burrows, D., & Swisher, W. (June 2005) Site Visitor Training Workshop. Faculty member for two day workshop. American Speech-Language-Hearing Association. Rockville, Maryland.
	Britten, F. (June 2006). Hearing Loss with Older Adults. Presentation to Foster Grandparent Program. Hays, KS.
	Britten, F. (June, 2006). Hearing Loss with Older Adults. Presentation to Senior Companion Program. Hays, KS
Amy Finch	Finch, A., Fahey, R., & Scherz, J. (2005, October). Adapted and Traditional Reading Assessments: Comparison of Results. KSHA Convention. Finch, A. (2005). Beyond books: Alphabetic knowledge, phonological awareness and word play. <i>SpeakUp</i> , 20, p. 11 & 15.
Kassy Kleymann	Kleymann, K. (2005, November). Narratives: Part II, applied. Presented to USD #489 Speech-Language Pathologists, Hays, KS.
Marla Staab	Staab, M. (2005) Early communication indicator: administration guidelines. Presentation to Parents As Teachers/Early Head Start, Hays, November.
Chuck Wilhelm	Wilhelm, C. (2005). Vocal fold dysfunction (Invited presentation to M.D.s, and A.R.N.P). Hess Clinic, Hays, KS.

Supporting Data Appendix D

Appendix D.1 School Ratings on the Clinical Competencies Rating Scale

Appendix D.1 **Healthcare Ratings on the Clinical Competencies Rating Scale**

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Appendix D.2 Sample Class Monitoring Form T-MAKS

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Appendix D.3 Client Survey Summary

Appendix D.4 Analysis of Client Services

Appendix D.5 2005 College of Health & Life Sciences

Communication Disorders Alumni Survey SUMMARY OF RESPONSES FROM 10/26/05-02/03/06

		Response	%
		Count	
PART I: BACKGROUND INFORMATIO	N		
Please indicate the FHSU academic department from whi			
	Agriculture		
	Allied Health		
	Biological Sciences		
	Communication Disorders	30	15.31%
	Health & Human Performance		
	Nursing		
		Total	
Gender:	Male		%
	Female	30	!00%
		Total	
Most recent degree received from FHSU:	A.S. Degree		%
	B.S. Degree		%
	M.S. Degree	30	100%
		Total	
	Г		
Year most recent degree was received:	2000	6	20.00%
	2001	4	13.33%
	2002	8	26.67%
	2003	4	13.33%
	2004	5	16.67%
	2005	3	10.00%
		Total 30	100%
A 4 4:	20-23		16 670/
Age at time of graduation:	20-23	5 22	16.67% 73.33%
	30-35	22	6.67%
		1	
	36-50 50+	1	3.33%
		Total 30	100%
		Total 30	100%
Status at time of initial enrollment at FHSU:	Freshman	17	56.67%
Status at time of initial enforment at 11150.	Graduate Student	6	20.00%
	Transfer	7	23.33%
	Transici	Total 30	100%
		10111 30	10070
If a transfer student, transferred from:	Community College	3	42.86%
a dampier bradent, transported from.	4-YR College/University	3	42.86%
Other:	2 nd Bachelors	1	14.28%
¥		Total 7	100%
		,	100/0
Please indicate if you have earned an advanced degree sir	nce leaving FHSU:		
,	No additional degrees	30	100%
	Masters		9/6
	Doctorate		9/6
	In progress		%
Other:	1 5		
	·	Total 30	!00%

Please identify your current employment status:	Employed in major f	field of study	29	96.67%
	Employed outside of	major field of study	1	3.33%
	Current student			%
	Still seeking employs			%
	Not seeking employn	nent		%
Other:		Total	30	100%
If employed, please check the range that indicates your current	annual gross income:	10001		10070
	\$<25 K		4	13.33%
	\$25-39 K		17	56.67%
	\$40-49 K		5	16.67%
	\$50-74 K		4	13.33%
	\$75-100 K			9/0
	\$>100 K	Total	30	100%
		10001	30	10070
I have been satisfied with employment opportunities in my education				
	Strongly Agree		16	53.33%
	Agree		10	33.34%
	Disagree Strongly Disagree		3	10.00%
	Strongly Disagree	Total	30	3.33%
		10141	30	10070
I currently work/reside:	In Kansas		20	66.67%
I currently work/reside:	In the U.S. – outside	of Kansas	10	33.33%
I currently work/reside:	Outside the U.S.			%
		Total	30	100%
PART III: EDUCATIONAL PREPARATION				
My education adequately prepared me for employment.		Strongly Agree	5	16.67%
ivi education adequatery prepared me for employment.		Agree	23	76.67%
		Disagree	2	6.66%
		Strongly Disagree		%
		Not Applicable		%
		Total	30	100%
I feel comfortable contacting program faculty for consultation r	agarding professional and/or	ampleyment related issues		
Treer connortable contacting program faculty for consultation i	egarding professional and/or	Strongly Agree	14	46.67%
		Agree	14	46.67%
		Disagree	2	6.66%
		Strongly Disagree		%
		Not Applicable		%
		Total	30	100%
My academic major program was challenging and rigorous.		Ctrongly Agree	16	52 220/
My academic major program was chancinging and rigorous.		Strongly Agree Agree	16	53.33% 43.34%
		Disagree	1	3.33%
		Strongly Disagree	1	%
		Not Applicable		%
		Total	30	100%
		Τα	1	
My education helped me to develop my critical thinking skills.		Strongly Agree	10	
My education helped me to develop my critical thinking skills.		Agree	19	63.34%
My education helped me to develop my critical thinking skills.		Agree Disagree		63.34%
My education helped me to develop my critical thinking skills.		Agree Disagree Strongly Disagree	19	63.34% 3.33%
My education helped me to develop my critical thinking skills.		Agree Disagree	19	63.34% 3.33% %
		Agree Disagree Strongly Disagree Not Applicable	19	63.34% 3.33% %
My education helped me to develop my critical thinking skills. My academic major program was flexible enough to meet indiv	idual needs.	Agree Disagree Strongly Disagree Not Applicable Total	19 1 30	63.34% 3.33% % 9% 100%
	idual needs.	Agree Disagree Strongly Disagree Not Applicable Total Strongly Agree	30	63.34% 3.33% % 96 100%
	idual needs.	Agree Disagree Strongly Disagree Not Applicable Total Strongly Agree Agree	30 6 17	63.34% 3.33% % 96 100% 20.00% 56.67%
	idual needs.	Agree Disagree Strongly Disagree Not Applicable Total Strongly Agree Agree Disagree	30	33.33% 63.34% 3.33% % 100% 20.00% 56.67% 20.00% 3.33%
	idual needs.	Agree Disagree Strongly Disagree Not Applicable Total Strongly Agree Agree	30 6 17 6	63.34% 3.33% % 9% 100% 20.00% 56.67%

My academic program had adequate practicum/internship/clinical experiences.	Strongly Agree	9	30.00%
	Agree	17	56.67%
	Disagree	4	13.33%
	Strongly Disagree		%
	Not Applicable		
	Total	30	100%
Laboratory/clinical resources available in my academic program were adequate.	Strongly Agree	6	20.00%
Laboratory/eninical resources available in my academic program were adequate.	Agree	21	70.00%
	Disagree	3	10.00%
	Strongly Disagree		%
	Not Applicable		%
	Total	30	100%
	10141		10070
The instruction provided in my academic program was of high quality.	Strongly Agree	6	20.00%
7 7 7	Agree	21	70.00%
	Disagree	2	6.67%
	Strongly Disagree	1	3.33%
	Not Applicable		%
	Total	30	100%
I received appropriate academic advising from my academic department.	Strongly Agree	11	36.67%
	Agree	16	53.33%
	Disagree	3	10.00%
	Strongly Disagree		%
	Not Applicable		%
	Total	30	100%
I received appropriate career counseling from my academic department.	Strongly Agree	4	13.33%
Trootive appropriate earest countering from my accuseme acquisition.	Agree	24	80.00%
	Disagree	2	6.67%
	Strongly Disagree		%
	Not Applicable	30	%
	Total		100%
			1
My academic department provided me with appropriate opportunities for involvement			26.670/
	Strongly Agree	8	26.67%
	Agree	17	56.67%
	Disagree	3	10.00%
	Strongly Disagree Not Applicable	1	3.33%
	Total	30	3.33% 100%
	10ta1	30	10070
My academic department provided me with appropriate opportunities for involvement			T
My academic department provided me with appropriate opportunities for involvement	t in community or professional service Strongly Agree	5	16.67%
My academic department provided me with appropriate opportunities for involvemen	Strongly Agree Agree	5 24	80.00%
My academic department provided me with appropriate opportunities for involvemen	Strongly Agree Agree Disagree	5	80.00% 3.33%
My academic department provided me with appropriate opportunities for involvemen	Strongly Agree Agree Disagree Strongly Disagree	5 24	80.00% 3.33% %
My academic department provided me with appropriate opportunities for involvemen	Strongly Agree Agree Disagree Strongly Disagree Not Applicable	5 24 1	80.00% 3.33% %
My academic department provided me with appropriate opportunities for involvemen	Strongly Agree Agree Disagree Strongly Disagree	5 24	80.00% 3.33% %
	Strongly Agree Agree Disagree Strongly Disagree Not Applicable Total	5 24 1 30	80.00% 3.33% % % 100%
My academic department provided me with appropriate opportunities for involvement My academic department has maintained appropriate contact with alumni.	Strongly Agree Agree Disagree Strongly Disagree Not Applicable Total Strongly Agree	5 24 1 30	80.00% 3.33% % % 100%
	Strongly Agree Agree Disagree Strongly Disagree Not Applicable Total Strongly Agree Agree	5 24 1 30 5 19	80.00% 3.33% % 9% 100% 16.67% 63.33%
	Strongly Agree Agree Disagree Strongly Disagree Not Applicable Total Strongly Agree Agree Disagree	5 24 1 30 5 19 4	80.00% 3.33% % % 100% 16.67% 63.33% 13.33%
	Strongly Agree Agree Disagree Strongly Disagree Not Applicable Total Strongly Agree Agree	5 24 1 30 5 19	80.00% 3.33% % % 100% 16.67% 63.33%

Based on my experience, I v	would encourage prospective students to enroll in my	major area of study at FHSU.		
		Strongly Agree	11	36.67%
		Agree	17	56.67%
		Disagree	2	6.66%
		Strongly Disagree		%
		Not Applicable		%
		Total	30	100%
PART IV: CONTINUING	G EDUCATION			
I am interested in pursuing	additional coursework through FSHU	Yes	15	50%
		No	15	50%
		Total	30	100%
If yes, which of the following	ng would best meet your needs.			
	Graduate coursework leading to a degree			
	Undergraduate coursework leading to a degree		1	3.33%
	Select courses for professional development, not	degree seeking	9	30%
		Total	10	33.33%
Preferred delivery model:	On-campus/face to face coursework		9	30%
-	Virtual/distance education coursework		13	43.3%
	Workshop/Short Courses		1	3.33%
		Total	23	76.63%

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Support Data Appendix E

Appendix E.1 Brand Essence Statement

Appendix E.2

Team Managed Assessment of Knowledge and Skills in SLP (TMAKS-SLP)

Knowledge Outcomes Competency Based Documentation for the KASA

Department of Communication Disorders

Fort Hays State University

M.S. Program in Speech-Language Pathology

Beginning Date of Graduate Work:

		, students will have acce	ss to this record for review	ty member has completed the sign off pleted for that specific semester. It is the student's responsibility to
C	national ex Standard n form and d integrate i	amination. net means that the studer oes not mean that furthe nformation clinically. In	nt has met the standard for er knowledge and/or skill d addition, further developi	ge and skills needed to pass the that specific item as stated on this levelopment is not needed in order to ment of both knowledge and skill will
(he program and pass the nast to be in the student's file as	anonal examination. s a requirement for graduation.
Semester	1:		Advisor	Date:
				Date:
Semester	2:		Advisor	
Semester Semester	2:		Advisor Advisor	Date:
Semester Semester Semester	2: 3: 4:		Advisor Advisor Advisor	Date:

 ${\it Instructions:}$

Name:

Each faculty member will initial the rubic that best represents the level to which the student has demonstrated the knowledge and/or skill. In addition, the faculty member will indicate the semester in which this was demonstrated both on the blank following their typed initials as well as within the rubric. If a student presents minimal or no progress toward the standard, then the rubric is left blank. If a graduate student receives an emerging or approaching standard following being enrolled in a primary course, then the faculty member should indicate the "improvement plan" to be implemented.

KNOWLEDGE OUTCOMES

Learning Objectives and Mastery Level: For each of the learning objectives on all of the following tables, the initials of at least one instructor and semester of evaluation are required each semester of graduate enrollment until "Meets Standard" is achieved.

Standard III-A The applicant must demonstrate knowledge of the principles of biological sciences, physical sciences, mathematics, and the social/ behavioral sciences. Official transcript in student's file includes at least three semester hours of credit at the college level (non-remedial) in **each** of the following areas. The advisor initials and puts in the semester course taken. NOTE: Upon admission to the Graduate Program, the advisor will review to see that students have obtained coursework in each of the areas. No Grade below that of a "C" will be accepted as meeting the knowledge in these areas. If the graduate student does not have a grade of at least a "C", then the student will need to take a course in the deficient area. o **Biological Sciences** (One course in this area) Course Title: BIOL 121Human Biology or its equivalent_____ Advisor Initials: Institution: o **Physical Sciences** (ONE course in this area) Course Title: PHYS 101 Physical Science or its equivalent_____ Semester: _____ CHEM 112 General Chemistry or its equivalent Semester: _____Advisor Initials: _____ Institution: o Social/Behavioral Sciences (One course in this area) Course Title: General Psychology or its equivalent______Semester: _____ Advisor Initials: _____ o **Mathematics** (including Statistics) Course Title: MATH 100 College Algebra or its equivalent_____Semester: CIS 200 Elements of Statistics or its equivalent_____ Semester: _____ and/or MATH 250 Elements of Statistics or its equivalent_____ Semester: Institution: _____Advisor Initials: > Improvement Plan for Standard III A o Re-Take Course Completed:

____Advisor Completed:_____

Grade:

Other

andard III-B The applicant must demonstrate knowledge of basic human communication and vallowing processes, including their biological, neurological, acoustic, psychological, developmental, and aguistic and cultural bases.	
ne following courses are typically undergraduate courses. The academic advisor will need to verify that a course each of these areas has been successfully completed with a grade of "B" or better. Graduate students who do not ow a grade of "B" or better in these Basic Human Communication Processes will need to repeat that course as raduate student in order to make up the deficiency.	ot
 SLP 303 Speech and Hearing Science or Equivalent Institution if not FHSU: Standard Met: Advisor: 	
 SLP 305 Anatomy and Physiology or Equivalent Institution if not FHSU: Standard Met: Advisor: 	
 SLP 402 Clinical Phonetics or Equivalent Institution if not FHSU: Standard Met: Advisor: 	
 SLP 661: Language Development or Equivalent Institution if not FHSU: Standard Met: Advisor: 	
 ENG 680 Introduction to Linguistic Science or Equivalent Institution if not FHSU: Standard Met: Advisor: 	
 IDS 305 Principles of Multiculturalism or Equivalent Institution if not FHSU: Standard Met: Advisor: 	
➤ Improvement Plan for Standard III B ➤ Re-Take Course Advisor Completed:	
■ Grade: ➤ Other (describe in space below for each specific area) Advisor Completed:	
IOLOGICAL BASIS DEVELOPMENTAL BASIS	
COUSTIC BASIS LINGUISTIC BASIS	
SYCHOLOGICAL BASIS CULTURAL BASIS	

The following Basic Processes course is part of the Graduate Level curriculum at FSHU. Each student will need to meet the standard for this area during their graduate program.

NEUROLOGICAL BASIS

>	Primary Course(s): SLP 889: Neurologic Bases	CW	Instructor	Semester:
	Grade:		leted:	
	Other (describe in space belo	w) _Advisor Compl	leted:	

Student:	Course		Approaching	Standard
		Emerging		Met
1. Identifies and describes central and peripheral nervous	SLP 889			
systems structures and functions related to cognition,				
speech, language, swallowing, and hearing				
2. Identifies selected neuropathologies and their relation to	SLP 889			
sites of lesion as well as etiologic factors in neurogenic				
communication and swallowing disorders				

Standard III-C The applicant must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.
Standard III-D The applicant must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorder.
The following courses are typically undergraduate courses at FHSU. The academic advisor will need to verify that the content of the course is similar to the content below and that the course(s) have been successfully completed with a grade of "B" or better. Graduate students who do not show a grade of "B" or better in these Communication Disorders courses will need to repeat that course as a graduate student in order to make up the deficiency.
 SLP 653 and 653L: Articulation and Phonological Disorders and Lab Institution if not FHSU: Standard Met: Advisor:
➤ SLP 658: Audiology
 SLP 662: Language Disorders: Early Childhood Institution if not FHSU: Standard Met: Advisor:
 Improvement Plan for Standard III C and D (Undergraduate Level) Re-Take CourseAdvisor Completed: Grade: Other (describe in space below for each specific area)
Advisor Completed:
ARTICULATION AND PHONOLOGICAL DISORDERS
AUDIOLOGY
LANGUAGE DISORDERS: EARLY CHILDHOOD

GENERAL PRINCIPLES OF PREVENTION, INTERVENTION, AND ASSESSMENT

Α Α	o SL	ourse(s): P 811 Advanced Clinical Practicum stary Course(s):	MS	Instructor	Semester:
	o SL	P 813 Evaluation and Assessment			
	Other:			Advisor	Semester:
>	Improveme	ent Plan			
	>	Re-Take Course		Instructor	Completed:
		• Grade:			
	>	Review and complete test		Instructor	Completed:
	>	Review and complete worksheet		Instructor	Completed:
	~	Clinical Practicum		Instructor	Completed:
	>	Other (describe in space below for	each specific are	ea)	
		Advisor	Completed:		

Student:	Course	Emerging	Approaching	Standard Met
Identifies developmental considerations related to clinical practices	SLP 811			
2. Identifies appropriate referrals for individuals related to clinical practice	SLP 811			

Primal	ary Course(s):			
С	SLP 882: Speech Sound Disorders		Advisor Ser	mester:
C	SLP 892: Motor Speech Disorders	AF	Advisor Ser	mester:
> Other	r:			
C			Advisor Ser	mester:
Impr	ovement Plan			
	Re-Take Course		Instructor	Completed:
	o Grade:			•
>	Review and complete test		Instructor	Completed:
1	Review and complete worksheet		Instructor	Completed:
,				1 -
			Instructor	Completed:

Student:	Course	Emerging	Approaching	Standard Met
		Linerging		
1. Identifies risk factors and preventive influences within	SLP 882			
the scope of practice 2. Identifies characteristics of articulation & phonological disorders	SLP 882			
3. Identifies characteristics of speech sound production in special populations.	SLP 882			
Describes common standardized & nonstandardized assessments to identify articulation & phonological disorders	SLP882			
5. Identifies appropriate intervention plans for common articulation & phonological disorders	SLP 882			
For disorders of developmental and acquired motor speech disorders, the student:	Course	Emerging	Approaching	Standard Met
6. Differentiates among the motor speech disorders on the basis of etiology, site of lesion, and speech characteristics	SLP 892			
7. Identifies characteristics from the examination of the oral mechanism to help differentiate among the motor speech disorders	SLP 892			
8. Outlines an appropriate assessment for motor speech disorders using a variety of standardized and nonstandardized procedures	SLP 892			
9. Identifies appropriate intervention plans for motor speech disorders	SLP 892			

>		ry Course(s):		_	
		SLP 855: Fluency Disorders	AF	Instructor	Semester:
		ementary Course(s):			
>	Other:			Advisor	Semester:
>	Impro	vement Plan			
	-	Re-Take Course		Instructor	Completed:
		o Grade:			•
	>	Review and complete test		Instructor	Completed:
	>	Review and complete worksheet		Instructor	Completed:
	>	Clinical Practicum		Instructor	Completed:
		Other (describe in space below for			

Student:	Course	Emerging	Approaching	Standard Met
1. Identifies risk factors and preventive influences within the scope of practice	SLP 855			
2. Differentiates normal disfluency and stuttering in young children	SLP 855			
3. Identifies appropriate fluency assessment procedures across the life span	SLP 855			
4. Identifies and describes intervention approaches for individuals at different levels of stuttering	SLP 855			

VOICE AND RESONANCE, INCLUDING RESPIRATION AND PHONATION Courses in which this content is taught or their equivalent: > Primary Course(s): <u>CW</u>____Instructor o SLP 856: Voice Disorders Semester: > Supplementary Course(s): > Improvement Plan ➤ Re-Take Course Completed: Instructor o Grade: > Review and complete test Completed: Instructor Review and complete worksheet Instructor Completed:____ > Clinical Practicum Completed:____ Instructor ➤ Other (describe in space below for each specific area)

_____Advisor

Student:	Course	Emerging	Approaching	Standard Met
1. Identifies risk factors and preventive influences within the scope of practice	SLP 856			
2. Identifies voice, resonance, and breathing disorders	SLP 856			
3. Describes the changes in voice across the lifespan	SLP 856			
4. Performs perceptual assessment of voice, resonance, and breathing	SLP 856			
5. Describes high technology assessment of phonation including endoscopic and videostroboscopic procedures	SLP 856			
6. Describes intervention for voice and breathing consistent with current standards of care	SLP 856			

Completed:_____

RECEPTIVE AND EXPRESSIVE LANGUAGE IN SPEAKING, LISTENING, READING, WRITING, AND MANUAL MODALITIES $\,$

>	Primary Course(s):					
	o SLP 862: L	anguage Disorders (KA)	JJ	Instructor	Semester:	
	o SLP 890: A	phasia / Dementia	KK	Instructor	Semester:	
\triangleright	Supplementary Cou	rse(s):				
	o SLP 891: Co	ognitive Disorders				
		valuation / Assessment				
\triangleright	Other:					
	0			Advisor	Semester:	
>	Improvement Plan					
	Re-Take Co	urse		Instructor	Completed:	
	o Grade:					
		complete test	-	Instructor	Completed:	
		complete worksheet	-	Instructor	Completed:	
	Clinical Pra	1	-	Instructor	Completed:	
	> Other (desc	ribe in space below for e	ach specific area)		r	
	0	Advisor Compl				

For disorders of developing language, student:	Course	Emerging	Approaching	Standard Met
1. Identifies risk factors and preventive influences within the scope of practice	SLP 862			
2. Describes common patterns of language disorders as related to all aspects and modalities of language	SLP 862			
3. Describes the developmental sequence of oral and written language from infancy through adolescence	SLP 862			
4. Identifies and selects a variety of standardized and nonstandardized procedures for the assessment of language disorders	SLP 862			
5. Interprets assessment information and makes appropriate recommendations for individuals who present oral and/or written language disorders	SLP 862			
6. Develops appropriate intervention plans for common disorders of language	SLP 862			

RECEPTIVE AND EXPRESSIVE LANGUAGE IN SPEAKING, LISTENING, READING, WRITING, AND MANUAL MODALITIES (continued)

>	Improvement Plan		
	Re-Take Course	Instructor	Completed:
	o Grade:		
	Review and complete test	Instructor	Completed:
	Review and complete worksheet	Instructor	Completed:
	Clinical Practicum	Instructor	Completed:
	> Other (describe in space below for each specific area)		
	oAdvisor Completed:		

For disorders of acquired language, student:	Course	Emerging	Approaching	Standard Met
7. Identifies risk factors and preventive influences for aphasia and dementia	SLP 890			
8. Recognizes the typical clinical presentation, including common symptoms and neurologic examination findings	SLP 890			
9. Describes and differentiates between the classical aphasia syndromes and their associated site of lesion	SLP 890			
10. Describes and differentiates between the cortical, subcortical and mixed dementias	SLP 890			
11. Identifies the neural substrates of spoken and written language processes	SLP 890			
12. Specifies standardized and non-standardized measures for assessment of acquired disorders of language and communication	SLP 890			
13. Generates an appropriate differential diagnosis on the basis of assessment information	SLP 890			
14. Demonstrates principles and techniques for maximizing communication in individuals with neurogenic communication disorders, including relevant evidence-based practices	SLP 890			

HEARING, INCLUDING THE IMPACT ON SPEECH AND LANGUAGE Courses in which this content is taught or their equivalent: Primary Course(s): Semester:____ o SLP 836: Pediatric Audiology FB Instructor o SLP 857: Aural Rehabilitation FB Instructor Semester: **Supplementary Course(s):** o SLP 664: Hearing Loss Older Adult SLP 836: Pediatric Audiology Other: _____ Advisor 0 Semester:____ **Improvement Plan** Completed: ➤ Re-Take Course _Instructor o Grade: Completed:_____ Review and complete test Instructor Review and complete worksheet Instructor Completed: Clinical Practicum Instructor > Other (describe in space below for each specific area) o ____Advisor Completed:____

Student	Course	Emerging	Approaching	Standard Met
1. Describes common pathologies of outer, middle,	SLP 857			
& inner ear & auditory nervous system	SLP 836			
2. Explains general hearing health care for the	SLP 816			
prevention of hearing loss.	SLP 836			
3. Performs screening assessment of hearing and makes	SLP 816			
appropriate referral decisions	SLP 836			
4. Interprets results of basic audological evaluation	SLP 857			
procedures and the impact on speech and language	SLP 816			
5. Explains effect of severity and onset of hearing loss on speech & language skills	SLP 857			
6. Hearing, including the outer, middle, and inner ear	SLP 836			
7. Identifies and describes the central auditory pathway at	SLP 836			
the impact on speech and language	SLP 857			
8. Explains measurement of sound intensity using the SPL scale and the sound level meter	SLP 857			
9. Identifies and explains current amplification techniques & assistive devices for hearing loss, including listening checks	SLP 857			
10. Develops appropriate intervention for a variety of auditory disorders across the lifespan	SLP 857			
11. Discusses current issues & scope of practice regarding central auditory processing disorders	SLP 857			

	rrimar	y Course(s):			
	0	SLP 834: Dysphagia and Vent. Depend.	CW	Instructor	Semester:
	Supple	mentary Course(s):			
	0	SLP 811 Advanced Practicum			
\triangleright	Other:				
	0			Advisor	Semester:
>	Improv	vement Plan			
	>	Re-Take Course		Instructor	Completed:
		o Grade:			
	>	Review and complete test		Instructor	Completed:
	>	Review and complete worksheet		Instructor	Completed:
		CI: I D II		Instructor	Completed:
		Clinical Practicum		IIISU UCTOI	Completed.

Student:	Course	Emerging	Approaching	Standard Met
1. Identifies risk factors and preventive influences within the scope of practice	SLP 834			
2. Describes the changes in swallowing across the lifespan	SLP 834			
3. Identifies oral, pharyngeal, & esophageal swallow deficits throughout the lifespan	SLP 834			
4. Interprets major features in videofluorographic evaluation of swallow	SLP 834			
5. Describes current high technology approaches to the assessment of swallow	SLP 834			
6. Describes appropriate intervention for oral & pharyngeal swallowing disorders	SLP 834			

\triangleright	Primar	y Course(s):			
	0	SLP 890 Aphasia-Dementia	KK	Instructor	Semester:
	0	SLP 891: Cognitive Disorders	AF	Instructor	Semester:
	Supple	mentary Course(s):			_
	0				
	Other:				
	0			Advisor	Semester:
>	Improv	vement Plan			
	>	Re-Take Course		Instructor	Completed:
		o Grade:			_
	>	Review and complete test		Instructor	Completed:
	>	Review and complete worksheet		Instructor	Completed:
	>	Clinical Practicum		Instructor	Completed:
		Other (describe in space below for ea	ch specific area)		1

Student:	Course	Emerging	Approaching	Standard Met
1. Identifies risk factors and preventive influences within the scope of practice	SLP 891			
2. Identifies and describes the neurological correlates and characteristics of cognitive-communicative disorders	SLP 890			
characteristics of cognitive communicative disorders	SLP 891			
3. Identifies and selects a variety of standardized and nonstandardized procedures for the assessment of	SLP 890			
cognitive-communicative disorders	SLP 891			
4. Interprets assessment information and makes appropriate recommendations for individuals who present cognitive-	SLP 890			
communication disorders	SLP 891			
5. Develops appropriate intervention plans for cognitive-	SLP 890			
communication disorders	SLP 891			

\triangleright	Primar	ry Course(s):			
	0	SLP 862: Language Disorders (KA)	JJ	Instructor	Semester:
	0	SLP 835: Augmentative-Alternative			
		Communication	AF	Instructor	Semester:
	Supple	mentary Course(s):			
	0	SLP 891: Cognitive Disorders			
\triangleright	Other:				
	0		-	Advisor	Semester:
>	Improv	v ement Plan Re-Take Course		Instructor	Completed:
		o Grade:	-	nistructor	Completed
	>	Review and complete test		Instructor	Completed:
	>	Review and complete worksheet		Instructor	Completed:
		Clinical Practicum		Instructor	Completed:

Student:	Course	Emerging	Approaching	Standard Met
1. Identifies risk factors and preventive influences within the scope of practice	SLP 862			
	SLP 835			
2. Describes techniques to elicit & support appropriate behaviors in clinic, home, school, and vocational situations	SLP 862			
3. Describes methods to facilitate social skills for communication & maximize communication	SLP 862			
opportunities	SLP 835			
4. Identifies differences in social interaction styles of persons with diverse cultural backgrounds	SLP 862			
5. Develops appropriate intervention programs for individuals who present social-communicative disorders and /or challenging behaviors	SLP 835			

COMMUNICATION MODALITIES INCLUDING ORAL, MANUAL, & AAC/ASSISTIVE TECHNOLOGIES

o SLP 835: Augmentative and Communication	<u>A</u> F	Instructor Se	mester:
 Supplementary Course(s):			
0			
Other:			
0		Advisor	Semester:
Improvement Plan			
		Instructor	Completed:
Re-Take Course		Instructor	completed.
Re-Take CourseGrade:		mstructor	completed.
		Instructor	Completed:
o Grade:	heet		Completed:_
o Grade: ➤ Review and complete test	heet	Instructor	. –

Student:	Course	Emerging	Approaching	Standard Met
1. Identifies risk factors and preventive influences within the scope of practice	SLP 835			
2. Determines best communication modality and appropriate communication supports across the lifespan	SLP 835			
	See Hearing			
3. Demonstrates an understanding of assistive listening devices	See Hearing			
4. Identifies and selects a variety of standardized and nonstandardized procedures for the assessment of individuals who present the need for augmentative-alternative communication	SLP 835			
5. Designs nonelectronic and electronic communication systems to support intervention goals for children and adults who use AAC	SLP 835			
6. Develops appropriate intervention programs for individuals who present AAC needs	SLP 835			

Standard III-E		The applicant must demonstrate	e knowledge	of standards of ethical	conduct.
Co	urses in v	which this content is taught or their equive	alent:		
>	Primar o	y Course(s): SLP 810: Clinical Topics	TC	Instructor	Semester:
>	Supple	mentary Course(s): SLP 813: Evaluation and Assessment			
>	Other:			_ Instructor Sen	nester:
>	-	v ement Plan Re-Take Course		_Instructor	Completed:
	A A A			InstructorInstructor Instructor	Completed:Completed:
	>	Other (describe in space below for each	ch specific a Completed:	rea)	<u>-</u>

Student:	Course	Emerging	Approaching	Standard Met
Describes the purpose of the ASHA Code of Ethics and provide accurate interpretations for hypothetical situations	SLP 810			
2, Discusses procedures for infection control, universal precautions, and HIPAA regulations	SLP 811			

Standard III-F The applicant must demonstrate knowledge of processes used in research and the integration of research principles into evidence-based clinical practice.							
Note:	Faculty su	pervising research projects and thes	sis need to initial t	he "instructor" lii	ne as well as the rubric.		
C	ourses in w	which this content is taught or their e	quivalent:				
>	Primar	y Course(s):					
ĺ	0	•	FB	Instructor	Semester:		
	0	SLP 814: Independent Study:		_			
		Research Development	FB	Instructor	Semester:		
	0	SLP 814: Independent Study:					
		Research Project		Instructor	Semester:		
		Or					
	0	SLP 899: Thesis		Instructor	Semester:		
		mentary Course(s):					
	0	SLP 811: Advanced Practicum					
	Other:						
	0			Advisor	Semester:		
	_						
		rement Plan					
	>	Re-Take Course		Instructo	or Completed:		
		o Grade:	-				
		Review and complete test	-	Instructo	1		
		Review and complete worksheet	-	Instructo	1		
	>			Instructo	or Completed:		
	> Other (describe in space below for each specific area)						
	oAdvisor Completed:						

Student:		Emerging	Approaching	Standard Met	
	Course				
1. Accesses appropriate research literature	SLP 817				
	SLP 814				
2. Critically evaluates research literature and understands the technical aspects of the literature	SLP 817				
	SLP 814				
3. Is able to cite references appropriately using the APA format both within the text and the reference list.	SLP 817				
4. Students are able to demonstrate an understanding	SLP 817				
of the research process	SLP 814				
5. Students complete an original research paper or	SLP 814 (Rsh.				
thesis that is worthy of publication	Proj)or				
•	SLP 899				

Standar	d III-G	The applicant must demonstra	ate knowledge of co	ontemporary profe	essional issues.
Cor	urses in v	which this content is taught or their equi	valent:		
A	0	y Course(s): SLP 810: Clinical Topics mentary Course(s):	TC	Instructor	Semester:
7	otner:		-	Advisor	Semester:
>		rement Plan		T	0 1.1
	>	Re-Take Course O Grade:		Instructor	Completed:
	A A A	Review and complete test Review and complete worksheet Clinical Practicum		Instructor Instructor Instructor	Completed:Completed:
	>	Other (describe in space below for e Advisor	ach specific area) Completed:		

Student:	Course	Emerging	Approaching	Standard Met
1. Identifies and describes current issues in the field of communication sciences and	SLP 810			
disorders				

Standard III-H The applicant must demonstrate knowledge about certification, specialty recognition, licensure, and other relevant professional credentials.

	>	Primary Course(s): o SLP 810: Clinical Topics Supplementary Course(s):	TC	Instructor	Semester:
	>	Other:	In:	structor Ser	mester:
>	Improv	vement Plan			
	>	Re-Take Course O Grade:		Instructor	Completed:
	>	Review and complete test		Instructor	Completed:
	>	Review and complete worksheet		Instructor	Completed:
	>	Clinical Practicum		Instructor	Completed:
	>	Other (describe in space below for e oAdvisor	ach specific area) Completed:		-

Student:	Course	Emerging	Approaching	Standard Met
1. Identifies and submits a portfolio containing relevant documentation for professional credentials, including certification, state licensure, forms for the PRAXIS examination	SLP 810			
2. Identifies and describes specialty recognition as it relates to speech-language pathology	SLP 810			

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SKII		\	()		()	()	NΛ	\vdash

Learning Objectives and Mastery Level: For each of the learning objectives on all of the following tables, the initials of at least one instructor and semester of evaluation are required each semester of graduate enrollment until "Meets Standard" or "Independent" is achieved.

Standard IV-A The applicant must complete a curriculum of academic and clinical education that follows an appropriate sequence of learning sufficient to achieve the skills outcomes in Standard IV-G.

This record, along with your clinical clock hours and course transcript, demonstrates your progress in completing the academic and clinical sequence for the master's degree in speech-language pathology and your achievement of the specified learning objectives.

The applicant must possess skill in oral and written or other forms of communication Standard IV-B sufficient for entry into professional practice.

Professionalism

Improvement Plan						
>	Other (d	escribe in space below for	each specific area)			
	0	Advisor	Completed:			

Oral/Interpersonal Communication:	Course	Emerging	Approaching	Standard Met
1.Communicates information to client/family or team in an appropriate and concise manner.	SLP 811			
2. Provides counseling regarding communication & swallowing disorders to clients/others as appropriate.	SLP 811			
3. Demonstrates appropriate nonverbal communication.	SLP 811			
4. Uses standard English grammar in the professional setting.	SLP 811			
5. Uses spoken English consistent with ASHA position on non-standard dialects and accents.	SLP 811			

> Other (describe in space below for each specific area)

	sor Comp	leted:		
With C		F .	1.	C(1 1) ()
Written Communication:	Course	Emerging	Approaching	Standard Met
6. Documents accurately as required by setting & audience; completes administrative tasks.	SLP 811			
7. Technical aspect of documentation is acceptable (terminology, organization, grammar, spelling, punctuation).	SLP 811			
Standard IV-C The applicant for certiful of 400 clock hours of supervised clinical experience hours must be spent in clinical observation, and 37 You must obtain a form, signed by an ASHA certain clinical observation have been completed. Your program of study. Also, you must ensure that a showing completion of all clock hour categories	ertified superv r 25 hours of c signed copy o	ce of speech-lang be spent in direct isor, showing the observation may f all your clock l	uage pathology. T client/patient conta at a minimum of a be obtained throu	Wenty-five act. 25 hours of ughout your
Signed observation hours form is in student's file:				
Signed observation hours form is in student's me.			Date:	
		Administra	Date:	
Clock hours forms & summary are in student's file		Administra	ator Date:	
		Administra	ator Date:	
		Administra	ator Date:	
		Administra	ator Date:	
		Administra	ator Date:	
		Administra	ator Date:	
		Administra	ator Date:	
		Administra	ator Date:	
		Administra	ator Date:	
		Administra	ator Date:	
		Administra	ator Date:	

	credited in speech-language p	rs must be completed while the applicant is engaged in athology by the Council on Accreditation in Audiology
ensure that a signed (by an AS)	HA certified supervisor) copy	et in another program as an undergraduate, you must of documentation for those hours is in your student file ed to the 400 clock hour requirement.
Undergraduate hours documen	tation is in student's file:	Date: Administrator
		Administrator
Competence in the appropriate	area of practice. The amount	individuals who hold the Certificate of Clinical of supervision must be appropriate to the student's on must be sufficient to ensure the welfare of the
supervisors are currently cer improper in any way, please department chairperson. Sul followed, you may also subm	nmunity/. The clinic directo tified. If you ever feel that the discuss this right away with osequent to that process, if yet a complaint to the ASHA (rs on the ASHA website at r can help you to ascertain that all of your he supervision you are receiving is insufficient or your supervisor, the clinic director, or the rou still feel that appropriate standards are not being Council on Academic Accreditation (CAA) at 1-897-5700, 10801 Rockville Pike, Rockville, MD
lifespan and from culturally/lin	guistically diverse backgroun	le experience with client/patient populations across the ds. Practicum must include experience with f communication and/or related disorders, differences,
hours. Your clock hour summexperience. You must ensure to	ary sheets provide a record of hat a copy of your clock hour	iten complete far more than the minimum of 400 clock it the populations with which you have gained summary sheet is updated each semester that you are restudent folder in the office by the fourth week of the
A copy of my current accumula	ted clock hours is in my stude	nt folder:
Semester 1:	. Student	Date:
Semester 2:	, Student	Date:
Semester 3:	, Student	Date:
Semester 4:	, Student	Date:
Semester 5:	, Student	Date:
Semester 6:	, Student	Date:
Semester 7:	, Student	Date:
	, Student	Date:
	<u>—</u>	

Standard IV-G The applicant for certification must complete a program of study that includes supervised clinical experiences sufficient in breadth and depth to achieve the following skills outcomes:

\triangleright	Improvement Plan Intervention:	Instructor	Completed:	
	• Semester:		Completed:	
	• Semester:		Completed:	
	• Semester:		Completed:	
	• Semester:		Completed:	

Professionalism: Student	Course	Emerging	Approaching	Standard Met
1. Is on time and prepared for clinical sessions (plan, room, materials).	SLP 626		L	
4 / /	SLP 811			
2. Comes to individual/team meetings well prepared (takes notes, asks questions, shares	SLP 626			
ideas, materials, etc.)	SLP 811			
3. Completes documentation on time (lesson plans, progress notes, reports, other).	SLP 626			
	SLP 811			
4. Follows policies and procedures of the Herndon Clinic and/or affiliated sites.	SLP 626			
	SLP 811			
5. Dresses in a manner consistent with the policies and expectations of the agency.	SLP 626			
	SLP 811			
6. Shows tact, diplomacy, and respect to clients, peers, and other professionals.	SLP 626			
	SLP 811			
7. Shows team participation, responsibility, collaboration, and flexibility.	SLP 626			1
•	SLP 811			
8. Follows the ASHA Code of Ethics	SLP 626			
	SLP 811			

Improvement Plan Intervention:	Instructor	Completed:	
■ Semester:		Completed:	
• Semester:		Completed:	
• Semester:		Completed:	
• Semester:		Completed:	

Evaluation:	Course	Emerging	Approaching	Standard
Student				Met
1. Reviews available information and	SLP 813			
synthesizes relevant information				
2. Plans thorough procedures, both formal and	SLP 813			
informal				
3. Obtains pertinent information via interview	SLP 813			
of client, caregiver, other				
4. Implements test procedures, including	SLP 813			
proper administration and accurate scoring.				
5. Adapts procedures as necessary	SLP 813			
6. Interprets data (test scores, interviews,	SLP 813			
observations)				
7. Draws conclusions/formulates clinical	SLP 813			
impression.				
8. States and makes specific recommendations /	SLP 813			
referrals.				
9. Completes required administrative and	SLP 813			
reporting functions.				

Improvement Plan Intervention:	Instructor	Completed:	
■ Semester:		Completed:	
• Semester:		Completed:	
• Semester:		Completed:	
• Semester:		Completed:	

Treatment Planning: Student	Course	Emerging	Approaching	Standard Met
1. Gathers information prior to treatment	SLP 626			
	SLP 811			
2. Develops appropriate long term goals, objectives, benchmarks (specific, measurable,	SLP 626			
sequential).	SLP 811			
3. Develops clinical strategies/lesson plans to achieve goals/objectives (approach, materials,	SLP 626			
data collection).	SLP 811			
4. Plans for client/caregiver education.	SLP 626			
	SLP 811			
5. Develops prevention strategies for specific individuals/groups.	SLP 626			
	SLP 811			

Treatment Implementation

Improvement Plan Intervention:	Instructor	Completed:	
• Semester:		Completed:	

Treatment Implementation: Student:	Course	Emerging	Approaching Standard	Standard Met
6. Explains/instructs with clarity.	SLP 626			
7. Gives appropriate feedback (encouragement,	SLP 626			
reinforcement, consequence).	SLP 811			
8. Elicits adequate number of responses/participation on part of client.	SLP 626			
	SLP 811			
9. Selects or develops and uses appropriate materials and instrumentation for prevention and	SLP 626			
treatment.	SLP 811			
10. Accurately judges and records responses; evaluates client's performance and progress.	SLP 626			
11 F.II.	SLP 811 SLP 626			
11. Follows lesson plans; recognizes and adjusts treatment to performance data.	SLP 626 SLP 811			
10 II 11 1				
12. Uses behavior management techniques as appropriate.	SLP 626			
13. Identifies the need and refers clients to other	SLP 811			
professionals as appropriate.	SLP 811			

Standard V-A The applicant must meet the educational program's requirements for demonstrating satisfactory performance through periodic assessment of knowledge and skills.

Please retain documentation of your performance and progress in the program, including examination scores,					
projects, written assignments, practicum evaluation forms, grade sheets, and so on. In addition, the Department					
etains a copy of practicum forms, grade sheets, and transcripts in the student's academic file.					
Standard V-B The applicant must pass the national examination adopted by ASHA for purposes of certification in speech-language pathology.					
NTE Praxis Date of ExaminationScore					
Official score report is in student's file: Date:					
NTE Praxis Date of ExaminationScore Official score report is in student's file: Date:					

Appendix E.3 Council on Academic Accreditation (CAA) Letter of Accreditation

FY2006 Department of Communication Disorders Annual Report of Continuous Improvement 81

Appendix E.4 Annual Report for the Department of Communication Disorders For Council of Academic Accreditation (CAA) 2005-06

ANNUAL REPORT FORMAT For Submission During 2005-2006 Academic Year

Council on Academic Accreditation in Audiology and Speech-Language Pathology

The purpose of the annual report is to provide updated information, including past and anticipated changes in the program, as it relates to your program's continued compliance with the standards for accreditation. The outline presented here must be followed when submitting an annual report during the 2005-2006 academic year. Please submit one <u>electronic</u> version of your annual report, <u>including all appendices</u>, and one <u>signed</u> paper copy to the National Office. You may submit the electronic version on a disk when you submit the paper copies, or you may email it separately as a Microsoft Word attachment to spreston@asha.org

DATE:	June 1, 2006		
CAA FILE # : 177	ANNUAL REPORT #: 1		
INSTITUTION:	Fort Hays State University		
SCHOOL, COLLEGE, DIVISION:	College of Health and Life Scie	ences	
DEPARTMENT /PROGRAM:	Communication Disorders		
ADDRESS:	600 Park Street, Albertson Hal	l 131	
	Hays, KS 67601		
PROGRAM DIRECTOR:	Name: Amy Finch, Ph.D., Depa	artmental Chair/Program Director	
	C. Frederick Britten, Ph.D., Coordinator of Accreditation		
PROGRAM DIRECTOR PHONE #:	785-628-5366		
PROGRAM DIRECTOR E-MAIL:	afinch@fhsu.edu		
PROGRAM FAX #:	785-628-5271		
PROGRAM MAIN PHONE #:	785-628-5366		
INSTITUTION/PROGRAM WEB ADDRESS:	www.fhsu.edu		
AREA(S) AND DEGREE LEVEL OF ACCREDITATION HELD:	☐ Audiology ☐ Masters ☐ Doctoral	☑ Speech-Language Pathology ☑ Masters	
DEGREE(S) DESIGNATOR:		M.S. in Speech-Language Pathology	
CURRENT ACCREDITATION CYCLE:	From: <u>06/2005</u> (mo./yr.)	To: <u>06/2012</u> (mo./yr.)	
PERIOD COVERED BY THIS REPORT:	From: <u>06/2005</u> (mo./yr.) To: <u>06/2006</u> (mo./yr.)		
REGIONAL ACCREDITATION BY:	Higher Learning Commission	of the North Central Association	
CURRENT REGIONAL	From: <u>02/2001</u> (mo./yr.)	To: <u>02/2008</u> (mo./yr.)	
ACCREDITATION CYCLE:			

SECTION A. Prior Concerns.

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

Program Response:

Std. 1.7: The program reports decreased PRAXIS scores were due to students taking the exam early. Please comment on the validity of that assumption.

In 2003-2004 the department had two students who took the PRAXIS one year before graduation, on their own accord, and they did not pass. These students met with their advisors and the advisors reviewed the departmental policy, which states that students should not take the PRAXIS until their advisor states that it is appropriate for them. These two students re-took the exam a year later and passed it. In 2002-2003 three students failed the PRAXIS. All three students were not strong academically and had not prepared properly for the examination. The students met with their advisors and strategies were developed to help them perform better on the second examination attempt. All three students passed on the second attempt. Since 2003-2004, the faculty have attempted to improve their advising for students who are preparing to take the PRAXIS and the faculty have reviewed the graduate handbook policy on when it is appropriate to take this examination. In 2004-2005 all students passed the examination on the first attempt.

Std. 2.2: Please report on progress of faculty searches and describe how continuity of the program is being addressed during the period of reduction of full-time faculty.

This is a very fair concern and we are happy to provide a response. We did conduct a search for two positions during the 2004-2005 academic year. We had a qualified person for each of the positions and each was offered the position, but declined due to their family situations at the time. In the summer of 2005, we were very fortunate to have had three individuals move into the area with various areas of expertise. [Their vitae are within this report] They were moving to this area due to the employment of their spouses. All three of these individuals (Tara Carlson, Jessie Wymore, and Jana Johnson) were hired on contracts that clearly explained to them that there would be continued searches for doctorally prepared faculty and their contracts would not be renewed once these searches are successful. During the 2005-2006 academic year, we have been conducting a search for these positions. At the time of this annual report, we are in the process of scheduling an interview with one individual the first part of June.

There is now another scenario which has developed during this past nine months. Two of the temporary hires indicated that they were interested in pursuing a doctoral degree, but were not sure if they could afford it. It was at this time that the President of Fort Hays State University asked us for a proposal that would assist current faculty to return to graduate school and work on doctoral degrees. This proposal was submitted and the President and Provost have verbally agreed to the proposal. One of the individuals (Tara Carlson) has applied to and tentatively has been accepted into a doctoral program. One other individual is seriously considering it at this time. Located where FHSU is geographically, we feel that this developmental staffing plan will lend stability to the program and serve it well in the future. We will keep the CAA updated on the continued progress of this developmental staffing plan.

In the interim, all of our classes are being taught and covered. No classes have had to be cancelled or moved. The academic advising and supervision of research papers/theses have been taken on by the remaining Ph.D. faculty members; however, we are "grooming" the master's level people by having them be involved with these areas as needed and possible.

Std 3.2: In the first annual report, provide an update on continuing faculty assessment on learning objectives and the curriculum, particularly in areas noted by the site visitors (language learning and literacy, medical speech-language pathology, maxillofacial disorders, organic disorders, audiology and audiology clinic as it relates to the aspects of audiology not within the scope of practice of SLP).

During the calendar year of 2006, the department has entered a project initiated by the Provost that is called "The Year of the Department". What this requires is an academic audit of both the undergraduate and graduate curriculums. Being an accredited program and having just reviewed all of our student learning outcomes, the Provost and Vice-Provost have looked to our program to assist other departments on campus with this self-study process.

SLP 862: Language Disorders in Kindergarten/Adolescent has been offered this year by Jana Johnson. The direction she has taken this course this year has gone a long way in meeting the increased demand for speech-language pathologists to increase the knowledge in the area of language disorders and literacy.

SLP 882: Speech Sound Disorders and SLP 892: Motor Speech Disorders: The organic disorders course has not been taught since 1992 when we had a faculty member at that time who had developed that specific course. However, during the past four years, information on organic disorders (e.g. maxillofacial disorders) of articulation disorders has been incorporated into the speech sound disorders course and cerebral palsy has been incorporated into the motor speech disorders course.

SLP 811: Advanced Practicum Healthcare: All students are enrolled in the healthcare practicum prior to going out on their medical externship. The students meet as a group for one hour each week and issues related to the medical setting are discussed. The faculty have attempted to insure that issues related to medical settings are discussed in this class. In addition, a few topics related to ethical issues and the medical settings are discussed in this class. In addition, a few topics related to ethical issues and the medical setting are discussed in SLP 810: Clinical Topics. During the past year, we have monitored our healthcare externships and in all cases, the cooperating supervisors have confirmed to us that the current curriculum has clearly prepared the student for that externship. In fact, just last week during a visit to a healthcare site to consult with a practicum student and supervisor, the supervisor said the FHSU students are the best prepared to enter that practicum location.

Within the field of communication disorders, there is the inherent interrelatedness of speech, language, and hearing. We have long prided ourselves in the knowledge base our students have in the area of audiology. We frequently hear from external supervisors and employers of our students about how nice it is to have a speech-language pathologist who understands hearing and hearing disorders and is not intimidated to serve an individual who is hard-of-hearing. The CAA can be assured that the students are practicing within the scope of practice for speech-language pathologists (ASHA Document) and the knowledge and skills for speech-language pathologists who are providing aural rehabilitation services (ASHA Document). The specific knowledge and skills for the SLP providing aural rehabilitation services are met with the current experiences provided to our students. The faculty will continue to discuss all of these issues as we continue our academic audit for the "Year of the Department" initiative through the Office of the Provost. However, at the present time no changes are planned.

Std. 4.1 In the next annual report, please provide a copy of the policy of the admission criteria outlining the criteria and procedures for conditional admissions.

Following the site visit in 2005, the graduate faculty reviewed the admission criteria and consequently revised the graduate student handbook. The biggest change was lowering the GRE scores that we had originally set as many applicants were not able to meet the higher scores we had listed. The table below is directly from the 2005-2006 Graduate Handbook.

Metric	University Criterion	Program Criterion
GRE	Not required	800 (V+Q) /3.5-4.0 (analytic-written)
GPA	2.5 on the last 60 hours of study	3.00 minimum on a 4.00 scale
Letter of Recommendations	Two	Two from Professors
Resume and Personal Statement	Not required	Required by Program.

Students are provided this handbook at the beginning of their graduate program. A special meeting is held with them to review this handbook and explain the conditional admission. Conditional admission is given to students who are accepted into the program, but do not meet the program criteria in the areas of GRE and/or GPA and usually requires them to earn a 3.00 GPA during the first semester of admission. When a student on conditional status fails to earn the 3.00 GPA, the student is required to meet with the student's graduate committee. As a result of that meeting, a suspension of enrollment could occur, but the committee may also decide further restrictions (limited enrollment, improvement plans, etc.) to be in place upon continued enrollment.

The precise wording of the policy is from page 3 of the graduate handbook and is as follows:

Conditional Status

Conditional Status may be given to students who do not meet the requirements of full standing. Full standing status must be obtained by the end of the first year of admission. This will permit program planning and candidacy to be completed. Conditional status means:

- 1. The GRE was not taken or scores were not available
- 2. GRE below standards for full status
- 3. GPA for 25-30 credit hours in communication disorders and related areas is below 3.0, but above 2.8.

Note: When a student on conditional status fails to earn a 3.0 GPA for all graduate courses, an automatic suspension for one semester will result. Students in suspended enrollment are encouraged to meet with their graduate committee. The graduate committee reserves the right to state further conditions when the student file warrants this status.

It should be noted that during the review of applicants for the Fall 2006 class of graduate students, the average GPA of those accepted was 3.60 and ranged from 3.02 to 4.00. The overall average GRE scores (V+Q) was 987 and 4.2 on the analytic

SECTION B.

Continued Compliance with Accreditation Standards.

Describe your program's continued compliance, including any changes, as related to the following accreditation standards.

1.0 Administrative Structure and Governance

- a. Provide any information concerning changes that have occurred in administrative structure and governance of the program as specified in Standards 1.1-1.8.
- > Be sure to include changes concerning leadership to the program that have taken place since the last reporting period.
- Include in your discussion how the program determines that the individual effectively leads and administers the program.

Program Response: Since the site visit in February of 2005, Dr. Amy Finch has been appointed permanent chair of the department. She received her initial review in Spring of 2005 and her second review in the Spring of 2006. In both instances, the dean obtained input via a detailed survey that was completed by each faculty member. This is the standard procedure for all of the departments within the College of Health and Life Sciences. Dr. Finch has had a favorable review at the departmental and the college level and has been reappointed as chair of the department

b. Standard 1.6 requires continuous program improvement. Describe one aspect of your graduate program that you identified for improvement over the past year. Describe why that aspect was selected for improvement, how you evaluated the areas for improvement, and how the results of the evaluation were used for program improvement.

Program Response:

During the past year, we identified several components that were in need of consideration by the faculty. One was a review and revision of the learning outcomes document with a focus primarily on the graduate curriculum for specific learning outcomes and a review of the courses that are generally taken at the undergraduate level. Another area that was identified was the student's confusion in identifying various dysarthrias on the basis of acoustic cues only. With the addition of the Computerized Speech Lab to the bioacoustic lab, the students in SLP 892: Motor Speech Disorders were provided the opportunity to complete several labs, which included listening components. In 2005, four of the students completing the listening task met the emerging level and required an improvement plan, four met the approaching level and one met the standard. In 2006, two of the students completing the listening task met the emerging level and required an improvement plan, fifteen met the standard with nine of these students received 100% on the listening task. This was just one of the many curricular changes made within the program that demonstrates self-analysis, identifying areas needing improvement, and making additions or changes to the program to improve the educational experience of students.

- c. Please provide the following data.
- 1. **Praxis Examination Results**: Provide Praxis exam pass rate data below for students in your program during the previous <u>three</u> ETS testing cycles. Please indicate data source (ETS, Program one or both may be used).

		_	Speech-Language Pathology		Audiology	
ETS Testing Cycle		ETS Data	Program Data	ETS Data	Program Data	
	Number of students taking exam	15	15			
Current Year 2004-2005	Number (and %) passed *	15 (100%)	15 (100%)			
	Number of students taking exam	11	11			
Prior Year 2003-2004	Number (and %) passed *	11 (100%)*	11 (100%)			
	Number of students taking exam	9	9			
Two Years Prior 2002-2003	Number (and %) passed *	9 (100%)*	9 (100%)			

*2002-2003: 2: 590 to 600; 560 to 600 5 *2003-2004: 3: 580-600; 590-610; 590-

In the above data, how many students were multiple test-takers?

[Data are original score and the retake score]

For those students who have taken the test multiple times, please describe remediation measures implemented to improve future success.

Program Response:

During the past year, there have been no students who have been multiple test takers. Although there were multiple test takers in the two years prior to 2004-2005, these exceptions were explained in more detail in the response to the CAA concerns. However, the general procedure for individuals who need to retake the PRAXIS is for the graduate advisor to meet with the student and analyze the areas of weakness and the potential areas of study that should be completed prior to taking the examination the second time. Of course, the areas must be discussed in very broad terms since there is not a lot of detail from ETS on specific areas. In all cases, the improvement plan is individualized for each individual.

Provide an explanation if the program pass rate for any year falls below the national pass rate ¹.

¹ The national pass rate for the Praxis Examination series is calculated annually by ASHA based on exam takers who indicate ASHA as a score recipient (for 2002-2003 ETS Testing Cycle, the national pass rate

Program Response:

None/NA

2. **Employment/Job Placement Rates**: Provide, to the best of your knowledge, the percentage of your graduates in the last 3 years that have been employed in the profession within one year of graduation, using the format shown below. NOTE: This percentage should include graduates who are either employed or are pursuing further education in the profession.

Academic Year	Employment Rate in Profession (%)		
	Audiology	SLP	
Current Year		100%	
Prior Year		100%	
2 Years Prior		100%	
Average for three years*		100%	

If the average rate over 3 years falls below 80%, please provide an explanation.

Program Response:

None/NA

3. **Graduation/Program Completion Rates**: Provide program completion rates—within the expected time frame identified by your university/program—for the last 3 years for this degree program (based on enrollment data).

NOTE: The expected completion time is based on the program's or the institution's standards for length of time to degree. It will differ among programs depending on factors such as part-time study options, required internships, and so forth. The current year's completion rate is calculated as the number of students who graduate this year divided by the number who began the program at the point in the past specified by the program's expectation for completion time (e.g., 6 semesters ago). Previous years are calculated in the same manner.

Academic Year	Program Con	Program Completion Rate (%)			
	SLP: Track 1	SLP: Track 2			
Current Year	12/12 (100%)	2/2 (100%)			
Prior Year	10/10 (100%)	1/1 (100%)			
2 Years Prior	8/8 (100%)	1/1 (100%)			
Average for three years*	100%	100%			

^{*}If the average rate over 3 years falls below 80%, please provide an explanation.

Program Response:

Track 1 are students who are on the traditional two year program. Track 2 are for those students who entered an extended program. Track 2 is for those students who may have personal situations

which cause them to have to take an extended program. We have very few students on this track, but they do complete in the specified period of time set up by the advisor and the student. We have had no students drop from the program and be unable to complete the program.

2.0 Faculty/Instructional Staff

Provide any information concerning changes that have occurred since the previous reporting cycle in faculty/instructional staff of the graduate program, as listed below:

(a) Faculty/Instructional Staff	Degree	CCC	% in graduate
Who Have <u>Left</u>		area	program(s)
Dennis Ingrisano, (was a one year temporary 2004-2005)	Ph.D.	SLP	25%
Marcia Bannister (retired)	Ph.D.	SLP	30%

(b) Faculty/Instructional Staff Hired as	Degree	CCC	% in graduate
Replacements for Faculty Who Have Left		area	program(s)
Tara Carlson	M.S.	SLP	25%
Jana Johnson	M.S.	SLP	30%
Jessie Wymore	M.S.	SLP	50%

(c) Additional Faculty/Instructional Staff Hired	Degree	CCC area	% in graduate program(s)

- 1. Provide data regarding faculty/instructional staff during the reporting period by completing **Appendix IA-B** for the entry-level graduate degree program, as applicable. Be sure to include <u>replacement</u> or <u>additional</u> members of the faculty/instructional staff.
- 2. Supply information for each <u>replacement</u> or <u>additional</u> member of the faculty/instructional staff (limit to three pages per person), using the vita outline format in **Appendix II.** Be sure to provide vita for <u>all new full-time</u> and part-time faculty including clinical supervisors, hired by the program since the last reporting period
- 3. Describe the impact that any significant increases or decreases in student data from the last reporting period may have on the sufficiency of faculty. Provide data on current enrollment figures in the undergraduate, entry-level graduate, and post entry-level graduate programs by completing **Appendix III**.

Program Response:

In 2004, we had the resignation of one faculty member and the retirement of another faculty member. Those hired in the "replacement" category are filling those two Ph.D. positions that we have unfilled, but we are in the search process at the present time. Tara Carlson has entered the developmental staffing plan in that she has applied to a doctoral program. The President, Provost, Dean, and Department have indicated that financial support for this individual will be available to help support the individual's Ph.D. expenses. In addition the President has indicated that he would help support two to three individuals wanting to pursue the Ph.D.

- 4. Update the enclosed practicum supervisor **certification report**.
- ✓ **Remove** the names of permanently dropped supervisors

- Use the print-out provided by ASHA. (<u>Do not provide a new list unless submitting</u> information for a new program)
- Remove names by drawing a line though the names of those to be dropped. **Do not** black out the name completely.
- Place a check mark by the names of all individuals actually used during the previous year.
- ✓ **Add** new practicum supervisors by completing the table provided in the appendix
 - Provide the names and ASHA account numbers (or social security number) of all new practicum supervisors
 - 5. How does the program ensure that all clinical supervision of clock hours counted for ASHA certification is provided by persons who currently hold the ASHA CCC in the appropriate area?

Program Response:

It is the responsibility of the Coordinator of Clinical Services to ensure that all external supervisors have the appropriate CCC and licensure credentials prior to placing a student at the practicum site. There is a specific form used by the Coordinator to have the external supervisor provide the information and then it is verified by the program.

6. How does the program verify that individuals providing supervision hold credentials consistent with state requirements?

Program Response:

By checking the website of the Kansas Department of Health and Environment, it is easy to verify licensure. If the practicum student is placed outside of the state of Kansas, then a similar process is followed. In every case, this verification is obtained prior to agreeing to place a student at the site.

3.0 Curriculum (Academic and Clinical Education)

Provide any information concerning changes that have occurred in the graduate curriculum (academic and clinical education) as specified in Standards 3.1-3.10.

- If changes were made, briefly describe the curriculum review process that led to the decision.
- For every new or substantially changed course, please submit a syllabus.

Program Response:

None

4.0 Students

Provide any information concerning changes that have occurred in policies pertaining to students in the graduate program as specified in Standards 4.1-4.4.

Program Response:

The only change has been the lowering of the GRE score. A more detailed description may be found in the program responses to previous concerns.

5.0 **Program Resources**

Provide any information concerning changes that have occurred in program resources as specified in Standards 5.1-5.5. Describe the impact of any change in resources.

Program Response:

The University administration continues to show support for this program. In late spring of 2005, we were provided monies to purchase and set-up a bioacoustics lab (~\$30,000.00). This will add a much needed component in the area of speech science to our curriculum. This lab is now functional and will become a part of several courses in the future.

SECTION C.

Anticipated Changes.

1. Describe in detail any changes in the program that are <u>anticipated</u> in the upcoming reporting year, such

as:

- leadership
- program closure/suspended admissions (provide date of closure and date that last cohort of students will graduate from the program)
- significant physical plant renovations
- faculty
- other

Program Response:

We anticipate changes in the area of faculty in the upcoming year. As we continue with the developmental staffing plan, we will also be searching for Ph.D. faculty. We will notify the CAA in our next annual report.

2. Do you anticipate making one or more of the following types of changes to your program?

Type of Change	What to submit	Anticipated Enrollment	Submitted to CA
□ Consortium	Candidacy Application	Date: MM/YY	□Y □N
☐ Distance Education	Substantive Change Plan	Date: MM/YY	□Y □N
☐ Satellite Campus	Substantive Change Plan	Date: MM/YY	□Y □N
☐ Adding Entry Level Graduate Program	Candidacy Application or Initial Application	Date: MM/YY	
☐ Contractual Arrangements	Substantive Change Plan	Date: MM/YY	□Y □N

^{*} If <u>YES</u>, you must submit the appropriate documents in accordance with CAA policies. For further information, please visit the ASHA Web site at http://asha.org/about/credentialing/accreditation/ or send an e-mail to accreditation@asha.org stating your specific request.

	wing jour speeme requesti
As the	e program director, I have reviewed the standards for accreditation. The program(s)
	pear(s) to be in full compliance hay not be in full compliance with standards s/are not in compliance with standards

anyshic <u>5-31-06</u>

Signature of Program Director Amy Finch
Name of Program Director

Professor/Chair/Program Director Title of Program Director (Print or type)

Date

APPENDIX I-B: FACULTY/INSTRUCTIONAL STAFF SUMMARY FOR SLP GRADUATE PROGRAM

Name, degree, academic rank, and title of current faculty/staff (List full-time faculty first, followed by part-time, using full name, order of: Last, first, M.I)	CCC Area (SLP, A, Dual, or N/A)	Tenure status (Y or N) And year appointed	Full- time or part- time*	FTE in graduate program	Graduate didactic courses taught in the current academic year (listed by course #, name, semester)	Breakout of FTE contributions to:
Marcy Beougher, M.S.						Supervision=.30
Clinical Instructor	SLP	2003-N	PT	.30		Supervision50
Frederick Britten, Ph.D. Professor and Coordinator of Accreditation	Aud	1976-Y	FT	.90	SLP 817: Research SLP 857: Aural Rehab. SLP 836: Ped. Aud.	Admin= .10 Research mentor=.20 Supervision=.15 Classroom teaching = .50
Tara Carlson, M.S. Instructor	SLP	2005-N	PT	.25	SLP 810: Topics in SLP	Supervision=.15 Classroom teaching = .10
Amy Finch, Ph.D. Professor and Chair	SLP	1993-Y	FT	.80	SLP 855: Fluency Disorders SLP 835: AAC SLP 892: Motor Speech Disoders	Admin= .50 Research mentor=.15 Supervision=.10 Classroom teaching = .25
Jana Johnson, M.S. Instructor	SLP	2005-N	PT	.30	SLP 862: Language Disorders in K-Adolescent	Supervision=.10 Classroom teaching =20
Kassy Kleymann, M.S. Program Specialist	SLP	2003-N	FT	.50	SLP 890: Aphasia/Dementia	Supervision=.25 Classroom teaching = .25
Sammie Sexton, M.A. Instructor	SLP	1972-N	PT	.25		Supervision=25
Marla Staab, M.S. Program Specialist Coordinator of Clinical Services	SLP	1978	FT	.60	SLP 892: Speech Sound Disorders SLP 811: Advanced Clinic Procedures	Admin= .15 Supervision=.25 Classroom teaching = .20
Charles Wilhelm, Ph.D. Professor	SLP	1969-Y	FT	.50	SLP 856: Voice Disorders SLP 834: Dysphagia	Research mentor=.10 Supervision=.10 Classroom teaching = .30
Jessie Wymore, M.S. Instructor	SLP	2005-N	F	.50	SLP 813: Eval. & Assess.	Supervision=.25 Classroom teaching =25
Total FTE in entry level gra	duate SLP pro	gram		4.90		

^{*} If employed part-time (PT), please provide Full-Time Equivalent (FTE) in graduate program.

APPENDIX II: VITA OUTLINE

Name: Jana E. Johnson Academic rank: Instructor

CCC-status: CCC-SLP Date employed: October 2005-Present

Tenure track? No Tenured? No

1. Degree Institution Year Major

B.S. Kansas State University 1994 Speech Pathology

M.S. Kansas State University 1996 Communication Sciences & Disorders

2. Describe significant professional experience, contributions, and continuing education activities during the past 5 years for each new staff member, whether part-time or full-time.

A. Research and scholarship:

- Currently a member on a research project
- Developing a specialized clinical teaching project
- Supporting students as well as serving as a resource to specialized cases
- Read journal in areas of teaching & clinical supervision
- Revised the SLP 862, Language Disorders course to include functional language (receptive, expressive, and social pragmatics), reading, and writing assessment and intervention strategies which were developed & practiced at The Wolf School, a private school for children with learning disabilities
- Developed specialized curriculum and incorporated speech and language therapy into the content areas of reading, writing, math, social studies and science-The Wolf School-2000-2005

B. Clinical Service Delivery

- Provided direct services during speech & language screenings, intervention & diagnostic sessions at the Herndon Speech-Language-Hearing Clinic and affiliated sites (Holy Family)
- Provided assessment and intervention for a variety of students in school settings, past
 10 ears

C. Clinical Supervision

- Provided clinical instruction and supervision to graduate students for evaluation and treatment of clients in the areas of speech, language, reading, writing and social pragmatics skills
- Consistent supervision and collaboration with students in the areas of lesson plans, SOAP notes, and evaluation reports
- Speech Pathologist Supervisor-The Wolf School
- Supervised two CFY Candidates

D. Continuing Education:

- Evidence-Based Practice and Reading intervention-March of 2006
- Writing Workshop-2003
- Project Read, Story Form Literature and Report Form Spring 2002
- Visualizing and Verbalizing 2001
- Attended Learning Disabilities Conference 2001 & 2002

E. Service (Professional, community):

- Accepted and completed all of the administrative duties assigned by the Chair
- School Presentations & Teaching Summer Workshops: Education parents and teachers in the areas of speech, language, reading, writing and social pragmatics-September 2000present

F. Courses taught or teaching:

- SLP 662 Language Disorders: Early Childhood (UG)
- SLP 862 Language Disorders: Kindergarten through Adolescence (GR)

APPENDIX II: VITA OUTLINE

Name <u>Tara K. (</u>	Carlson					
Academic rank	Clinical Instruc	tor				
CCC status <u>CCC-SLP</u>			Date employed June 2005-Present			
Tenure track?	□YES	⋈ NO	Tenured? □Y	YES Z NO		
Full-time in acc	redited progran	nY	X N			
1. Degree	e Inst	tution	Year	Major		
B.S.	Fort Hays Sta	nte University	1999	Speech-Language Pathology		
M.S.	Fort Hays Sta	ate University	2001	Speech-Language Pathology		

- 2. Describe significant professional experience, contributions, and continuing education activities during the past 5 years for each <u>new</u> staff member, whether part-time or full-time. (If none, so state.)
 - A. Research and scholarship:
 - Research project, Poster presentation at ASHA convention in New Orleans, 2001
 - Presented information to other SLPs over therapy strategies for children with a cochlear implant
 - Individualized instruction for teachers in order to increase their knowledge about speech and language delays and disorders as well as autism and hearing loss
 - B. Clinical service delivery:
 - Provided direct therapy for preschool through sixth grade students at two elementary schools in Topeka, KS
 - Completed speech and language evaluations of preschool through sixth grade students at two elementary schools in Topeka, KS
 - Participated in screening and staffing preschool students in the area of language for Seaman School District in Topeka, KS
 - Acted as the district-wide assistive technologist for Seaman School District
 - C. Clinical supervision:
 - Provided direct supervision of:
 - Graduate student on externship in public school (Spring 2004)
 - Supervised paraprofessional providing services to school-aged children (2002-2004)
 - Speech, language, and hearing screenings at Holy Family Elementary and Head Start
 - O Aural Rehabilitation screenings at off-campus sites (Centennial Towers, Epworth Towers, and New Horizon's Assisted Living)
 - Speech and language evaluations at the Herndon Speech-Language-Hearing Clinic
 - Speech and language intervention at the Herndon Speech-Language-Hearing Clinic
 - D. **Continuing education:**
 - Attended KSHA conventions 2001, 2002, 2003, 2004
 - Attended district-wide seminar on ADHD in Topeka, KS
 - Attended two teleseminars on topics such as Approaches to Assessment: IDEA and NCLB as well as Dysphagia in Schools: An Interdisciplinary Team Approach.
 - Attended summer workshops in June 2005. The workshops were Supporting Communication and Learning in Children with Autism Spectrum Disorders presented by Sylvia Diehl, Ph.D. and Solving the Social Equation in ASD: From Social Stories to Real-Life Strategies presented by Carol Gray.

Carlson – continued

E. Service (professional, community):

- Professional
 - o Participated in PR and Tiger Call committees
 - o Participated in Tiger Day/Tiger Friends and Family Day departmental events
 - o Revised undergraduate affinity diagrams as a part of the Curriculum Committee
 - o Assisted with departmental newsletter
- Community
 - Assisted with community food drives
- F. Courses taught or teaching:
 - SLP 626 Clinical Practicum (UG)
 - SLP 661 Language Development (UG)
 - SLP 810 Clinical Topics in Communication Disorders (GR)
 - SLP 811 Advanced Practicum in SLP (GR)
 - SLP 857L Aural Rehabilitation Practicum (GR)

APPENDIX II: VITA OUTLINE

Name Jessie Lee Wymore Academic rank Clinical Instructor

CCC Status CCC-SLP Date employed August 2005 - present

Tenure track? NO Tenured? NO

Full-time in accredited program Yes

1. Degree Institution Year Major

MS University of Nebraska-Lincoln 2002 SLP

BS University of Nebraska-Lincoln 2000 SLP & AUD

2. Describe significant professional experience, contributions, and continuing education activities during the past 5 years for each <u>new</u> staff member, whether part-time or full-time.

A. Research and scholarship:

- 1. Serve on thesis committee for graduate student 2005-present
- 2. Constant review of current articles for classes

B. Clinical service delivery:

- 1. Provide direct services at: Holy Family Speech-Language Screenings
- 2. Geneva Herndon Clinic direct services including therapy and evaluation

C. Clinical supervision:

- 1. Provide direct supervision of student services at: Holy Family Elementary Speech-Language Screenings
- 2. Geneva Herndon Clinic including therapy and evaluation

D. Continuing education:

Attended the following conferences and classes:

- 1. Currently enrolled in an Autism course FHSU
- 2. FHSU teleconference concerning IDEA vs. NCLB Fall 2005
- 3. Strengthening Classroom Teaching Techniques Fall 2005 Omaha, NE
- 4. Kansas Speech-Language Hearing Convention Fall 2005 Kansas City, MO
- 5. Teleconference concerning college students with special needs 2005 FHSU
- 6. Dysphagia services in schools teleconference 2005 FHSU
- 7. Response to Intervention Conference 2006 Omaha, NE
- 8. The Management of 0-3 Population with Oral Motor Disorders 2004 Columbus, GA
- 9. Educating the Child with Autism 2003 Atlanta, Georgia

E. Service (professional, community):

- 1. Holy Family Speech-Language Screenings 2005
- 2. Served as FHSU representative for SRP in Colby, Kansas 2005
- 3. Participate in IEPs for students on my caseload (e.g. attended USD 489 IEP meeting Spring of 2005).
- 4. Headstart Speech-Language Screenings Columbus, Georgia 2004-2005

F. Courses taught or teaching:

- 1. SLP 412: Fall 05, Spring 06 (UG)
- 2. SLP 160: Fall 05 (UG
- 2. SLP 681 : Spring 06 (UG)
- 4. SLP 813: Fall 05 (e.g. team taught), Spring 06 (GR)
- 5. SLP 811: Fall 05 (e.g. team taught), Spring 06 (GR)

APPENDIX III: STUDENT DATA

Degree Program	Under-Graduate		Entry-Level Degree (e.g. Master's or AuD)		Post Entry Level (e.g. PhD)	
		Full-time	Part-time	Full-time	Part-time	
Speech-Language Pathology	54	25				
Audiology						
SLH Sciences						
Other: (specify)						
Total	54	25				

APPENDIX IV: PRACTICUM SUPERVISOR CERTIFICATION REPORT

INSTRUCTIONS: Attach current Practicum Supervisor Certification Report <u>that was generated by ASHA</u> National Office, with modifications noted.

In the space below, provide information <u>only for those individuals to be added</u> to this report. Information to be provided must include:

- Supervisor's ASHA account number (or social security number)
- Area(s) of ASHA CCC

Fort Hays State University Supervisor List 2005-2006 Names added in 2005-2006

Last Name	First Name	Acct.#	Area	Home State
Acheson	Christy Marie	12074254	SLP	KS
Albers	Dawn M.	12061387	SLP	KS
Beaver	Lora	00703249	SLP	KS
Benson	Carrie E.	12016143	SLP	KS
Berreth-Brazier	Lorraine S.	00047712	SLP	KS
Blessie	Shawn M.	12098475	SLP	KS
Bowles	Susan	01068018	SLP	KS
Burke	Sara D.	12055596	SLP	KS
Carlson	Tara K.	12029122	SLP	KS
Corbaley II	John L.	00551028	SLP	KS
Eikenberg	Janine S.	09103520	SLP	MD
Emerson	Tammy	01104683	SLP	WY
Hacking-Young	Meredith B.	09141095	SLP	KS
Jeffery	Nichole L.	12051112	SLP	KS
Johnson	Jana E.	9129349	SLP	KS
Kleymann	Kassandra F.	12026743	SLP	KS
Krehbiel	Rebecca	12072810	SLP	KS
Marshall	Tara	12029732	SLP	KS
Oreol	Kira A.	12046502	SLP	CO
Potter	Amy	01091393	SLP	NE
Rogers	Sheryl R.	01027468	SLP	KS
Ruder	Summer S.	12077949	SLP	KS
Sullivan	Jennifer M.	12078627	SLP	KS
Weinhold	Tonya R.	09146251	SLP	KS
Wymore	Jessie L.	12042008	SLP	KS

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Name	Account Number	Valid Through	Home State		CCC Area Comments
Aneshansley, Shane Carpenter	0	1116242	12/200)6 OK	SLP
Bandstra, Debra J	00526251	12/2006	CO	SLP	SLI
√ Bannister, Marcia L	00008672	12/2006		SLP	
√Barton, Terri L	12003236			SLP	
√Beougher, Marcy J	01106409			SLP	
√Berland, Thelma R	09126715	12/2006		SLP	
√Bernasconi, Lynnette L	01122894	12/2006		SLP	
Birzer, Belita D	00733824			SLP	
Bourland, Christina L	01126723	12/2006		SLP	
√Britten, Frederick	00464917			AUD	
Brychka, Sharon T	01088873			SLP	
Carmichael, Andrea R	01069924			SLP	
Crow, Sara J	12003982			SLP	
Damico, Angela D	12064056			SLP	
Deines, Cheryl J	01080083			SLP	
Deines, Rick R	01027494			AUD	
√Depperschmidt, Kathleen	09126711	12/2006		SLP	
Downs, Rebecca	09145114	12/2006	KS	SLP	
√Dreiling, Kim S	09146256	12/2006	KS	SLP	
√Dreiling, Sheryl L	00424143	12/2006	KS	SLP	
√Eck, Lynne M	01106408	12/2006	KS	SLP	
Fekete, Kimberly S	01140797	12/2006	CO	SLP	
√Finch, Amy	00061069	12/2006	KS	SLP	
Fitzmaurice, Kathleen A	01001184	12/2006	KS	SLP	
Fulton, Dorothy L	01083271			SLP	
√Gibson, Ruth B	00590158			SLP	
Haddad Metcalf, Katherine	09126716			SLP	
Hall, Diane B	00009258	12/2006		SLP	
√Harbert, Christy K	09146254	12/2006		SLP	
Hawk, Kelli D	12025687	12/2006		SLP	
√Heil, Geraldine L	01089366	12/2006		SLP	
Hembree, Corinne H	00583922	12/2006		SLP	
Howe, Angela D	12028610	12/2006		SLP	
√Hrabe, Leasa A	01082517			SLP	
Hrabe, Trina D	09146252	12/2006		SLP	
Hubert, Shelby A	01097291	12/2006		SLP	
Kasler, Diane K	01089270			SLP	
Kinsler, Kathleen A	12056541	12/2006		SLP	
Kirkland, Erin E	00206474	12/2006	KS	SLP	
Labertew, Laura A	09137251	12/2006	KS	SLP	
Lawlis, Linda M	01111510	12/2006		SLP	
√Lindholm, Keri S	01089409	12/2006	KS	SLP	
Mabe, Denise M	00871046	12/2006	KS	SLP	
√Miller, Delane	09137404	12/2006	KS	SLP	
Neher, Winifred	00453027	12/2006	KS	SLP	
Noble, Katharine V	12031952	12/2006	CO	SLP	
√Nugent, Sandra M O'Neill, Colleen H	01084077	12/2006 12/2006	KS NE	SLP	
O Nelli, Collecti fi	12011069	12/2000	INE	SLP	

√O'Toole, Jodie M	12052003	12/2006	WA	SLP
Pauk, Lisa S	09145036	12/2006	WY	SLP
Porter Wilhelm, Tamara	01129671	12/2006	KS	SLP
Schreiner, Danene M	01121962	12/2006	KS	SLP
Schwartz, Dorothy M	01080079	12/2006	KS	SLP
Sears, Brenda T	01096553	12/2006	CO	SLP
Sechtem, Phillip R	01116593	12/2006	KS	SLP
√Sexton, Sammie	01003823	12/2006	KS	SLP
Sims, Vicki J	00850032	12/2006	NE	SLP
√Smoot, Carrie C	09135724	12/2006	MO	SLP
Spencer, Teresa W	01085055	12/2006	KS	SLP
√Staab, Marla S	01004018	12/2006	KS	SLP
Stark, Elizabeth A	01062949	12/2006	KS	SLP
√Stickney, Lycia L	01007040	12/2006	CO	SLP
√Teeter, Dixie L	09126720	12/2006	KS	SLP
Todd, Leann P	01035765	12/2005	KS	SLP Cert. expires on 4/1/2006;
Reverify at that time				
Ulbrich, Brenda R	01059955	12/2006	KS	SLP
Vint, James D	12014693	12/2006	KS	SLP
√Wilhelm, Charles L	00233577	12/2006	KS	SLP

Appendix E.5 Information from the American Speech-Language-Hearing Association Awards of the Association

American Speech-Language-Hearing Association (2005). *Fellow*. Retrieved on June 26, 2006 from http://www.asha.org/about/leadership-projects/awards/alpha-fellow.htm.

Fellow

The status of Fellow is retained for life and is one of the highest honors this professional organization can bestow. It recognizes professional or scientific achievement and is given to a member who has shown outstanding contribution to the professions--contributions that are significant and would be so regarded within and beyond one's community or state. Our profession has thousands of members who fulfill their responsibilities competently and well, but only a small percentage have, by virtue of the quality and amount of their contributions, distinguished themselves sufficiently to warrant recognition by election to Fellow in ASHA.

Appendix E.6

Comparison of Proposed and Current Standards for Accreditation

Appendix E.6 Comparison of Proposed and Current Standards for Accreditation

Council on Academic Accreditation in Audiology and Speech-Language Pathology (2006). Comparison of Proposed (May 2006 & September 2005) and Current Standards for Accreditation of Graduate Education in Programs in Audiology and Speech-Language Pathology. Retrieved on June 26, 2006 from http://www.asha.org/about/credentialing/accreditation/standards forms.htm .

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Appendix E.7

DEPARTMENT OF COMMUNICATION DISORDERS

(Adopted 9/94; Effective Fall, 1995; Updated 01-14-05 and 06-19-06) Undergraduate Clinical Practicum Admission Policy

Enrollment in clinical practicum at the undergraduate level is a privilege for which the student must apply. It entails exceptional responsibility and dependability. The seven criteria are listed below. If the student meets the first six criteria and has earned the recommendation of the O & P instructor, practicum enrollment should be discussed with the advisor. The advisor will have been notified. If the O & P instructor is not recommending that the student proceed with practicum enrollment, the matter will be discussed with the advisor. The student and advisor will then mutually discuss any issues to determine whether enrollment is appropriate at a later time.

The student will have completed:

1.	85 credit hours	
2.	At least 12 clock hours of observation of clinical procedures and completion of SLP 412 Observation and Participation in Clinical Procedures	
3	9 credit hours in the basic communication processes including Language Development. Language Development Clinical Phonetics Introduction to Linguistic Science Speech and Hearing Science Anatomy and Physiology	
4	A survey course in communication disorders Introduction to Communication Disor or Normal and Pathological Communica	
5	A disorders course in articulation/phonology or language; must have concurrent enrollment in the second course Articulation/Phonological Disorders Language Disorders: Early Childhood	
6	3.3 GPA in SLP (speech-language pathology) courses	
7	Recommendation of O & P instructor (initials) Consent of communication disorders advisor	
Signatures:	:	
Ctudent Sie		Date:
Student Sig	gnature	
Advisor Signature Date:		Date:
		Date:
O & P Instr	tructor Signature	

Support Data Appendix F

Appendix F Special AQIP Reports

Note: No reports due for the 2005-06 year.