Program Review
Marshall University

Date: November 1, 2009

Program: Communication Disorders

Date of Last Review: November, 2004

Recommendation
Marshall University is obligated to recommend continuance or discontinuance of a program and to provide a brief rationale for the recommendation.

Recommendation

Code (#):
1. Continuation of the program at the current level of activity; or

2. Continuation of the program at a reduced level of activity or with corrective action: Corrective action will apply to programs that have deficiencies that the program itself can address and correct. Progress report due by November 1 next academic year; or

3. Continuation of the program with identification of the program for resource development: Resource development will apply to already viable programs that require additional resources from the Administration to help achieve their full potential. This designation is considered an investment in a viable program as opposed to addressing issues of a weak program. Progress report due by November 1 next academic year; or

4. Development of a cooperative program with another institution, or sharing of courses, facilities, faculty, and the like; or

5. Discontinuation of the program

Rationale for Recommendation: (Deans, please submit the rationale as a separate document. Beyond the College level, any office that disagrees with the previous recommendation must submit a separate rationale and append it to this document with appropriate signature.)

1 Kathryn Chezik 11-1-2009
Recommendation: Signatures of person preparing the report:
Date:

1 Kathryn Chezik 11-1-2009
Recommendation: Signatures of Program Chair:
Date:

1 Gretchen E. Oley 11-1-2009
Recommendation: Signature of Academic Dean:
Date:

N/A
Recommendation: Signatures of Chair, Academic Planning Committee: (Baccalaureate pgms only)
Date:

1 Eldon R. Larsen 1-22-2010
Recommendation: Signatures of President, Faculty Senate/Chair, Graduate Council:
Date:

Recommendation: Signatures of the Provost and Senior Vice President for Academic Affairs:
Date:

Recommendation: Signatures of the President:
Date:

Recommendation: Signatures of Chair, Board of Governors:
Date:

MS in CD - final - 1-29-10.docx
Department of Communication Disorders
# M.S. Program
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**College/School Dean’s Recommendation**

**Recommendation:** Continuation of the program at the current level of activity.

**Rationale:** The M.S. in Communications Disorders is a long-standing graduate program at Marshall University which grants students the entry level degree to practice within the broad and complicated fields of speech, language and hearing disorders. This review documents the strong demand nationally and regionally for such a collegiate work force. It is an accredited program that has received praise and full-long term accreditation at its most recent cycles.

The degree program attracts strong undergraduates with high GPA’s. The program graduates students who pass their licensing examinations at an exceptional rate. Due to its nature, structure and historically strong leadership, the program provides much needed clinical services, both within and outside of the University setting. These services provide an outstanding resource for the treatment of speech, hearing and language impaired individuals, particularly children, and thus are able to attract important, positive community attention and support. This program epitomizes the partnership between University and community that is necessary to sustain this type of important educational mission.

Through a careful and diligent use of resources, the Department has thus far been able to reasonably maintain the technology needed for both the educational process and administrative processes, as well as the equipment needed to train students in the current clinical applications. However, operating budgets have remained tight, and given the rapid expansion of knowledge and technology within the discipline, maintaining a program of this quality is going to be an ever greater challenge for the future.

The Department is consistently challenged by having to find new and innovative ways to maintain the clinical, volunteer faculty that is necessary to meet the needs of training their graduate students. There is also a challenge to meet the future needs for doctorally-prepared faculty, as evidenced by an ongoing national shortage, and the necessity to compete in a clinical-practice alternative world for educators. However, their current faculty mixture, given their skills and dedication to teaching, can be expected to maintain a very high-level program.

It is to be expected that the Department will continue to have to work diligently in the future with the Dean and University Administration over issues of structure and funding, but it will continue to be an example of excellence on campus and should continue to be supported at all levels possible.

Gretchen E. Oley  
11-01-09

Signature of the Dean  
Date
For purposes of program review, the academic year will begin in summer and end in spring.

**Program:** Communication Disorders  
**College:** Health Professions  
**Date of Last Review:** November 2004

I. **CONSISTENCY WITH UNIVERSITY MISSION**

Provide your program’s mission statement. Explain how your mission supports the mission of your college and the mission of Marshall University.

The graduate program in Communication Disorders (Speech/Language Pathology) is designed to provide the academic, clinical, and professional training and experience necessary to prepare students to work knowledgeably and effectively in the field of communication disorders. To be eligible for certification by the American Speech-Language-Hearing Association (ASHA) and/or the West Virginia Department of Education, a student must earn a master’s degree. (The baccalaureate degree in Communication Disorders is considered pre-professional, and the goal of the baccalaureate program is to prepare students adequately for continuation into a master’s degree program.)

The primary mission of the Communication Disorders Master’s program is the education of professional specialists competent in the management of communication disorders and proficient in dealing with individuals with communication deficits. The Communication Disorders program has specific course requirements with purposes and objectives which focus upon linguistic communication and its disorders. These objectives include:

- Students shall demonstrate knowledge of child growth and development relative to normal processes of language and speech communication.
- Students shall demonstrate knowledge of the scientific bases of linguistic communication.
- Students shall be able to identify characteristics of disorders of language, speech, voice, and hearing.
- Students shall be able to evaluate individuals with communication disorders.
- Students shall be able to plan and administer a program of remediation for each individual with a communication disorder.
Students shall be able to organize and conduct a program of evaluation and treatment for communication disorders within various employment settings. In addition to academic coursework, the program includes a wide spectrum of practicum experiences in order to prepare the student to meet the needs of a varied client caseload in any clinical setting. Students are assigned to the Marshall University Speech and Hearing Center (MUSHC) and to two or more off-campus practicum sites (including public schools) to complete their clinical experiences. All practica, on and off campus, are supervised by faculty members or clinical supervisors holding the Certificate of Clinical Competence (CCC), in accordance with the supervision standards of the Council on Academic Accreditation of ASHA.

The program’s mission is consistent with the university mission (portions quoted below). We provide “high quality education appropriate for the state and region.” Because we provide academic and clinical education to our students, we provide services and resources “to promote student learning, retention, and academic success.” Because students and faculty work with communicatively-impaired children and adults in the Marshall University Speech and Hearing Center as well as numerous other clinical sites, we “foster faculty, staff, and student outreach through service activities,” “enhance the quality of health care in the region,” and “educate a citizenry capable of living and working effectively in a global environment.” Our program adheres to a non-discrimination policy and a Code of Ethics. Our faculty “remain current in their fields of expertise,” through continuing education activities and “contribute to the body of knowledge” by engaging in clinical and academic research activities. Our on-going self-study required by our accrediting agency ensures that we maintain a current, relevant curriculum and program. Our mandatory advising and 1:1 clinical supervision ratio ensures engagement with our students in productive, mentoring relationships. Through its recruitment activities, the Communication Disorders faculty seeks to advance the university’s commitment to diversity. The faculty’s active involvement in departmental and university committees and in the University Senate supports the university’s commitment to “shared governance of the institution.”

Scores achieved by students on the national examination required for certification and licensure for speech-language pathologists and the extensive recruitment of those students by potential employers are testimony to the department’s adherence to the university’s commitment to assuring the integrity of the curriculum through the maintenance of rigorous standards and high expectations for student learning and performance. Receiving full accreditation from the American Speech-Language-Hearing Association again in 2006 (2005-2013) is endorsement of the department’s excellence.
II  ACCREDITATION INFORMATION
(NOTE: If your program has been accredited by a national organization, supply the following information.

Provide the following information about the program’s accreditation status:

A  Name and description of the accreditation organization:

The operating board responsible for awarding accreditation to master’s degree programs in speech-language pathology and audiology is the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA).

The CAA is recognized by the United States Department of Education and the Council for Higher Education Accreditation as the only agency to accredit graduate education programs that provide entry-level preparation with a major emphasis in audiology and/or speech-language pathology.

ASHA’s interest in accreditation is based upon the belief that all professional fields that provide services to the public have an obligation to ensure, as far as possible, that services provided by its members are of high professional quality. They believe that one effective way in which this obligation can be met is by establishing appropriate standards of educational quality and by publicly identifying those educational programs that meet or exceed these standards.

The specific purposes of the CAA are to:
1. formulate standards for the accreditation of graduate education programs that provide entry-level professional preparation in audiology and/or speech-language pathology;
2. evaluate programs that voluntarily apply for accreditation;
3. grant certificates and recognize those programs deemed to have fulfilled requirements for accreditation;
4. maintain a registry of holders of such certificates; and
5. prepare and furnish to appropriate persons and agencies lists of accredited programs.

The membership of the CAA consists of eleven (11) voting members and two (2) non-voting, ex officio representatives, as follows:

1. Seven (7) academic members from the faculty/staff of accredited educational programs. At least one (1) of these shall have clinical
teaching (supervision) as his or her primary role. At least four (4) shall have served as academic program accreditation site visitor.

2. Three (3) clinical practitioners from non-academic settings. At least one (1) of these shall have experience in supervising students and/or clinical fellows. At least one (1) shall be an audiologist, and at least one (1) shall be a speech-language pathologist.

3. One (1) public member.

4. The ASHA Executive Director or his or her designee and the chair of the body that establishes certification standards shall be nonvoting, ex officio members.

5. Five (5) of the voting members shall represent the area of hearing, four (4) of whom must hold the CCC in audiology; and five (5) of the voting members shall represent the area of speech-language pathology, four (4) of whom must hold the CCC in speech-language pathology.

No more than one (1) individual from a specific educational institution or clinical facility may serve on the Council.

B Most recent year program accredited: (include a copy of the letter conferring accreditation.)

The program was granted CAA re-accreditation in February 2006, following the department’s application for such accreditation (See Appendix A – letter conferring accreditation).

C Accreditation status: (regular, probationary, unaccredited, other)

The master’s program accreditation status is full, regular accreditation for the eight-year period, the maximal period, from December 1, 2005-November 30, 2013.

D Attach a copy of the accreditation organization’s report to the University if different from B.

N/A

E If program deficiencies were noted, attach the report to the accrediting agency outlining the deficiencies and corrective action taken or proposed.

N/A

F Provide 1 hard copy of the most recent self-study report to the Office of Assessment and Program Review.
Our last institutional self-study, which was submitted to the CAA with our application for re-accreditation, was completed in February 2005. It is currently on file in the Office of Assessment and Program Review.

III PROGRAM STATEMENT on Adequacy, Viability, Necessity and Consistency with University/College Mission

A. ADEQUACY Provide a narrative summary for each of the following in addition to the requested appendices.

1. Curriculum: Summarize degree requirements and provide commentary on significant features of the curriculum. In Appendix I, list required courses, elective courses, and total hours required. The list of courses must provide specific course titles and numbers.

The program is a full two-year curriculum, including two Fall semesters, two Spring semesters, and two Summer semesters. Students are required to complete 33 credit hours of required academic coursework without the thesis (or 30 hours with thesis) in addition to clinical practicum coursework. Students must also complete 400 clock hours of clinical practicum by taking a minimum of 9 graded credit hours plus 6 CR/NC hours of practicum courses. Students who wish to obtain public school certification must also take CD 672/673, (Public School Practicum) which fulfills the Student Teaching requirement. Most students take these 54 credit hours to complete their degree. Depending upon the student’s undergraduate background, other coursework is sometimes necessary to meet American Speech-Language-Hearing Association’s (ASHA) certification requirements. The National Examination in Speech Pathology and Audiology (NESPA), the speech-language specialty area examination of the ETS Praxis Series, serves as the comprehensive examination required of all students. While ASHA requires a score of 600 on this exam for certification, we require a score of 620. In addition to the comprehensive examination, a student who writes a thesis is required to pass an oral examination on the thesis.

2. Faculty: Summarize significant points relating to faculty teaching courses within the major (percentage of faculty holding tenure, extent of use of part-time faculty, level of academic preparation, faculty development efforts, books & journal articles, papers & attendance at state, regional and
national professional organization meetings). Include part-time faculty and graduate assistants you employed during the final year of this review. Prepare an Appendix II Faculty Data Sheet for each full-time faculty member, part-time faculty member and adjunct faculty member. For part-time faculty members and adjuncts, prepare data through question one on the Faculty Data Sheet. Use Appendix II-A for all graduate teaching assistants.

As we are a clinical program, all of the faculty, both full and part-time, hold the highest clinical credential in the field, the Certificate of Clinical Competence (CCC). Ten of the eleven full-time faculty and all of the part-time hold the certificate in Speech-Language Pathology, (CCC-S), one holds the certificate in Audiology (CCC-A) and one is dually certified (CCC-S/A). The faculty member responsible for the research component of the program has a Ph.D. All full- and part-time faculty are fully licensed to practice in the State of West Virginia. Six of the full-time faculty are tenured, three are on a tenure-track, one is on a clinical appointment, and one is on a temporary appointment. Use of part-time faculty and teaching graduate assistants is minimal: Part-time faculty teach no academic courses and teach a limited number of clinical courses (two-three) each semester.

Because we are a clinical program, the CCC is the essential credential for our faculty rather than the doctorate. While, ideally, faculty would hold both, an all Ph.D. faculty has proved to be a goal rather than a reality, not only for our program, but also for most communication disorders programs in the country.

The American Speech-Language-Hearing Association (ASHA) first recognized the shortage of Ph.D.-level speech-language pathologists and audiologists as a critical problem in the 1990’s. Since that time, several studies have been conducted to determine the cause of the growing shortage, as well as possible solutions to this problem which is affecting the capacity of university communication disorders programs nationwide. A major factor is that each year fewer Ph.D.-level speech-language pathologists are graduating than the number of academic positions to be filled. Non-competitive faculty salary levels (compared to salaries of practicing speech-language pathologists) is a second factor in this dilemma. Our program is addressing this problem by encouraging and supporting current faculty to pursue earning the doctorate through one of several new programs which offer the flexibility of obtaining the degree while continuing to teach full-time. As a result,
two faculty members have completed their doctorates within the last year and two additional faculty will complete their doctorates within the next year.

All the full-time faculty were practicing speech-language pathologists or audiologists prior to joining the department, bringing an average of over 14 years of clinical experience from a wide variety of clinical settings with them to academia. Together, they had 29 years of clinical experience in hospitals, 75 years in clinics, 19 years in public schools, 4 years in home health, 7 years in extended care facilities, 5 years in pre-school facilities, 10 years in other university clinics, and 2 years in private practice prior to coming to Marshall.

All of the faculty are currently actively engaged in research or clinical activities, despite a 12-hour teaching load. Eight faculty have received training in the Writing Across the Curriculum (WAC) initiative and four are WAC certified. Four faculty have received Service Learning Training.

Two faculty members have received Pickens-Queen Teaching Awards, one received the Distinguished Service Award, and one was a Reynolds Award finalist. Departmental faculty have made scholarly presentations during each year of the reporting period at the annual meetings of both our national association and our state association. Faculty have also made numerous local presentations, reviewed textbooks and grants, written successful grant applications, and published scholarly articles.

3. Students: NOTE: If your program is accredited, refer to the appropriate page numbers in your accreditation report.

a. Entrance Standards: Describe the admission standards and procedures employed for making the admission decision. (GPA, ACT, other tests).

To be considered for full-time admission, students must have a 3.0 GPA in Communication Disorders, a 3.0 GPA overall, have taken the GRE, and have three faculty references. Because admissions are competitive, however, these must be considered minimum standards. All applications are reviewed by the Graduate Admissions Committee which makes recommendations to the faculty. The faculty as a whole make the final admission decisions.
b. Entrance Abilities: Identify potential ability of students admitted to the program as measured by standardized tests (ACT, SAT, GED, TOEFL, etc.) and high school GPA. Include this information in Appendix III.

Although we make a concerted effort to admit as many of our own undergraduate students as possible, we also believe that a strength of our program comes from the diversity of our students’ undergraduate backgrounds. During the past five years, students in our program have come from eighteen different undergraduate universities. Because admission is competitive, we are able to take only the students we believe to have the strongest potential for success in graduate school each year. We find undergraduate GPA and faculty recommendation to be the best predictor of success in our graduate program. GPAs for students entering the program for the past five years averaged 3.59.

We find GRE scores to be a less useful predictor of success in our program. Our students’ GRE scores are only about average for students admitted to graduate programs at Marshall.

Nevertheless, our students demonstrate strong performance on outcome measures. See Appendix III for summary of students’ Entrance Abilities.

c. Exit Abilities: Identify abilities of students who graduate from the program (GPA, licensure exam, certification tests, etc.). Include this information in Appendix IV.

The best measure of the success of the students is their performance on the National Examination in Speech Pathology and Audiology (NESPA), the national standardized certification exam. Our students have had a 100% pass rate on this exam for the last five years, with their mean score greatly exceeding the national required score of 600. See Appendix IV for a summary of students’ Exit Abilities.

4. Resources: NOTE: If your program is accredited, refer to the appropriate page numbers in your accreditation report.
Our program is accredited, but our accreditation does not address this question in this manner.

a. **Financial:** Provide information related to financial support of the program, including what portion of the unit’s resources was devoted to this program. Include state-appropriated funds, grants, contracts, supplemental state funds or student fees. If this program were terminated as a major, what resource changes would occur, e.g., reduced faculty, staff, space, courses taught, etc. If this program were reduced or terminated, what changes would occur and how would it affect the university?

The total annual university allocation to the department is $663,307, of which all except $7,500 is devoted to faculty and staff salaries, including summer school. An additional variable amount, averaging approximately $15,000, is derived from student fees collected from CD majors. As all faculty are involved in both the undergraduate and graduate programs, it is difficult to assess the proportion of resources allocated to this program. For the past three years the department has also received an $80,000 annual grant from the West Virginia Department of Education to fund the Luke Lee Listening, Language, Learning Lab at Marshall University (“The “L”), our pre-school program for hearing-impaired children.

If the graduate program were terminated as a major, the department would cease to function as there would be inadequate justification to maintain only the undergraduate program as a free-standing pre-professional program. The loss of the program would have a significant impact on the immediate geographical area as it is the primary supplier of speech-language pathologists to schools, acute and extended-care facilities, child development facilities, rehabilitation centers, and private practice in the area. Many professional, well-paying jobs in the area would go unfilled.

The clinical arm of the program, the Marshall University Speech and Hearing Center, which provides clinical services to communicatively-impaired individuals of all ages in the tri-state area, regardless of their ability to pay, would also close. Finally, the speech, language, and hearing services that our students and faculty currently provide off-site (see
Appendix D for a list of sites where we have provided clinical services) would be discontinued. These losses would have a negative impact on Marshall University’s stated commitment to health care in the region.

b. **Facilities:** Describe facilities available for the program including classrooms, laboratories, computer facilities, library facilities, or equipment needed for program delivery.

The program is housed in the Department of Communication Disorders, which occupies the first floor of Smith Hall.

**Academic Facilities**
Academic areas include two classrooms, faculty offices, a departmental office, a conference room, and a student library. The classrooms have standard student desks, chalkboards, bulletin boards, faculty desks, portable lecterns, storage facilities, and television sets for use with the university’s closed circuit television facility. Faculty offices and the departmental office have computers with internet access, phones, desks, bookshelves, and filing cabinets. A laser printer, which is connected to all faculty computers, is located in the departmental office. The conference room has a large conference table, chairs, and a dry-erase board. The student library, which contains three computers and a printer, is a room where students can study, read client files, or interact between classes and therapy sessions.

**Clinical Facilities**
The Marshall University Speech and Hearing Center comprises the clinical space within the department. The center includes:
- Ten small individual therapy rooms, each of which is equipped with a table and chairs, as well as microphones and cameras to allow clinical instructors to supervise therapy and diagnostic sessions.
- Two large therapy/observation suites, one of which is used by both clients receiving speech and language therapy and clients in the Time for Music Program. Each is equipped with tables, chairs, microphones, and
cameras on the therapy side and with student desks on the observation side.

- One large therapy/observation suite utilized by the Scottish Rite Childhood Language Program. This room, which was recently added to the therapy suite, contains a cabinet for therapy materials, including feeding utensils and various oral motor tools. It also contains a trampoline for use in sensory integration therapy and a high chair for a planned feeding clinic.

- The Luke Lee Listening, Language, Learning Lab (“The L”), a new addition to the MUSHC. “The L” is comprised of a suite of rooms. The main classroom is equipped with preschool furniture and learning centers designed for children ages one to five years. A speech-language therapy room contains cabinets, a therapy table, chairs, and therapy materials. Both the main classroom and the speech therapy room are equipped for student and parent observation. “The L” also has a bathroom designed for the preschool child, a materials/storage room, and a room that is to be renovated for consultation with parents, which will include an adult table and four chairs as well as a pediatric table. An office for the program instructor contains two desks, book shelves, a copier, and a laminator.

- An Audiology Laboratory, which contains a sound-treated booth with speakers for free-field testing, headphones, and a response button. In addition, the suite has a station for otoacoustic immittance measures, a storage cabinet, a sink, two chairs, two stools, and a table which holds the clinical audiometer and supplies.

- A clinic office, which contains a desk and computer utilized by the MUSHC’s billing supervisor, two lateral locked file cabinets for client files, several cabinets for clinic materials, a copier, and a shredder.

- A large waiting room for clients and their families, furnished with adult-sized and child-sized furniture.

**Equipment and Resources**

Instructional resources include faculty and staff computers with internet access, two overhead projectors, an opaque projector, two televisions with video cassette recorders, a library of instructional videotapes, and instructional anatomical models.
Clinical resources include a new state of the art monitoring system, which is currently being re-designed. This monitoring system allows faculty members to observe all clinical sessions in real time. Full-time faculty are able to observe sessions from monitors in their offices. Part-time clinical instructors observe in one of the observation stations in the supervising room located off the audiology lab. When the re-design of the system is completed, the monitoring system will allow recording of clinical sessions for later review. This capacity will have a strong effect on the program in that it will permit faculty to use clinical examples in their courses and enable graduate clinicians to critically analyze their own sessions to evaluate client behavior and set goals for themselves.

Additionally, the clinic is equipped with speech and language evaluation instruments and therapy materials. Specialized clinical equipment includes a speech frequency altered/delayed auditory/biofeedback machine sometimes used in therapy with clients who stutter, a Visi-Pitch used with clients with voice disorders, and a computer speech laboratory used for both academic instruction and research purposes.

**Library Holdings**

The Department of Communication Disorders’ Library holdings include approximately 750 books and video tapes housed in MU Libraries.

MU Libraries subscribes to more than 150 online databases and journal collections. One of the most significant additions in 2009 was *Science Direct & the Freedom Collection*. By itself, the *Freedom Collection* offers approximately 2,000 full text journals, many in science and medicine.

They have also updated their online reference sources so students can locate basic information about communication disorders and speech and language therapy through *CREDO Reference*, which is composed of more than 400 reference titles. The Libraries are also in the process of adding more titles to our *Gale Virtual Reference Library*, which is a collection of online encyclopedias and other reference sources. Medical and educational sources in this collection offer basic information about communication disorders. Updates to the *Gale Virtual Reference Library* should be completed by the end of October 2009.
Currently the Libraries offer access to approximately 20,000 journals through databases, journal packages, and print subscriptions.

The following is a list of titles that they specifically subscribe to in the area of Communication Disorders. These journals are renewed annually and are available in either print or online or both formats.

<table>
<thead>
<tr>
<th>Current Journals in Communication Disorders</th>
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<tr>
<td>AUGMENTATIVE AND ALTERNATIVE COMMUNICATION - PRINT + ONLINE - SINGLE SITE ACCESS</td>
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<td>BRAIN</td>
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<td>BRAIN AND LANGUAGE - ONLINE - SCIENCEDIRECT SPECIAL ARRANGEMENT</td>
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<td>CLEFT PALATE-CRANIOFACIAL JOURNAL</td>
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<td>DYSPHAGIA</td>
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<td>DYSPHAGIA - PRINT + ONLINE - CURRENT YEAR ACCESS</td>
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<td>JADARA</td>
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<tr>
<td>JOURNAL OF COMMUNICATION DISORDERS - ONLINE - SCIENCEDIRECT SPECIAL ARRANGEMENT</td>
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<tr>
<td>JOURNAL OF FLUENCY DISORDERS</td>
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<tr>
<td>JOURNAL OF MEDICAL SPEECH-LANGUAGE PATHOLOGY</td>
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<tr>
<td>JOURNAL OF VOICE</td>
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<tr>
<td>LANGUAGE SPEECH &amp; HEARING SERVICES IN SCHOOLS - PRINT + ONLINE</td>
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<td>SEMINARS IN HEARING - PRINT + ONLINE - SINGLE SITE</td>
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<td>SEMINARS IN SPEECH AND LANGUAGE</td>
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**Computer Facilities**

The University maintains several computer labs across campus in three academic buildings, the student center, and the library. These labs provide approximately 300 workstations for student usage. Fifty of those workstations are available 24 hours a day, Sunday through Friday, in the library. In addition, Computing Services has digital scanners, digital senders, and printers available for students. Digital ‘point and shoot’ and video cameras are available for checkout. Nearly every building on campus has wireless access. Smith Hall, where the Communication Disorders
Department is located, has full wireless coverage. The department maintains three computers and one printer exclusively for student use.

5. Assessment Information: NOTE: This section is a summary of your yearly assessment reports.

a. Provide summary information on the following elements. Please include this information in Appendix V.

- Student learning outcomes
- assessment tools/measures
- standards/benchmarks
- results/analysis
- action taken

See Appendix V.

b. Other Learning and Service Activities
Provide a summary of learning and service activities not covered explicitly in section a.

N/A

c. Plans for Program Improvement
Based on assessment data, provide a detailed plan for program improvement. This plan must include a timeline.

As part of our on-going self-study, the faculty meet weekly to discuss the results of our evaluation measures and to plan appropriate action as needed. In 2008, we re-evaluated our assessment plan and developed new procedures and outcome measures, which are shown in Appendix V.

d. Graduate and Employer Satisfaction: Provide evidence and results of follow-up studies to indicate graduate and employer satisfaction with the effectiveness of the educational experience. Indicate the number of individuals surveyed or contacted and the number of respondents.
Because of previous low response to alumni surveys, we initiated exit interviews and surveys of all graduates to gather information of student satisfaction and to apprise graduates of the importance of student/alumni feedback. Although the exit interviews are voluntary, because we conduct them prior to graduation, we are able to get close to a 100% response rate. During the five-year review period, a summary of the interviews indicated that our graduates believe that the program offered them a wide variety of clinical practicum placements that prepared them to be well-rounded clinicians, capable of working with diverse populations. These graduates also expressed that because we offer an excellent program, our department should have more space for therapy rooms, the student library, clinical materials, and classrooms. Also, many of the graduates were disappointed with the lack of availability of technology for their clinical and academic use.

We intend to continue the exit interview practice with the expectation that the interviews and surveys will yield beneficial feedback about the program, with the hope that graduates completing this process will be more likely in the future to understand the importance of returning alumni survey forms.

e. **Attach the previous five years of evaluations of your annual assessment reports provided by the Office of Assessment.**

See Appendix V for the previous five years of summary reports provided by the Office of Academic Affairs.

6. **Previous Reviews:** Describe the last program review action (including committee recommendation). Identify weaknesses and deficiencies noted in the last program review and provide information regarding the status of improvements implemented or accomplished.

Our last review was in 2004. At that time we applied for and received the designation of **Program of Excellence** from the Board of Governors. If this designation were still available, we would again apply for it, as we believe our program is at least as strong as it was five years ago. In a letter to the program, dated May 31, 2005, the Board of Governors wrote: “This program is accredited through Nov. 30, 2005, the end of its regular 8 year accreditation.
A site visit is planned for fall 2005 by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association (ASHA). The program has maintained a 100% pass rate on the national examination (NESPA). The average score of Marshall students is 675 and the required passing score is 600. The program maintains a healthy enrollment and an excellent graduation rate."

7. **Strengths/Weaknesses:** Identify the strengths and weaknesses of the program. Describe program plans for removing the weaknesses.

**Strengths**

**Value Added**

A major strength of the department is in what is typically called "Value Added," the differential between entrance abilities and exit abilities of students. The difference between the entrance abilities of our students over the five-year review period and their exit abilities, as assessed by national, standardized measures is significant and substantial. As can be seen in Appendix III, our students' performance on the GRE, our only national entrance assessment, is not particularly strong. The five-year mean is 915 (verbal plus quantitative scores), which is “about in the middle for all graduate programs” at Marshall, according to the Graduate Dean, Donna Spindel (personal communication, 10/21/09). We attribute these average scores to the fact that a very high percentage (almost 85%) of our undergraduates elect to attend graduate school, especially in comparison to other programs.

As shown in Appendix IV, however, our students' performance on their certification examination, also a national standardized test, is impressive. Not only did all 101 (100%) students pass the test during the review period, but they achieved scores well above criterion level. Our national association, the American Speech-Language-Hearing Association (ASHA), does not require students to take or pass this certification examination until they have completed their Clinical Fellowship Year, a requirement which they must fulfill after they have earned their master's degree and are ready to apply for certification. Yet, 100% of our students passed this examination prior to graduation. ASHA considers a score of
600 or better to be passing. As can be seen in Appendix IV, our students’ average scores were significantly above 600 for all years of the evaluation. For the last year of the review period, the students’ average performance was a full 121 points above this passing score. While national averages on this test are not available for the years of the review, extrapolating from previous national averages would suggest that these scores are well above the national average.

While the certification test is our only national benchmark measure of student performance, we have numerous department measures of students’ academic and clinical performance which correlate well with the national measure.

We attribute the “Value Added” factor to the academic and clinical rigor of the curriculum, the dedication of the faculty, and the work ethic of the students. We believe these outcome measures speak to the strength of the program.

**Employability of Graduates**

Demand for our graduates continues to grow, both within West Virginia and out of state. As can be seen in Appendix VIII, all 101 graduates during the review period were employed in the field upon graduation from the program. The job market is so favorable that graduates have their choice of employment site (e.g., hospital, clinic, school, rehabilitation center), population (e.g., pediatric, geriatric, multi-handicapped), and geographic location. As a health-care field, we are virtually “recession proof,” and, as stated in Enrollment Projections (p.30), BLS data expect the number of speech-language pathology positions to grow by 11% in the next decade.

As West Virginians, we are concerned about the “brain drain” from our state because of the lack of economic opportunities. We are pleased that our program offers a degree that helps to counteract that trend. Our graduates are not only able to secure employment in West Virginia in their field following graduation, but the jobs they find are also professional, high paying jobs, providing high employment satisfaction as they are working to better the lives of others.

**Teaching Excellence**

The department is committed to teaching excellence, and all eleven faculty members are strong academic and clinical teachers. The
faculty are all experienced in the field, averaging 14 years of clinical experience prior to joining the faculty. Departmental student evaluations have always been strong. The five-year average for the department on the university-administered anonymous student evaluations was 1.60 (on the university's five-point scale, 1 being the best). Additionally, 73% (8/11) of the faculty have received WAC training, 36% (4/11) are WAC certified, and 36% (4/11) have received Service Learning Training. Two faculty members have received Pickens-Queen Teaching Awards, and another was a Reynolds Teaching Award finalist last year.

**Quality and Quantity of Clinical Training**

Student clinicians have the opportunity to work with a wide variety of clients in the Marshall University Speech and Hearing Center (MUSHC) in their clinical practicum courses. They also have the unique opportunity to work with faculty in a number of specialized programs within the MUSHC or programs outside the department in which faculty participate, including:

**Voice Clinic**

The Marshall University Voice Clinic (MUVC) has been functioning since 1999 as a cooperative effort between the Marshall University Speech and Hearing Center and physicians of River Cities Ear Nose and Throat Specialists (RCENT). Faculty members offer consultative services to the medical group’s state-of-the-art voice evaluation clinic and provide individualized voice evaluations and treatment services on site at RCENT and on Marshall’s main campus. This collaborative otolaryngology-speech pathology clinic is the only such clinic in the area, offering a valuable resource to the voice disordered population of the tri-state region.

**Pragmatic Group**

Pragmatic groups have been implemented in the MUSHC for the past five years. We have three pragmatic groups of different age groups including primary group (young elementary), intermediate (older elementary), and the adolescent group (middle schoolers). These groups were designed to include any children with pragmatic communication deficits often dealing with populations of High Functioning Autism/Pervasive Developmental Disorder/Asperger’s Syndrome and ADHD. The goal of each group is to teach our clients to consider the views of others, a skill that is often lacking with group members. For most children, social thinking is an
intuitive process that has been hard wired from birth; for the children in our groups, however, these skills must be specifically taught.

**Pediatric Diagnostic Assessment Clinic**
PDAC is a multidisciplinary clinic operating out of Cabell Huntington Hospital. The clinic originated five years ago from a need to diagnose children on the autism spectrum. Evidence-based practice affirms that the best form of assessment is a comprehensive multi-disciplinary team that evaluates a child and, through a consensus of its members determines a diagnosis of autism. Until the formation of the PDAC, there was no such practice within this region. PDAC includes several departments at Marshall, including ours, as well as faculty and therapists associated with The Joan C. Edwards School of Medicine. The clinic has evaluated children from West Virginia, Michigan, Pennsylvania, and Ohio.

**Aphasia Group**
The Aphasia Group is a therapy group for adults who have communication disorders resulting from strokes or traumatic brain injury. The group meets weekly for 1 ½ hours to provide carryover from individual therapy, socialization, and support to the members of the group who currently range in age from their thirties to seventies. During the group sessions the members participate in a wide variety of activities designed to increase their confidence, socialization, and ability to communicate.

**The Luke Lee Listening, Language, and Learning Lab**
The Luke Lee Listening, Language, and Learning Lab was established in the Department of Communication Disorders of Marshall University in 2006 as the first auditory oral deaf program in West Virginia. It was founded by Cherese Lee, the mother of Luke Lee, who was born profoundly deaf, in cooperation with the MUSHC and was initially funded by a three-year grant from the West Virginia Department of Education, Office of Special Programs, Extended and Early Learning. Since the grant was to end in September 2009, the West Virginia State Legislature extended the program by including it as a line item on Marshall’s budget.

The Luke Lee Listening, Language, and Learning Lab at Marshall University is an auditory oral program for children with hearing loss. The mission of our program is to teach deaf children to talk. We have a parent/infant program (PIP) for children birth to two-years
old and a preschool program for children two to six-years old. Research has shown that the earlier intervention begins, the better the outcome. Our goal is for the children to leave our program with oral communication and be mainstreamed into a pre-K or kindergarten program in their home school system. Beginning in the 2009 school year we have three graduates, who are starting mainstream kindergarten, and are oral communicators.

**West Virginia Birth to Three**

West Virginia Birth to Three is a statewide system of services and supports for families with children under age three who have a delay in their development or may be at risk of having a delay. In 2003, faculty within the department initiated training at the state level to become providers within the Birth to Three system. By doing this, students have the opportunity not only to observe the provision of services, but also to engage in multi-disciplinary assessment and intervention within the home environment, ensuring their readiness and entry into the field with the special population of children less than three years of age.

**Community Service**

In addition to partnering with the Huntington City Mission for multiple service learning courses within the department, faculty have partnered with staff at Project Hope, the Mission's transitional living facility, to provide language stimulation activities that foster pre-literacy skills and ultimately academic success for children residing in the homeless shelter. This program has provided students clinical experience in the area of prevention while simultaneously offering a service to the community.

**Time for Music**

Time for Music is a music and movement program for children ages newborn to five years to aid the development of children’s cognitive, physical, social, emotional, and language skills. Time for Music was created and is led by a board-certified music therapist. MUSHC currently offers ten classes per semester and has reached approximately 300 families in the Tri-State community in the past 18 months.

**Contract Affiliations with Local Agencies**

MUSHC established contractual agreements with several local agencies to provide therapeutic services to their clients as needed. Marshall staff and students provide services to clients enrolled in Radical Rehabilitation, a community based, post-acute rehabilitation program for adults with acquired brain injury; A and L
Home Care in Proctorville, Ohio for home bound clients; and management of pediatric communication and/or swallowing disorders for the Sybene Head Start Program in Ohio and the Lincoln County School System in West Virginia. Speech-language pathologists from the Speech and Hearing Center have effectively provided diagnostic and intervention strategies for identified clients; implemented family/staff education, training, and generalization programs; functioned as interdisciplinary team members; and utilized the intervention session as opportunities for student observation and clinical training.

Commitment to Students
Close student/faculty interactions and relationships demonstrate the faculty's commitment to students, which is a strength of the program. An example of this commitment is demonstrated in our advising program which mandates that every student is advised individually by her/his faculty advisor prior to scheduling each semester. Students are assisted in their curricular planning with a goal of completing the program in two years. Our faculty view advising as an integral part of their responsibility to the students.

The faculty recognizes the rigors of the educational process of graduate school in speech-language pathology. Preparation of students is of paramount importance and is evidenced in on-going course development throughout the curriculum.

Faculty continually explore ways to assist students in becoming successful in individual courses. In addition to class time, faculty organize study labs in courses outside of class to enhance student learning. These faculty-directed labs assist students in acquiring basic knowledge and skills needed in the field of speech-language pathology.

In recent years faculty have encouraged students to express interest in aspects of the field they would like to explore in more depth. This encouragement has led to an increase in elective independent studies, theses, and increased student involvement in research. Faculty have mentored students in research projects which have led to presentations at state and national professional conferences.

Finally, the commitment to students is demonstrated by the fact that all required courses are taught by the full-time faculty.

Partnership
Our reputation for clinical excellence has allowed us to form a strong partnership with the Scottish Rite Masons of Huntington. Founded in March 2002, the Scottish Rite Childhood Speech and Language Program in the Marshall University Speech and Hearing Center began with seed money to support a part-time clinical faculty member. Within two years, the position was expanded to full-time. The partnership between our program and Scottish Rite has also resulted in many joint ventures and additional plans for future growth.

The support of the Scottish Rite Masons has been an enormous addition to the program.

**Infusing an Expanding Information Base into the Curriculum**

The Scope of Practice for speech-language pathologists has expanded at a rapidly accelerating rate during the past several decades. While diagnostic evaluation and therapy with persons experiencing communication disorders have long been a part of our work, we have recently added dysphagia (swallowing), literacy, early intervention, autism services and augmentative communication to our skill set. This has required that programs in Communication Disorders infuse this body of knowledge in an already burgeoning curriculum. Surveys of recent graduates confirmed our decision to revise our curriculum in order to offer new courses which encompassed several of the new areas of practice for speech-language pathologists. We will persist in surveying our students and alumni to determine how we might continue to refine our curriculum to meet the needs of speech-language pathology as it is currently practiced.

**Weaknesses**

**Difficulty in Attracting and Securing Part-time and Off-Campus Clinical Instructors**

Because of the clinical nature of the program, it is essential that we attract and secure practicing speech-language pathologists to provide clinical instruction for our students. Each semester we need part-time clinical instructors to teach and supervise students enrolled in clinical practicum at the Marshall University Speech and Hearing Center. Attracting and securing licensed and certified speech-language pathologists (SLPs) to engage in part-time employment is hindered by the reality of full-time employment for most area SLPs and the non-competitive pay for part-time faculty at Marshall. It is often equally difficult to attract and secure clinical
instructors who agree to supervise our students pro-bono at their place of work for the students’ off-campus placements.

Placing beginning clinicians with professionals in the field requires that their pace of clinical work be slowed and extended time-wise to teach our students new skills. Many SLPs hesitate to accept this added responsibility to their already heavy workloads.

As a solution, the Department plans to offer our part-time and off-campus clinical instructors Continuing Education Units (CEUs) as an added incentive for their participation in our program. We anticipate holding a minimum of one workshop in the Fall and Spring semesters for CEUs to assist area speech-language pathologists to learn new skills and maintain their continuing education obligation for licensure and certification. We will offer these workshops to our part-time and off-campus clinical instructors at a reduced rate. It is our hope that this new program will encourage more local SLPs to become clinical instructors with our program.

**Funding for Technology**

We have added new technology to Marshall: a closed circuit viewing and recording system from IRIS Technologies which allows clinical supervisors to view therapy and, when fully operational, to catalog clinical sessions into a working database. This database will allow us to retrieve sessions so that students and faculty may manipulate and analyze their clinical sessions. However, as technology is not a static process, additional purchases and upgrades are necessary in order to allow us to collect and store data from this complex and unique system. We hope to secure student fee and/or grant funds to aid in obtaining improved technology.

Although all faculty members have computers, some faculty computers are so out-of-date that Computing Services will no longer service them, and one is not functional at all. The second phase of a contract to provide new computers to all faculty in the College of Health Professions, negotiated by our previous dean, has not been implemented as of this date. We will continue to request that the administration provide all faculty in the department with up-to-date working computers.

**Administrative Structure**

The Department, as part of the College of Health Professions, shares a challenge with the rest of the College in our administrative chain of command. Although we are a part of the J.C. Edwards’
School of Medicine, we are operationally and physically more a part of the main campus. This “neither fish nor fowl” status presents a series of challenges in meeting the needs of the program. Our budget comes from the main campus, yet our expenditures must be approved by the School of Medicine. It is often unclear which entity’s policies and/or practices apply to our Department or which entity’s administration is responsible for a given situation. Uncertainty of which rules, practices, or resources apply complicate the program’s ability to efficiently meet student needs.

We hope to resolve this situation by working with our dean and the administration to clarify our administrative structure and chain of command. We would be satisfied to report fully either to the Provost or the School of Medicine; our preference is to be wholly a part of only one administrative structure.

**Gender Proportionality**
Our profession is a predominantly female profession nationally, with males comprising less than 5% of the certified membership and declining more each year. Nevertheless, our program has made concerted efforts to recruit male students and faculty, as we believe that achieving a greater gender balance in the program would make the program stronger. We plan to continue with our recruiting efforts.

**Space**
Growth of both the academic and clinical sectors of the program is limited by space constraints. All space usage has been maximized: client and student records are stored in closets, creative scheduling is used to have a sufficient number of therapy rooms available to meet client needs, and our conference room is used for a variety of purposes beyond faculty meetings and conferences, its original purpose. All offices are occupied by full-time faculty; part-time faculty, teaching assistants, and part-time staff do not have any office space, even to share. We will continue to work with the administration to address these space limitations; if they are not addressed in the near future, the program’s growth potential cannot be realized.

B. **VIABILITY** Provide a narrative summary for each of the following items in addition to requested appendices.
1. **Articulation Agreements:** Describe program specific articulation agreements with other institutions for delivery of this program.

We do not have articulation agreements with any other institutions.

2. **Off-Campus Classes:** Describe/Summarize off-campus (other than the Huntington, or South Charleston campuses) courses offered. (Include locations, courses, enrollments, in Appendix VI.) This information will be provided by the Office of Institutional Research.

We do not offer off-campus courses.

3. **Online Courses:** Describe/Summarize online courses offered. (Include courses and enrollments in Appendix VI.) This information will be provided by the Office of Institutional Research.

We do not offer any on-line courses.

4. **Service Courses:** Describe/Summarize departmental courses that are required for students in other majors and support programs outside the major. (Include enrollment data for these courses in Appendix VI.) This information will be provided by the Office of Institutional Research.

No courses in the department are required for students in other majors, nor are students in other majors permitted to take courses in the program, except CD 580 & 581 (Sign Language). Enrollment is low in CD 580 & 581 because students wishing to have coursework in this area are likely to have taken the undergraduate cohort course (CD 480 & 481). (See Appendix VI).

5. **Program Course Enrollment:** Describe/Summarize program area courses taken by students who are majors and include enrollment by semester for the past 5 years. Indicate required or elective courses. The purpose of this section is to indicate the availability and relative strength of the program area courses. Include all students enrolled in the courses, whether majors or not. (Include enrollment data for these courses in Appendix VI.) This information will be provided by the Office of Institutional Research.

Enrollment has remained relatively steady for the past five years.
The only courses with low enrollments are courses listed as elective because, in most cases, they do not count toward the degree. These courses exist to permit students from other undergraduate institutions to meet certification requirements not earned at the undergraduate level. Other courses listed as elective, such as CD 685 and 686, Independent Study, and CD 681, thesis, meet specialized student needs. (See Appendix VI).

6. Program Enrollment: Summarize data indicating the number of new students admitted, number of principal majors enrolled from your college, number of second majors, the number of students enrolled as majors from other colleges (i.e., College of Education specialization majors), the number of minors, and the number of graduates for the program for each of the past five years. (Include a chart as Appendix VII and provide separate data for each option offered under the program.) This information will be provided by the Office of Institutional Research. Finally, provide trend lines for total number of students enrolled in the program and number of graduates (Figure 1) for the period of the review.

Enrollment in courses (see Appendix VI) and the number of graduates has remained steady for the review period. Data obtained from the Office of Institutional Research as shown in Figure 1 and Appendix VII, indicate that the number of students in the program has decreased. These data, however, do not include a significant number of post-baccalaureate students enrolled in the program, who are not officially listed as graduate students until they have completed a number of undergraduate pre-requisites. When these students are included, the total number of students in the program over the five-year period has remained stable.

7. Enrollment Projections: Identify trends that will influence enrollment over the next five years. Provide enrollment projections.

The demand for our graduates continues to grow. Recent employment growth projections in the U.S. Bureau of Labor Statistics’ (BLS) 2008-2009 Occupational Outlook Handbook, Speech-Language Pathology and Audiology (the names for the professions) will be among the growth professions in the country in the next decade. The number of speech-language pathology positions is expected to grow by 11% from 2006-2016. According to the BLS, “the combination of growth in the occupation and an expected increase in retirement over the coming years should create excellent job opportunities for speech-language
pathologists.” In addition, Forbes.com published a recent article stating that employment as a Speech-Language Pathologist was the ninth highest paying profession for women. These are national data, and the demand for speech-language pathologists in this geographical area is even greater.

For these reasons, we expect student demand for our program to increase in the foreseeable future. Because of accreditation requirements, however, we must not exceed the mandated clinical student/faculty ratios. We are at capacity enrollment now so graduate admissions continue to be limited. The positive aspect of limited enrollment, however, is that the most academically and clinically qualified students will be accepted into the program from the applicant pool.

C. NECESSITY: NOTE: If your program is accredited, please refer to the appropriate page numbers in your accreditation report. Provide a narrative summary for each of the following items in addition to requested appendices.

We are accredited, but our accreditation report does not address these questions directly.

1. **Advisory Committee:** Identify whether the program has an Advisory Committee, and, if so, briefly indicate the role and impact of the Committee.

   The department’s faculty serve as the program’s internal advisory committee, meeting weekly to discuss programmatic, student, curricular, and clinical issues. The external advisory committee, Program Advisory Group for Excellence (PAGE) has served to provide guidance to the program for both clinical and curricular issues. The effectiveness of the PAGE committee in its current form is under evaluation at this time. This may result in the development of a new committee to meet the growing needs of the department.

2. **Graduates:** Provide information on graduates in terms of places of employment, starting salary ranges (where appropriate and known), number employed in field of specialization, and/or acceptance into baccalaureate or graduate programs. (NOTE: Do not identify students by name.) Include this information in Appendix VIII.

   All graduates have numerous choices for employment in the field when they graduate. All could obtain employment in West Virginia, if they so desired. Each of the 101 graduates (100%) during the
reporting period obtained employment in the field upon graduation. Employment sites included: long-term care, acute care, outpatient clinics, inpatient clinics, and private practice. Of last year’s 14 graduates, known starting salaries ranged from the mid-forties to mid-sixties. (It must be noted that these graduates are entering their Clinical Fellowship Year and are not yet certified, yet on their first year of employment are out-earning the faculty, each of whom have over 15 years of experience.) (See Appendix VIII).

3. **Job Placement**: If the job placement rate reported above is low, can a course of action be identified that would improve this situation? Provide a summary of procedures utilized by the institution to help place program graduates in jobs or additional educational programs. Include activities supported by both the student’s academic department as well as the institution’s placement office. This summary should include the institution’s procedures and program organization for continuing contact and follow-up with graduates.

Job Placement is 100%.

IV. **RESOURCE DEVELOPMENT** (If applicable)

Please prepare the following materials: 1) Program vision and mission statements with a strategic plan to achieve the program’s vision and mission, and 2) a specification of the resources needed to accomplish the program’s vision, with an evidence-based rationale as why these resources are needed and how they will help the program to accomplish its vision. The mission and vision statements, strategic plan, and needed resources with evidence-based rationale must be included in the program review when submitted. Additionally, the chair and dean must make an additional presentation to either the Academic Planning Committee or to the Graduate Council before final votes are taken.

N/A
Appendix I
Required/Elective Course Work in the Program

Degree Program: Communication Disorders
Person responsible for the report: Kathryn Chezik

<table>
<thead>
<tr>
<th>Courses Required in Major (By Course Number and Title)</th>
<th>Total Required Hours</th>
<th>Elective Credit Required by the Major (By Course Number and Title)</th>
<th>Elective Hours</th>
<th>Related Fields Courses Required</th>
<th>Total Related Hours</th>
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<td>CD 570: Clinical Practicum</td>
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<td>CD 524: Diagnostic Processes: Communication Disorders</td>
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<td>CD 571: Clinical Practicum</td>
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<td>CD 524L: Diagnostic Processes Laboratory</td>
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<td>CD 601: Intro to Graduate Studies</td>
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<td>CD 526L: Therapeutic Procedures I Laboratory</td>
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<td>CD 527L: Therapeutic Procedures II Laboratory</td>
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<td>CD 580: Sign Language for SLP</td>
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<td>CD 624: Motor Speech Disorders</td>
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<td>CD 582: SpTp: Clinical Observations</td>
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<td>CD 625: Acquired Aphasia</td>
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<td>CD 681: Thesis</td>
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<td>CD 629: Child Language Disorders: Sch/Adult</td>
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<td>CD 685: Independent Study</td>
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<td>CD 630: Cognitive Communication Disorders</td>
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<td>CD 686: Independent Study</td>
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<td>CD 660: Special Populations: Clinical Considerations</td>
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Professional society that may have influenced the program offering and/or requirements:
Appendix II
Faculty Data Sheet
(Information for the period of this review)

Name: Kathryn Chezik
Rank: Associate Professor/Chair

Status (Check one): Full-time X Part-time ______ Adjunct ______ Current MU Faculty: Yes X No ______

Highest Degree Earned: M.A. Date Degree Received: 1969

Conferred by: Indiana University
Area of Specialization: Speech Pathology

Professional Registration/Licensure: Yes
Agency: Certification: American Speech-Language-Hearing Association; Licensure: West Virginia Board of Examiners For Speech-Language Pathology and Audiology

Years non-teaching experience 2
Years of employment other than Marshall 2
Years of employment at Marshall 38
Years of employment in higher education 38
Years in service at Marshall during this period of review 5

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
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2) Activities that have enhanced your teaching and or research.
- An Introduction to Critical Thinking and the Art of Instruction, Linda Elder, PhD, Marshall University, August 20, 2008.
- Graduate Advising Workshop, sponsored by the Graduate College, Marshall University, September 1, 2007.
• Subverting the Academic Model So Learning Can Finally Take Place, CTE, Marshall University, August 16, 2006.
• Service Learning Course Development Workshop, 2006.
• Technology Workshop, college of Health Professions, April 5, 2006.
• Academic and Researcher Town Hall Meeting, San Diego, CA, November 2005.
• “Designing Courses for More Significant Student Learning,” Dee Fink, PhD, Marshall University, August 2005.
• “Preparing your Annual Assessment Update,” Robert Edmunds, Marshall University, April 27, 2005.

4) Papers presented at state, regional, national, or international conferences.
• Poster Session, Assessment Day, Marshall University, April 2006.

5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

Memberships
• Member, American Speech-Language-Hearing Association (ASHA)
• Member, Special Interest Division 10 of ASHA: Issues in Higher Education
• Member, Special Interest Division 2 of ASHA: Neurophysiology & Neurogenic Speech & Language Disorders
• Member, West Virginia Speech-Language-Hearing Association
• Certificate of Clinical Competence, Speech Pathology, ASHA
• Licensure, West Virginia Board of Examiners in Speech-Language Pathology and Audiology
• Graduate Faculty, Marshall University
• Program Representative, Council of Academic Programs in Speech-Language Pathology & Audiology
• President, Council of Chairs, Marshall University
• Member, Council of Ex-Faculty Senate Presidents, Marshall University

Conferences Attended
Annual Meeting of the American Speech-Language-Hearing Association, Chicago, IL, 2008
Annual Meeting of the West Virginia Speech-Language-Hearing Association, Charleston, WV, 2006
Annual Meeting of the American Speech-Language-Hearing Association, San Diego, CA, 2005

6) Externally funded research grants and contracts you received.
• INCO Travel Grant, Fall 2006
• Principal Investigator, a $5000 Hedrick Program Grant for Teaching Innovation, sponsored by the Center for Teaching Excellence, Marshall University, April 2005. The Grant was entitled “Exit Outcomes: How Do We Get There?”

7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.
• Faculty Radio Interview, Marshall University Speech and Hearing Center, WMUL, November 17, 2008.
• Distinguished Service Award, Marshall University, Spring 2008.
• Presentation on the Childhood Language Clinic at Marshall University, Dinner with Governor Joe Manchin, Ramada Inn, Huntington, WV, April 9, 2008.
• Peer Review: Textbook on Aphasia of Allyn & Bacon, April 2008.
• The Chair’s Role in Academic Appeals, workshop for new department chairs, Marshall University, October 2007.
• Peer Review: A Coursebook on Aphasia and Other Neurogenic Language Disorders, M.N. Hedge, September 2007.
• Interview with Paul Darst, Charleston Record, Marshall University Communication Disorders program, July 30, 2007.

8) Community service as defined in the Greenbook.
• Organized a fundraising campaign for a current faculty member and breast cancer survivor and set up foundation at local bank, 2007.
• Participated in activities/made remarks at the celebration of the $200,000 contribution of the Scottish Rite to the Marshall University Speech and Hearing Center which included remarks from Governor Manchin and President Kopp, July 11, 2007.
• Spoke at a Huntington Scottish Rite event and presented them with a check from a fund-raising event, February 2007.
• Initiated fund-raising activity for Huntington Scottish Rite Masons, raising over $1,600, 2006.
• Initiated and coordinated Operation Rainbow, Kristin McComas Parsons Medical Fund, developed for a former student and leukemia patient, which raised over $3,700, 2006.
• Member, Multidisciplinary Steering Committee planning state-wide conference, “State of Stroke in West Virginia.”
• Founder and coordinator, Aphasia Group, Marshall University.
• Member, Board of Directors, Huntington Scottish Rite Foundation.
Appendix II
Faculty Data Sheet
(Information for the period of this review)

Name: Loukia Zikkos Dixon 
Rank: Assistant Professor

Status (Check one): Full-time X Part-time Adjunct Current MU Faculty: Yes X No

Highest Degree Earned: M.A. Date Degree Received: December 1988

Conferred by: Marshall University

Area of Specialization: Communication Disorders

Professional Registration/Licensure: Yes Certification: American Speech-Language-Hearing Association;
Agency: X Certification: West Virginia Board of Examiners For Speech-Language Pathology and Audiology in West Virginia and Ohio

Years non-teaching experience 12
Years of employment other than Marshall 12
Years of employment at Marshall 8
Years of employment in higher education 8
Years in service at Marshall during this period of review 5

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

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2) Activities that have enhanced your teaching and or research.
- In-service on Behavior Issues in Therapy, presented by Kelly Harlow in the CD Department, at Marshall University, September 5, 2008.
- In-service training on Landro Technology (review) in the CD Department at Marshall University, September 5, 2008.
- Workshop: “Critical Thinking” presented by Dr. Linda Elder at Marshall University, August 20, 2008.
- Faculty Writing Group facilitated by Karen McComas at Marshall University, Huntington WV: March 6, 2008; February 28, 2008; February 21, 2008; February 14, 2008; February 7, 2008; January 28, 2008; November 28, 2007; November 7, 2007; October 31, 2007; October 10, 2007; October 3, 2007; September 26, 2007; September 19, 2007; September 12, 2007.
- In-service training: Landro Technology in the CD Department at Marshall University, Huntington, WV, January 4, 2007 with a follow-up session on tape recording on September 28, 2007.
Faculty Writing Group Initiative presented by Elaine Baker and Shirley Lumpkin at Marshall University, Huntington, WV, August 31, 2007.


Workshop: Interactive Test Writing Seminar at St. Mary’s Medical Center for Education on May 21, 2007.


Workshop: “Subverting the Academic Model-So Learning Can Finally Take Place…” presented by Bill Roberson at Marshall University, Huntington, WV, August 16, 2006.


Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

Professional Organizations
- Special Interest Divisions of ASHA: Speech Science Orofacial Disorders (5), January 2009 to present; Communication Disorders and Sciences in Culturally and Linguistically Diverse Populations (14), 2003-present; Language Learning and Education (1), 2003-2008.
- Hold certification with ASHA and state licensure in West Virginia and Ohio.

Professional Development- Continuing Education

Awards/honors (including invitations to speak in your area of expertise) or special recognition.
- Associate Graduate Faculty Status, June 2005-2008; June 2008-June 2011.
- Presenter on Academic Dishonesty, in a senior theology class, at St. Joseph High School, in Huntington, WV, October 19, 2007.
- Presenter on “Baby Sign,” at a training meeting, sponsored by Ironton-Lawrence County CAO Early Head Start, in Ironton, OH, on September 27, 2007.
- Co-Presenter on the What’s it Like Panel, for honor students, John Spotts Room, March 6, 2007.
- Presenter on Communication Disorders in School Aged Children in the CISP 521 class, September 19, 2006.
- Presenter on Speech and Language Screenings for CAO Head Start staff in South Point, Ohio, August 30, 2006.
- As a member of the MU Communication Disorders Department, received a Hedrick Program Grant For Teaching Innovation for $5000.00 aiding in the development of learner outcomes for undergraduate and graduate CD courses and the Program of Excellence in 2005.
- Received an INCO Faculty Development Grant on September 30, 2005 to attend the ASHA Convention in San Diego, CA in November of 2005.

Community service as defined in the Greenbook.
- Provider of pro-bono collaborative speech-language services to Sybene Head Start through Marshall University, Fall 2004-Spring 2009.
- Provider of clinical supervision to graduate students at the Marshall University Speech and Hearing Center, Fall 2004-Spring 2009.
- Member of the Ironton-Lawrence County Head Start Family and Community Partnership Committee, which collaborates with community partners who support Head Start and give input to better operations, Fall 2006-Spring 2009.
**Appendix II**

**Faculty Data Sheet**

(Information for the period of this review)

Name: _______________________________  Rank: _______________________________

Status (Check one): Full-time X  Part-time  Adjunct  Current MU Faculty: Yes X  No

Highest Degree Earned: M.A.  Date Degree Received: September 1977

Conferred by: The George Washington University

Area of Specialization: Speech-Language Pathology

Professional Registration/Licensure: Yes  Agency: Certification: American Speech-Language-Hearing Association (ASHA); Licensure: West Virginia Board of Examiners For Speech-Language Pathology and Audiology and Ohio Board of Speech-Language Pathology and Audiology

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2) **Activities that have enhanced your teaching and or research.**

- Membership in the Marshall University Department of Communication Disorders Community of Research Practice, Fall 2008-Present.
- Research Apprenticeship with Dr. Sharon Stewart and Dr. Lori Gonzales, University of Kentucky, Fall 2008.
- Research Apprenticeship with Dr. Janice Almasi, University of Kentucky, Summer 2008.
- Attendance at the Charles Lloyd Writing Symposium with Dr. Chris Anson, April 2008.
- Attendance at the CATL Faculty Development Workshop: Using Portfolios for Assessment and Learning, Spring 2008.
- Recertification as a WAC instructor, Spring 2008.
- Peer Evaluations of Teaching: Spring, Fall 2007; Spring 2008.
3) **Discipline-related books/papers published (provide a full citation).**

4) **Papers presented at state, regional, national, or international conferences.**

5) **Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.**
- Associate Graduate Faculty, Marshall University
- Member American Speech-Language-Hearing Association (ASHA), 1984-Present
- Elected member from WV to the ASHA Speech-Language Pathology Advisory Board (term ending 2011).
- Member of the West Virginia Speech-Language-Hearing Association (WVSLHA), 2007-Present.
- Voting member of the Executive Board of WVSLHA, 2007-Present.
- Attended the ASHA Annual Convention, Philadelphia, PA, Fall 2004; San Diego, CA, Fall 2005; Miami, FL, Fall 2006; Boston, MA, Fall 2007; Chicago, IL, Fall 2008.

7) **Awards/honors (including invitations to speak in your area of expertise) or special recognition.**
Awarded Dean’s Research Grant, Spring 2009.
Awarded Third Achievement in Continuing Education Award from ASHA, Fall 2008.

8) **Community service as defined in the Greenbook.**
Served on the Board of Trustees of Hospice of Huntington, 2004-Present; Secretary of the Board, 2006; Vice Chair of the Board, 2007; Chair of the Board, 2008.
Appendix II

Faculty Data Sheet

(Information for the period of this review)

Name: Lisa Thomas Fry

Rank: Associate Professor

Status (Check one): Full-time X Part-time Adjunct Current MU Faculty: Yes X No

Highest Degree Earned: Ph.D. Date Degree Received: May 2008

Conferred by: University of Kentucky

Area of Specialization: Rehabilitation Sciences

Professional Registration/Licensure: Yes Agency: Certification: American Speech-Language-Hearing Association; Licensure: West Virginia Board of Examiners For Speech-Language Pathology and Audiology

Years non-teaching experience

Years of employment other than Marshall

Years of employment at Marshall 5 (+ 2 ½ yrs of unpaid leave)

Years of employment in higher education 5 (+ 2 ½ yrs of unpaid leave)

Years in service at Marshall during this period of review 5

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

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2) Activities that have enhanced your teaching and or research.

Completion of Doctorate of Philosophy at the University of Kentucky.

3) Publications in refereed journals


Books and Book Chapters


4) Papers presented at state, regional, national, or international conferences.


5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

- Member, Graduate Faculty, Marshall University.

6) Externally funded research grants and contracts you received.

Thomas, L.B. 2008 Advancing Academic Research Career Award. Award received from the American Speech-Language-Hearing Association to support the development of an interdisciplinary research team at Marshall University. Primary Mentor: Joseph C. Stemple. ($5,000) Funded.

7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.

- Recipient, Robinson Award for Research Creativity, College of Health Sciences, University of Kentucky (2008)
- Recipient, American Speech-Language-Hearing Association Research Mentoring-Pair Travel Award (2007)

8) Community service as defined in the Greenbook.

Appendix II

Faculty Data Sheet

(Information for the period of this review)

Name: Kelly Harlow
Rank: Assistant Professor

Status (Check one): Full-time ___ X ___ Part-time_____ Adjunct _____ Current MU Faculty: Yes ___ X ___ No _______

Highest Degree Earned: M.A. __________________ Date Degree Received: August 1981

Conferred by: Marshall University

Area of Specialization: Communication Disorders

Professional Registration/Licensure: Yes ________ Agency: Certification: American Speech-Language-Hearing Association; Licensure: West Virginia Board of Examiners For Speech-Language Pathology and Audiology

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List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

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2) Activities that have enhanced your teaching and or research.
- Attended workshop Critical Thinking presented by Dr. Linda Elder at Marshall University on August 20, 2008.
- Conferences with Bryan Dawson of Dynavox Technologies worked on teaching strategies, navigating protocols in order to incorporate new high tech device “Vee” into classroom experience.
- “Writing Across the Curriculum” Fall workshop moderated by Dr. Shirley Lumpkin. October 13-14, 2006. Cedar Lakes WV.
- "Teaching with Simulations and Games" by Dr. Dallas Brozik and Dr. Alina Zapalska. February 23, 2005, Marshall University.
- "Quality Teaching and Research" by Dr. Judith Vander Woude, Dr. Julie Masterson, Dr. Patrick Finn. ASHA convention. San Diego, CA. November, 2005.
- "Frequently Asked questions about Counseling and How to do a Student Referral" by Dr. Winnie Black. March 1, 2004.
- Attended conference at Marshall University with Dr. Zlotkowski in August of 2003 re: "Service Learning."
- Attended workshop conducted by Dr. Raoul Arreola on the topic of "Student Evaluations" in August 2002.
- Participated in a variety of informal conferences with tenured faculty re: teaching techniques, grading issues and classroom and instructional development.

5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated.

List any offices you hold in professional organizations.
Member, American Speech and Hearing Association (ASHA)
  Special Interest Divisions of ASHA:
  Division 1: Language and Learning
  Division 2: Neurophysiology and Neurogenic Speech and Language Disorders
  Division 12: Augmentative and Alternative Communication

Member, West Virginia Speech and Language and Hearing Association (WVSHA)
Associate member, Graduate Faculty, Marshall University
Clinical Assistant Professor, Joan C. Edwards School of Medicine

Scholarly Activities
- Trandisciplinary Team Assessment Clinic established in conjunction with Joan C. Edwards School of Medicine that deals with the diagnosis of children suspected of being on the autism spectrum, 2009.
- "What It's like Panel?" Panel on professional choices within the College of Health Professions titled "The Other Health Professions". The panel included: Jennifer Perry CLS, Mary Katherine Gould-Dietetics and Loukia Dixon from Communication Disorders, Target group-Honor students at MU, March 2007.
- "Positive Behavior Supports - Dealing with Anti-Social Behaviors in your Practice" Southern Ohio Medical Center.
  - In-service for continuing education credit, Target group - SLP's, OT's, PT's and Recreational Therapist, September 2007.
- Modified Barium Swallow In-service to Radiologist Technicians and Nurses - Bellefonte Hospital, Ashland, KY.

Conferences and Workshops
- Language Impairments and Social/Emotional Communicative Competence. Carole Westby PHD. Brigham Young U.
- Practically Speaking: AAC Strategies for the Beginning Communicator, Carole Zangari, Director of Tyler Institute.
- Autism Training Center Convention, Huntington WV August 4, 2006.
- Attended guest speaker Dr. Stacy Shumway's presentation on early criteria for diagnosis of autism for the recruitment of new faculty at Marshall University. February 22, 2006.
- ADOS Training conducted by Dr. Barbara Becker – Cottrell, Marshall University, Huntington WV, December 7-8, 2006.
- "Language Difference vs. Language Impairment: Role of Working Memory in Diagnosis and Outcome" by Dr. Mary Beth Reynolds, The Drinko Symposium, Marshall University, March 31, 2005.

7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.

Professional Departmental Collaboration
- Hedrick Grant Proposal.
- Granted tenure by department, college and university in April of 2008.

8) Community service as defined in the Greenbook.
- Serve as volunteer for triathlon and marathon for YMCA in Huntington, WV.
- Involved in Healthy Huntington - an organization designed to create awareness for healthy living choices for the tri-state area.
- Active member of my local church and participate in a variety of mission related activities that support local and global charities. Also served as elder and on various boards at Highbawn Presbyterian Church.
- Involved in fundraising for Leukemia and Lymphoma Society.
Appendix II

Faculty Data Sheet

(Information for the period of this review)

Name: Pamela Holland

Rank: Assistant Professor

Status (Check one): Full-time _X_ Part-time _____ Adjunct _____

Current MU Faculty: Yes _X_ No _____

Highest Degree Earned: M.A. Date Degree Received: May 1995

Conferred by: Marshall University

Area of Specialization: Communication Disorders

Professional Registration/Licensure Yes _X_ _ __

Agency: Certification: American Speech-Language-Hearing Association; Licensure: West Virginia Board of Examiners For Speech-Language Pathology and Audiology

Years non-teaching experience 14

Years of employment other than Marshall 8

Years of employment at Marshall 6

Years of employment in higher education 6

Years in service at Marshall during this period of review 5

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

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2) Activities that have enhanced your teaching and or research.

- Attended Faculty Development Workshop: Subverting the Academic Model so learning can finally take place facilitated by Bill Roberson, Ph.D., August 16, 2006.
- Huntington, WV: Attended the Drinko Symposium in support of colleague Dr. Mary Beth Reynolds, Spring 2005.
- San Diego, California: Continuation of ASHA’s Convention short courses, November 2005:
  - Qualitative Analysis of Perceptions of Graduate Level Clinical Experiences
  - A Mentoring Model for Enhancing Success in Graduate Education
  - Portfolio Assessment: Student Perspectives and Advice

4) **Papers presented at state, regional, national, or international conferences.**

*Motivating Students: Teaching Assistant Orientation, Marshall University, 2008 and 2007.*

5) **Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.**

**Conference/Workshops**
  - Supporting Communication in children with Autism - Diel
  - Scheduling and Service Delivery in Children with Autism - Diel
  - Aphasia Rehabilitation – Connors
  - Medicare for Private Practice Speech-Language Pathology – Mark Kander
  - Swallowing Disorders – Peter Americo
- Esophageal Dysphagia (ASHA Special Interest Division Self-Study), March 1, 2008.
- Transition Training. WV Birth to Three, Huntington, WV, May 27, 2008.
  - Create Your Own Sensory Adventure Camp
  - Prioritizing Your Needs/Overview of Applied Behavior Analysis Therapy
  - Visual Strategies: The Key to Communication, Behavior and Social Skills
  - Feeding Disorders in Children with Autism
  - It’s a SensAational World: Sensory Integration in Everyday Life
  - Keynote Speaker - Templin Grandin
- Attended the West Virginia Speech Language and Hearing Conference, March 29, 30- 2006.
  - Speech Praxis Evaluation and Treatment – Nancy Kaufman , March 29, 2006
  - Adult Brain Tumors- Gail Davie and Katherine Hutcheson, March 30, 2006
  - Somatosensory Contributions to Speech and Swallowing: Implications to Treatment - Heather Clark
- Completed the following self-study continuing education courses via Special Interest Division 13: Swallowing and Swallowing Disorders.
  - National Dysphagia Diet, Perspectives, Volume 15, Number 1, March, 2006
  - Head and Neck Cancer, Perspectives, Volume 15, Number 2, June, 2006
- Attended the following courses at ASHA’s Annual Convention, San Diego, California, November 2005:
  - Board Recognize Swallowing Specialist Preparation (II): Review of Anatomy and Physiology of Swallowing
  - Oral/Pharyngeal/Laryngeal Motor Exercises for Swallowing: Controversial Subject Neural Control of the Laryngeal Muscles for Voice and Swallowing
  - Story Telling Groups With Children Residing In Family Homeless Shelters
- West Virginia Birth to Three Conferences – Principles of Practice I.
  - Language Based Approach to AAC – Assessment and Intervention
  - Young Child with Special Needs (Autism in the Young Child, Pediatric Feeding)

**Memberships**
- American Speech-Language Hearing Association, (ASHA)
- ASHA Special Interest Division #13 - Swallowing and Swallowing Disorders #11 – Administration and Supervision
- West Virginia Speech-Language Hearing Association
- Associate Graduate Faculty, Marshall University

7) **Awards/honors (including invitations to speak in your area of expertise) or special recognition.**

*Pickens-Queen Teaching Award, Spring 2007*
*Pickens-Queen Teaching Award-Nominee, Fall 2005*
*Volunteer of the Year, Fall 2006, Huntington City Mission*
*Professional Departmental Collaboration, Hedrick Program Grant, 2005*
Appendix II

Faculty Data Sheet
(Information for the period of this review)

Name: Jennifer Horne

Status (Check one): Full-time X Part-time

Rank: Assistant Professor

Current MU Faculty: Yes X No

Highest Degree Earned: M.S. Date Degree Received: May 1989

Conferred by: University of Montevallo

Professional Registration/Licensure: YES

Agency: Certification: American Speech-Language-Hearing Association; Licensure: West Virginia Board of Examiners For Speech-Language Pathology and Audiology and Ohio Board of Speech-Language Pathology and Audiology

Area of Specialization: Speech-Language Pathology

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

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5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

- Member, American Speech-Language-Hearing Association.
- Member, West Virginia Speech-Language-Hearing Association.
- Licensure: West Virginia Board of Speech-Language Pathology and Audiology.
- Licensure: Ohio Board of Speech-Language Pathology and Audiology.
- Attendance at state sponsored conferences and seminars.
- Completion of the following continuing education activities within the last 3 years:
  - Administration and Supervision – Special Interest Division II, May 12, 2009
  - Tracheostomy and Ventilator Dependency in Critical Care-Advanced, West Virginia Speech and Hearing Association, April 24, 2009
  - Poster Session, West Virginia Speech and Hearing Association, April 23, 2009
  - Swallowing Disorders, West Virginia Speech and Hearing Association, April 23, 2009
  - Aphasia Rehabilitation, West Virginia Speech and Hearing Association, April 23, 2009
  - Telepractice in West Virginia, West Virginia Speech and Hearing Association, April 23, 2009
  - Autism Spectrum Disorders, West Virginia Speech and Hearing Association, April 22, 2009
  - Neurology and Neurogenic Speech and Language Disorders, Special Interest Division II, April 13, 2009
  - Assessment and Treatment of Cognitive Communication Disorders in the Neurologically Impaired Adult, April 3, 2009
  - School-Age Stuttering Therapy-Basic Clinical Skills, January 5, 2009
  - Using the Lingraphica Speech Generating Device, December 1, 2008
  - Advanced Service Learning Course Construction Workshop at Marshall University by Dr. Sherri Smith, October 10, 2008
  - An Introduction to Critical Thinking and the Art of Instruction, August 20, 2008
  - Clinical and Instrumental Evaluation of Voice Disorders, February 15, 2008
Helping Children with Auditory Processing Disorders, December 22, 2007
Assessment and Treatment of Apraxia: Overcoming the Effects of Speech and Swallowing, May 16, 2007
Working with School-Age Children Who Stutter, November 21, 2006
The Magic of Stories, February 24, 2006

7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.

- Awarded the American Speech Language Hearing Association Award for Continuing Education (ACE), April 27, 2009.
- Guest Lecturer (Aphasia) per request of Dr. Lynda Turner for Nursing 325: Nursing and Human Responses, October 27, 2008.
Appendix II
Faculty Data Sheet
(Information for the period of this review)

Name: Patricia Leonard
Rank: Clinical Instructor

Status (Check one): Full-time X Part-time Adjunct
Current MU Faculty: Yes X No

Highest Degree Earned: M.A. Date Degree Received: December 1990

Marshall University

Area of Specialization: Speech Pathology and Audiology

Professional Registration/Licensure: Yes/Licensed Speech Language Pathology and Audiology
Agency: Certification: American Speech-Language-Hearing Association; Licensure: West Virginia Board of Examiners For Speech-Language Pathology and Audiology; Ohio Board of Speech Language Pathology and Audiology

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

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MS in CD - final - 1-29-10.docx
Department of Communication Disorders
2) Activities that have enhanced your teaching and or research.
   - In-service on Behavior Issues in Children on the Spectrum, presented by Kelly Harlow in the CD Department, at Marshall University, September 5, 2008.
   - In-service training on Landro Technology in the CD Department at Marshall University, September 5, 2008 and September 28, 2007.
   - Workshop: “An Introduction to Critical Thinking and the Art of Instruction” presented by Dr. Linda Elder at Marshall University, August 20, 2008.

5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

   Professional Development Activities
   - Member – American Speech-Language Hearing Association (ASHA)
   - Member – West Virginia Board of Examiners for Speech-Language Pathology and Audiology
   - Member – Ohio Board of Speech-Language Pathology and Audiology

   Conferences Attended
   - Counseling Theories and Skills for SLPs – Self study course – January 2009.
   - Childhood Apraxia of Speech – March 2006.

8) Community Service as defined in the Greenbook.
   - Provider of pro-bono collaborative speech-language services to Sybene Head Start through Marshall University (Fall 2007-Spring 2009).
   - Provider of clinical supervision to graduate students at the Marshall University Speech and Hearing Center (Fall 2006-Spring 2009).
   - Provider of speech-language services to Hamlin Elementary through Marshall University (Fall 2008-Spring 2009).
Appendix II
Faculty Data Sheet
(Information for the period of this review)

Name: Karen McComas
Rank: Associate Professor

Status (Check one): Full-time X Part-time____ Adjunct ______
Current MU Faculty: Yes X No ______

Highest Degree Earned: M.A. Date Degree Received: August 1978

Conferred by: Marshall University

Area of Specialization: Speech Pathology and Audiology

Professional Registration/Licensure: Yes Licensure: West Virginia Board of Examiners For Speech-Language Pathology and Audiology; Professional Service Certificate: West Virginia (Status: Permanent)

Years of employment in higher education: 8
Years of employment at Marshall: 8
Years of employment other than Marshall: 23
Years non-teaching experience: 8
Years in service at Marshall during this period of review: 5

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

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2) Activities that have enhanced your teaching and or research.

Professional Development Activities
Faculty Writing Groups (Marshall University, Huntington, WV: 2005-2008).

Research Activities
Primary Investigator: Research Identity: Interrogating the Narratives of Women [IRB approved: 2008-2009].

3) Discipline-related books/papers published (provide a full citation).

4) Papers presented at state, regional, national, or international conferences.
Conferences Organized and/or Facilitated
Writing Across the Curriculum Portfolio Development Workshop: (Marshall University: May 2006).
Writing Across the Curriculum: (Cedar Lakes, Ripley, WV: October 2006).
Blogging and Beyond: Marshall University Writing Project (Enslow Middle School, Huntington, WV: October 2006).

Presenter


5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

Memberships/ Certifications
Associate Graduate Faculty (Marshall University, Huntington, WV: 1987-present).

Conferences Attended

6) Externally funded research grants and contracts you received.

7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.
Awards
Nominated for the Reynolds Teaching Award (Fall 2006; finalist 2008).
Award (6) for Continuing Education (ASHA: October 2006 – May).

Expertise: Book/Grant Reviews
Manuscript Review: Effective Speech (Lippincott, Williams, & Wilkins: October 2007).
Manuscript Review: The International Phonetic Alphabet Workbook (Lippincott, Williams, & Wilkins: October 2007).
Manuscript Review: The Rehabilitation of Hearing by Maurice H. Miller, Ph. D. and Jerome D. Schein, Ph. D. (Lippincott Williams & Wilkins: September 2006).

8) Community service as defined in the Greenbook.
Chair: National Writing Project Technology Liaison Leadership Team (2004-2008).
Multiple committees in service to the university, College of Health Professions, and department.
Appendix II
Faculty Data Sheet
(Information for the period of this review)

Name: Karen McNealy
Rank: Associate Professor

Status (Check one): Full-time X Part-time Adjunct Current MU Faculty: Yes X No

Highest Degree Earned: Doctor of Audiology Date Degree Received: April 2009

Conferred by: Salus University

Area of Specialization: Audiology

Professional Registration/Licensure: Yes Agency: Certification: American Speech-Language-Hearing Association and Academy of Audiology; Licensure: West Virginia Board of Examiners For Speech-Language Pathology and Audiology

List any offices you hold in professional organizations.

- Special Issues Division #6 “Hearing and hearing Disorders: Research and Diagnosis”
- Special Issues Division #7 “Aural Rehabilitation and its Instrumentation”
- West Virginia Speech-Language and Hearing Association (WVSHA)
- WVSHA Ethics Committee-member

List any offices you hold in educational organizations to which you belong and state, what percentage of the course you taught. For each course include the year and semester taught (summer through spring).

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2) Activities that have enhanced your teaching and or research.
   - Regular attendance at the Community of Research Practice (CORP) meetings allow for growth in the area of research
   - Attendance at CEU activities allow for improved teaching by allowing for current state of the art information

4) Papers presented at state, regional, national, or international conferences.
   - Poster Presentations at WVSHA Spring 2008 and 2009
   - Accepted Fall 2009 for presentation at ASHA “Community of Research Practice: A Story of Cultural Change”
   - Independent Study-Spring 2008 Investigation into noise-induced hearing loss with a specific focus on hearing loss in the young adult. IRB Study #9168 “A Comparison of Hearing Between Music and Non-Music Students” Presented as a poster session at 2008 WVSHA convention.
   - Independent Study-Spring 2009 Investigation into hearing handicap with a specific focus on those who possess hearing aids but do not use them. IRB Study # 9347 “Counseling and Hearing Aid Satisfaction” Presented as a poster presentation at 2009 WVSHA convention.
   - Independent Study-spring 2009 Investigation into speech reading skills and their affect on communication with the hard of hearing. IRB Study #9348 “Does Speech Reading Help the Hard of Hearing Communicate?” Presented as a poster presentation at 2009 WVSHA convention.
   - “Word Learning in Hearing Impaired and Cochlear” Master’s Thesis by Matthew Clark, Committee Member. Presented 2009 WVSHA convention.

6) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.
   - American Speech-Language and Hearing Association (ASHA)
      - Special Issues Division #6 “Hearing and hearing Disorders: Research and Diagnosis”
      - Special Issues Division #7 “Aural Rehabilitation and its Instrumentation”
   - West Virginia Speech-Language and Hearing Association (WVSHA)
   - WVSHA Ethics Committee-member
West Virginia State Licensure-Audiology
Clinical Faculty, Joan C Edwards School of Medicine
Associate Graduate Faculty, Marshall University

Professional Development Activities
Salus University 2006-2009
- Anatomy and Physiology of the ABR
- Tinnitus and Hyperacusis
- Vestibular Rehabilitation
- Anatomy/Physiology and the ENG
- State/Federal Regulations & Third Party Responsibilities
- Basic Business Skills
- Interprofessional Responsibilities
- Genetics Syndromes and Audiology
- Cochlear Implants
- Otoscopy and Cerumen Management
- Noise Assessment & Classroom Acoustics
- Newborn/Infant Hearing Screening
- Anatomy and Physiology and the OAE
- CAPD Assessment & Remediation

WVSHA Multiple courses, Spring 2009
- "Introduction to Fundamentals of Critical Thinking," August 2008
- "What's New in Teaching Technology?" (McCarthy, Christian, Huhn, Woda, Harrison), April 2006
- Department of Communication Disorders Instructor Symposium, February 2005.

Externally funded research grants and contracts you received.
- Served as a primary investigator for a grant, "Auditory Beginnings". This is a three year funded grant ($80,250 per year or $240,750) which is a blended program between the WV Department of Education, Marshall University and the community. The grant is designed to address the needs of the preschool deaf child that choose oral communication. The result of the grant led to the establishment of the Luke Lee Listening, Language, Learning Lab at Marshall.
- 2009 lobbying effort enabled the "L" to receive funding of $100,000 from the WV Legislature for FY 2009-2010.
- Coordination of the MUSHC clinical program. Maintenance and administration of contracts/programs that include:
  - Voice Clinic-River Cities ENT
  - Sybene Headstart
  - Pediatric Assessment Clinic-Joan C Edwards School of Medicine
  - West Virginia Birth To Three
  - Lincoln County schools
  - Radical Rehab

Awards/honors (including invitations to speak in your area of expertise) or special recognition.
- Invited speaker for Putnam County Schools on Auditory Processing- 2009.

Community service as defined in the Greenbook.
- Serve on fundraising committee for the Scottish Rite of Freemasonry Board
- Assist Scottish Rite with the MU Football Concessions as a fundraising activity
- Assist with planning and implementation for Annual Scottish Rite Picnic
- Scottish Rite long term strategic planning committee
- Assist with planning and implementation of activities for the Scottish Rite Dinner With The Governor
- Serve on a local Task Force for the deaf and hard of hearing child
- I continue to provide clinical services to area patients at the MUSHC. Most evaluations were in the area of auditory processing as there is no one in the tri-state area providing services for this population

Non-Discipline Specific
Member Highlawn Presbyterian Church
Appendix II
Faculty Data Sheet
(Information for the period of this review)

Name: Beverly Miller

Rank: Assistant Professor

Status (Check one): Full-time X Part-time___ Adjunct ___ Current MU Faculty: Yes X No

Highest Degree Earned: M.A. Date Degree Received: March 1989

Conferred by: Ohio University

Area of Specialization: Hearing and Speech Sciences

Professional Registration/Licensure: Yes Certification: American Speech-Language-Hearing Association; Licensure: West Virginia Board of Examiners For Speech-Language Pathology and Audiology and Ohio Board of Speech-Language Pathology and Audiology

| Years non-teaching experience | 8 |
| Years of employment other than Marshall | 8 |
| Years of employment at Marshall | 12 |
| Years of employment in higher education | 12 |
| Years in service at Marshall during this period of review | 5 |

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

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2) Activities that have enhanced your teaching and or research.
   Attended presentations sponsored by the Center for Teaching Excellence: Scholarship of Teaching, Dr. Barbara Cambridge, August 2004.
   Participation in faculty development programs re: course design, technology, WAC, learning environments, et. al.

4) Papers presented at state, regional, national, or international conferences.
   West Virginia Speech-Language-Hearing Association State Convention – April 2009:
   • Supervisor for undergrad student poster presentations: “Comparing Dysfluencies,” “Struggling Through the Storm,”
   • “A Community of Research Practice: Fostering Scholarship Among Students and Faculty” – Lisa B. Thomas, Caroline

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Department of Communication Disorders
Banks, Whitney Casey-Heatherman, Matthew Clark, Kristen Ellis, Susan Thomas Frank, Gabrielle Gardner, Ashley Jones, Karen L. McComas, Karen McNealy, and Mary Reynolds.

West Virginia Speech-Language-Hearing Association State Convention, April 18, 2008: Supervisor for undergraduate student poster presentation re: literature reviews of voice disorders/characteristics:
- Muscle Tension Dysphonia/Unilateral Vocal Fold Paralysis – A Comparison.

West Virginia Speech-Language-Hearing Association State Convention, March 23, 2007:
- Undergraduate student poster presentations following literature reviews of voice disorders/characteristics:
  - "A Comparative Analysis of Vice Disorders Related to Parkinson’s disease, Reinke’s edema, and Hyperkeratosis."
  - "A Comparative Analysis of LPR, Contact Ulcers, and Vocal Polyps."


5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.
- Memberships in academic/professional societies:
  - ASHA Special Interest Divisions:
  - Graduate Faculty, Marshall University
- Conference attendance/participation in CE programs:
  - "Traumatic Brain Injury- A Team Approach to Rehabilitation Based on the Revised Rancho Levels of Cognitive Functioning" (an expanded course from the WVSHA Convention)- Chris Hagen, Indianapolis, IN, Dec 2006
  - Clinical Educator Symposia. Chaired the planning and organization committee for the symposia, all of which were directed at advancing the provision of the clinical education. Chaired the symposia meetings, all of which were held at Marshall University. Attendees included both off-and-on-campus supervisors for CD 670/671 and CD 672/673, February 2005; April 2005; September 2005; November 2005
- Continuation of certification/licensure
  - Re-certification (Sept. 2008) as a Writing Intensive Professor-through Fall 2011.
- Editorial/review activities
  - Leonard and Kendall, Dysphagia Assessment and Treatment Planning, Thomson Delmar Learning, 2004

7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.

8) Community service as defined in the Greenbook.
  - Marshall University Speech and Hearing Center
  - River Cities ENT Voice Clinic
Appendix II

Faculty Data Sheet
(Information for the period of this review)

Name: Heidi Vance
Rank: Part-Time Faculty

Status (Check one): Full-time_______ Part-time X _____ Adjunct _____ Current MU Faculty: Yes X No _____

Highest Degree Earned: M.A. Date Degree Received: May 1996

Conferred by: Marshall University

Area of Specialization: Communication Disorders

Professional Registration/Licensure Yes Agency: Certification: American Speech-Language-Hearing Association; Licensure: West Virginia Board of Examiners For Speech-Language Pathology and Audiology

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List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

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<td>CD 671-209</td>
<td>Advanced Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>2008/Summer</td>
<td>CD 570-701</td>
<td>Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CD 570-702</td>
<td>Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CD 570-703</td>
<td>Clinical Practicum</td>
<td>1</td>
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<tr>
<td></td>
<td>CD 571-704</td>
<td>Clinical Practicum</td>
<td>5</td>
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<tr>
<td></td>
<td>CD 670-705</td>
<td>Advanced Clinical Practicum</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CD 670-706</td>
<td>Advanced Clinical Practicum</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CD 670-712</td>
<td>Advanced Clinical Practicum</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>CD 671-705</td>
<td>Advanced Clinical Practicum</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CD 671-706</td>
<td>Advanced Clinical Practicum</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CD 671-712</td>
<td>Advanced Clinical Practicum</td>
<td>1</td>
</tr>
<tr>
<td>2008/Fall</td>
<td>CD 671-105</td>
<td>Advanced Clinical Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

1) If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

2) Activities that have enhanced your teaching and or research.
3) Discipline-related books/papers published (provide a full citation).
4) Papers presented at state, regional, national, or international conferences.
5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

6) Externally funded research grants and contracts you received.

7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.

8) Community service as defined in the Greenbook.
Appendix II
Faculty Data Sheet
(Information for the period of this review)

Name: Linda Johnson
Rank: Part-Time Faculty

Status (Check one): Full-time_____ Part-time ___X___ Adjunct _____ Current MU Faculty: Yes ___X___ No

Highest Degree Earned: B.A. ___________ Date Degree Received: 1982

Conferred by: Marshall University

Area of Specialization: Liberal Arts – English/Spanish

Professional Registration/Licensure Yes _____ Agency: Cabell County Board of Education

<table>
<thead>
<tr>
<th>Years non-teaching experience</th>
<th>27</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years of employment other than Marshall</td>
<td>28</td>
</tr>
<tr>
<td>Years of employment at Marshall</td>
<td>17</td>
</tr>
<tr>
<td>Years of employment in higher education</td>
<td>17</td>
</tr>
<tr>
<td>Years of employment at Marshall during this period of review</td>
<td>5</td>
</tr>
</tbody>
</table>

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007/Fall</td>
<td>CD 481/581-101</td>
<td>SpTp: Advanced Sign Language</td>
<td>9</td>
</tr>
<tr>
<td>2008/Spring</td>
<td>CD 481/581-201</td>
<td>SpTp: Advanced Sign Language</td>
<td>16</td>
</tr>
<tr>
<td>2008/Fall</td>
<td>CD 481/581-101</td>
<td>SpTp: Advanced Sign Language</td>
<td>10</td>
</tr>
<tr>
<td>2009/Spring</td>
<td>CD 481/581-201</td>
<td>SpTp: Advanced Sign Language</td>
<td>23</td>
</tr>
</tbody>
</table>

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

1) If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

2) Activities that have enhanced your teaching and or research.
3) Discipline-related books/papers published (provide a full citation).
4) Papers presented at state, regional, national, or international conferences.
5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.
6) Externally funded research grants and contracts you received.
7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.
8) Community service as defined in the Greenbook.
### Appendix IIa
#### Teaching Assistant Data Sheet

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(e.g. 101)</td>
<td>Su</td>
<td>Fa</td>
<td>Sp</td>
<td>Su</td>
<td>Fa</td>
<td>Sp</td>
</tr>
<tr>
<td>Amy Williams</td>
<td>480/580</td>
<td>Sign Lang for SLP</td>
<td>23</td>
<td>20</td>
<td>21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leah Stephens</td>
<td>480/580</td>
<td>Sign Lang for SLP</td>
<td></td>
<td>25</td>
<td>17</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Kimberly Lucas</td>
<td>480/580</td>
<td>Sign Lang for SLP</td>
<td></td>
<td></td>
<td>7</td>
<td>16</td>
<td>10</td>
</tr>
<tr>
<td>Lacey Back</td>
<td>480/580</td>
<td>Sign Lang for SLP</td>
<td></td>
<td></td>
<td></td>
<td>14</td>
<td>8</td>
</tr>
<tr>
<td>Lynsey Skaggs Curry</td>
<td>480/580</td>
<td>Sign Lang for SLP</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>Kelli Summerfield</td>
<td>480/580</td>
<td>Sign Lang for SLP</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Complete graduate teaching assistant's name; course number and course name taught; indicate enrollment in the semesters taught.

*Expand table as needed.*
# Graduate Assistants Working As Research Assistants

**FALL 2009 (only)**

<table>
<thead>
<tr>
<th>NAME</th>
<th>RESEARCH PROJECT</th>
<th>FACULTY MEMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gabrielle Gardner</td>
<td>Researching Researchers: Demystifying the Process &amp; the People</td>
<td>Susan Thomas Frank</td>
</tr>
<tr>
<td>Nikki Fraley</td>
<td>Researching Researchers: Demystifying the Process &amp; the People</td>
<td>Susan Thomas Frank</td>
</tr>
<tr>
<td>Deidra Darst</td>
<td>Grant (funded by West Virginia Department of Education)</td>
<td>Karen McNealy</td>
</tr>
<tr>
<td>Joy Pyles</td>
<td>Grant (funded by West Virginia Department of Education)</td>
<td>Karen McNealy</td>
</tr>
<tr>
<td>Caroline Banks</td>
<td>Impact of Vocal Function Exercises on the Aging Male Voice</td>
<td>Lisa Fry</td>
</tr>
<tr>
<td>Traci Girondo</td>
<td>Pediatric Assessment</td>
<td>Kelly Harlow</td>
</tr>
<tr>
<td>Jenna Gulley</td>
<td>Predictors of Success for Graduate Students in CSD</td>
<td>Beverly Miller</td>
</tr>
<tr>
<td>Layla Olive</td>
<td>Clinical Quality Assurance</td>
<td>Loukia Dixon</td>
</tr>
<tr>
<td>Katelyn Holliday</td>
<td>Clinical Demographics in Appalachia</td>
<td>Pamela Holland</td>
</tr>
<tr>
<td>Jamie Dunkle</td>
<td>KASA Outcomes Measures</td>
<td>Kathryn Chezik</td>
</tr>
</tbody>
</table>
### Appendix III
Students’ Entrance Abilities (Graduate Programs)

<table>
<thead>
<tr>
<th>Year</th>
<th>N</th>
<th>Mean Undergraduate GPA</th>
<th>Mean GRE Verbal</th>
<th>Mean GRE Quantitative</th>
<th>Mean GRE Analytical Writing</th>
<th>GMAT Mean</th>
<th>Miller Analogies Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Su 2004/Sp 2005</td>
<td>24</td>
<td>3.51</td>
<td>415.8</td>
<td>458.8</td>
<td>4.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Su 2005/Sp 2006</td>
<td>27</td>
<td>3.58</td>
<td>413.0</td>
<td>491.0</td>
<td>4.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Su 2006/Sp 2007</td>
<td>22</td>
<td>3.78</td>
<td>440.0</td>
<td>496.8</td>
<td>4.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Su 2007/Sp 2008</td>
<td>14</td>
<td>3.52</td>
<td>448.6</td>
<td>517.9</td>
<td>4.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Su 2008/Sp 2009</td>
<td>17</td>
<td>3.53</td>
<td>422.4</td>
<td>496.4</td>
<td>4.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Five-Year Mean</td>
<td>104</td>
<td>3.59</td>
<td>425.7</td>
<td>489.3</td>
<td>4.4</td>
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</table>

*Expand table as needed.*
## Appendix IV

### Students’ Exit Abilities (Graduate Programs)

<table>
<thead>
<tr>
<th>Year</th>
<th>N</th>
<th>Mean GPA</th>
<th>Licensure Exam Results*</th>
<th>Certification Test Results</th>
<th>Other Standardized Exam Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Su 2004/Sp 2005</td>
<td>13</td>
<td>3.46</td>
<td>671</td>
<td>671</td>
<td></td>
</tr>
<tr>
<td>Su 2005/Sp 2006</td>
<td>23</td>
<td>3.39</td>
<td>688</td>
<td>688</td>
<td></td>
</tr>
<tr>
<td>Su 2006/Sp 2007</td>
<td>25</td>
<td>3.35</td>
<td>681</td>
<td>681</td>
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</tr>
<tr>
<td>Su 2007/Sp 2008</td>
<td>17</td>
<td>3.44</td>
<td>692</td>
<td>692</td>
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</tr>
<tr>
<td>Su 2008/Sp 2009</td>
<td>23</td>
<td>3.53</td>
<td>721</td>
<td>721</td>
<td></td>
</tr>
<tr>
<td>Five-Year Mean</td>
<td>101</td>
<td>3.43</td>
<td>695</td>
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</tr>
</tbody>
</table>

*Statistics based on WV Licensure which is the same test as the national certification examination.*
## Component Area/Program/Discipline: Communication Disorders - MS

### Program Level

<table>
<thead>
<tr>
<th>Program’s Student Learning Outcomes</th>
<th>Assessment Measures (Tools)</th>
<th>Standards/Benchmarks</th>
<th>Results/Analysis</th>
<th>Action Taken to Improve the Program</th>
</tr>
</thead>
</table>
| Graduate students will demonstrate comprehensive knowledge of the principles of basic and applied research and research design, knowledge of the processes used in research, including the principles of evidence-based practice & the ethical principles of human subjects research. | **CD 601**  
Course Exams  
Course Project (Research Proposal) | mean grade of at least “B-” on the course examinations  
at least a grade of “B-” on the research proposal | 100% passed  
- 1st attempt: 20/20 passed (100%)  
100% passed  
- 1st attempt 20/20 passed (100%) | No action required. |
| Graduate students will demonstrate knowledge of voice and resonance disorders, including the etiology; characteristics; and principles and methods of prevention, assessment, and intervention in context-sensitive modalities. | **CD 620**  
Proficiency measures on exam questions | 75% or better on select exam questions | 100% passed  
- 1st attempt: 6/6 passed (100%) | The instructional experience is adequately preparing students to meet or exceed benchmark. |
| Graduate students will demonstrate knowledge of | **CD 622**  
Proficiency measures via | 80% or greater on selected questions | 100% passed | The instructional experience is adequately preparing |
<table>
<thead>
<tr>
<th>Course</th>
<th>Proficiency Measures</th>
<th>Grade</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>CD 623</td>
<td>exam questions</td>
<td>80% or greater on selected questions</td>
<td>100% passed</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• 1st attempt: 7/12 passed (63%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• 2nd attempt: 4/11 passed (36%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The instructional experience is adequately preparing students to meet or exceed benchmark.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Individual tutoring provided to students who did not meet the benchmark on the 1st attempt.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Instructional plans for the next offering will be modified to strengthen focus on target areas.</td>
</tr>
<tr>
<td>CD 624</td>
<td>Proficiency measures via medical diagnosis case activity</td>
<td>80% or greater on content portions of case activity</td>
<td>100% passed</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• 1st attempt: 8/8 passed (100%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The instructional experience is adequately preparing students to meet or exceed benchmark.</td>
</tr>
<tr>
<td>CD 625</td>
<td>exam questions</td>
<td>80% or greater on selected questions</td>
<td>100% passed</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• 1st attempt: 10/10 passed (100%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The instructional experience is adequately preparing students to meet or exceed benchmark.</td>
</tr>
</tbody>
</table>
Graduate students will demonstrate knowledge of language disorders in preschool-aged children, including the etiology; characteristics; and principles and methods of prevention, assessment, and intervention in context-sensitive modalities.

<table>
<thead>
<tr>
<th>CD 628</th>
<th>Annotated case study of a preschool-aged child with a language disorder</th>
<th>40/50 points or better</th>
<th>100% passed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>1st attempt: 10/13 passed (77%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2nd attempt: 3/13 passed (23%)</td>
</tr>
</tbody>
</table>

The instructional experience is adequately preparing students to meet or exceed benchmark.

Individual tutoring provided to students who did not meet the benchmark on the 1st attempt.

Additional instruction in annotation and use of primary sources added to the next course offering.

Graduate students will demonstrate knowledge of language disorders in school-aged children and adolescents, including the etiology; characteristics; and principles and methods of prevention, assessment, and intervention in context-sensitive modalities.

<table>
<thead>
<tr>
<th>CD 629</th>
<th>Annotated case study of a school-aged child or adolescent with a language disorder</th>
<th>40/50 points or better</th>
<th>87% passed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>1st attempt: 13/16 passed (81%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2nd attempt: 1/16 passed (6%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1/16 withdrew from program</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1/16 incomplete</td>
<td></td>
</tr>
</tbody>
</table>

The instructional experience is adequately preparing students to meet or exceed benchmark.

Individual tutoring of student who did not meet benchmark on the 1st attempt.

Additional guided practice on using curriculum-based strategies added to next course offering.

Graduate students will demonstrate knowledge of cognitive-communication and social disorders, including the etiology; characteristics; and principles and methods of prevention, assessment, and intervention in context-sensitive modalities.

<table>
<thead>
<tr>
<th>CD 630</th>
<th>Proficiency measures via experiential project</th>
<th>80% or greater on content portions of the experiential papers and the summative activity</th>
<th>100% passed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>1st attempt: 10/11 passed (91%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2nd attempt: 1/11 passed (9%)</td>
</tr>
</tbody>
</table>

The instructional experience is adequately preparing students to meet or exceed benchmark.

The student who did not meet the benchmark on the 1st attempt worked individually to revise papers for content; papers were...
Graduate students will demonstrate the knowledge of etiology, preventions, characteristics, and service provision of alternative and augmentative communicative modalities.

<table>
<thead>
<tr>
<th>Course</th>
<th>Proficiency Measures</th>
<th>Combination of: 80% or greater in selected questions</th>
<th>100% passed</th>
<th>This instructional experience is helping students meet the benchmark.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CD 660</td>
<td>Proficiency measures via selected examination questions</td>
<td>AAC portfolio containing journal article reviews, case studies, viewing internet sites and critiquing procedures and protocol of AAC users</td>
<td>80% or greater on grade of AAC portfolio</td>
<td>This instructional experience is helping students meet the benchmark.</td>
</tr>
</tbody>
</table>

Graduate students will demonstrate knowledge of swallowing disorders, including the etiology; characteristics; and principles and methods of prevention, assessment, and intervention in context-sensitive modalities.

<table>
<thead>
<tr>
<th>Course</th>
<th>Proficiency Measures</th>
<th>80% or better on selected exam questions and on content portions of projects/activities re: service provision</th>
<th>100% passed</th>
<th>The instructional experience is adequately preparing students to meet or exceed benchmark.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CD 691</td>
<td>Proficiency measures via exam questions and projects</td>
<td></td>
<td>100% passed</td>
<td>Participation and successful completion in the clinical courses CD 570/571, 670/671 and 672/673 adequately prepares students to meet or exceed benchmark.</td>
</tr>
</tbody>
</table>

Graduate students will conduct screening and prevention procedures (including prevention activities).

<table>
<thead>
<tr>
<th>Course</th>
<th>Proficiency Measures</th>
<th>Analysis of Clinical Supervisor Evaluation Form- numerical ratings of ≥4.5</th>
<th>100% passed</th>
<th>Participation and successful completion in the clinical courses CD 570/571, 670/671 and 672/673 adequately prepares students to meet or exceed benchmark.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CD 670/671 CD 672/673</td>
<td></td>
<td></td>
<td>100% passed</td>
<td>Participation and successful completion in the clinical courses CD 570/571, 670/671 and 672/673 adequately prepares students to meet or exceed benchmark.</td>
</tr>
</tbody>
</table>

Graduate students will collect case history information and integrate information from clients/patients, family, etc.

<table>
<thead>
<tr>
<th>Course</th>
<th>Proficiency Measures</th>
<th>Analysis of Clinical Supervisor Evaluation Form- numerical ratings of ≥4.5</th>
<th>100% passed</th>
<th>Participation and successful completion in the clinical courses CD 570/571, 670/671 and 672/673 adequately prepares students to meet or exceed benchmark.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CD 670/671 CD 672/673</td>
<td></td>
<td></td>
<td>100% passed</td>
<td>Participation and successful completion in the clinical courses CD 570/571, 670/671 and 672/673 adequately prepares students to meet or exceed benchmark.</td>
</tr>
<tr>
<td>Students' Goals</td>
<td>Courses</td>
<td>Assessment</td>
<td>Results</td>
<td>Notes</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td>---------</td>
<td>-----------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Graduate students will select and administer appropriate evaluation procedures, such as behavioral observations, non-standardized and standardized tests, and instrumental procedures and adapt evaluation procedures to meet client/patient needs. | CD 670/671 CD 672/673 | Analysis of Clinical Supervisor Evaluation Form- numerical ratings of ≥4.5 | 100% passed  
- 1st attempt: 9/9 passed (100%) | Participation and successful completion in the clinical courses CD 570/571, 670/671 and 672/673 adequately prepares students to meet or exceed benchmark. |
| Graduate students will interpret, integrate, and synthesize all information to develop diagnoses and make appropriate referrals and recommendations for intervention, including the completion of administrative and reporting functions and referral for appropriate services. | CD 670/671 CD 672/673 | Analysis of Clinical Supervisor Evaluation Form- numerical ratings of ≥4.5 | 100% passed  
- 1st attempt: 9/9 passed (100%) | Participation and successful completion in the clinical courses CD 570/571, 670/671 and 672/673 adequately prepares students to meet or exceed benchmark. |
| Graduate students will develop and implement setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process and implement intervention plans (involve | CD 670/671 CD 672/673 | Analysis of Clinical Supervisor Evaluation Form- numerical ratings of ≥4.5 | 100% passed  
- 1st attempt: 9/9 passed (100%) | Participation and successful completion in the clinical courses CD 570/571, 670/671 and 672/673 adequately prepares students to meet or exceed benchmark. |
Graduate students will select, develop, modify and implement appropriate prevention and intervention methods for clients, including referrals, documentation, reporting, counseling, and collaboration with other professionals.

| CD 670/671 CD 672/673 | Analysis of Clinical Supervisor Evaluation Form- numerical ratings of ≥4.5 | 100% passed  
| | | • 1st attempt: 9/9 passed (100%) |

Participation and successful completion in the clinical courses CD 570/571, 670/671, and 672/673 adequately prepares students to meet or exceed benchmark.

Graduate students will adhere to ASHA Code of Ethics, including recognizing the needs, values, and preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.

| CD 670/671 CD 672/673 | Analysis of Clinical Supervisor Evaluation Form- numerical ratings of ≥4.5 | 100% passed  
| | | • 1st attempt: 9/9 passed (100%) |

Participation and successful completion in the clinical courses CD 570/571, 670/671 and 672/673 adequately prepares students to meet or exceed benchmark.

Graduate students will demonstrate ability to access information and relate research to clinical practice.

| CD 570/571 CD 670/671 CD 672/673 | Successful completion of treatment justification reports and successful completion of progress reports | 100% passed  
| | | • 1st attempt: 9/9 passed (100%) |

Participation and successful completion in the clinical courses CD 570/571, 670/671 and 672/673 adequately prepares students to meet or exceed benchmark.

Graduate students will demonstrate knowledge of contemporary professional issues including, but not limited to, professional practice, accreditation standards, policies and guidelines, and reimbursement.

| CD 670/671 CD 672/673 | Successful completion in two 670 seminar workshops | 100% passed  
| | | 8/9 passed (89%) 1/9 student was absent for the second workshop and successfully completed an assignment and quiz |

Participation and successful completion in the clinical courses CD 570/571, 670/671 and 672/673 and instruction in workshops adequately prepares students to meet or exceed benchmark.
| Graduate students will demonstrate knowledge about certification, specialty recognition, licensure, and other relevant professional credentials. | CD 670/671 CD 672/673 | Successful completion in two 670 seminar workshops | 100% passed  
- 1st attempt: 9/9 passed (100%) | Participation and successful completion in the clinical courses CD 570/571, 670/671 and 672/673 and instruction in workshops adequately prepares students to meet or exceed benchmark. |
| Graduate students will demonstrate oral and written communication skills sufficient of entry into professional practice. | CD 670/671 CD 672/673 | Analysis of Clinical Supervisor Evaluation Form - numerical ratings of ≥4.5 | 100% passed  
- 1st attempt: 9/9 passed (100%) | Participation and successful completion in the clinical courses CD 570/571, 670/671 and 672/673 adequately prepares students to meet or exceed benchmark. |
| Graduate students will demonstrate knowledge of and experience with individuals from culturally/linguistically diverse backgrounds and with clients/patient populations across the lifespan. | CD 670/671 CD 672/673 | Analysis of Clinical Supervisor Evaluation Form - numerical ratings of ≥4.5 | 100% passed  
- 1st attempt: 9/9 passed (100%) | Participation and successful completion in the clinical courses CD 570/571, 670/671 and 672/673 adequately prepares students to meet or exceed benchmark. |
| Students will complete required clock hours, including a minimum of 25 hours of observation, 375 clock hours in direct client/patient contact, and at least 325 clock hours while engaged in graduate study. | CD 526L CD 527L CD 670/671 CD 672/673 | Review of student 14FC (final cumulative clock hour form) | 100% passed  
- 1st attempt: 9/9 passed (100%) | Participation and successful completion in the clinical courses CD 570/571, 670/671 and 672/673 adequately prepares students to meet or exceed benchmark. |
| Graduate students will be supervised by individuals holding a current ASHA | CD 670/671 CD 672/673 | Review of student 14FC (final cumulative clock hour form) | 100% passed  
- 1st attempt: 9/9 | Participation and successful completion in the clinical courses CD 570/571, |
Certificate of Clinical Competence in the appropriate area of practice. The amount of supervision will be appropriate to the student’s level of knowledge, experience, and competence, and the supervision will be sufficient to ensure the welfare of the client/patient populations.

| passed (100%) | 670/671 and 672/673 adequately prepares students to meet or exceed benchmark. |
Kathy Chezik, Chair
Communication Disorders
COHP

Dear Kathy:

The Graduate Council and I have completed our evaluation of the MS in Communication Disorder’s assessment of student learning. This letter will provide my general comments and suggestions for improvement. Although the scoring rubric we used to evaluate assessment reports is attached, I will not include numerical ratings in this letter. The reason for this is that we used the attached rubric for the first time this year, and, as you will see, it has changed considerably from the ones used in previous years. It raises the bar for what is considered excellent assessment considerably and, since it was not shared with programs before this assessment cycle, I’m not comfortable using it to give programs a formal rating this year. However, I ask that you use it for formative purposes to help improve your assessment plan. We also would appreciate your comments concerning this new rubric.

First, I want to say that correlating PRAXIS data to outcome measures is a wonderful idea! Certainly, CD students’ performance on the NESPA speaks volumes about the strength of the CD graduate program. I also appreciate the care with which you and the CD faculty prepared this assessment report. The report is detailed and your program’s student learning outcomes are in line with the standards established by the American Speech-Language-Hearing Association. Assessment measures and benchmarks were specified for each outcome, results were given and analyzed.

However, both Graduate Council reviewers and I would like to offer some suggestions for your consideration. Although I realize that your program’s student learning outcomes are mandated by your accrediting body and therefore must be used for them, it troubles me that most, although not all, outcomes are written to reflect the lowest level of learning, i.e. knowledge. I suggest rewriting these outcomes by asking what students will do to show they have knowledge of the various types of information you have listed on your report. However, I noted that this report did have some outcomes written at higher levels of learning. For example, an outcome toward the end of the report states, “Students will develop and implement setting appropriate intervention plans with measurable and achievable goals that meet clients’/patients’ needs.” This is an excellent outcome that requires students to think critically by analyzing, evaluating, and synthesizing information. You note that this outcome is assessed through practicum experiences, which is appropriate, but I would suggest that this outcome also could be evaluated using authentic projects in various courses to supplement the practicum evaluations.

I appreciate the diversity of measures used across the curriculum. However, I would suggest that you not try to assess each outcome each year. Next year, choose a few and try to develop more than one measure for each. Then, for each measure benchmarks should be more detailed than “80% or better on a project.” Projects should have analytic evaluation rubrics so that student performance can
be critically assessed in all levels of the project. To do this, the instructor should ask herself how she will arrive at a grade for the project. She’s likely evaluating the project over several dimensions. These become the dimensions for the scoring rubric. Then, the benchmark would be a mean score (across students) of a certain level in each component of the rubric. That way you’ll be able to see if one area is lower than others. Remember, that the main purpose of annual assessment is formative; it’s important to identify where the program can be improved. No program is perfect already. I would be happy to assist you with this project.

Please see the attached rubric and letter to Deans, Chairs, and Faculty detailing general suggestions for an effective assessment program. If you have questions or concerns, please let me know.

Sincerely,

Mary E. Reynolds

Mary E. Reynolds
Director of Academic Assessment

C: Dr. Shortie McKinney, Dean, COHP
April 1, 2008

Kathryn Chezik, Chair
Communication Disorders
COHP

Dear Kathy,

The Graduate Council and I have completed our evaluation of the annual program assessment report for the MS in Communication Disorders. This letter will provide feedback in the following manner. First, I will comment generally on each section of your report. Second, I will rate the following areas of the report on a four point scale (0 – 3, with 3 being the highest rating): student learning outcomes, assessment measures, and the feedback loop. Although I considered feedback from committee members, I made the final decision on ratings for all reports submitted. Third, I will offer suggestions for your consideration as you plan your assessment for the 2008-2009 academic year. Fourth, I will include my evaluation using the Primary Traits Analysis rubric and will include reviewers’ comments for your information.

General Comments:

Program goals were clearly articulated and appropriate. The competencies (student learning outcomes) a well educated person from the graduate program should have are well thought out. My only suggestion here might be to re-word competency 2. How will a thorough knowledge be demonstrated? Will students be able to explain, describe, analyze the scientific literature? Faculty and curricular development outcomes also are clearly written.

Most methods of assessment, which are listed in Table A, are appropriate, although not all methods are appropriate for each student learning outcome. For example, selected questions on the National Examination in Speech-Language Pathology (NESPA) are appropriate measures for outcomes 1, 2, 3, and 5, but I don’t see how a multiple choice exam can be used to measure outcome 4 (the ability to communicate effectively in both oral and written formats). Employability is influenced by many factors, most notably supply/demand in the marketplace and therefore cannot be used as a measure of student learning (although it is a measure of program viability and necessity and should be included in the five-year program review). GPA is not an appropriate measure of student learning outcomes because it is too holistic a measure and can be influenced by factors other than student learning? For example, do any instructors penalize students for late work or give extra credit points for things like attendance? The plan of study is prescribed in the program and so developing one cannot be used as a measure of student learning.

I would ask that, as you further develop your assessment plan, you give careful thought to how each identified assessment is measuring each student learning outcome. For example, while it is true that the NESPA has questions which measure outcomes 1, 2, 3, and 5 not all questions measure all outcomes. Therefore, it is conceivable that a student might pass the NESPA, but have relative
MS in Communication Disorders

weaknesses in one or more outcomes. Many national standardized exams provide feedback for selected areas. If the NESPA does this, it would be useful to report student performance on this exam broken down by knowledge, skills, or higher-order cognitive areas. Many of the assessment tools that were not used for purposes of assessment this year are good ones. Professional writing products, selected questions from essay exams, authentic assessments (which should be described more explicitly), portfolio assessments, research projects and papers, analysis of readings, and presentations are excellent assessment measures. However, if these are to be used, detailed scoring rubrics should be developed for each and results should be reported for each area of the rubric according to which student learning outcome is being assessed.

Successful completion of things such as professional writing products, research papers, and presentations is not an acceptable benchmark. The benchmark should specify the mean you expect to have (across students) on each area of the grading rubrics used to evaluate student performance on these assignments. "Attendance at state/national conferences" is not an appropriate benchmark. What percentage of your students do you expect to attend/present at national and state conferences? Passing rate on the NESPA is an appropriate benchmark for each individual student, but does the program have a program benchmark? What %age of students do you expect to pass each year? I also would like to reiterate that, if there is a way to report the outcome of the NESPA in terms of areas of concentration, it would give the program valuable feedback to help strengthen the curriculum.

Results are appropriately given based on the assessments that were completed during 2006-07. I assume that data from the graduate surveys were not analyzed.

In terms of the feedback loop, it is appropriate to maintain current practice given the assessment data analyzed, but I would recommend a more careful analysis of the data to more effectively inform program improvement.

You nicely summarized your plans for the current year. Do you plan to use the results of data collected during this year's assessment day to inform departmental curricular decisions next year? I would suggest that you carefully examine the data faculty are collecting for the KASA standards to see if these data can be aggregated in a meaningful way and used to inform curricular change.

I have noted your request for assistance to help you increase response rates on departmental surveys. This is my next cross-campus initiative, so I promise this help will be forthcoming soon. Finally, I appreciate your appending the KASA form.

Ratings for Student Learning Outcomes, Assessment Measures, and the Feedback Loop

Student Learning Outcomes = 3. This rating was given because your student learning outcomes (competencies) are comprehensive, for the most part measurable, support Marshall’s educational goals, and span multiple learning domains. I was very impressed with your student learning outcomes, which I thought demonstrated careful analysis of the competencies an individual should possess after completing a graduate degree in Communication Disorders.

Assessment Measures = 3. This rating was given because both direct and indirect (with an emphasis on direct) measures were identified to assess student learning. Furthermore, the identified measures
MS in Communication Disorders

stressed higher order learning, focused on "real world" tasks, and allowed learning to be gauged over time. I do want to point out, however, that several assessment measures, such as GPA and plan of study, are not appropriate.

Feedback Loop = 2. This rating was given because data collection was rather sparse during the 2006-2007 academic year. Although I do not think it is necessary, or even desirable, to measure every outcome every year, I do think programs should do in-depth measurement of the outcomes they choose to measure. The measures you did last year were relatively global, e.g. the NESPA, which reported only pass rates and high achieving global scores. This does not give you adequate information to meaningfully close the feedback loop by making meaningful programmatic decisions. Development of specific scoring rubrics for projects that address specific outcomes, using data from practicum evaluation scoring rubrics, and using area specific information (if available) from the NESPA would be more useful in this regard.

Suggestions to Consider as you plan your assessment strategies for the 2008-2009 academic year

Overall, you have a strong assessment program. You have excellent student learning outcomes and have identified appropriate assessment measures. My recommendation for the 2008-2009 academic year is that you more specifically tie appropriate measures with appropriate outcomes and develop scoring rubrics that will allow you to discern where students’ strengths and weaknesses lie. I would be happy to help you as you proceed with this task. I can be reached at reynolds@marshall.edu or at 62987.

Sincerely,

Mary Beth
Mary E. Reynolds
Interim Director of Assessment

C: Dr. Shortt McKinney, Dean, COHP
August 25, 2007

Kathryn Chezki, Chair
Communication Disorders
COHP
Campus

Dear Kathy,

The Subcommittee on Assessment Reports completed its review of your annual assessment report for the MS in Communication Disorders and I concur with their analysis.

The MS in Communication Disorders is performing at Level 3 (the highest level) in the Primary Traits Analysis in every category: Learning Objectives, Assessment Measures, and Feedback Loop.

In the area of Learning Objectives, Level 3 suggests that learning objectives are comprehensive, measurable, support Marshall’s educational goals, and span multiple learning domains.

In the area of Assessment Measures, Level 3 suggests that the program emphasizes direct measures of student learning, that these measures focus on real-world tasks, that they stress higher order learning, and that they allow performance to be gauged over time.

In the area of the Feedback Loop, Level 3 suggests that data are routinely collected, interpreted, and used by faculty to improve the quality of student learning; that clear performance expectations/standards are in effect for all measures and are being used to assess the quality of student performance; that data are an integral part of departmental planning and budgeting; that data are routinely shared with other appropriate constituents in program reviews, etc.; that improvement in student learning is central to the department; and that assessment is a part of the culture of the department.

The Committee reviewers made the following specific observations:

- Program goals were identified and evaluated; no changes were necessary
• Learning outcomes were specified and evaluated; multiple assessment measures were used.
• Results indicated that outcomes were achieved. The program was reaccredited in 2006 and designated as a “Program of Excellence” in 2005.
• The report included an excellent chart that demonstrated a well-developed, effectively implemented assessment system.
• The plans for the current year were identified and are specific to program needs.
• Assistance in increasing the response rate on graduate follow-up surveys was requested.
• The program noted that it considered self-study to be a valuable source of continuing program improvement.
• This was an excellent report, demonstrating a comprehensive assessment system. The program demonstrated excellent use of data for program revision/improvement.

Congratulations to you and your faculty for your assessment efforts. If the Office of Assessment and Program Review can be of any assistance, please don’t hesitate to call the new Director, Dr. Mary Beth Reynolds.

Sincerely,

Frances S. Hensley
Associate Vice President for Academic Affairs

C: Dr. Shortie McKinney, Dean, COHP
To: Kathy Chezik, Chair, Communication Disorders
From: Bob Edmunds, Coordinator for Program Review and Assessment
Date: July 5, 2006

Yearly Assessment Report for: BS Communication Disorders; MS Communication Disorders

Thank you for submitting the Application for Accreditation by ASHA’s Council on Academic Accreditation of the Master’s Degree Program in Communication Disorders at Marshall University. The report appears to be very comprehensive. Has the final accreditation information been received from CAA? If so, please report the findings of the accrediting agency.

The MS program continues to remain in compliance with the requirements for Marshall’s efficacy of assessment. Because there is no report for the BS program, it may follow that if the MS program is in compliance, then the BS program is as well.

Efficacy of Assessment:

Programs are evaluated in terms of the development of measurable learning outcomes, the use of viable assessment measures, and the implementation of an effective feedback loop. The current report has been evaluated based on these categories. This year the report shows program scores from 2000-2001 to the present.

| Scores |
|---|---|---|---|---|---|
| I. Learning Outcomes | 3,3 | 3,3 | 3,3 | 3,3 | 3 |
| II. Assessment Measures | 3,3 | 3,3 | 3,3 | 3,3 | 3 |
| III. Feedback Loop | 3,3 | 3,3 | 3,3 | 3,3 | 3 |
| Total Overall Score: | 9,9 | 9,9 | 9,9 | 9,9 | 9 |
| Level of Implementation (efficacy of assessment) | 3,3 | 3,3 | 3,3 | 3,3 | 3 |

Score Ranges

| Score Ranges 0-3 in each of the three categories |  
|---|---|---|---|---|---|
| A score of 0 indicates minimum activity in the category |
| A score of 1 indicates that a program is in the beginning stages of assessment |
| A score of 2 indicates that a program is making progress toward implementing a viable assessment program |
| A score of 3 indicates that a program is in the maturing stages of its assessment program |
### Levels of Implementation

<table>
<thead>
<tr>
<th>Efficacy of Assessment</th>
<th>Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>A total overall score between 9 and 3 indicates</td>
<td>Level 1: the program is in the beginning stages of its assessment of student academic achievement</td>
</tr>
<tr>
<td>A total overall score between 4 and 6 indicates</td>
<td>Level 2: the program is making progress toward implementing a viable assessment program</td>
</tr>
<tr>
<td>A total overall score between 7 and 9 indicates</td>
<td>Level 3: the program is in the maturing stages of continuous improvement of student academic achievement</td>
</tr>
</tbody>
</table>

### Interpretation:

The program continues to maintain a high degree of efficacy. Student performance on internal and external assessment measures continues to be high. The program appears to be in compliance with ASHA requirements, pending information from ASHA.

### Recommendations:

The program should prepare the normal assessment yearly reports for both programs for the 2005-2006 academic year and submit them by the required date.

### General Comments:

Thanks so much for continuing to aid Marshall in its ongoing assessment efforts.

### Enclosures
Office of Program Review & Assessment

To: Cathy Chezik, Chair, Communication Disorders  
From: Bob Edmunds, Coordinator for Program Review and Assessment  
Date: October 17, 2005

Yearly Assessment Report for: MS Communication Disorders

Thank you for submitting the Program Review Assessment Report. Please use the information in this report to guide your assessment activities during AY 2005-2006.

The Yearly Assessment Report for documenting AY 2004-2005 assessment activities is due by October 31, 2005. If the program is scheduled for a program review during the 2005-6 academic year, the Program Review will suffice as the documentation of assessment activities and no separate report will be due.

Review of summary of yearly assessment report:  
What follows is a brief critique of the report you submitted for the academic year 2003-2004. In most cases the report has been reviewed by 3 members of the University Assessment Committee.

<table>
<thead>
<tr>
<th>Program Review Assessment Report Critique</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Summarize the principal elements of the departmental assessment plan</td>
</tr>
</tbody>
</table>
| II. Provide summary information on the following elements:  
Student Outcomes: Assessment Tools or approaches/Standards/Benchmarks (BOT Initiative #3 if applicable)  
Results/Analysis | The student outcomes were listed.  
Assessment Tools were listed. BOT#3 not applicable to graduate programs.  
The program maintains high standards |
| Action Taken | None required at the present. |
| IV. Provide information on how assessment data is used to improve program quality. Include at least 3 specific examples drawn from the past 5 years. | Listed. |
| V. Is there a chart which identifies the program objectives/appropriate assessment tools/Standards/results/action taken | Yes: X; No:  
Comments: The program needs to revamp the chart to indicate that the outcomes are the operative, not the assessment tools. |

Efficacy of Assessment:

As Marshall approaches its ten year self-study by the North Central Association’s Higher Learning Commission, programs will be measured in terms of their efficacy of assessment. Programs are evaluated in terms of the development of measurable learning outcomes, the use of viable assessment measures, and the implementation of an effective feedback loop. The current report has been evaluated based on these categories. This year the report shows program scores from 2000-2001 to the present.
<table>
<thead>
<tr>
<th>Categories</th>
<th>Scores:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Learning Outcomes</td>
<td>3</td>
</tr>
<tr>
<td>II. Assessment Measures</td>
<td>3</td>
</tr>
<tr>
<td>III. Feedback Loop</td>
<td>3</td>
</tr>
<tr>
<td>Total Overall Score:</td>
<td>9</td>
</tr>
<tr>
<td>Level of Implementation</td>
<td>3</td>
</tr>
<tr>
<td>(efficacy of assessment)</td>
<td></td>
</tr>
</tbody>
</table>

**Score Ranges**

- **Score Ranges 0-3 in each of the three categories**
  - A score of 0 indicates minimum activity in the category
  - A score of 1 indicates that a program is in the beginning stages of assessment
  - A score of 2 indicates that a program is making progress toward implementing a viable assessment program
  - A score of 3 indicates that a program is in the maturing stages of its assessment program

**Levels of Implementation**

- **Efficacy of Assessment**
  - A total overall score between 0 and 3 indicates
    - Level 1: the program is in the beginning stages of its assessment of student academic achievement
  - A total overall score between 4 and 6 indicates
    - Level 2: the program is making progress toward implementing a viable assessment program
  - A total overall score between 7 and 9 indicates
    - Level 3: the program is in the maturing stages of continuous improvement of student academic achievement

The goal is to have the majority of our programs in level 3 by May 2006.

**Interpretation:**

The program continues to rank at the Level 3, maturing stages of continuous improvement. Keep up the good work.

**Recommendations:**

The program needs to continue its current course.

**General Comments:**

It is imperative that programs maintain a record of their assessment activities and have this information available for the NCAHLC site committees if requested.

Thanks so much for continuing to aid Marshall in its ongoing assessment efforts.

**Enclosures**
## Appendix VI
### Program Course Enrollment

<table>
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<tbody>
<tr>
<td>CD 524</td>
<td>Diagnostic Processes: Communication Disorders</td>
<td>E</td>
<td>Td</td>
<td>Huntington</td>
<td>1</td>
<td>5</td>
<td>3</td>
<td>1</td>
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<tr>
<td>CD 524L</td>
<td>Diagnostic Processes Lab</td>
<td>E</td>
<td>Td</td>
<td>Huntington</td>
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<td></td>
<td></td>
<td></td>
<td>1</td>
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<tr>
<td>CD 526L</td>
<td>Therapeutic Procedures I Lab</td>
<td>E</td>
<td>Td</td>
<td>Huntington</td>
<td>3</td>
<td>2</td>
<td>10</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>CD 527L</td>
<td>Therapeutic Procedures II Lab</td>
<td>E</td>
<td>Td</td>
<td>Huntington</td>
<td>2</td>
<td>5</td>
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<td>CD 570</td>
<td>Clinical Practicum</td>
<td>R</td>
<td>Td</td>
<td>Huntington</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>13</td>
<td>8</td>
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<tr>
<td>CD 571</td>
<td>Clinical Practicum</td>
<td>R</td>
<td>Td</td>
<td>Huntington</td>
<td>18</td>
<td>16</td>
<td>14</td>
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<td>CD 580</td>
<td>Sign Language for the SLP</td>
<td>E</td>
<td>Td</td>
<td>Huntington</td>
<td>3</td>
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<tr>
<td>CD 581</td>
<td>Advance Sign Language</td>
<td>E</td>
<td>Td</td>
<td>Huntington</td>
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<td></td>
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<td>CD 582</td>
<td>SpTp: Clinical Observations</td>
<td>E</td>
<td>Td</td>
<td>Huntington</td>
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<td></td>
<td></td>
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<td>2</td>
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<td>CD 583</td>
<td>SpTp: Linguistics for the SLP</td>
<td>E</td>
<td>Td</td>
<td>Huntington</td>
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<td></td>
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<td></td>
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<td>CD 601</td>
<td>Intro to Graduate Studies</td>
<td>R</td>
<td>Td</td>
<td>Huntington</td>
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<td>CD 620</td>
<td>Communication Disorders: Cleft Palate &amp; Voice</td>
<td>R</td>
<td>Td</td>
<td>Huntington</td>
<td>12</td>
<td>14</td>
<td>17</td>
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<td>Course Title</td>
<td>Instruction Method</td>
<td>Semester 1</td>
<td>Semester 2</td>
<td>Semester 3</td>
<td>Semester 4</td>
<td>Semester 5</td>
<td>Semester 6</td>
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<td>Phonological Disorders</td>
<td>R</td>
<td>12</td>
<td>12</td>
<td>10</td>
<td>13</td>
<td>12</td>
<td>9</td>
<td>14</td>
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<td>Fluency Disorders</td>
<td>R</td>
<td>12</td>
<td>19</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>11</td>
<td>10</td>
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<td>CD 624</td>
<td>Motor Speech Disorders</td>
<td>R</td>
<td>14</td>
<td>14</td>
<td>18</td>
<td>14</td>
<td>10</td>
<td>14</td>
<td>13</td>
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<td>CD 625</td>
<td>Acquired Aphasia</td>
<td>R</td>
<td>15</td>
<td>7</td>
<td>17</td>
<td>15</td>
<td>12</td>
<td>7</td>
<td>10</td>
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<td>CD 628</td>
<td>Child Language Disorders: Inf/Presch</td>
<td>R</td>
<td>15</td>
<td>7</td>
<td>17</td>
<td>15</td>
<td>12</td>
<td>7</td>
<td>10</td>
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<td>CD 628</td>
<td>Language Acquisition (Course Name Changed-2005)</td>
<td>R</td>
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<tr>
<td>CD 629</td>
<td>Child Language Disorders</td>
<td>R</td>
<td>9</td>
<td>16</td>
<td></td>
<td></td>
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<td>Cognitive Communication Disorders</td>
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<td>Communication Disorders Associated with Neuropathology (Course Name Changed-2008)</td>
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<td>Td</td>
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<td>Td</td>
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<td>Td</td>
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<td>Td</td>
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Indicate all program and service courses. Please include all special topics courses offered as well as independent studies. When listing Independent studies, please list the **number of independent study students enrolled**, but **DO NOT** include individual names or the titles of the independent studies. Please use the following codes:

- **Required/Elective**: Required = R; Elective = E (Please indicate all that apply; e.g. E + S, if the course is both an elective and a service course).
- **Delivery Method**: Traditional = Td, Online = O, Hybrid = H
- **Location**: Huntington, South Charleston, Point Pleasant, etc.

*Expand table as needed*
## Appendix VII

### Program Enrollment

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<td>New Students Admitted</td>
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<td>Principal Majors Enrolled</td>
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<td>Principal Majors Enrolled</td>
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<td>Principal Majors Enrolled</td>
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<td>Second Majors Enrolled*</td>
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<td>Third Majors Enrolled:**</td>
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<td>Other Areas of Emphasis (i.e., education specialization majors)</td>
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<td>Minors***</td>
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<td><strong>Grand Total of Students Enrolled in the Program</strong></td>
<td>50</td>
<td>69</td>
<td>58</td>
<td>50</td>
<td>37</td>
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<tr>
<td><strong>Graduates of the program</strong></td>
<td>13</td>
<td>23</td>
<td>25</td>
<td>17</td>
<td>23</td>
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</table>

*If known. This information is not completely accurate at this time, as students often do not declare a second major until the junior evaluation or the student has her/his primary major in another college.

**On occasion you may have a student enrolled in your program who is declaring your program as a 3rd major.

***If known. This information is not completely accurate at this time, as students often do not declare minors until the junior evaluation or senior application for graduation.
# Appendix VIII
## Job and Graduate School Placement Rates

<table>
<thead>
<tr>
<th>Year</th>
<th># of graduates employed in major field</th>
<th># of graduates employed in related fields</th>
<th># of graduates employed outside field</th>
<th># of graduates accepted to further graduate study</th>
<th># of graduates not accounted for</th>
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<tr>
<td>Su 2004 – Sp 2005</td>
<td>13</td>
<td>0</td>
<td>0</td>
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<td>Su 2005 – Sp 2006</td>
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<td>Su 2006 – Sp 2007</td>
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<td>Su 2007 – Sp 2008</td>
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<td>0</td>
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<tr>
<td>Su 2008 – Sp 2009</td>
<td>23</td>
<td>0</td>
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<td>Five-Year Total</td>
<td>101</td>
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Figure 1. Trend Line for Total Enrollment and Program Graduates
APPENDIX A

Letter Conferring Accreditation
March 20, 2006

Stephen Kopp, Ph.D., President
Marshall University
Office of the President
400 Hal Greer Blvd.
Huntington, WV 25755

RE: CAA File # 231

Dear President Kopp:

I am happy to inform you that your master’s degree in speech-language pathology has been granted accreditation by the Council on Academic Accreditation of the American Speech-Language-Hearing Association. This accreditation is for an eight-year period beginning December 1, 2005 through November 30, 2013.

Annual reports will be reviewed by the Council to assure that your program maintains compliance with the minimum requirements for accredited programs and will be due December 1st for the next six consecutive years. On the seventh anniversary of your accreditation period, you will be asked to submit an application for re-accreditation to allow the Council on Academic Accreditation a year to complete its processing before your accreditation expires.

The name of your university will appear on all published list of accredited programs during your accreditation period, including the Online Guide to Graduate Education in Speech-Language Pathology and Audiology, as well as periodic lists published separately and sent on request to many individuals each year.

May I offer my congratulations on your achieving this national distinction.

Sincerely,

Amy B. Wohlert, PhD, Chair
Council on Academic Accreditation

cc: Kathryn Chezik, Ph.D.
Susan Flesher, ASHA National Office
Council on Academic Accreditation
Site Visitors
APPENDIX B

GRADUATE COURSES
GRADUATE COURSES IN COMMUNICATION DISORDERS

CD 601  INTRODUCTION TO GRADUATE STUDIES (3 hours)
Introduction to quantitative and qualitative research methodology, including clinical applications; critical analysis of test design and interpretation; critical analysis of research literature.

CD 620  COMMUNICATION DISORDERS RELATED TO CLEFT PALATE AND VOICE (3 hours)
Intensive study of the anatomy and physiology of laryngeal and maxillofacial structures; voice production and resonance; nature and etiology of voice and resonance disorders; principles of assessment and treatment.

CD 622  PHONOLOGICAL PROCESSES AND DISORDERS (3 hours)
Advanced study of the phonological component of the linguistic system. Emphasis on phonological disorders in children; social dialects; critical analysis of literature.

CD 623  FLUENCY DISORDERS (3 hours)
Detailed evaluation of theories of fluency disorders and relevant therapies; critical analyses of research literature.

CD 624  MOTOR SPEECH DISORDERS (3 hours)
Study of the neurological bases of speech; etiologies and symptoms of dysarthrias and apraxias; principles of assessment and treatment.

CD 625  ACQUIRED APHASIA (3 hours)
Advanced study of acquired aphasia; critical analysis of research literature.

CD 628  CHILD LANGUAGE DISORDERS: INFANT/PRE-SCHOOL (3 hours)
Advanced study of the characteristics and etiology of language disorders in young children. Special emphasis will be placed on diagnosis and treatment of young children with language disorders. Helping children with language disorders acquire the oral language skills they need to successfully acquire literate language also will be covered.

CD 629  CHILD LANGUAGE DISORDERS: SCHOOL-AGE/ADOLESCENT (3 hours)
Advanced study of the characteristics and etiology of language disorders in school-age and adolescent children. Special emphasis will be placed on diagnosis and treatment of language disorders in these children.
CD 630  COGNITIVE COMMUNICATION DISORDERS (3 hours)
Intensive study of the nature and etiology of communication disorders associated with traumatic brain injury, right hemisphere lesions, dementia, and other neuropathologies; diagnosis and treatment; critical analysis of research literature.

CD 660  SPECIAL POPULATION: CLINICAL OBSERVATIONS (3 hours)
Examination of current trends in contemporary professional issues and practices.

CD 691  DYSPHAGIA (3 hours)
Study of the nature of normal and disordered swallowing, including critical analysis of the literature.

PRACTICUM

CD 570/571  CLINICAL PRACTICUM (3 hours)
Supervised clinical practicum in the Marshall University Speech and Hearing Center.

CD 672/673  CLINICAL PRACTICUM IN THE SCHOOLS (Optional) (6 hours)
Supervised clinical practicum with school-aged children; fulfills student teaching requirements for West Virginia Certification as a Speech-Language Pathologist.

CD 670/671  ADVANCED CLINICAL PRACTICUM (1-6 hours)
Supervised clinical practicum in the Marshall University Speech and Hearing Center and affiliated educational, rehabilitation and medical settings. (12 hours required for MS; additional hours may be needed to complete CCC requirements).
Additional graduate courses (not required for M.S., but may be prerequisite to required classes.)

CD 524  DIAGNOSTIC PROCESSES: COMMUNICATION DISORDERS (3 hours)
Evaluation of procedures for securing behavioral information to differentiate among various communication disorders; a study of symptom complexes.

CD 524L  DIAGNOSTIC PROCESSES LABORATORY (1 hour)
Observation and practice in evaluating individual with communication disorders.

CD 526  THERAPEUTIC PROCEDURES I (3 hours)
Examination of therapeutic procedures relative to developmental speech disorders.

CD 526L  THERAPEUTIC PROCEDURES I: LAB (1 hour)
Observation of individual with communication disorders and introduction to analysis of the clinical process.

CD 527  THERAPEUTIC PROCEDURES II (3 hours)
Examination of therapeutic procedures relative to speech and language disorders. Investigation into the clinician’s role in case management as well as behavior management techniques.

CD 527L  THERAPEUTIC PROCEDURES II: LAB (1 hour)
Observation and in-depth analysis of the clinical process.

CD 580  SIGN LANGUAGE FOR THE SLP (3 hours)

CD 581  ADVANCED SIGN LANGUAGE (3 hours)
APPENDIX C

Clinical Service Sites
CLINICAL SERVICE SITES

SCHOOLS

Kentucky
Louisa Elementary
Olive Hill Elementary
Porter Elementary
Raceland/Worthington Elementary
Russell Elementary and Middle Schools

Ohio
East Portsmouth Elementary
Fairland East Elementary (Proctorville)
Harding Elementary (Sciotoville)
Sybene Headstart (Sybene)

West Virginia
Altizer Elementary
Andrews Heights Elementary
Cammack Elementary and Middle Schools
Central City Elementary
Ceredo Elementary
Cross Lanes Elementary
Dunbar Elementary
Guyandotte Elementary
Highlawn Elementary
Hite Saunders Elementary
Huntington Middle School
J.E. Robbins Elementary
Kenova Elementary
Martha Elementary
Peyton Elementary
Point Harmony Elementary
Richie Elementary
Salt Rock Elementary
Southside Elementary
Spring Hill Elementary
St. Joseph Elementary
West Hamlin Elementary
EARLY CHILDHOOD CENTERS
Bright Futures Child Development Center
Enslow Park Presbyterian Preschool
First in Faith Child Development Center
Lawrence County Early Childhood Center
Marshall University Pediatric Specialty Clinic
South Central Ohio Educational Service Center
St. Joseph Preschool

MEDICAL FACILITIES
Beckley Appalachian Regional Hospital (ARH)
Cabell Huntington Hospital
Camden Clark Memorial Hospital
Cardinal Hill
Carl Perkins Rehabilitation Center
Charleston Area Medical Center
Charlotte Speech and Hearing Center
Cincinnati Children’s Hospital
Coliseum Medical Center
Diversacare (Wurtland Nursing & Rehabilitation)
Easter Seals Rehabilitation Center
Gateway Rehabilitation Center – Florence, KY
Genesis at Heritage Manor
Genesis at Teays Valley
Georgetown Hospital
Golden Living – Riverside
HealthSouth Rehabilitation – Northern Kentucky, Western Hills & Southern Hills
Holzer Medical Center
Huntington Health and Rehabilitation
King’s Daughters Medical Center
Marietta Memorial Hospital
Marshall University Voice Clinic
Memorial Health University Medical Center
Mercy Hospital-Fairfield
Next Step Pediatric Rehabilitation
Our Lady of Bellefonte Hospital
Pike Community Hospital
Pleasant Valley Hospital/Nursing and Rehabilitation Center
River Valley EI
Southern Ohio Medical Center
St. Mary’s Hospital-Huntington
St. Mary’s of Michigan
Sunbridge at Dunbar
Sunbridge at Putnam
United Summit Center
VA Medical Center
West Virginia Department of Rehabilitation
Williamson Regional Hospital

PRIVATE PRACTICE
Aegis Therapies – Greensburg, PA
Aegis Therapies – Riverside, St. Albans
Center for Rehabilitation and Development
Childhood Language Disorders Center
Comprehensive Therapy Services
Developmental Therapy Center
Kara Dodds & Associates
Lingua Care Associates
Milestones Physical Therapy
Radical Rehab Solutions
Speech Center, Inc.
Teays Valley Center
The Glebe
Wacamaw Outpatient Therapy