Program Review  
Marshall University

Date: October 15, 2014

Program: Bachelor of Science in Communication Disorders

Date of Last Review: Academic Year 2009 – 2010

Recommendation

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

Recommendation

Code (6):

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.)

Recommendation: Signature of person preparing the report:

Karen McNealy

Date: 10/17/14

Recommendation: Signature of Program Chair:

Michael Prewitt

Date: 10/20/14

Recommendation: Signature of Academic Dean:

Date: 12/18/14

Recommendation: Signature of Chair, Academic Planning Committee: (Baccalaureate pgms only)

Date: 11/22/2015

Recommendation: Signature of Chair, Faculty Senate/Chair, Graduate Council:

Date: 1/22/16

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

Date: 4/30/16

Recommendation: Signature of the President:

Date:

Recommendation: Signature of Chair, Board of Governors:

Date:
College/School Dean’s Recommendation

Deans, please indicate your recommendation and submit the rationale.

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

Rationale:
(If you recommend a program for resource development identify all areas for specific development)

The baccalaureate degree (BS) in Communication Disorders (CD) is considered a pre-professional degree to the Master’s degree in Communications Disorders which is the entry level degree to professional practice. The goal of the baccalaureate program is to prepare students adequately for continuation into a master’s degree program. In addition, the program has specific course requirements with purposes and objectives which focus upon linguistic communication and its disorders.

Undergraduate programs in CD are not accredited; however, since Marshall offers a Master’s degree in CD, the undergraduate program is also reviewed when the graduate program is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language Hearing Association (ASHA). The program was reviewed in 2014 and was granted eight-year accreditation.

This program is in high demand; the number of students applying to the program far exceeds the number of seats available in the program and is limited due to accreditation requirements for faculty: student ratios and other resources. Student who are admitted to the program are of high quality and graduation rates are excellent. One issue the department is dealing with is that not all BS graduates are admitted to the graduate program at Marshall, due to the competitive nature of the graduate program. As is the case with the undergraduate program, admission to the graduate program is also very competitive. The faculty are addressing this by working with the undergraduate students early and informing them of other options if they are unsuccessful in gaining admission to the graduate program. This situation is not unique to Marshall University but exists throughout the country. Page 14 of this report describes their efforts to date on the situation.

The CD faculty are dedicated and extremely competent in their discipline and specialties. However, it’s a challenge to recruit new faculty as there are shortages of qualified faculty in the country.

Space and equipment needs for the undergraduate and graduate programs are being addressed as the need arises.

It is the recommendation to continue this program at its current level of activity.

Michael Prewitt
Signature of the Dean

October 15, 2014
Date
1. CONSISTENCY WITH UNIVERSITY MISSION

The baccalaureate program in Communication Disorders (Speech-Language Pathology) is designed to introduce students to the academic, clinical, and professional training and experience necessary for them eventually 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. Therefore, the baccalaureate degree in Communication Disorders is considered pre-professional, and the primary goal of the baccalaureate program is to prepare students adequately for continuation into a master's degree program. In addition to general education and professional education requirements, the baccalaureate program has specific course requirements with purposes and objectives which focus upon linguistic communication and its disorders.

The department vision is for our undergraduate and graduate education to be recognized as a program of excellence for the state of WV, and the region, and to prepare students to take their place as future professionals in the field of communication disorders.

This vision is supported by our MISSION which is a commitment to:

- offering broad-based undergraduate education and specific career-based graduate education
- providing state-of-the-art, progressive, innovative education in the field of communication disorders to prepare the next generation of speech-language pathologists to take their place in a culturally diverse, global society
- providing the community access to excellent family-centered clinical services that integrate theory, research and clinical practice
- preparing students to become life-long learners
- preparing students to contribute to both their profession and their community
- preparing students to adhere to the highest standards of ethical practice

The vision and mission of the program is consistent with the college and university missions to provide high quality education to the region (portions quoted below). The academic and clinical education provided to our students serves to "promote student learning, retention, and academic success." The university mission to "foster faculty, staff and student outreach through service activities" with a commitment to "enhance the
quality of health care in the region” and to educate the citizens is supported through student and faculty work with communicatively-impaired children and adults through the Marshall University Speech and Hearing Center (MUSHC) and through the development of service learning courses within the department. Program development, as noted in the strategic plan, includes a long term goal to develop learning opportunities outside the classroom in the areas of cultural diversity and global awareness. The university’s commitment to undergraduate education is fulfilled by the program’s broad curriculum in speech language pathology and audiology. This provides not only the basic underpinnings and preparation for graduate education but also incorporates the university’s core curriculum to provide students with broad based learning beyond their preparatory courses. Program outcomes, developed to align with the mission of the department, college, and university, support the development of students as lifelong learners while meeting the knowledge and skills required by our accrediting body.

The university’s commitment to society through public service is strongly supported by the clinical activities of the Communication Disorders (CD) program and through integration of service learning into courses. The Marshall University Speech and Hearing Center (MUSHC) provides diagnostic and therapeutic services to students and the general community.

Faculty members remain current in their fields of expertise through continuing education activities and engaging in clinical and academic research, which supports the university’s mission to “contribute to the body of knowledge.” In addition, faculty are actively involved in department, college and university committees supporting the university’s commitment to “shared governance of the institution.” All faculty are actively involved in service to the department. Each faculty is assigned to one major department committee (Student Affairs, Curriculum and Assessment, Clinical Management, or Material Management and Physical Space) and within that structure, faculty serve on several subcommittees with varying levels of responsibility. Faculty also serve as members of the College of Health Professions (COHP) committees (Curriculum, Promotion and Tenure, Policy and Procedures, Research Learning and Laboratory Resources, and Grants). In addition to department and college committees, faculty serve the university through participation on the University Budget and Academic Policy, Graduate Council, General Education Council, and University Assessment committees. The department chair has recently served as the university representative to the Advisory Council of Faculty and the Faculty Salary Adjustment Team and currently serves as a member of the College of Health Professions (COHP) Chairs committee and the University Council of Chairs.

II. Accreditation Information

1. Name of Accrediting Organization:

Undergraduate programs in our field are not eligible for accreditation. However, when an undergraduate program serves as a feeder program for an accredited master’s program, as ours does, it is evaluated along with the master’s program when it is accredited. For this reason, information about accreditation is provided.

Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA)
American Speech-Language Hearing Association (ASHA)
2. Date of Most Recent Self-Study and Accreditation visit:

N/A

3. Accreditation status: (regular, probationary, unaccredited, other)

The pre-professional B.S. program is not eligible for accreditation. The master’s program was granted full CAA re-accreditation in February 2014 for a period of eight years.

4. Accrediting Organization’s Report:

CERTIFIED RETURN RECEIPT

March 21, 2014

Dr. Karen K. McNally
Marshall University
College of Health Professions
Dept. of Communication Disorders
One John Marshall Dr
Huntington, WV 25755-2675

CAA File #2331

Master’s program in speech-language pathology, Residential

Dear Dr. McNally,

I am pleased to inform you that during its meeting on February 22, 2014 the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) voted to re-accredit the graduate education program in speech-language pathology at Marshall University for a period of 8 years beginning December 1, 2013 through November 30, 2021. CAA publishes notice of its accreditation actions, including the basis for the decisions, for all final accreditation decisions resulting from a comprehensive review (applications for candidacy, initial accreditation, or re-accreditation) or that affect an accreditation status (e.g., accredited to accredited-on probation). Recent decisions can be accessed online at http://www.asha.org/Academic/accreditation/CAAdecisions/.

The issues related to standards compliance provided in the attached Accreditation Action Report must be addressed in the program’s next CAA report. The CAA expects that the program will demonstrate full compliance with the standards cited by the time of the next CAA report. If there is not sufficient evidence of full compliance by that date, the program’s accreditation may be in jeopardy, in keeping with the US Department of Education’s criteria for CAA’s recognition:

(a) if the institution or program does not bring itself into compliance within the specified period, the agency must take immediate adverse action unless the agency, for good cause, extends the period for achieving compliance.

The program’s first annual report will be submitted using an on-line format via the Higher Education System on February 1, 2015. Four months prior to the due date of the program’s next CAA report, the program director will be sent an email notification indicating the timeline for completing this report.

Sincerely,

Joan M. Beiting, PhD, Chair
Council on Academic Accreditation in Audiology and Speech-Language Pathology

cc: Michael W. Previtt, Dean, College of Health Professions
    Susan Fleshner, Associate Director, Accreditation Services
    CAA Members
III. Adequacy of the Program

1. Faculty: Faculty data sheets are included in Appendix I.

In AY 2013-14 the CD program had nine full-time faculty, three clinical faculty, one term faculty, and one open faculty line. Seventy-seven percent of the faculty are tenured, representing a hundred percent of faculty eligible to receive tenure. Four faculty members hold doctoral degrees in their teaching areas. One adjunct faculty holds a Ph.D. and teaches two graduate courses per academic year. The former (retired) department chair and program director is ABD and serves as adjunct faculty in the department. One faculty is recognized by ASHA as a Board Certified Specialist (BCS) and one clinical faculty is completing Listening and Spoken Language specialty certification through AG Bell in fall 2014. An additional faculty member has enrolled in the Clinical Specialty Certification (CSC) program through ASHA to complete the requirements for recognition as a BCS.

All faculty teaching graduate academic courses are members of the Marshall University Graduate Faculty, the credential required by the University for teaching graduate courses. All faculty teach their own courses, without reliance upon graduate assistants. Because we are a clinical program, the CCC is the essential credential for our faculty rather than the doctorate. Therefore all faculty, both full time and part-time, hold the highest clinical credential in the field, the Certificate of Clinical Competence (CCC). All faculty are licensed to practice in West Virginia and have practiced clinically in their teaching areas. All remain clinically active by supervising student clinicians and/or practicing in the Marshall University Speech and Hearing Center (MUSHC).
Professional certification and licensure require that all professionals meet continuing education guidelines in the field. All faculty meet or exceed continuing education guidelines. The department provides financial and administrative support to faculty in this endeavor.

During the past five years, faculty have worked to develop a culture of inquiry in the department. Nine faculty were accepted to present at state and national conferences, and eight mentored student poster presentations at state and national conferences. Faculty have utilized independent studies to support student research which is not reflected in their teaching load.

As discussed in Section 1: Consistency University Mission, all faculty are active in service to the department, college, and university.

2. Students:

a. Entrance Standards:

The CD program is open to all students for the first five required courses; these students are identified as pre-CD majors. At the end of the sophomore year and after completion of these required courses, students apply for admission to the program. Students with a 3.0 GPA in all CD courses taken, a 3.0 GPA overall, and the recommendation of the faculty are automatically admitted upon application. Students with a GPA between a 2.50-2.99 in all CD courses taken, a 2.50-2.99 overall, and the recommendation of the faculty are admitted on a space available basis.

Table A provides undergraduate admission data for the past three years and a comparison of the last three years of the previous reporting period. Of significance is the marked increase in the number of students taking pre-CD courses and applying to the junior sequence. The average number of applicants for the previous program review period of 2006-2009 was 24, compared with the last three years (2011-2014) average of 44, indicating a 45% increase in undergraduate applications. Previously, the average percentage admitted to the junior sequence was 83% compared to the current average of 77%. While the last three year percentage admitted is lower, the average junior-senior class size has grown from 21 to 33 which shows a 36% increase in class size for the junior-senior sequence.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Applicants</th>
<th>Number Admitted</th>
<th>Percent Admitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-07</td>
<td>25</td>
<td>20</td>
<td>80%</td>
</tr>
<tr>
<td>2007-08</td>
<td>27</td>
<td>25</td>
<td>93%</td>
</tr>
<tr>
<td>2008-09</td>
<td>21</td>
<td>17</td>
<td>81%</td>
</tr>
<tr>
<td>2011-12</td>
<td>42</td>
<td>37</td>
<td>88%</td>
</tr>
<tr>
<td>2012-13</td>
<td>48</td>
<td>31</td>
<td>65%</td>
</tr>
<tr>
<td>2013-14</td>
<td>42</td>
<td>34</td>
<td>81%</td>
</tr>
<tr>
<td>Average (2006-09)</td>
<td>24</td>
<td>20</td>
<td>83%</td>
</tr>
<tr>
<td>Average (2012-13)</td>
<td>44</td>
<td>34</td>
<td>77%</td>
</tr>
</tbody>
</table>
b. Entrance and Exit Abilities of past five years of graduates:

Appendix II shows that the last five years of graduates entered our program with yearly mean high school GPAs ranging from 3.60 to 3.82, and yearly mean ACT scores that ranged from 21.3 to 23. Appendix II reflects the abilities of students admitted to the CD program at the junior level and graduated from the undergraduate program. The overall high school GPA mean indicates a slight downward trend for the past 5 years. The mean ACT is relatively stable with a slight decrease in 2013. Appendix III shows that these graduates also compiled respectable GPAs during their undergraduate program, with yearly means ranging from 3.38 to 3.47.

The junior entrance abilities of these students admitted for the past two years show an overall MU GPA of 3.62 in 2013 and 3.59 in 2014. Their CD GPA was 3.55 in 2013 and 3.52 in 2014. Those students not admitted to the program had below a 3.0 GPA.

Appendix III provides the exit GPA’s which indicate an average of 3.43 which is above the 3.0 GPA required for application to graduate school.

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

a. In keeping with the university’s commitment to assessment of student learning, and the dynamic nature of our profession, the Department of Communication Disorders is dedicated to ongoing program assessment.

The Office of Assessment & Program Review operates within the Office of Academic Affairs. The mission of the Office of Assessment & Program Review at Marshall University is to support best practices in assessment of student learning at the course, program, and institutional levels, resulting in continuous improvement in teaching and learning.

The department utilizes various measures to evaluate student success and program effectiveness. These may include but are not limited to:

- University assessment measures utilizing the Lumina Degree Qualification Profiles or Open Pathways
- University Assessment Day Focus Groups
- Graduate Student Exit Interviews
- Employer Surveys
- Praxis data
- Knowledge and Skills Outcome data

Information from these measures are analyzed by faculty and used in discussions for programmatic changes. Please refer to Appendix IV for additional assessment information.
b. Other Learning and Service Activities:

Involvement in service learning was a natural fit for a department, which has a strong commitment to the community. One faculty member developed a community partnership with St John’s Episcopal Church to develop an after school program, St. John’s House Learning and Development Center, which became our first service learning project. Recognizing the value of service learning, the department agreed to reassigned time (RAT) for this faculty member to serve as the Director of Service Learning for the university. Service learning is currently incorporated in the introductory pre-CD course (St. John’s House), junior labs (local daycares), and the speech sounds disorders course (INTO dialect practice partners). At the present time, four faculty are certified to teach service learning courses. An intersession special topics course titled Global Issues in SLP has been piloted with a trip to Jamaica to provide services to schools for the deaf and autistic. This course provides an opportunity for students to explore service provision with different cultures.

The department offers several writing intensive (WI) courses within the curriculum. At the present time two faculty are certified to teach WI courses.

c. Plans for Program Improvement:

As seen in assessment summaries for AY 2012-2013 and 2013-2014, the program plans to modify where some assessment points are measured. In terms of initial assessment points for outcome three, the committee determined that the course in which assessment point one is measured, CD 101, occurs very early in the pre-CD program and some students taking the course either do not continue in the program or are non-majors (limiting the ability to measure the same cohort in assessment point two). The assessment committee plans to recommend another course, CD 370 L, as assessment point one; this is one of the first courses offered upon entrance to the CD program.

In terms of final assessment points, a different course initially assessed each undergraduate outcome; these included CD 470 L, CD 415, and CD 460. The assessment committee plans to recommend the capstone course, CD 415, as a final assessment point for all outcomes, since this course is offered towards the end of the undergraduate program and lends itself to serve as a final assessment point of a culminating experience. The target implementation for this change will begin in fall 2014.

During the beginning of this reporting process, our assessors completed and submitted paper rubrics to the committee which were then counted by hand and transferred to the online assessment report templates. During the spring of 2014, a faculty member on the committee developed an online rubric reporting system (using excel spread sheets), to assure the ease by which data would be reported as well as accuracy of data collection.

Overall analysis of data indicates strengths in various outcomes, where the majority of students are meeting or exceeding the proposed benchmarks. Variability of data will be closely monitored each semester for trends as more data are collected.

d. Graduate Satisfaction:
University assessment data (2014) indicate the CD undergraduate program aligns closely with assessment data across the university. The areas of lower ratings are in utilization of mathematics in everyday life and in appreciation of the arts. Our program requires a minimum of one three hour course in these areas as part of the core curriculum.

Advising scores were rated lower by pre-CD students which reflects centralized advising, rather than the mandated one-to-one department advising received after the acceptance into the undergraduate program. One of the highest ratings was the ability to assess one’s own values and examine other viewpoints and credible evidence which aligns with program goals of critical thinking.

According to the alumni survey for years 2009-2013, 87% of COHP graduates reported positive outcomes. This information was based on 12% of the total COHP graduates; however, this report does not provide department specific information.

Department assessment day focus groups (2010 and 2011) indicated the seniors (25 students) felt they were prepared for graduate school, but wished they had more information on career opportunities not contingent on acceptance in a graduate program in SLP.

General themes from all students (73 students) indicated they would like more space to enable them to work in small groups for projects and they would like tutoring support from the university as they find the program more stressful and difficult than expected. Generally students felt service learning activities enhanced their learning and they find faculty supportive and helpful.

e. The previous five years of evaluations of assessment reports for the BS in Communication Disorders are provided in Appendix VIII.

4. Previous Reviews: At its meeting on April 22, 2010, the Marshall University Board of Governors recommended that the BS in Communication Disorders continue at its present level of activity.

5. Identify weaknesses and deficiencies noted in the last program review and provide information regarding the status of improvements implemented or accomplished.

In its last program review, completed in academic year 2009 – 2010, the BS in Communication Disorders identified the weaknesses below. These are transcribed verbatim from that report.

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.

**Status:**
The challenge from the administrative structure was resolved when the administrative chain of command for the COHP was assigned to report to the Provost rather than the School of Medicine in 2010.

**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 is planning on offering 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.

**Status:**
The program continues to rely on clinical instructors for off campus clinical experiences. While the goal to develop continuing education activities to support area speech-language pathologists remains, progress toward the goal is minimal. The application process is time intensive and the faculty time required to maintain a CEU program cannot be completed with the current 12 hour teaching load. The Director of Clinical Education makes a concerted effort to cultivate relationships and provide support for these instructors, which include providing in-services.
With the projected growth of the program recruiting off campus clinical education will continue to be a challenge as this is pro-bono service.

In addition to off campus clinical instructors, the program also utilizes adjunct faculty for clinical instruction in the MUSHC. Reliance on adjunct clinical instructors has decreased during the past five years as most faculty are currently scheduled a three hour course of clinical instruction.

*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.

*Status:*

Although all faculty now have computers that are supported by Computing Services, technology continues to be an area of funding concern. The rapidly changing field of technology will require monitoring systems for clinical services to be frequently upgraded. The previously mentioned state-of-the-art IRIS Technologies is now obsolete and cannot be supported on department computers. A new viewing and recording system, essential for student clinical education, must be purchased and installed no later than January 2015. The Affordable Care Act now requires medical facilities to use Electronic Health Records. The MUSHC is in the process of finalizing plans to utilize Marshall Health for these services. This is an expensive project and at the present time not in the clinic budget. Student lab fees will be utilized to fund a portion of the monitoring system cost; however funding of technology through student fees may not be sustainable.

*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.
Status:
Although we continue to recruit male students our student population as well as the professional population continues to be predominately female. The department was successful in recruiting two male faculty over the past three years which may assist with achieving greater gender balance in our student population.

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

STRENGTHS

Commitment to Students

Close student/faculty interactions and relationships demonstrate faculty commitment to students and are considered a strength of the program. An example of this commitment is demonstrated by our mandated individual advising sessions once students are admitted to the program.

Faculty commitment is further illustrated by the number of Independent Studies (IS) available each semester. These IS’s reflect work above and beyond faculty 12 hour teaching load. With the increased emphasis on scholarly activities and research by the college and university, the CD department has increased the number of opportunities for students to engage in inquiry within the context of independent studies and the undergraduate course, CD 401. The number of students participating in these activities has increased significantly in the last five years. While on the surface this appears to be an excellent way to enhance student education, faculty members are not credited for their time in their teaching load; this becomes a large time commitment in addition to the 12 hour teaching requirement.

Our department values the input of students and incorporates their ideas as evidenced by data obtained in the feedback provided by our student advisory committee and assessment day focus groups.

Students are supported for travel to state and national conventions and through fund raising efforts of the student professional organization, National Student Speech Language Hearing Association (NSSLHA).

Student interest, coupled with the strategic plan goal to increase cultural diversity and global opportunities have resulted in the addition of a special topics course utilizing adjunct faculty and travel to a clinic site in Jamaica and the incorporation of dialect practice partners in the Dialect Coaching elective course offered to Marshall University INTO students.

Rigor of the Curriculum

Our program continues to hold students to high standards to prepare all students, both those wishing to seek an advanced degree in speech pathology and/or other fields, the
foundational knowledge to be successful at the graduate level as well as the learning and critical thinking skills to utilize their baccalaureate degree in other opportunities.

**Program Growth**

Our program has seen a notable increase in student interest. This can be attributed to many factors including an excellent job market and increased program visibility.

**WEAKNESSES**

While program growth is identified as a program strength, this has also led to the development of a program weakness. The competitive nature of admissions to graduate programs in CD has left many students unable to secure a place in graduate school. With the increase in applicant numbers, students in our undergraduate program have become increasingly concerned about their future goals. This may influence the undergraduate enrollment numbers in the future.

Because of this, advisors are challenged to present realistic information regarding graduate school without conveying lack of support or discouragement and/or overly encouraging students.

**Action Plan**

The program began addressing these concerns through the formation of an ad-Hoc Graduate Admissions committee in summer 2014. The committee recommended the addition of a Junior Orientation during the first week of school to welcome students to the CD program and to provide preliminary information on graduate school in a group situation to alleviate dissemination of information during individual advising sessions and to reinforce this is a pre-professional program. Projected initiation of this orientation will take place in fall of 2014.

A Graduate School Open House will also be planned for Fall 2014 and will be open to prospective applicants from both Marshall University and other institutions. This will reinforce the information on graduate school applications in a broader forum.

An information sheet outlining opportunities for students with an undergraduate degree in CD is currently in the development stage and will be made available to students admitted to the undergraduate program in the near future.

**Faculty Recruitment**

Within the past five years the department has held five faculty searches and has one open faculty position for Fall 2014. The average number of applicants for each search has been two. This small number reflects the difficulty in recruiting CD faculty, particularly as there is a push for hiring faculty with terminal degrees. This is a national concern in the profession with the shortage of doctoral degrees, and this is particularly challenging at Marshall University due to the low salaries and heavy 12 hours teaching loads.

The result of this trend is a reliance on faculty overloads and/or adjunct faculty. In the CD department it is also challenging to recruit for adjunct faculty having the expertise to step
in and teach a required CD course, particularly at the graduate level. Faculty often feel teaching an overload better serves the students and will agree to teach extra courses. This “overloaded” faculty must not only teach additional courses but will now need to serve on search committees and cover the service commitments for the department, college, and university. While this is manageable for a short term the recurrent shortage is problematic.

Action Plan

The department would like to see continued commitment from the university to adjust salaries, which may assist with salary concerns and allow for more competitive offers.

The department is investigating the feasibility of obtaining a long term commitment from a Ph.D. adjunct faculty to teach graduate courses.

In addition, the department will investigate the re-organization of the MUSHC to integrate clinical specialty labs which may allow faculty to more efficiently tie their courses, clinics and opportunities together for scholarly activities. This will be investigated as part of the 12 hour faculty load.

IV. Viability of the Program:

1. Articulation Agreements:

A new articulation agreement will be finalized in fall 2014 with Mountwest Community College. Mountwest students will be able to take introductory general courses at Mountwest prior to entering into the CD course sequence at Marshall.

2. Off-Campus Classes:

We do not offer off-campus courses

3. Online Courses:

We do not offer online courses.

4. Service Courses:

No courses in the department are required for students in other majors. Two of the newer programs in the College of Health Professions (COHP), Health Sciences and Public Health, list CD 101, our introductory course, as an elective. CD 461 Sign Language for the SLP is open to non-majors based on space availability.

Non-CD majors are not eligible to take courses within the department. Students not admitted to the Pre-CD and undergraduate CD program are not permitted to take 300 or 400 level courses.

5. Program Course Enrollment: Please see Appendix V for additional course enrollment information.
The program's degree requirements are rigorous and extensive (see Appendix V). Students are required to complete 41 hours of coursework in the major. The first five core courses are open to all Marshall students, and students taking them are designated as pre-CD majors. After completion of the core sequence, students apply for admission to the program. Upon admission to the program, CD students complete the remainder of the courses in the major as well as the General Requirements. These requirements include six hours of English, nine hours of foreign language, twelve hours of social science, four hours of biological science, four hours of physics, six hours of humanities, three hours of fine arts, three hours of communication studies, three hours of math, three hours of statistics, and three hours of linguistics, as well as other courses to meet teacher certification and the university core curriculum requirements. Courses listed in Appendix V reflect reconfiguration of the undergraduate curriculum to allow students to graduate with 120 hours consistent with the new general education requirements. CD requirements went from 53 hours to 41 hours during this five year period.

6. **Program Enrollment:** Program Enrollment information is included in Appendix VI.

7. The trend line for program enrollment and graduation numbers is provided in Figure 1, which follows Appendix VI.

8. **Enrollment Projections:**

   Comparison of enrollment in pre-CD courses in 2009 and 2013 show a student increase of 29%. This is also illustrated by a 40% student increase in overall student numbers in the same time frame. What is significant is the growth of the junior/senior class size during that same time.

   Figure 1 illustrates that total enrollment has grown steadily during the past five years, which reflects interest in the profession; however a more gradual upward trend in the number of graduates reflects the high standards and rigor of the program.

   The applicant pool for the graduate program clearly illustrated this same program growth as applicants continue to increase in quality and in number with over 180 applicants this past spring semester (2014). By all indications, this trend will continue. According to the U.S. Department of Labor's Bureau of Labor Statistics (BLS), which monitors the supply and demand for more than 800 occupations, in occupational projection estimates for 2004-2014, speech-language pathology ranked 17th out of the 20th large-growth occupations that usually require a master's, doctoral, or first-professional degree. The profession is expected to demonstrate average growth (reflecting an increase of 7% to 13%) through the year 2016.

IV. **Necessity of the Program:**

1. **Advisory Committee:**

   The program has both an external advisory committee and internal advisory committees. The department's faculty serve as the one of the program's internal advisory committees, meeting weekly to discuss programmatic, student, curricular, and clinical
issues. The second internal advisory committee is comprised of student representatives from both the undergraduate and graduate programs. The student advisory group meets throughout the semester with a faculty representative to provide input from student cohort. The external advisory committee is comprised of alumni, professionals, and community members with an interest in the program. Its mission is to provide guidance to the program in clinical and curricular issues. This committee also reviews the strategic plan and provides insight into the development of new projects.

2. **Graduates**: Please see Appendix VII for specific information.

As the undergraduate program is a pre-professional program, students are not able to practice as a speech-language pathologist without a master’s degree. A review of the past five years indicates the majority of students continue their education in a master’s program. Of those students, 75% continued in CD at Marshall University and 25% either attended another university in CD or elected to pursue a degree in audiology, special education, and most recently public health. Students not pursuing a master’s degree often obtained jobs as developmental specialists in early intervention, and in programs providing services to patients with autism. One graduate is a research assistant at a university and several are working in offices. Over the reporting period at least one or two students in each graduating class elected to stay at home.

3. **Job Placement**:

Although the majority of students attend graduate school, students are encouraged during advising to utilize Career Services information on job opportunities and/or career planning. As graduate school applications increase and admission to graduate programs becomes more competitive, specific student workshops will be held to discuss careers for students with an undergraduate degree in CD. The faculty is currently developing activities to support students in this area.

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

N/A
Appendix I
Faculty Data Sheet

Name: Carrie L Childers
Rank: Assistant Professor

Start Date at Marshall as a Faculty Member: August 2013

Status: Probationary

Highest Degree Earned: Ph.D. Date Degree Received: 2013

Conferring Institution: University of Nebraska, Lincoln, NE

Area of Degree Specialization: Speech Pathology

Professional Registration/Licensure: West Virginia Speech-Language Pathology License

Field of Registration/Licensure: Speech Pathology

Agency: West Virginia Board of Examiners for Speech-Language Pathology & Audiology

Date Obtained, Expiration Date Obtained: July 30, 2013, Expired: December 31, 2014

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>Term/Year</th>
<th>Course</th>
<th>Title</th>
<th>Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014</td>
<td>CD 624</td>
<td>Foundations in Neurogenic Communication and Swallowing Disorders</td>
<td>13</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>CD 624</td>
<td>Foundations in Neurogenic Communication and Swallowing Disorders</td>
<td>14</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>CD 671</td>
<td>Advanced Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>CD 671</td>
<td>Advanced Clinical Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>CD 671</td>
<td>Advanced Clinical Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>CD 629</td>
<td>Child Lang Dis: Sch/Adoles</td>
<td>7</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>CD 328</td>
<td>Developmental Lang Dis</td>
<td>18</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>CD 570</td>
<td>Clinical Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>CD 570</td>
<td>Clinical Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>CD 570</td>
<td>Clinical Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>CD 624</td>
<td>Foundations Neuro Comm Dis</td>
<td>10</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>CD 624</td>
<td>Foundations Neuro Comm Dis</td>
<td>10</td>
</tr>
</tbody>
</table>

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.
1) Scholarship/Research

Presentations


Research Currently in Progress

Miller, Beverly E, Childers, Carrie L, "Case study: language and literacy in a school aged child with left hemispherectomy", On-Going, Scholarly.

Directed Student Learning and Research

Westbrook, A., Research, Directed Individual/Independent Study, Communication Disorders Department, CD, 401, 1 credit hours, "Exploration of AAC applications", In-Process. (September 1, 2014 - Present).

2) Service

Department

Ad hoc Augmentative and Alternative Communication Committee, Committee Member.

College

Faculty Senate, Committee Member.

3) 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.

Faculty Development Activities Attended


4) Awards/honors (including invitations to speak in your area of expertise) or special recognition.
Faculty Data Sheet

Name: Craig E Coleman  
Rank: Assistant Professor  

Start Date at Marshall as a Faculty Member: August 17, 2012  
Status: Probationary  

Highest Degree Earned: MA  
Date Degree Received: 2000  
Conferring Institution: University of Pittsburgh, Pittsburgh, PA  

Area of Degree Specialization: Speech-Language Pathology  

Professional Registration/Licensure: West Virginia State License-Speech Pathology, Board Certified Specialist in Fluency Disorders, ASHA Certification (Certificate of Clinical Competence), Pennsylvania State License: Speech Pathology  

Field of Registration /Licensure: Speech Pathology  


Date Obtained, Expiration Date  
Obtained: August 1, 2012  
Obtained: October 20, 2005  
Obtained: February 1, 2001  
Obtained: February 1, 2001  

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>Term/Year</th>
<th>Course</th>
<th>Title</th>
<th>Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2014</td>
<td>CD 670</td>
<td>Advanced Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>CD 670</td>
<td>Advanced Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>CD 670</td>
<td>Advanced Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>CD 623</td>
<td>Fluency Disorders</td>
<td>12</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>CD 623</td>
<td>Fluency Disorders</td>
<td>7</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>CD 685</td>
<td>Independent Study</td>
<td>7</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>CD 650</td>
<td>SpTp: Professional Issues</td>
<td>12</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>CD 671</td>
<td>Advanced Clinical Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>CD 570</td>
<td>Clinical Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>CD 570</td>
<td>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) Scholarship/Research

Intellectual Contributions


Presentations

Coleman, C. E., American Speech, Language, and Hearing Association, Miami, FL, "A Family Focused Treatment Approach for Preschool Children who Stutter".

Coleman, C. E., Southwestern Pennsylvania Speech and Hearing Association Annual Conference, "ASHA Legislative Council Forum".

Coleman, C. E., Department of Communication Science and Disorders, University of Pittsburgh, Pittsburgh, PA, "ASHA Legislative Council Update".

Coleman, C. E., Department of Communication Science and Disorders, University of Pittsburgh, Pittsburgh, PA, "ASHA Legislative Council Update".
Coleman, C. E., Department of Communication Science and Disorders, University of Pittsburgh, Pittsburgh, PA, "ASHA Legislative Council Update".

Coleman, C. E., Pennsylvania Speech and Hearing Association, State College, PA, "ASHA Legislative Council Update for Students".

Coleman, C. E., Ask the Expert, www.speechpathology.com, "Reducing Laryngeal Tension During Stuttering".

Coleman, C. E., Ask the Expert, www.speechpathology.com, "Stuttering Therapy with Adults".

Coleman, C. E., Oral Presentation, Eugene Oregon School District, "Assessment and Treatment of School-Age Children who Stutter."


Coleman, C. E., Annual ASHA Revisited Conference of the Southwestern Pennsylvania Speech and Hearing Association, Pittsburgh, PA, "Assessment of the Child's Experience of Stuttering".

Coleman, C. E., American Speech, Language, and Hearing Association, Miami, FL, "Assessment of the Child's Experience of Stuttering (ACES)".

Coleman, C. E., International Stuttering Awareness Conference, "Bucket Analogy for Factors Associated with Childhood Stuttering".

Coleman, C. E., ASHA Revisited Conference of the Southwestern Pennsylvania Speech and Hearing Association, Pittsburgh, PA, "Building Effective Clinician / Researcher Partnerships: Implications for Evidence Based Practice".


Coleman, C. E., Pennsylvania Speech and Hearing Association, Pittsburgh, PA, "Childhood stuttering and teachers: From the clinic to the classroom".

Coleman, C. E., Pennsylvania Speech and Hearing Association, Pittsburgh, PA, "Clinical Challenges for New Clinicians".

Coleman, C. E., Annual Convention of the Pennsylvania Speech-Language-Hearing Association, Pittsburgh, PA, "Comprehensive Assessment and Management for People who Stutter".

Coleman, C. E., Allegheny Intermediate Unit, Pittsburgh, PA, "Evaluation and Treatment of Childhood Stuttering: Objectives and Activities for Success".

Coleman, C. E., Pittsburgh Intermediate Unit, Pittsburgh, PA, "Evaluation and Treatment of Children who Stutter".

Coleman, C. E., Department of Communication Science and Disorders, Duquesne University, Pittsburgh, PA, "Evaluation and Treatment of Children who Stutter".

Coleman, C. E., Achieva Early Intervention, Pittsburgh, PA, "Evaluation and Treatment of Children who Stutter".
Coleman, C. E., Gulfport Speech and Hearing Association, Gulfport, MS, "Evaluation and Treatment of Children who Stutter".

Coleman, C. E., Department of Communication Science and Disorders, Duquesne University, Pittsburgh, PA, "Evaluation and Treatment of Children who Stutter".

Coleman, C. E., Department of Communication Science and Disorders, Duquesne University, Pittsburgh, PA, "Evaluation and Treatment of Children who Stutter".

Coleman, C. E., Department of Communication Science and Disorders, Duquesne University, Pittsburgh, PA, "Evaluation and Treatment of Children who Stutter".

Coleman, C. E., Department of Audiology and Communication Disorders, Children's Hospital of Pittsburgh, Pittsburgh, PA, "Evaluation and treatment of children who stutter: objectives and activities".

Coleman, C. E., Colonial Intermediate Unit, Northampton, PA, "Evaluation and Treatment of Children who Stutter: Objectives and Activities for Success".


Coleman, C. E., 26th Symposium for Persons with Special Needs, Minneapolis, MN, "Evaluation and Treatment of Children who Stutter: Objectives and Activities for Success".

Coleman, C. E., Northwest PA Intermediate Unit #5 and Edinboro University, Edinboro, PA, "Evaluation and treatment of children who stutter: Strategies for clinical practice".


Coleman, C. E., Pennsylvania Speech and Hearing Association, Valley Forge, PA, "Evaluation and Treatment of Children who Stutter: Tools You Can Use".


Coleman, C. E., EBS Conference, Monroeville, PA, "Evaluation and Treatment of Preschool Children who Stutter".

Coleman, C. E., Department of Communication Science and Disorders, Duquesne University, Pittsburgh, PA, "Evaluation and Treatment of Preschool Children who Stutter".

Coleman, C. E., University of Pittsburgh Department of Communication Science and Disorders, Pittsburgh, PA, "Evaluation and treatment of school-age and adolescent children who stutter".

Coleman, C. E., Annual Convention of the American Academy of Private Practice in Speech Pathology and Audiology, Las Vegas, NV, "Evaluation and Treatment of School-Age and Adolescent Children who Stutter".

Coleman, C. E., Allegheny Intermediate Unit, Pittsburgh, PA, "Evaluation and Treatment of
School-Age Children who Stutter*.

Coleman, C. E., www.speechpathology.com, "Family Focused Treatment for Children who Stutter".

Coleman, C. E., www.speechpathology.com, "Family-Focused Treatment Approach for Young Children who Stutter".

Coleman, C. E., Annual Convention of the Pennsylvania Speech and Hearing Association, State College, PA, "Fluency Office Hours 2004".

Coleman, C. E., Pennsylvania Speech and Hearing Association, King of Prussia, PA, "Golden Nuggets for New Clinicians".


Coleman, C. E., Annual Convention of the Pennsylvania Speech-Language-Hearing Association, Pittsburgh, PA, "Helping parents learn to facilitate young children. S speech fluency".

Coleman, C. E., 8th Annual International Stuttering Awareness Conference, "Hidden Treasure of Stuttering Resources".


Coleman, C. E., National Stuttering Association Convention, Chicago, IL, "How Parents Can Help Achieve Clinical Success".

Coleman, C. E., National Stuttering Association Convention, Chicago, IL, "Insurance Advocacy and Stuttering".

Coleman, C. E., American Speech, Language, and Hearing Association, San Diego, CA, "Insurance Advocacy and Stuttering".

Coleman, C. E., Pennsylvania Speech and Hearing Association, Pittsburgh, PA, "Insurance Advocacy and Stuttering".

Coleman, C. E., Pennsylvania Speech and Hearing Association, Valley Forge, PA, "Interactive Session with the ASHA Legislative Council".

Coleman, C. E., American Speech, Language, and Hearing Association, Miami, FL, "Internet Blog for Children who Stutter".

Coleman, C. E., www.speechpathology.com, "Internet Blogging and Stuttering Treatment: Targeting Goals the Write Way".

Coleman, C. E., 9th Annual International Stuttering Awareness Conference, "Internet Blogging in Stuttering Treatment".

Coleman, C. E., Annual ASHA Revisited Conference of the Southwestern Pennsylvania Speech and Hearing Association, Pittsburgh, PA, "Involving parents in treatment of children who stutter".

Coleman, C. E., Pennsylvania Speech-Language-Hearing Association, "iPad Use by Audiologists and Speech-Language Pathologists in Pennsylvania".


Coleman, C. E., American Speech-Language-Hearing Association, Atlanta, GA, "NSSLHA Crash Course on Stuttering".


Coleman, C. E., American Speech, Language, and Hearing Association, San Diego, CA, "Parent Identified Stressors of Children who Stutter".

Coleman, C. E., Pennsylvania Speech and Hearing Association, Valley Forge, PA, "Parent-Identified Stressors of Children who Stutter".

Coleman, C. E., Annual ASHA Convention, Atlanta, GA, "Parent/child treatment for preschool children who stutter: Preliminary Data".

Coleman, C. E., Fourth World Congress on Fluency Disorder, Montreal, Canada, "Parent/child treatment for preschool children who stutter: Preliminary data".

Coleman, C. E., Department of Communication Science and Disorders, University of Pittsburgh, Pittsburgh, PA, "Pennsylvania Speech and Hearing Association Update".

Coleman, C. E., Department of Communication Science and Disorders, University of Pittsburgh, Pittsburgh, PA, "Pennsylvania Speech and Hearing Association Update".

Coleman, C. E., Department of Communication Science and Disorders, University of Pittsburgh, Pittsburgh, PA, "Pennsylvania Speech and Hearing Association Update".

Coleman, C. E., Annual ASHA Convention, Atlanta, GA, "Providing resources for parents of preschool children who stutter".

Coleman, C. E., National Stuttering Association, Cleveland, OH, "Real Life Therapy Tips from Real Life Clinicians".

Coleman, C. E., Pennsylvania Speech and Hearing Association, Pittsburgh, PA, "Research and training update in fluency disorders".

Coleman, C. E., Pennsylvania Speech and Hearing Association Fall Workshop, Pittsburgh, PA,
“Research and Training Update in Fluency Disorders”.

Coleman, C. E., Annual Convention of the Pennsylvania Speech and Hearing Association, State College, PA, "Resources for parents of preschool children who stutter".

Coleman, C. E., Schools Conference, American Speech-Language-Hearing Association, "Evaluation and Treatment of School-Age Children who Stutter".


Coleman, C. E., Annual ASHA Revisited Conference of the Southwestern Pennsylvania Speech and Hearing Association, Pittsburgh, PA, "Stuttering Center News".


Coleman, C. E., www.speech-languagepathologist.org, "Stuttering in the preschool population".

Coleman, C. E., www.speech-languagepathologist.org, "Stuttering in the school-age population".


Coleman, C. E., American Speech, Language, and Hearing Association, Chicago, IL, "Stuttering newsletter: A model for increasing community involvement".

Coleman, C. E., Pennsylvania Speech and Hearing Association, Pittsburgh, PA, "Stuttering Q & A: Bring Your Cases".


Coleman, C. E., the Pennsylvania Speech and Hearing Association, Valley Forge, PA, "Stuttering Treatment in the Schools".


Coleman, C. E., Pennsylvania Speech-Language-Hearing Association, "Take it Outside: Therapy Ideas to Promote Generalization for Children with Communication Disorders".

Coleman, C. E., National Stuttering Association, Cleveland, OH, "Tarby Comes Out of His Shell: Targeting Negative Reactions in Children who Stutter".

Coleman, C. E., Harrisburg, PA, "Testimony to the Pennsylvania House of Representatives on House Bill 1563: Speech Language Pathology and Audiology Licensure".

Coleman, C. E., Pennsylvania Speech and Hearing Association, State College, PA, "The Clinical Fellowship Experience: Helpful Hints".

Coleman, C. E., Pennsylvania Speech and Hearing Association, Pittsburgh, PA, "Treating school-age children who stutter: Objectives and Activities".

Coleman, C. E., 8th Annual International Stuttering Awareness Conference, "Treatment Activities for School-Age Children who Stutter".

Coleman, C. E., Pennsylvania Speech and Hearing Association, State College, PA, "Use of Stories in Treatment for Children who Stutter".

Coleman, C. E., www.speechpathology.com, "Use of Stories in Treatment for Children who Stutter".

Coleman, C. E., Annual Convention of the Ohio Speech-Language-Hearing Association, Columbus, OH, "Using Children's Stories in Stuttering Treatment".

Coleman, C. E., American Speech-Language-Hearing Association, Atlanta, GA, "Using Stories in Stuttering Treatment".


Coleman, C. E., International Stuttering Awareness Conference, "Using Stories to Teach Fluency Strategies to Young Children".

Coleman, C. E., Annual Convention of the Ohio Speech-Language-Hearing Association, Columbus, OH, "Working with Children who Stutter: Comprehensive Assessment and Treatment".


Coleman, C. E., 26th Symposium for Persons with Special Needs, Minneapolis, MN, "Working with Parents of Children with Communication Disorders".


Coleman, C. E., Speech and Hearing Association of Virginia, "Evaluation and Treatment of School-Age Children who Stutter". (March 2014).


Coleman, C. E., Fluency Friday Workshop, "Evaluation and Treatment of School-Age Children who Stutter". (February 2014).

Coleman, C. E., Westmoreland County Intermediate Unit, "Stuttering Treatment for School-Age Children". (December 2013).


Coleman, C. E., American Speech, Language, and Hearing Association, "A Distance Education Course in Stuttering". (November 2013).


Coleman, C. E., Stuttering Attitudes Research Symposium, "Changing Peer Perceptions Toward Children who Stutter". (September 2013).

Coleman, C. E., Stuttering Attitudes Research Symposium, "Impact of Support Groups for Children who Stutter". (September 2013).


Coleman, C. E., Thomas Hospital, "Evaluation and Treatment of School Age Children who Stutter". (September 2013).

Coleman, C. E., Indiana University of PA Annual Teaching Conference, "A Distance Education Graduate Course in Stuttering". (August 2013).

Coleman, C. E., Cabell County Schools, "Evaluation and Treatment of School-Age Children who Stutter". (May 2013).

Coleman, C. E., Marshall University Better Speech and Hearing Month Seminar, "Bullying and Communication Disorders". (May 2013).


Coleman, C. E., Annual Convention of the West Virginia Speech, Language, and Hearing


**Directed Student Learning and Research**

Gavin, C., Learning, Directed Individual/Independent Study, Communication Disorders Department, CD, 685, 1 credit hours, "Non-clinic measures in stuttering treatment", In-Process. (September 2014 - Present).

Damron, K., Parkins, S., Learning, Directed Individual/Independent Study, Communication Disorders Department, CD, 485, 1 credit hours, "Community Resources in Stuttering", In-Process. (September 2014 - Present).


Barney, E., Research, Directed Individual/Independent Study, Communication Disorders Department, CD, 2.0 credit hours, "Teachers’ Perceptions of Children who Stutter", In-Process. (September 1, 2013 - Present).


2) Service

**Department**

Graduate Admissions Committee, Committee Chair, (August 15, 2014 - Present).

NSSLHA Co-Advisor, Faculty Mentor, (September 1, 2012 - Present).

Student Advisory Group, Committee Chair, (September 1, 2012 - Present).

Student Affairs Committee, Committee Chair, (September 1, 2012 - Present).

**College**

COHP Research and Grants Committee, Committee Member (September 1, 2014 - Present).

**Professional**

ASHA Ad-Hoc Committee on Scope of Practice, Committee Member, Rockville, MD, USA (August 1, 2014 - Present).

ASHA Practice Portal-Childhood Stuttering, Chairperson, Rockville, MD, USA (January 1, 2013 - Present).

ASHA Special Interest Group (Fluency Disorders) Coordinating Committee, Committee Chair, Rockville, MD, USA (January 1, 2013 - Present).

Scientific and Professional Education Board (ASHA), Committee Member, Rockville, MD, USA (January 1, 2012 - Present).

2014 ASHA Convention Planning Committee, Committee Member, Rockville, MD, USA (January 1, 2014 - December 31, 2014).


2013 ASHA Convention Planning Committee (Fluency Disorders), Committee Member, Rockville, MD, USA (January 1, 2013 - December 31, 2013).

Executive Board: Specialty Board on Fluency Disorders, Committee Member, Chicago, IL, USA (January 1, 2013 - December 31, 2013).

3) 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 Memberships

American Speech-Language Hearing Association, ASHA, Scientific and Professional Education Board; Coordinating Committee for Special Interest Group 4 (Fluency Disorders). The American Speech-Language-Hearing Association (ASHA) is the professional, scientific, and credentialing association for more than 150,000 members and affiliates who are audiologists, speech-language pathologists and speech, language, and hearing scientists. (January 1, 2001 - Present).

- Serves as a liaison between the American Speech and Hearing Association and its Pennsylvania members.
- Represents its members' interests in legislative affairs.
- Recommends standards for training and practices.
- Provides information about effective programs and services in communication disorders and other related fields.
- Works to inform the public about the profession, careers, programs and services in the field of communication disorders.
- Encourages basic scientific study of the process of individual human communication.

Monitors Licensure Board activities. (January 1, 2001 - Present).

Faculty Development Activities Attended


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

Awards and Honors

ASHA Continuing Education Award, American Speech-Language-Hearing Association, (February 2, 2014).

Annual ASHA Award for Continuing Education, (2012).


Selected as Recipient of PSHA Clinical Achievement Award and PA Nominee for ASHA DiCarlo
Award, (2011).

Selected as one of four Outstanding State Clinical and Educational Speech Language Pathology Leaders in PA, (2010).
Faculty Data Sheet

Name: Louki Z Dixon
Rank: Assistant Professor

Start Date at Marshall as a Faculty Member: August 17, 2003

Status: Tenured

Highest Degree Earned: MA Date Degree Received: 1988
Conferring Institution: Marshall University, Huntington, WV

Area of Degree Specialization: Speech Pathology and Audiology

Professional Registration/Licensure: Certificate Maintenance Hours-2012-2014

Field of Registration /Licensure: Each member of ASHA is required to maintain 30 hours of continuing education per 3 year interval. This maintenance interval is pending.
Agency: American Speech-Language-Hearing Association

Date Obtained, Expiration Date Obtained: January 1, 2012, Expired: December 31, 2014

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>Term/Year</th>
<th>Course</th>
<th>Title</th>
<th>Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2014</td>
<td>CD 571</td>
<td>Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>CD 571</td>
<td>Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>CD 571</td>
<td>Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>CD 241</td>
<td>Intro Communication Science</td>
<td>17</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>CD 241</td>
<td>Intro Communication Science</td>
<td>14</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>CD 239</td>
<td>Phonetics</td>
<td>19</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>CD 461</td>
<td>Sign Language for SLP</td>
<td>25</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>CD 570</td>
<td>Clinical Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>CD 570</td>
<td>Clinical Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>CD 570</td>
<td>Clinical Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>CD 570</td>
<td>Clinical Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>CD 570</td>
<td>Clinical Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>CD 241</td>
<td>Intro Communication Science</td>
<td>27</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>CD 461</td>
<td>Sign Language for SLP</td>
<td>24</td>
</tr>
</tbody>
</table>
### Summer 2013
- **CD 671** Advanced Clinical Practicum 4

### Spring 2013
- **CD 571** Clinical Practicum 4
- **CD 424** Diagnosis Comm Disorders 22
- **CD 241** Intro Communication Science 27
- **CD 239** Phonetics 23
- **CD 461** Sign Language for SLP 23

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

---

1) **Scholarship/Research**

**Artistic and Professional Performances and Exhibits**


Dixon, L. Z., "MUSHC- Speech and Language Re-Evaluation, female, 4 year 7- month old, history
of a nasopharyngeal teratoma with cleft palate repair and pharyngeal flap and speech difficulties.


Dixon, L. Z., "MUSHC- Speech and Language Evaluation, male, 4 year 9- month old, concerns with speech and language skills.", Marshall University Speech and Hearing Center, Huntington, WV, Academic, Local. (February 17, 2012 - March 31, 2012).

Dixon, L. Z., ""L" -Speech and Language Re-evaluation, female, 4-year 4- month old, history of


Contracts, Grants and Sponsored Research

McNealy, K. K. (Co-Principal), Dixon, L. Z. (Co-Principal), Holland, P. J. (Co-Principal), Contract,
“INTO Dialect Modification Clinic”, Funded. (September 2013 - Present).

Dixon, L. Z. (Supporting), Grant, "INCO Grant", INCO Faculty Development Funding, Marshall University, $1,000.00, Funded. (November 14, 2012 - November 17, 2012).

2) Service

Department

CD Departmental Secretary-Recorder, Recorder of the Bi-Monthly Minutes, (December 2013 - Present).

Faculty Search Committee, Committee Chair, (October 2012 - Present).

CD Promotion and Tenure Committee, Committee Member, (August 2012 - Present).

Administrator of Share Point- CD Department, (May 2012 - Present).

CD Curriculum-Assessment Committee, Committee Chair, (October 2011 - Present).

Clinic Management Committee, Committee Member, (August 2005 - Present).

CD Undergraduate, Faculty Advisor, (August 2004 - Present).

CD- Teaching Assistants, Faculty Mentor, (August 2004 - Present).

Quality Assurance Committee, Committee Chair, (August 2003 - Present).

Completion of Undergraduate and Graduate Program Assessment Report-Coordinator, Committee Chair, (May 1, 2014 - May 16, 2014).

Curriculum and Assessment Committee-Chair, Committee Chair, (April 11, 2014).

Curriculum and Assessment Committee-Chair, Committee Chair, (March 28, 2014).

Curriculum and Assessment Committee-Chair, Committee Chair, (February 19, 2014).

Curriculum and Assessment Committee-Chair, Committee Chair, (February 17, 2014).

Curriculum and Assessment Committee-Chair, Committee Chair, (February 12, 2014).

Curriculum and Assessment Committee-Chair, Committee Chair, (February 7, 2014).

Curriculum and Assessment Committee-Chair, Committee Chair, (February 5, 2014).

Curriculum and Assessment Committee-Chair, Committee Chair, (January 29, 2014).

Curriculum and Assessment Committee-Chair, Committee Chair, (January 17, 2014).

Bi Monthly Faculty Meetings, Attendee, Meeting, (August 2013 - December 2013).


Curriculum and Assessment Committee-Chair, Committee Chair, (December 4, 2013).
Curriculum and Assessment Committee-Chair, Committee Chair, (October 2, 2013).

CAA Accreditation, Committee Member, (January 2013 - September 2013).

Curriculum and Assessment Committee-Meeting, Committee Chair, (September 27, 2013).

ASHA CAA Accreditation Site Visit, Participant in ASHA CAA Accreditation Site Visit, (September 19, 2013 - September 20, 2013).

Curriculum and Assessment Committee-Meeting, Committee Chair, (August 21, 2013).

MU CD Graduate Hooding Ceremony, (August 10, 2013).

Curriculum and Assessment Committee-Chair, Committee Chair, (June 25, 2013 - July 2, 2013).

Faculty Search Committee- Campus Visit Preparations, Committee Chair, (April 2013 - May 2013).

Weekly Faculty Meetings, Attendee, Meeting, (January 2013 - May 2013).

Completion of Undergraduate and Graduate Program Assessment Report-Coordinator, Committee Chair, (May 1, 2013 - May 30, 2013).

ASHA Foundation’s Graduate Student Scholarship Nominating Committee- MUCD, Committee Member, (May 10, 2013 - May 14, 2013).

Faculty Search Committee- On Campus Visit, Committee Chair, (May 13, 2013).

Faculty Search Committee- Phone Interview, Committee Chair, (May 2, 2013).

Faculty Search Committee- Campus Visit Preparations, Committee Chair, (February 2013 - March 2013).

Faculty Search Committee- Reference Checks, Committee Chair, (March 12, 2013 - March 15, 2013).

Curriculum and Assessment Committee-Meetings- to Prepare for Curricular Changes- Adding Statistics Course, Committee Chair, (February 8, 2013 - March 15, 2013).

Faculty Meetings for Graduate Admissions, Attendee, Meeting, (February 27, 2013 - March 11, 2013).

Faculty Search Committee- On Campus Visit, Committee Chair, (March 3, 2013 - March 4, 2013).

ASHA Revisited- Poster Session, (March 1, 2013).

Faculty Search Committee- On Campus Visit, Committee Chair, (February 28, 2013).

Curriculum and Assessment Committee-Chair, Attendee, Meeting, (February 8, 2013 - February 18, 2013).

Completion of Undergraduate and Graduate Program Assessment Report-Coordinator, Committee Chair, (January 14, 2013 - February 14, 2013).

Department Activity- Primal Pictures Inservice, Attendee, Meeting, (February 5, 2013).

Faculty Search Committee- Meeting, Committee Chair, (January 11, 2013).

HLC- Open Pathways Activity 3 -CD Department Coordinator, Committee Chair, (May 2012 - December 2012).

Faculty Search Committee- Meeting, Committee Chair, (December 11, 2012).

Clinic Educator Committee, Attendee, Meeting, (November 12, 2012).

CD Curriculum and Assessment Committee- Chair, Attendee, Meeting, (October 31, 2012).

CD Curriculum and Assessment Committee- Chair, Attendee, Meeting, (October 19, 2012).

Faculty Search Committee- Meeting, Committee Chair, (October 9, 2012).

CD Curriculum and Assessment Committee- Chair, Attendee, Meeting, (October 3, 2012).

CD Curriculum and Assessment Committee- Chair, Attendee, Meeting, (September 19, 2012).

CD Curriculum and Assessment Committee- Chair, Attendee, Meeting, (September 5, 2012).

CD Curriculum-Assessment Committee- Coordination of Policies and Procedures, Committee Chair, (May 2012 - August 2012).

CD Curriculum-Assessment Committee- Co- Chair- Lumina Open Pathways Activities 1 and 2, Committee Chair, (January 2012 - May 2012).

CD Promotion and Tenure Committee, Committee Chair, (January 2012 - May 2012).


Co-Coordinator for Senior Graduation Reception, Co-Coordinator for Senior Graduation Reception, (May 11, 2012).

Faculty Search Campus Visit, Attendee of Interview/Presentation, (March 9, 2012).

Faculty Mentor- Letters of Recommendations, Wrote, (January 2012).

Clinic Educator Committee, Attendee, Meeting, (January 6, 2012).

Equipment/Purchase Committee, Committee Chair, (August 2003 - August 2011).

CD Department Search Committee for Chair Person, Committee Member, (January 2011 - August 15, 2011).

Co-Coordinator for Senior Graduation Reception, Co-Coordinator for Senior Graduation Reception, (May 7, 2011).

College

University Assessment Committee-COHP Representative, Committee Member (August 2008 - Present).
University Assessment Committee-COHP Representative, Committee Member (August 2008 - Present).

University Assessment Committee, Attendee, Meeting (May 16, 2014).

COHP Meeting, Attendee, Meeting (February 14, 2014).

University Assessment Committee, Attendee, Meeting (January 31, 2014).

University Assessment Committee, Attendee, Meeting (October 22, 2013).

COHP Meeting, Attendee, Meeting (August 22, 2013).

University Athletic Committee- COHP Representative, Committee Member (August 2009 - May 2013).

University Assessment Committee, Attendee, Meeting (May 2, 2013).

University Assessment Committee, Attendee, Meeting (January 18, 2013).

COHP Meeting, Attendee, Meeting (January 10, 2013).

Marshall University Distinguished Artists and Scholars Award Committee- COHP representative, Committee Chair (September 2009 - December 2012).

COHP Meeting, Attendee, Meeting (August 23, 2012).

University Assessment Committee, Attendee, Meeting (April 27, 2012).

COHP Meeting, Attendee, Meeting (January 5, 2012).

COHP Meeting, Attendee, Meeting (August 15, 2011).

COHP Meeting, Attendee, Meeting (January 7, 2011).

University

CD representative for SCORES, Committee Member (August 2010 - Present).

University Assessment Committee, Committee Member (September 2008 - Present).

University Assessment Committee, Attendee, Meeting (May 16, 2014).


Marshall University Distinguished Artists and Scholars Award Committee, Substitute representative for COHP-2014 (March 2014 - April 2014).

University Assessment Committee, Assessment Training Session for Portal (April 25, 2014).

Completion of Syllabi Review- University Assessment Committee, Committee Member (April 13, 2014 - April 18, 2014).

Assessment Day Activities, Participation in Departmental Surveys for Undergraduate Students (April 7, 2014 - April 11, 2014).
Administrator of Phonemic Transcription Test- SCORES, Administrator of Phonemic Transcription Test (April 5, 2014).

University Assessment Committee, Attendee, Meeting (January 31, 2014).

University Assessment Committee, Attendee, Meeting (October 22, 2013).

University Athletic Committee- Recording Secretary, Recording Secretary (August 2009 - May 2013).

Completion of "Preventing Sexual Harassment" online training (May 30, 2013).

Attendee, Graduation (May 11, 2013).

University Assessment Committee, Attendee, Meeting (May 2, 2013).

Administrator of Phonemic Transcription Test- SCORES, Administrator of Phonemic Transcription Test (April 6, 2013).

Assessment Day Activities, Faculty Feedback on Lumina Project (April 3, 2013).

Attendee, Assessment Day, Committee Member (April 3, 2013).

Completion of 2012-Assessment Reports- Review- University Assessment Committee, Committee Member (March 15, 2013 - March 18, 2013).

Completion of Syllabi Review- University Assessment Committee, Committee Member (February 25, 2013 - March 1, 2013).

University Assessment Committee, Attendee, Meeting (January 18, 2013).

Marshall University Distinguished Artists and Scholars Award Committee, Committee Member (September 2009 - December 2012).

University Assessment Committee- Scientific Thinking General Education Subcommittee, Attendee, Meeting (October 19, 2012).

University Assessment Committee Member, Attendee, Meeting (September 25, 2012).

University Assessment Committee- Scientific Thinking General Education Subcommittee, Attendee, Meeting (September 10, 2012).

Completion of "Preventing Sexual Harassment" online training (June 25, 2012).

Attendee, Graduation (May 5, 2012).

University Assessment Committee Member, Attendee, Meeting (April 27, 2012).

Attendee, Assessment Day, Committee Member (April 4, 2012).

Administrator of Phonemic Transcription Test- SCORES, Administrator of Phonemic Transcription Test (March 31, 2012).

Distinguished Artists and Scholarship Award Committee, Attendee, Meeting (March 29, 2012).
University Assessment Committee- Review of Assessment Reports, Reviewer of Program Assessment Reports (March 12, 2012 - March 20, 2012).

University Assessment Committee, Attendee, Meeting (February 6, 2012).

University Assessment Committee- Scientific Thinking General Education Subcommittee, Rubric Subcommittee (January 2012).

University Assessment Committee Member, Attendee, Meeting (December 2, 2011).

University Assessment Committee, Attendee, Meeting (September 30, 2011).

University Assessment Committee, Attendee, Meeting (May 11, 2011).

Attendee, Graduation (May 7, 2011).

Attendee, Assessment Day (April 6, 2011).

University Assessment Committee, Attendee, Meeting (January 31, 2011).

Attendee, Graduation Receptions, Attendee, Graduation Receptions (May 8, 2010).

Attendee, Assessment Day (April 7, 2010).

Professional

Collaboration with MU INTO Program, Program Coordinator, Huntington, WV, USA (August 2013 - Present).

MUSHC Collaborative meetings with MU INTO Program, Program Coordinator, Huntington, WV, 25755 (October 24, 2013).

MUSHC Collaborative meetings with MU INTO Program, Program Coordinator, Huntington, WV, 25755 (August 28, 2013).

MUSHC Collaborative meetings with MU INTO Program, Program Coordinator, Huntington, WV, 25755 (August 7, 2013).

Community

Parish Council Member/Holy Spirit Antiochian Orthodox Church, Officer, Secretary, Huntington, WV, USA (January 2010 - Present).

St George Greek Orthodox Church Greek Dance Troupe, Dancer/Parent Volunteer/Teacher, Huntington, WV (July 2007 - Present).

Church School, Teacher/Volunteer, Huntington, WV, USA (August 1995 - Present).

Choir Member/Chanter of Holy Spirit Antiochian Orthodox Church, Huntington, WV, Member, Huntington, WV, USA (1989 - Present).

Holy Spirit Orthodox Church Ladies Auxiliary Group, Member, Huntington, WV, USA (1989 - Present).

Tri State Youth Orchestra, Parent supporter and volunteer, Huntington, WV, USA (August 2003 - May 2014).
Huntington Museum of Art, Member, Huntington, WV, USA (January 2012 - December 2013).

3) 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 Memberships**

West Virginia Speech-Language-Hearing Association, WVSLHA, Member.

Special Interest Division (05) ASHA- Speech Science Orofacial Disorders. (January 2011 - Present).

Special Interest Division (09) of ASHA- Hearing and Hearing Disorders in Childhood, Member. (January 2011 - Present).

American Speech-Language-Hearing Association, ASHA, Certified Member. (October 1989 - Present).

Graduate Faculty Status -June 2014 to June 2017, MU Graduate Council, Associate Graduate Faculty. (June 2014 - June 2017).

Graduate Faculty Status -June 2011 to June 2014, MU Graduate Council, Associate Graduate Faculty. (June 2011 - June 2014).

Alexander Graham Bell Association for the Deaf and Hard of Hearing, AGBell, Member. (July 2010 - July 2011).

**Faculty Development Activities Attended**


Consultative Webinar Regarding Dialect Modification with ESL Clients, Consultation with Nadine Whiteman, Ohio State University. (September 25, 2013).

Tutorial, "CSD CAS Webinar". (June 26, 2013).


Workshop, "Degree Works", Academic Affairs, Pat Gebhart, Huntington, WV, USA, 1 credit hours. (February 20, 2013).

Conference Attendance, "Difficult Speech & Resonance Disorders in School-Age Children: Case Presentations", ASHA, Atlanta, Georgia, USA, 3 credit hours. (November 17, 2012).

Conference Attendance, "Telepractice & the Efficacy of Intervention for Students With ASD", ASHA, Atlanta, Georgia, USA, 1 credit hours. (November 17, 2012).
Conference Attendance, "Culturally Responsible/Culturally Relevant Approach to Assessment & Intervention", ASHA, Atlanta, Georgia, USA, 2 credit hours. (November 16, 2012).

Conference Attendance, "Expanding Knowledge Regarding Velopharyngeal Insufficiency for SLP's in Variable Settings", ASHA, Atlanta, Georgia, USA, 1 credit hours. (November 16, 2012).

Conference Attendance, "Practice-Based Evidence: Using Single-Subject Research Principles in Clinical Practice", ASHA, Atlanta, Georgia, USA, 1 credit hours. (November 16, 2012).

Conference Attendance, "Selecting Skills to Teach AAC Communication Partners", ASHA, Atlanta, Georgia, USA, 1 credit hours. (November 16, 2012).

Conference Attendance, "Toward a Speech Science Community", ASHA, Atlanta, Georgia, USA, 1 credit hours. (November 16, 2012).

Conference Attendance, "A Clinician's Guide to Training Assistive Technology Following Brain Injury", ASHA, Atlanta, Georgia, USA, 3 credit hours. (November 15, 2012).

Conference Attendance, "Computers, Apps, & Other Technologies for Adult Neuro Rehabilitation", ASHA, Atlanta, Georgia, USA, 2 credit hours. (November 15, 2012).

Conference Attendance, "The Changing Health Care Landscape Summit Update", ASHA, Atlanta, Georgia, USA, 2 credit hours. (November 15, 2012).

Workshop, "HLC Quality Initiative Workshop", University Office of Assessment, Mary Beth Reynolds. (October 19, 2012).


Conference Attendance, "Team Collaboration: Graduate Student Experiences in Shared Learning Activities", Marshall University Center for Advancement of Teaching and Learning, Huntington, WV, USA. (August 21, 2012).


Tutorial, "MU Online Tutorial", MU Online, Huntington, WV, USA. (December 16, 2011).

Workshop, "Digital Measures Workshop", Marshall University, Huntington, WV, USA, 1 credit hours. (November 14, 2011).

Continuing Education Program, "Listening Ladders for Littles by David Sindrey, M.CI.SC", WV AG Bell Association for the Deaf and Hard of Hearing and WVU Department of Otolaryngology, Head and Neck Surgery, Morgantown, WV, USA, 5.5 credit hours. (October 22, 2011).

Workshop, "Workshop: TECI Training Workshop-The Center for Teaching and Learning", Center for Advancement of Teaching and Learning, Huntington, WV, USA, 3 credit hours. (August 17, 2011).
Conference Attendance, "Workshop: 2011 iPed Conference on Teaching and Learning", Center for Advancement of Teaching and Learning, Huntington, WV, USA, 3 credit hours. (August 16, 2011).

Workshop, "Digital Measures Workshop", Marshall University, Huntington, WV, USA, 1 credit hours. (January 24, 2011).


Workshop, "Facilitating Conversational Competency in Children with Hearing Loss", Cochlear Hope Even, Pittsburgh, Pennsylvania, USA, 6 credit hours. (March 26, 2010).

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

Awards and Honors

Certificate of Appreciation, Student Resource Center Staff- Student Activities Programming Board, (February 14, 2012).
Faculty Data Sheet

Name: Susan Thomas Frank

Rank: Associate Professor

Start Date at Marshall as a Faculty Member: August 17, 2003

Status: Tenured

Highest Degree Earned: PhD D

Date Degree Received: 2012

Conferring Institution: University of Kentucky, Lexington, KY

Area of Degree Specialization: Communication Sciences and Disorders, Literacy

Professional Registration/Licensure: ASHA-Certificate of Clinical Competence, WV Board Certified SLP

Field of Registration/Licensure: West Virginia Board of Examiners for Speech-Language Pathology and Audiology

Agency: The American Speech-Language Hearing Association, West Virginia Board of Examiners for 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)

<table>
<thead>
<tr>
<th>Term/Year</th>
<th>Course</th>
<th>Title</th>
<th>Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2014</td>
<td>CD 629</td>
<td>Child Lang Dis: Sch/Adoles</td>
<td>13</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>FYS 100</td>
<td>First Year Seminar-Honors</td>
<td>18</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>CD 401</td>
<td>Inquiry in CD</td>
<td>2</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>CD 228</td>
<td>Language and Speech Dev</td>
<td>26</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>CD 622</td>
<td>Phonological Disorders</td>
<td>10</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>FYS 100</td>
<td>First Year Seminar-Honors</td>
<td>21</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>CD 401</td>
<td>Inquiry in CD</td>
<td>2</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>CD 101</td>
<td>Intro Communic Disorders</td>
<td>17</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>CD 601</td>
<td>Intro to Graduate Studies</td>
<td>11</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>CD 601</td>
<td>Intro to Graduate Studies</td>
<td>10</td>
</tr>
<tr>
<td>Summer 2013</td>
<td>CD 628</td>
<td>Child Lang Dis: Inf/Presch</td>
<td>10</td>
</tr>
<tr>
<td>Summer 2013</td>
<td>CD 628</td>
<td>Child Lang Dis: Inf/Presch</td>
<td>9</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>CD 629</td>
<td>Child Lang Dis: Sch/Adoles</td>
<td>8</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>CD 629</td>
<td>Child Lang Dis: Sch/Adoles</td>
<td>11</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>CD 328</td>
<td>Developmental Lang Dis</td>
<td>19</td>
</tr>
</tbody>
</table>
1) Scholarship/Research

**Intellectual Contributions**


**Presentations**


Frank, S. T. (Presenter & Author), Counts, C. (Presenter & Author), Reynolds, B. (Presenter & Author), Poster, 2012 Annual Convention of the American Speech-Language Hearing...


Research Currently in Progress

Frank, Susan T, "Describing the Spoken Discourse Practices of Second and Third Grade Teachers in Appalachia", On-Going, Scholarly.

Frank, Susan T, "Literacy Practices of Inclusion and Exclusion Classrooms of Students with Autism in Appalachia", On-Going, Scholarly.


Frank, Susan T, "Use of explicit, non-evocative print referencing wit at risk preschool children: implicating for increasing print concept knowledge", Writing Results, Scholarly.

McComas, Karen L, Frank, Susan T, Miller, Beverly E, "Variations in Experiences: Students and Faculty in a Community of Research Practice", On-Going, Scholarly.

Directed Student Learning and Research

Scott, N., Research, Master's Thesis Committee Chair, Communication Disorders Department, CD, 681, 2 credit hours, "Describing the Discourse Practices of 2nd and 3rd grade Classrooms in Appalachia", Proposal. (August 2013 - Present).


Davidson, J., Research, Directed Individual/Independent Study, Communication Disorders Department, CD, 585, 1 credit hours, "Participation in a Research Team: Low Stakes Involvement for High Yield Learning", Completed. (August 2012 - December 2012).

Willis, M., Research, Directed Individual/Independent Study, Communication Disorders Department, CD, 585, 2 credit hours, "Participation in a Research Team: Low Stakes Involvement for High Yield Learning", Completed. (August 2012 - November 2012).

Counts, C., Reynolds, B., Research, Directed Individual/Independent Study, Communication Disorders Department, CD, 685, 3 credit hours, "Participation in a Research Team: Low Stakes Involvement for High Yield Learning", Completed. (January 2012 - May 2012).

Davidson, J., Willis, M., Research, Directed Individual/Independent Study, Communication Disorders Department, CD, 685, 2 credit hours, "Participation in a Research Team: Low Stakes Involvement for High Stakes Learning", Completed. (January 2012 - May 2012).


Lavender, H., Research, Directed Individual/Independent Study, Communication Disorders Department, CD, 401, 2 credit hours, "Inquiry into Communication Disorders", Completed. (August 2011 - December 2011).


2) Service

**Department**

Assessment and Curriculum Committee, Committee Member, (January 1, 2013 - December 31, 2013).

Graduate Admissions Committee, Committee Member, (January 1, 2013 - December 31, 2013).

Graduate Student Advisory Team, Committee Member, (January 1, 2013 - December 31, 2013).

Graduate Student Advisory Team, Committee Member, (August 2012 - December 2012).

Graduate Admissions Committee, Committee Member, (January 1, 2012 - December 31, 2012).

Graduate Admissions Committee, Committee Member, (January 1, 2012 - December 31, 2012).

Curriculum Committee, Committee Member, (January 1, 2011 - December 31, 2012).

Curriculum Committee, Committee Member, (January 1, 2011 - December 31, 2012).

Search Committee Faculty Position, Committee Chair, (August 2011 - December 2011).

Undergraduate Council of Advisors, Committee Member, (January 1, 2011 - December 31, 2011).

Search Committee Department Chair, Committee Member, (May 2011 - August 2011).

**College**

College of Health Professions Curriculum Committee, Committee Member (January 1, 2013 - December 31, 2013).

Graduate Council, Committee Member (January 1, 2013 - December 31, 2013).

Honors College Curriculum Committee, Committee Member (January 1, 2013 - December 31, 2013).

Research Committee COHP, Committee Member (January 1, 2013 - December 31, 2013).
Graduate Council, Committee Member (August 2012 - December 2012).
Honors College Curriculum Committee, Committee Member (August 2012 - December 2012).
Curriculum Committee, Committee Member (January 1, 2011 - December 31, 2012).
Faculty Senate, Committee Member (January 1, 2011 - December 31, 2011).

University

Yeager Scholar Screening Committee, Invited to review applications (January 2011 - February 2011).

Professional

West Virginia Speech-Language Hearing Association, Officer, President/Elect/Past (June 30, 2013 - June 29, 2014).
West Virginia Speech-Language Hearing Association Executive Board, Committee Member, WV, USA (January 1, 2007 - December 31, 2013).
The International Reading Association, Member, Newark, DE, USA (May 2010 - December 2012).
The West Virginia Speech-Language Hearing Association, Member, West Virginia, USA (September 1, 2003 - December 31, 2012).
Cenege Learning, Reviewer, Textbook, Clifton Park, NY, USA (October 1, 2011 - December 31, 2011).

Community

Tri-State Literacy Council, Board Member, Huntington, WV, USA (September 2010 - December 2013).

3) 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 Memberships

West Virginia Speech-Language Hearing Association, WVSLHA, President-Elect, This is the state-wide organization which represents speech-language pathologists, audiologists, speech and hearing scientists and educators of the deaf and hard of hearing. (August 2003 - December 2013).

American Speech-Language Hearing Association, ASHA, Elected member of the Speech-Language Pathology Advisory Council, ASHA is the professional organization of speech-language pathologists, audiologists and speech and hearing scientists; it acts as the
certification body for individual practitioners as well as the accreditation body for training programs in higher education. It represents both national and international interests. (January 1977 - December 2013).

Faculty Development Activities Attended


Seminar, "First Year Seminar Faculty Training Seminar", Marshall University/Academic Affairs, Huntington, WV, USA, 0 credit hours. (January 2013 - May 2013).


Workshop, "TECI Workshop", Marshall University, Huntington, WV, USA. (February 24, 2012).


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

Awards and Honors

4th ACE (Award for Continuing Education), American Speech-Language Hearing Association, (February 28, 2011).
Faculty Data Sheet

Name: Kelly Jean Harlow  Rank: Assistant Professor

Start Date at Marshall as a Faculty Member: August 17, 2002

Status: Tenured

Highest Degree Earned: MA  Date Degree Received: 1981

Conferring Institution: Marshall University, Huntington WV

Area of Degree Specialization: Speech Pathology and Audiology

Professional Registration/Licensure: West Virginia Licensure, Certificate of Clinical Competence

Field of Registration /Licensure: Speech Pathology

Agency: West Virginia Board of Examiners, American Speech and Hearing Association

Date Obtained, Expiration Date

Obtained: January 1, 2013, Expired: December 31, 2014

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>Term/Year</th>
<th>Course</th>
<th>Title</th>
<th>Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2014</td>
<td>CD 670</td>
<td>Advanced Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>CD 670</td>
<td>Advanced Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>CD 670</td>
<td>Advanced Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>CD 424</td>
<td>Diagnosis Comm Disorders</td>
<td>19</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>CD 424</td>
<td>Diagnosis Comm Disorders</td>
<td>17</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>CD 239</td>
<td>Phonetics</td>
<td>24</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>CD 670</td>
<td>Advanced Clinical Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>CD 670</td>
<td>Advanced Clinical Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>CD 670</td>
<td>Advanced Clinical Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>CD 328</td>
<td>Developmental Lang Dis</td>
<td>18</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>CD 228</td>
<td>Language and Speech Dev</td>
<td>32</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>CD 239</td>
<td>Phonetics</td>
<td>26</td>
</tr>
<tr>
<td>Summer 2013</td>
<td>CD 671</td>
<td>Advanced Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Summer 2013</td>
<td>CD 671</td>
<td>Advanced Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Summer 2013</td>
<td>CD 671</td>
<td>Advanced Clinical Practicum</td>
<td>4</td>
</tr>
</tbody>
</table>
### 1) Scholarship/Research

#### Contracts, Grants and Sponsored Research

- Harlow, K. J. (Principal), Grant, "Scholarship of Teaching", INCO, Private, $500.00, Funded. (November 1, 2012 - December 1, 2012).

- Harlow, K. J. (Principal), Grant, "A Study of Symbol Selection Across Age Groups: Toward developing a universal set of icons for AAC", Quinlan, Private, $500.00, Funded. (November 1, 2010 - December 1, 2010).

- Harlow, K. J. (Principal), Grant, "Scholarship of Teaching", INCO, Private, $500.00, Funded. (November 1, 2010 - December 1, 2010).

#### Presentations

- Harlow, K. J.


Directed Student Learning and Research

Stover, N., Research, Supervised Research, Communication Disorders Department, CD, 401, 2 credit hours, "Inquiry in Communication Disorders", In-Process. (January 15, 2011 - December 1, 2012).

Boster, J., Research, Supervised Research, Communication Disorders Department, CD, 485, 3 credit hours, "Iconcity Of Symbols: Adults vs. Children", Completed. (January 1, 2012 - May 1, 2012).


Phillips, B., Shannon, S., Research, Supervised Research, Communication Disorders Department, CD, 401, 3 credit hours, "A Study of Symbol Selection Across Age Groups: Toward developing a universal set of icons for AAC", Completed. (September 1, 2008 - November 1, 2010).

Smith, S., Phillips, B., Research, Supervised Research, Communication Disorders Department, CD, 401, 3 credit hours, "Icon Transparency: Is it really universal? Literature Review.", Completed. (January 1, 2010 - May 1, 2010).

2) Service

Department

Advising Committee, Committee Member, (January 10, 2012 - December 31, 2013).

Awards Committee, Committee Chair, (January 1, 2012 - December 31, 2013).

HLC Pathways Project, Committee Member, (January 1, 2012 - December 31, 2013).

Curriculum Committee, Committee Member, (August 1, 2011 - December 31, 2013).

Clinic Management/Supervisors Committee, Committee Member, (August 15, 2001 - December 31, 2013).

Department Faculty Meeting, Committee Member, (August 15, 2001 - December 31, 2013).

College

College Curriculum Committee, Committee Member (January 1, 2012 - December 31, 2013).

College Curriculum Committee, Committee Member (January 1, 2012 - December 31, 2012).

University

Budget and Academic Planning Committee, Committee Member.

Budget and Academic Planning Committee, Recording Secretary (January 1, 2013 - December 31, 2013).
Grade Appeals Board, Committee Member (January 15, 2013 - December 15, 2013).

Budget and Academic Planning Committee, Chairperson (September 1, 2013 - December 1, 2013).

Professional

Autism Training Center Board, Board of Directors of a Company, Charleston, WV, USA (January 1, 2006 - April 18, 2014).

ASHA, Member (January 1, 2011 - December 31, 2013).

WVSHA Executive Board, Committee Member, West Virginia, USA (April 1, 2011 - September 1, 2012).

WVSHA, Member (December 31, 2011 - January 1, 2012).

Community

Women's Philanthropy of Cabell Huntington Hospital, Committee Member, Huntington, WV, 25701 (January 1, 2012 - December 31, 2013).

Highlawn Presbyterian Mission group, Committee Member, Huntington, WV, USA (April 1, 2012 - December 31, 2012).

3) 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 Memberships

American Speech and Hearing Association, ASHA, A member of the national board of Speech Pathologists and Audiologists that governs the profession and oversees licenses and continuing education for their members.

West Virginia Speech and Hearing Association, WVSHA, member, A member of the state board that governs the licensing and continuing education requirements of the profession.

Perspectives on Higher Education, A special interest that deal with the teaching and scholarship of students in the field of Speech Language Pathology. (January 1, 2010 - Present).

Perspectives on Alternative and Augmentative Communication, Special Interest Group, It is special interest group that discusses areas that deal with AAC. (January 12, 2005 - Present).

Faculty Development Activities Attended

Workshop, "2012 iPED Conference on Teaching and Learning", MU Center for Teaching and Learning, Huntington, WV, USA, 0 credit hours.

Continuing Education Program, "AAC and Aphasia", Speech Pathology.com, 0 credit hours. (August 3, 2014).

"AAC Success in the School Setting", Speech Pathology.com, 0 credit hours. (July 29, 2014).
Continuing Education Program, "AAC Intervention Strategies for Social Competency", Speech Pathology.com, 0 credit hours. (July 15, 2014).

Continuing Education Program, "Case-Based Learning: Connecting the Classroom to the Clinic", Speech Pathology.com, 0 credit hours. (July 15, 2014).

Continuing Education Program, "Low Tech AAC Options and Practical Strategies for Classroom Use", Speech Pathology.com, 0 credit hours. (July 10, 2014).

Continuing Education Program, "AAC Intervention Strategies for Linguistic Competency", 0 credit hours. (July 9, 2014).

Continuing Education Program, "Mid-High Tech AAC Options & Strategies for Classroom Use", Speech Pathology.com, 0 credit hours. (July 8, 2014).

Workshop, "Writing Across the Curriculum Spring Symposium", Huntington, WV, USA, 0 credit hours. (April 18, 2014).

Tutorial, "Digital Measures", Marshall University, Huntington, West Virginia, USA, 0 credit hours. (2013).

Conference Attendance, "AAC for Any Ability: Access for All", ASHA, Atlanta, Georgia, USA, 1 credit hours. (November 15, 2012 - November 17, 2012).

Conference Attendance, "Building Communication Literacy in Students with Moderate-to-Severe Disabilities using Stories", ASHA, Atlanta, Georgia, USA, 1 credit hours. (November 15, 2012 - November 17, 2012).

Conference Attendance, "Creative Approaches to Long Term Management of Aphasia & TBI", Atlanta, Georgia, USA, 1 credit hours. (November 15, 2012 - November 17, 2012).

Conference Attendance, "Learning Social Thinking Vocabulary, Related Research & Superflex", ASHA, Atlanta, Georgia, USA, 2 credit hours. (November 15, 2012 - November 17, 2012).

Conference Attendance, "Poster Presentations", ASHA, Atlanta, Georgia, USA, 2.5 credit hours. (November 15, 2012 - November 17, 2012).

Conference Attendance, "School Professionals" Perceptions and Preparedness for AAC Intervention", ASHA, Atlanta, Georgia, USA, 1 credit hours. (November 15, 2012 - November 17, 2012).

Conference Attendance, "Shift Happens: Strategies for Approaching the Changing Face of Health Care", ASHA, Atlanta, Georgia, USA, 3 credit hours. (November 15, 2012 - November 17, 2012).

Conference Attendance, "Show Time! Incorporating Dramatic Arts to Social Skills Therapy", ASHA, Atlanta, Georgia, USA, 1 credit hours. (November 15, 2012 - November 17, 2012).

Conference Attendance, "Telepractice & Efficacy for Intervention for Students with ASD", ASHA, Atlanta, Georgia, USA, 1 credit hours. (November 15, 2012 - November 17, 2012).

Conference Attendance, "Tools & Techniques for Partner Training in Aphasia", Atlanta, Georgia, USA, 1 credit hours. (November 15, 2012 - November 17, 2012).

Conference Attendance, "Treatment of Chronic Aphasia: A Win-Win Approach", ASHA, Atlanta, Georgia, USA, 2 credit hours. (November 15, 2012 - November 17, 2012).
Conference Attendance, ASHA, Atlanta, Georgia, USA, 1 credit hours. (November 15, 2012 - November 17, 2012).

Conference Attendance, "The iPad & your Therapy: Apps, Accessories, Accessibility, & Features", ASHA, Atlanta, Georgia, USA, 3 credit hours. (November 14, 2012).

Conference Attendance, Center for Teaching and Learning, Huntington, WV, USA, 0 credit hours. (August 2012).

Workshop, "Assessing Student performance Across the Curriculum", Genesis Rehabilitation Services, Huntington, WV, USA, 0.3 credit hours. (September 18, 2011 - September 19, 2011).

"Identification of Children with an Autism Spectrum Disorder from a Public Health Perspective", MU School of Medicine & Autism Training Center, Huntington, WV, USA, 0 credit hours. (December 10, 2010).

Conference Attendance, "Poster Presentations", ASHA, Philadelphia, Pennsylvania, USA, 3 credit hours. (November 18, 2010 - November 20, 2010).

"Workshops", ASHA, Philadelphia, Pennsylvania, USA, 11 credit hours. (November 18, 2010 - November 20, 2010).

Workshop, "A Blackboard Basics for Face-to Face Courses", MU Center for Teaching and Learning, Huntington, WV, USA, 0 credit hours. (August 17, 2010).

Workshop, "Bridging the Digital Divide: Reconciling Student/teacher Literacies", MU Center for Teaching Excellence, Huntington, WV, USA, 0 credit hours. (August 17, 2010).


“Supporting Language and Communication for Individuals with Autism”, Dynavox, Huntington, WV, USA, 5 credit hours. (May 20, 2010).

Conference Attendance, "West Virginia Speech and Hearing Association", WVSHA, Charleston, WV, USA, 9 credit hours. (April 22, 2010 - April 24, 2010).
## Faculty Data Sheet

<table>
<thead>
<tr>
<th>Name:</th>
<th>Pamela Jane Holland</th>
<th>Rank:</th>
<th>Assistant Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start Date at Marshall as a Faculty Member:</td>
<td>August 17, 2003</td>
<td>Status:</td>
<td>Tenured</td>
</tr>
<tr>
<td>Highest Degree Earned:</td>
<td>MA</td>
<td>Date Degree Received:</td>
<td>1995</td>
</tr>
<tr>
<td>Conferring Institution:</td>
<td>Marshall University, Huntington, WV</td>
<td>Area of Degree Specialization:</td>
<td>Communication Disorders</td>
</tr>
<tr>
<td>Professional Registration/Licensure:</td>
<td>ASHA Certificate of Clinical Competence, West Virginia State Licensure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field of Registration /Licensure:</td>
<td>The American Speech-Language-Hearing Association is the professional, scientific, and credentialing association for 145,000 members and affiliates who are speech-language pathologists, audiologists, and speech, language, and hearing scientists in the United States and internationally.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Vision**

Making effective communication, a human right, accessible and achievable for all.

**Mission**

Empowering and supporting speech-language pathologists, audiologists, and speech, language, and hearing scientists by:

- Advocating on behalf of persons with communication and related disorders
- Advancing communication science
- Promoting effective human communication

The West Virginia Speech-Language-Hearing Association (WVSHA) is a professional organization of speech-language pathologists, audiologists, and deaf educators that promotes the welfare of individuals with communication disorders and represents the professionals who serve them.

WVSHA is a unified but diverse Association of actively engaged volunteers serving as the primary resource for networking, acquiring professional knowledge, advocating for and empowering audiologists, speech-language pathologists, deaf educators and people with communication disorders in the state of West Virginia.

WVSHA recognizes that speech-language pathologists, audiologists, and deaf educators are distinct yet closely aligned professionals with a mutual concern and interest in serving individuals with communication disorders.

WVSHA strives to consistently demonstrate excellent standards of practice with a commitment to scholarship in communication sciences.
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>Term/Year</th>
<th>Course</th>
<th>Title</th>
<th>Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2014</td>
<td>CD 671</td>
<td>Advanced Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>CD 571</td>
<td>Clinical Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>CD 571</td>
<td>Clinical Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>CD 571</td>
<td>Clinical Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>CD 470</td>
<td>Therapeutic Procedures Lab</td>
<td>20</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>CD 671</td>
<td>Advanced Clinical Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>CD 671</td>
<td>Advanced Clinical Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>CD 671</td>
<td>Advanced Clinical Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>CD 671</td>
<td>Advanced Clinical Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Summer 2013</td>
<td>CD 670</td>
<td>Advanced Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Summer 2013</td>
<td>CD 670</td>
<td>Advanced Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Summer 2013</td>
<td>CD 670</td>
<td>Advanced Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Summer 2013</td>
<td>CD 670</td>
<td>Advanced Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Summer 2013</td>
<td>CD 670</td>
<td>Advanced Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Summer 2013</td>
<td>CD 670</td>
<td>Advanced Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Summer 2013</td>
<td>CD 670</td>
<td>Advanced Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Summer 2013</td>
<td>CD 671</td>
<td>Advanced Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>CD 670</td>
<td>Advanced Clinical Practicum</td>
<td>2</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>CD 670</td>
<td>Advanced Clinical Practicum</td>
<td>2</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>CD 671</td>
<td>Advanced Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>CD 671</td>
<td>Advanced Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>CD 671</td>
<td>Advanced Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>CD 671</td>
<td>Advanced Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>CD 671</td>
<td>Advanced Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>CD 671</td>
<td>Advanced Clinical Practicum</td>
<td>4</td>
</tr>
</tbody>
</table>
Spring 2013  CD 671  Advanced Clinical Practicum  4  
Spring 2013  CD 101  Intro Communic Disorders  22  

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

1) Scholarship/Research

Contracts, Grants and Sponsored Research

McNealy, K. K. (Co-Principal), Dixon, L. Z. (Co-Principal), Holland, P. J. (Co-Principal), Contract, "INTO Dialect Modification Clinic", Funded. (September 2013 - Present).

Holland, P. J. (Principal), Grant, "Campus Compact Service Day Min-Grant", West Virginia Campus Compact, State, $200.00, Funded. (January 14, 2013 - April 30, 2013).

Holland, P. J., Grant, "INCO Faculty Grant", Marshall University, Marshall University, $605.00, Funded. (October 2012 - December 2012).

Holland, P. J., Grant, "Quinlen Faculty Grant", Marshall University, Marshall University, $500.00, Funded. (October 2012 - December 2012).

Holland, P. J. (Co-Principal), DeTardo-Bora, K. A. (Co-Principal), Grant, "Hedrick Program Grant for Teaching Innovation", Service Learning Program, Marshall University, $5,000.00, Funded. (August 2011 - August 2012).

Holland, P. J. (Other), Grant, "INCO Faculty Development Grant", Marshall University, Marshall University, $2,000.00, Funded. (April 2010).

Presentations


Holland, P. J., Keynote/Plenary Address, Rotary Club of Huntington, Marshall University, Pullman Plaza Hotel, "Service Learning: What does it Mean to the Tri-State Area and Local Businesses", Other, Non-Academic, Local, Invited. (September 10, 2012).


Holland, P. J., M. L. S. (Presenter & Author), E. (Presenter & Author), Keynote/Plenary Address, Genesis Rehabilitation Services, Marshall University, "Assessing Student Performance Across the Curriculum: Promoting Clinical Excellence in All Practice Settings", Workshop,


Research Currently in Progress

Holland, Pamela J, "Faculty Perceptions and Attitudes regarding Interprofessional Education", Planning, Scholarly.

Directed Student Learning and Research

Paine, E., Learning, Supervised Teaching Activity, Communication Disorders Department, CD, 670, 3 credit hours, In-Process. (August 30, 2013 - Present).

Stewart, K., Learning, Supervised Teaching Activity, Communication Disorders Department, CD, 672, 3 credit hours, Completed. (October 2, 2013 - October 31, 2013).

Regal, D., Learning, Supervised Teaching Activity, Communication Disorders Department, CD, 672, 3 credit hours, Completed. (April 2013 - May 2013).

Wachauf, K., Learning, Supervised Teaching Activity, Communication Disorders Department, CD, 672, 6 credit hours, "Speech-Language Evaluation", Completed. (September 28, 2012 - October 15, 2012).


Sutton, K., Learning, Supervised Teaching Activity, Communication Disorders Department, CD, 670, 6 credit hours, "Speech and Language Evaluation", Completed. (March 2, 2012 - March 15, 2012).

Huish, B., Learning, Supervised Teaching Activity, Communication Disorders Department, CD, 672, 6 credit hours, "Speech and Language Evaluation Report", Completed. (September 16, 2011 - September 26, 2011).
2) Service

Department

Communication Disorders Professional Advocacy Council, Committee Chair, (August 2012 - Present).

Clinical Management Committee, Committee Chair, (January 1, 2006 - Present).

Curriculum and Assessment Committee, Committee Member, (January 1, 2006 - Present).

Search Committee for Administrative Assistant, Committee Member, (January 1, 2014 - March 1, 2014).

Search Committee for Chair of Communication Disorders, Committee Chair, (January 1, 2011 - September 1, 2011).

College

College of Health Professions Faculty Affairs, Committee Chair (May 2010 - May 2012).

College of Health Professions Bylaws Ad-hoc Committee, Committee Chair (August 2010 - May 2011).

University

Service Learning Application Review Committee, Committee Chair (June 2011 - Present).

Service Learning Application Review Committee, Committee Member (January 2013 - December 2013).

Pickens-Queen, Committee Member (August 2012 - May 2013).

Search Committee for Career Services Center, Committee Member (September 15, 2011 - December 15, 2011).

Pickens-Queen, Committee Chair (August 2010 - May 2011).

Professional

St. John’s House  Learning and Development Center, Inc. Board of Directors, Committee Member, Huntington, WV, United States (May 2011 - Present).

Community

Kids in Motion, Board Member, Huntington, West Virginia, United States (April 2014 - Present).

Scottish Rite Freemasonry Board of Directors, Board Member, Huntington, West Virginia, United
Lose the Wheels, Committee Member, Huntington, WV, United States (July 2011).

3) 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 Memberships

American Speech-Language Hearing Association: Special Interest Group, ASHA SIG 11, The Mission of the SIG on Administration and Supervision, 11 is to advance best practices in administration, leadership, and supervision by serving as a valuable resource for its affiliates by offering educational activities, providing networking opportunities, and supporting research and scholarly initiatives. (January 1, 2007 - December 31, 2014).

American Speech-Language Hearing Association: Special Interest Group, ASHA SIG 13, The mission of the SIG on Swallowing and Swallowing Disorders is to provide leadership and advocacy for issues in swallowing and swallowing disorders and to serve affiliates who evaluate and manage individuals with swallowing and feeding disorders across the lifespan by supporting professional development, research, education, and communication necessary for delivery of the highest quality services. (January 1, 2006 - December 31, 2014).


Faculty Development Activities Attended


Seminar, "Transition Training", West Virginia Department of Health and Human Resources/West Virginia Birth to Three, Charleston, West Virginia, United States, 3 credit hours. (September 20, 2013).

Seminar, "Going Beyond Evaluation-Moving to Authentic Assessment", Department of Health and Human Resources/West Virginia Birth to Three Program, Charleston, West Virginia, United States, 3 credit hours. (September 5, 2013).


Seminar, "Infection Control Basics", Care2Learn.com, Bradenton, Florida, United States, 1 credit hours. (February 1, 2013).

Conference Attendance, "West Virginia Birth to Three - Orientation", West Virginia Department of Health and Human Resources, Charleston, WV, United States, 3 credit hours. (June 6, 2012).


"Family Engagement and First Impressions", West Virginia Birth to Three. (December 1, 2011).

"Introduction to Online Training & WVBTT and You! For Direct Practitioners", West Virginia Birth to Three Program. (October 27, 2011).


Conference Attendance, "Assessing Student Performance Across the Curriculum: Promoting Clinical Excellence in all Practice Settings", Genesis Rehabilitation, Huntington, WV, USA, 3 credit hours. (October 6, 2011).


Round Table, "TriState Literacy Council", Cabell Huntington Library/Tristate Literacy Council, Huntington, WV, USA. (September 8, 2011).

Conference Attendance, "West Virginia Campus Compact", West Virginia University, Fairmont, WV, USA, 6 credit hours. (April 20, 2011).

Workshop, "Play it By Ear", AG Bell, Huntington, WV, United States, 4 credit hours. (November 6, 2010).

Continuing Education Program, "AAC: Language and Communication for Individuals with Autism", Huntington, WV, United States, 5 credit hours. (May 20, 2010).

Conference Attendance, "Council of Academic Programs in Communication Sciences and Disorders (CAPCSD)", CAPCSD, Austin, TX, United States, 12 credit hours. (April 22, 2010 - April 25, 2010).

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

Awards and Honors

Graduate Faculty Status, Graduate College, (May 24, 2013).
Faculty Data Sheet

Name: Sandra Donelle Kemper  
Rank: N/A

Start Date at Marshall as a Faculty Member: August 17, 2012

Status: Term

Highest Degree Earned: MS  Date Degree Received: 2003

Conferring Institution: Fort Hays State University, Hays Kansas

Area of Degree Specialization: Communication Disorders

Professional Registration/Licensure: West Virginia Credentialing, ASHA Certificate of Clinical Competence, West Virginia Credentialing, West Virginia SLP License

Field of Registration /Licensure: Obtained West Virginia credentialing in order to provide services at River Park Hospital as well as Marshall University Speech and Hearing Center., Certificate of Clinical Competence from ASHA, Obtained West Virginia credentialing in order to provide services at River Park Hospital as well as Marshall University Speech and Hearing Center., State license

Agency: American Speech-Language-Hearing Association, , West Virginia Board of Examiners for Speech-Language Pathology and Audiology

Date Obtained, Expiration Date
- Obtained: October 1, 2012

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>Term/Year</th>
<th>Course</th>
<th>Title</th>
<th>Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014</td>
<td>CD 101</td>
<td>CD 101- Introduction to Communication Disorders</td>
<td>20</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>CD 322</td>
<td>CD 322 Developmental Speech Disorders</td>
<td>18</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>CD 370</td>
<td>Field Experience in Speech- Language Pathology</td>
<td>16</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>CD 671</td>
<td>Advanced Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>CD 671</td>
<td>Advanced Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>CD 671</td>
<td>Advanced Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>CD 571</td>
<td>Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>CD 571</td>
<td>Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>CD 571</td>
<td>Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>CD 322</td>
<td>Dev Speech Disorders</td>
<td>19</td>
</tr>
<tr>
<td>Semester</td>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------</td>
<td>-----------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>CD 101</td>
<td>Intro Communic Disorders</td>
<td>8</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>CD 671</td>
<td>Advanced Clinical Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>CD 671</td>
<td>Advanced Clinical Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>CD 570</td>
<td>Clinical Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>CD 570</td>
<td>Clinical Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>CD 322</td>
<td>Dev Speech Disorders</td>
<td>17</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>CD 370</td>
<td>Field Exper: Sph &amp; Lang</td>
<td>15</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>CD 101</td>
<td>Intro Communic Disorders</td>
<td>17</td>
</tr>
<tr>
<td>Summer 2013</td>
<td>CD 671</td>
<td>Advanced Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Summer 2013</td>
<td>CD 671</td>
<td>Advanced Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Summer 2013</td>
<td>CD 671</td>
<td>Advanced Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>CD 670</td>
<td>Advanced Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>CD 670</td>
<td>Advanced Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>CD 670</td>
<td>Advanced Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>CD 229</td>
<td>Anatomy Speech Mechanism</td>
<td>37</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>CD 571</td>
<td>Clinical Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>CD 571</td>
<td>Clinical Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>CD 571</td>
<td>Clinical Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>CD 322</td>
<td>Dev Speech Disorders</td>
<td>15</td>
</tr>
</tbody>
</table>

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

1) Scholarship/Research

**Presentations**


2) Service

**Department**

Graduate Admissions Committee, Committee Member, (August 2014 - December 2014).


Student Advisory Board, Faculty Mentor, (January 2014 - December 2014).

Student Awards Committee, Committee Member, (January 2014 - December 2014).
Alternative Augmentative Communication Committee, Committee Member, (January 2013 - December 2013).

Clinical Management Committee, Committee Member, (January 2013 - December 2013).

Student Advisory Board, Faculty Mentor, (January 2013 - December 2013).

HLC Open Pathways Activity 3- Rubric Sub Committee for CD Department, Attendee, Meeting, (November 2012 - December 2012).


Community

Local school, volunteer, Huntington, West Virginia, United States (January 2014 - December 2014).


Local School, Provided materials as needed, Huntington, WV, USA (August 2012 - December 2012).

Parent Education meetings, Leader, Conway, Arkansas, USA (January 1, 2012 - August 1, 2012).

3) 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 Memberships


Faculty Development Activities Attended

Symposium, "Charles Lloyd Writing Symposium", Writing Across the Curriculum Program- Marshall University, Huntington, West Virginia, United States. (May 2014 - Present).


Workshop, "Stuttering U. Workshop: Comprehensive Assessment and Treatment of Children",
Kentucky Speech-Language Hearing Association, Huntington, West Virginia, United States, 12 credit hours. (July 15, 2014 - July 16, 2014).


Journal Article reviews- Evidenced Based Practice, Huntington, WV, USA. (January 2013 - December 2013).

Journal Article reviews- Evidenced Based Practice, Huntington, WV, USA, 0 credit hours. (August 2012 - December 2012).

Tutorial, "Blackboard Collaborate", Marshall University, Huntington, WV, USA, 1 credit hours. (October 18, 2012).


Continuing Education Program, "PECS Advanced Training", Pediatrics Plus Therapy Services, Conway, AR, USA, 13 credit hours. (July 1, 2011 - July 2, 2011).

Continuing Education Program, "PECS Basic Training", Pediatrics Plus Therapy Services, Conway, AR, USA, 13 credit hours. (September 10, 2010 - September 11, 2010).

Self-Study Program, "Stuttering Disorders in School-Aged Children", 2 credit hours. (June 2, 2010).

Self-Study Program, "Attention Disorders", 2 credit hours. (May 29, 2010).

Continuing Education Program, "Childhood Apraxia of Speech", Memphis, TN, USA, 7 credit hours. (March 3, 2010).
Faculty Data Sheet

Name: Patricia Ann Leonard
Rank: N/A

Start Date at Marshall as a Faculty Member: August 17, 2006

Status: Clinical Faculty

Highest Degree Earned: MA Date Degree Received: 1990

Conferring Institution: Marshall University, Huntington, West Virginia

Area of Degree Specialization: Speech Pathology and Audiology

Professional Registration/Licensure: Certification of Clinical Competence-SLP, Ohio State Licensure, West Virginia State Licensure

Field of Registration /Licensure:
Certification is maintained on a national level by completing 30 hours of continuing education units over a three year period and paying yearly dues. State licensure is required to work as a SLP in the state of Ohio. Licensure dues as well as completing 20 hours of continuing education is required every two years., State licensure is required to work as a SLP in the state of West Virginia. In order to maintain West Virginia licensure, twenty hours of continuing education and a payment of dues is required every two years.

Agency: American Speech-Language-Hearing Association, Ohio Board of Speech-Language Pathology and Audiology, West Virginia Board of Examiners for Speech-Language Pathology and Audiology

Date Obtained, Expiration Date
Obtained: January 1, 2014, Expired: December 31, 2014
Obtained: January 1, 2014, Expired: December 31, 2014
Obtained: January 1, 2014, Expired: December 31, 2014

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>Term/Year</th>
<th>Course</th>
<th>Title</th>
<th>Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2014</td>
<td>CD 671</td>
<td>Advanced Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>CD 671</td>
<td>Advanced Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>CD 671</td>
<td>Advanced Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>CD 672</td>
<td>Clinical Pract in Schools</td>
<td>8</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>CD 673</td>
<td>Clinical Pract in Schools</td>
<td>8</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>CD 673</td>
<td>Clinical Pract in Schools</td>
<td>8</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>CD 571</td>
<td>Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>CD 571</td>
<td>Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>CD 571</td>
<td>Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Semester</td>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-----------</td>
<td>-------------</td>
<td>-------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>CD 672</td>
<td>Practicum in the Schools</td>
<td>8</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>CD 672</td>
<td>Practicum in the Schools</td>
<td>8</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>CD 672</td>
<td>Practicum in the Schools</td>
<td>8</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>CD 470</td>
<td>Therapeutic Procedures Lab</td>
<td>18</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>CD 671</td>
<td>Advanced Clinical Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>CD 671</td>
<td>Advanced Clinical Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>CD 672</td>
<td>Clinical Pract in Schools</td>
<td>11</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>CD 673</td>
<td>Clinical Pract in Schools</td>
<td>11</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>CD 570</td>
<td>Clinical Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>CD 570</td>
<td>Clinical Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>CD 570</td>
<td>Clinical Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>CD 370</td>
<td>Field Exper: Sph &amp; Lang</td>
<td>15</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>CD 672</td>
<td>Practicum in the Schools</td>
<td>11</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>CD 672</td>
<td>Practicum in the Schools</td>
<td>11</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>CD 672</td>
<td>Practicum in the Schools</td>
<td>11</td>
</tr>
<tr>
<td>Summer 2013</td>
<td>CD 670</td>
<td>Advanced Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Summer 2013</td>
<td>CD 670</td>
<td>Advanced Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Summer 2013</td>
<td>CD 670</td>
<td>Advanced Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Summer 2013</td>
<td>CD 671</td>
<td>Advanced Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Summer 2013</td>
<td>CD 671</td>
<td>Advanced Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Summer 2013</td>
<td>CD 671</td>
<td>Advanced Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>CD 673</td>
<td>Clinical Pract in Schools</td>
<td>10</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>CD 673</td>
<td>Clinical Pract in Schools</td>
<td>10</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>CD 673</td>
<td>Clinical Pract in Schools</td>
<td>10</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>CD 571</td>
<td>Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>CD 571</td>
<td>Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>CD 571</td>
<td>Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>CD 672</td>
<td>Practicum in the Schools</td>
<td>10</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>CD 672</td>
<td>Practicum in the Schools</td>
<td>10</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>CD 672</td>
<td>Practicum in the Schools</td>
<td>5</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>CD 672</td>
<td>Practicum in the Schools</td>
<td>5</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>CD 672</td>
<td>Practicum in the Schools</td>
<td>5</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>CD 672</td>
<td>Practicum in the Schools</td>
<td>10</td>
</tr>
</tbody>
</table>

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

1) Scholarship/Research
Artistic and Professional Performances and Exhibits


Contracts, Grants and Sponsored Research

McNealy, K. K. (Supporting), Leonard, P. A. (Principal), Contract, "River Park Hospital". (2010 - Present).


Presentations


2) Service

Department

Clinical Management Committee, Committee Member, (January 2014 - September 2014).
Faculty Advisor, (January 2014 - September 2014).
Student Affairs Committee, Committee Member, (January 2014 - September 2014).
Undergraduate Advising Coordinator, (January 2014 - September 2014).
Clinical Management Committee, Committee Member, (January 2013 - December 2013).
Faculty Advisor, (January 2013 - December 2013).
Student Affairs Committee, Committee Member, (January 2013 - December 2013).
Undergraduate Advising Coordinator, (January 2013 - December 2013).
Undergraduate Advising Committee, Committee Chair, (January 2013 - November 2013).
Clinical Management Committee, Committee Member, (January 2012 - December 2012).
Faculty Advisor, (January 2012 - December 2012).
Student Affairs Committee, Committee Member, (January 2012 - December 2012).
Undergraduate Advising Committee, Committee Chair, (January 2012 - December 2012).
Undergraduate Advising Coordinator, (January 2012 - December 2012).
Faculty Senate, Committee Member, (January 2012 - May 2012).
Clinical Management Committee, Committee Member, (September 2011 - December 2011).
Faculty Advisor, (September 2011 - December 2011).
Student Affairs Committee, Committee Chair, (September 2011 - December 2011).
Faculty Senate, Committee Member, (September 2009 - December 2011).
Graduate Admissions Committee, Committee Member, (January 2011 - April 2011).

College
General Education Council, Committee Member (January 2014 - September 2014).
General Education Council, Committee Member (January 2013 - December 2013).
Faculty Senate, Committee Member (January 2012 - May 2012).
Faculty Senate, Committee Member (September 2009 - December 2011).

University
General Education Council, Committee Member (January 2014 - September 2014).
General Education Council, Committee Member (January 2013 - December 2013).
Rubric Sub Committee for CD, Committee Member (January 2012 - December 2012).
Faculty Senate, Committee Member (January 2012 - May 2012).

Faculty Senate, Committee Member (September 2009 - December 2011).

Professional

River Park Hospital (January 2014 - September 2014).

Sybene Head Start (January 2014 - September 2014).


River Park Hospital (January 2013 - November 2013).

River Park Hospital, Speech-Language Pathologist, Huntington, WV (January 2012 - December 2012).

Sybene Head Start, Speech-Language Pathologist, South Point, OH (January 2012 - December 2012).

River Park Hospital, Speech-Language Pathologist, Huntington, WV (September 2011 - December 2011).

Sybene Head Start, Speech-Language Pathologist, South Point, OH (January 2011 - December 2011).

Community

WV Health Occupations Students of America, Judge of the Extemporaneous Speaking Event, Huntington, WV (March 2, 2013).

Pea Ridge Baptist Church, Member, Huntington, WV (January 2012 - December 2012).

River Park Hospital, Speech-Language Pathologist, Huntington, WV (January 2012 - December 2012).

Sybene Head Start, Speech-Language Pathologist, South Point, Ohio (January 2012 - December 2012).

Lose the Training Wheels, Spotter, Huntington, WV, USA (July 16, 2012 - July 20, 2012).

SLP Task Force, Member, Charleston, WV, USA (June 5, 2012).

Pea Ridge Baptist Church, Member, Huntington, WV (January 2011 - December 2011).

River Park Hospital, Speech-Language Pathologist, Huntington, WV (September 7, 2011 - December 28, 2011).

3) 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 Memberships

Graduate Faculty Membership, Associate Graduate Faculty Status, I was awarded Graduate
Faculty Membership and Associate Graduate Faculty Status which enables me to teach a graduate level course and supervise graduate students at the MUSHC, Sybene Head Start and River Park Hospital as they perform speech and language screenings and evaluations and provide therapy services to clients, students and patients. (September 14, 2011 - September 14, 2014).

Graduate Faculty Membership, Associate Graduate Faculty Status, I was awarded Graduate Faculty Membership and Associate Graduate Faculty Status which enables me to teach a graduate level course/seminar and supervise graduate students at the MUSHC, Sybene Head Start and River Park Hospital as they conduct speech and language screenings, evaluations and provide therapy services to clients, students and patients. (September 14, 2011 - September 14, 2014).

American Speech-Language-Hearing Association, ASHA, ASHA is our national governing organization and in order to provide supervision to our graduate students, membership is mandatory. In addition to paying yearly dues, completion of 30 hours of continuing education units over a three year period is required. (January 1, 2013 - December 31, 2013).

American Speech-Language-Hearing Association, ASHA, ASHA is our national governing organization and in order to provide supervision to our graduate students, membership is mandatory. In addition to paying yearly dues, completion of 30 hours of continuing education units over a three year period is required. (January 1, 2012 - December 31, 2012).

West Virginia Speech-Language-Hearing Association, WVSLHA, WVSHLA is the state's professional organization for speech-language pathologists, audiologists and deaf educators. The organization provides for professional development and continuing education and represents the professionals who serve individuals with communication disorders in the state of West Virginia. (January 1, 2012 - December 31, 2012).

American Speech-Language-Hearing Association, ASHA, ASHA is our national governing organization and in order to provide supervision to our graduate students, membership is mandatory. In addition to paying yearly dues, completion of 30 hours of continuing education units over a three year period is required. (January 1, 2011 - December 31, 2011).

West Virginia Speech-language-Hearing Association, WVSLHA, WVSHLA is the state's professional organization for speech-language pathologists, audiologists and deaf educators. The organization provides for professional development and continuing education and represents the professionals who serve individuals with communication disorders in the state of West Virginia. (January 1, 2011 - December 31, 2011).

Faculty Development Activities Attended


Continuing Education Program, "Infection Control Basics", HealthNow, Inc., 1 credit hours. (October 30, 2013).


Continuing Education Program, "The Autism Society of West Virginia Annual Conference", he
Autism Society of West Virginia, Charleston, WV, United States of America, 7 credit hours. (September 7, 2012).

Workshop, "iPED Conference 2012", Marshall University, Huntington, WV, United States of America, 2.5 credit hours. (August 12, 2012).


Continuing Education Program, "WVSHA Convention 2012", WVSHA, Charleston, WV, United States of America, 10 credit hours. (March 29, 2012 - March 30, 2012).

Continuing Education Program, "Assessing Student Performance Across the Curriculum: Promoting Clinical Excellence in All Practice Settings", Marshall University, Huntington, WV, 3 credit hours. (October 18, 2011).


Seminar, "Clinical Educator Symposium", MU Department of Communication Disorders, Huntington, WV. (February 24, 2011).

Continuing Education Program, "Play It By Ear", Marshall University, Huntington, WV, United States of America, 3 credit hours. (November 6, 2010).

Conference Attendance, "2010 iPED Conference on Teaching and Learning", Marshall University, Huntington, WV, United States of America, 4.75 credit hours. (August 17, 2010).

Continuing Education Program, "AAC: Language and Communication for Individuals with Autism", Dynavox Mayer-Johnson, Huntington, WV, United States of America, 5 credit hours. (May 20, 2010).

Continuing Education Program, "WVSHA Convention 2010", WVSHA, Charleston, WV, United States of America, 10 credit hours. (April 23, 2010 - April 24, 2010).

4) Awards/honors (including invitations to speak in your area of expertise) or special recognition.
Faculty Data Sheet

Name: Karen Leigh McComas
Rank: Professor

Start Date at Marshall as a Faculty Member: August 01, 1986

Status: Tenured

Highest Degree Earned: EDD Date Degree Received: 2010

Conferring Institution: Marshall University, Huntington, WV

Area of Degree Specialization: Curriculum and Instruction, Social Inquiry

Professional Registration/Licensure:

Field of Registration/Licensure:
Status: Permanent, Certified by Quality Matters to serve as a Master Reviewer (chair of the Peer Review team), Certificate awarded for successful completion of the Certificate of Online Teaching Professional Development Program, Certified by Quality Matters to serve on peer review teams for courses seeking QM certification.


Date Obtained, Expiration Date
Obtained: September 18, 2013
Obtained: September 3, 2013
Obtained: November 20, 2012
Obtained: June 20, 2012
Obtained: January 1, 2005
Obtained: January 1, 1993
Obtained: June 30, 2010, Expired: June 30, 2015

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>Term/Year</th>
<th>Course</th>
<th>Title</th>
<th>Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2014</td>
<td>CD 685</td>
<td>Independent Study</td>
<td>5</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>CD 685</td>
<td>Independent Study</td>
<td>6</td>
</tr>
</tbody>
</table>
Spring 2013 | CD 685 | Independent Study | 4  
Spring 2013 | CD 401 | Inquiry in CD | 3  

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

1) Scholarship/Research

**Contracts, Grants and Sponsored Research**


McComas, K. L., Grant, "INCO Travel Grant", Faculty Development Committee, Marshall University, $500.00, Funded. (November 2011).

McComas, K. L., Grant, "Quinlan Travel Grants", Research Committee, Marshall University, $500.00, Funded. (November 2011).

McComas, K. L. (Principal), Grant, "Resources and Relationships: How Women Become Researchers in Communication Sciences and Disorders", Graduate College Summer Research Award, Marshall University, $2,000.00, Funded. (July 2011).

McComas, K. L., Grant, "INCO Travel Grant", Faculty Development Committee, Marshall University, $500.00, Funded. (November 2010).

McComas, K. L., Grant, "Quinlan Travel Grants", Research Committee, Marshall University, $500.00, Funded. (November 2010).

McComas, K. L. (Principal), Grant, "Becoming Researchers in CSD: Exploring Women's Narratives", Graduate College Summer Research Award, Marshall University, $2,000.00, Funded. (July 2010).

McComas, K. L. (Principal), Grant, "COHP Dean's Research Grant", College of Health Professions, Marshall University, $1,998.00, Funded. (July 2009 - June 2010).

**Intellectual Contributions**

Maddy, K. M., Capilouto, G., McComas, K. L. The effectiveness of semantic feature analysis: A systematic review.

McComas, K. L. Review of "Introduction to Research for Mental Health Professions".


**Presentations**


Lassiter, L. E. (Presenter & Author), Spatig, L. (Presenter & Author), McComas, K. L. (Presenter & Author), Oral Presentation, Fall 2013 Doctoral Student/Faculty Seminar, College of Education and Professional Development, Marshall University, South Charleston WV, "Scholarship and Narrative Writing", Seminar, Academic, Local, Invited. (October 12, 2013).

McComas, K. L., Keynote/Plenary Address, Health Sciences Symposium, Florida International University - College of Nursing and Health Sciences, Florida International University, "Facilitating transformational learning through student participation in research", Conference, Academic, Regional, peer-reviewed/refereed, Invited. (September 27, 2013).


McComas, K. L. (Presenter & Author), Frank, S. T. (Presenter & Author), Miller, B. E. (Presenter 
& Author), Wood, W. P. (Presenter & Author), Oral Presentation, Annual Conference, 
American Speech-Language-Hearing Association, Atlanta, GA, "Pedagogy of research in a 
Community of Practice", Conference, Academic, International, peer-reviewed/refereed, 
Accepted. (November 15, 2012).

Ward, K. (Presenter & Author), McComas, K. L., Poster, Annual Conference, American Speech-
Language-Hearing Association, Atlanta, GA, "Using life stories in communication sciences 
disorders research", Conference, Academic, International, peer-reviewed/refereed, Accepted. 
(November 15, 2012).

Reynolds, M. E., McComas, K. L., Ormiston, G. L., Oral Presentation, 2012 Assessment Institute, 
Purdue University & IUPUI, Indianapolis, IN, "First Steps in the Development of Marshall 
University's Degree Profile", Conference, Academic, National, peer-reviewed/refereed, Accepted. 
(October 30, 2012).

McComas, K. L. (Presenter & Author), Lecture, CD 101, Department of Communication 
Disorders, Marshall University, Huntington, WV, "Fluency Disorders", Other, Academic, Local, 

Bieler, M. R. (Presenter & Author), McComas, K. L. (Presenter & Author), Poster, WVSHA Annual 
Conference: 2012, West Virginia Speech and Hearing Association, Flatwoods, WV, "A 
Chronicle of Language Development Post Left-Heispherectomy: A Case Study", Conference, 
Academic, State, peer-reviewed/refereed, Accepted. (March 29, 2012).

Drake, M. (Presenter & Author), McComas, K. L. (Presenter & Author), Miller, B. E. (Presenter & 
Author), Frank, S. T. (Presenter & Author), Poster, WVSHA Annual Conference: 2012, West 
Virginia Speech and Hearing Association, Flatwoods, WV, "A Collaborative Ethnography: 
The Evolution of a Line of Research", Conference, Academic, State, peer-reviewed/refereed, 
Accepted. (March 29, 2012).

Fredeking, J. (Presenter & Author), McComas, K. L. (Presenter & Author), Poster, WVSHA 
Annual Conference: 2012, West Virginia Speech and Hearing Association, Flatwoods, WV, 
"Qualitative Research and Clinical Services: A Match Made in Heaven", Conference, 
Academic, State, peer-reviewed/refereed, Accepted. (March 29, 2012).

Ward, K. L. (Presenter & Author), Howard, T. E. (Presenter & Author), McComas, K. L. (Presenter 
& Author), Poster, WVSHA Annual Conference: 2012, West Virginia Speech and Hearing 
Association, Flatwoods, WV, "Using Life Histories in Communication Sciences and Disorders 
Research", Conference, Academic, State, peer-reviewed/refereed, Accepted. (March 29, 
2012).

Fredeking, J. (Presenter & Author), McComas, K. L., Poster, Annual Conference, American 
Speech-Language-Hearing Association, San Diego, CA, "Being Male in CSD: Tales From 
the Field", Conference, Academic, International, peer-reviewed/refereed, Accepted. 
(November 2011).

McComas, K. L., Frank, S. T., Miller, B. E., Oral Presentation, Annual Conference, American 
Speech-Language-Hearing Association, San Diego, CA, "Entering, engaging, and exiting: 
Sustaining a community of practice", Conference, Academic, International, peer-
reviewed/refereed, Accepted. (November 2011).

McComas, K. L., Oral Presentation, Annual Conference, American Speech-Language-Hearing 
Association, San Diego, CA, "Resources and Relationships: How Women Become 
Researchers in CSD", Conference, Academic, International, peer-reviewed/refereed,


Research Currently in Progress

McComas, Karen L, John, "Being Male in a Female Dominated Profession: Tales From the Field", Scholarly.


McComas, Karen L, Frank, Susan T, Miller, Beverly E, "Variations in Experiences: Students and Faculty in a Community of Research Practice", On-Going, Scholarly.

Directed Student Learning and Research

Drake, M., Research, Supervised Research, Communication Disorders Department, CD, 685, 1 credit hours, "Variations in Experiences: Students and Faculty in a Community of Research Practice", In-Process.

Fredeking, J., Research, Supervised Research, Communication Disorders Department, CD, 685, 1 credit hours, "Being Male in a Female-Dominated Profession: Tales From the Field", Completed. (2010 - 2011).

Drake, M., Research, Supervised Research, Communication Disorders Department, CD, 401, 1 credit hours, "Relationships in Recovery: Petit Narratives From Parents and Professionals", Completed. (2010 - 2011).


Fraley, N., Research, Supervised Research, Communication Disorders Department, "Variations in Experiences: Students and Faculty in a Community of Research Practice", In-Process. (2009 - 2011).

2) Service

Department

Tenure and Promotion, Committee Member, (1996 - 2012).

Curriculum Committee, Committee Chair, (1993 - 2012).

Undergraduate Advising, Coordinator, (2010 - 2011).

CD Website, Committee Chair, (1995 - 2011).

Search Committee, Chair and Member, (1993 - 2011).
Undergraduate Admissions Committee, Committee Chair, (1993 - 2011).

Awards Committee, Committee Member, (2000 - 2010).

College

Research and Grants, Committee Member (September 2011 - Present).

COHP Curriculum Committee, Committee Member (2006 - 2010).

University

GEAR Artifact Assessment, Committee Member.

General Education Committee, Committee Member (2010 - Present).

Faculty Development Committee for Online and Multimedia Instruction (July 30, 2012).

Graduate Council, Committee Member (July 30, 2012).

Review Committee (second), Faculty Dean, Committee Member (April 30, 2012 - May 16, 2012).

Advisor Training Task Force, Committee Member (2011).

University Information Technology Committee, Committee Member (1993 - 2010).

Professional


3) 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 Memberships

American Speech-Language-Hearing Association, ASHA.

West Virginia Speech and Hearing Association, WVSHA.

Faculty Development Activities Attended


Workshop, "The role of research coordinator at the departmental level", American Speech-Language-Hearing Association (ASHA), Chicago, IL, USA. (November 16, 2013).


Workshop, "Revisiting the ethnography of communication disorders", American Speech-Language-Hearing Association (ASHA), Chicago, IL, USA. (November 15, 2013).


Workshop, "Revisiting the ethnography of communication disorders", American Speech-Language-Hearing Association (ASHA), Chicago, IL, USA. (November 15, 2013).


Workshop, "Research, clinical, & educational applications of Aphasia Bank", American Speech-Language-Hearing Association (ASHA), Chicago, IL, USA. (November 14, 2013).


Workshop, "Division I: Two-Year College Transfers", National Collegiate Athletic Association,
Indianapolis, IN, USA. (June 6, 2013).

Workshop, "Student-Athlete Affairs: Conflict Management", National Collegiate Athletic Association, Indianapolis, IN, USA. (June 6, 2013).

Workshop, "Division I Initial Eligibility: New Standards", National Collegiate Athletic Association, Indianapolis, IN, USA. (June 5, 2013).

Workshop, "Division I: Academics - Hot Topics", National Collegiate Athletic Association, Indianapolis, IN, USA. (June 5, 2013).

Workshop, "Division I: Progress Toward Degree", National Collegiate Athletic Association, Indianapolis, IN, USA. (June 5, 2013).

Workshop, "Division I: Progress Toward Degree and 2-4 Waiver Processing and Best Practices", National Collegiate Athletic Association, Indianapolis, IN, USA. (June 5, 2013).

Workshop, "Division I Academic Performance Program I - Basics", National Collegiate Athletic Association, Indianapolis, IN, USA. (June 4, 2013).

Workshop, "Minority Women Session: "Who's in my Corner?"", National Collegiate Athletic Association, Indianapolis, IN, USA. (June 4, 2013).

Workshop, "Social Media and the Behavior it Exposes", National Collegiate Athletic Association, Indianapolis, IN, USA. (June 4, 2013).

Workshop, "Student-Athlete Affairs Leadership Development: Behavioral Styles Discussion", National Collegiate Athletic Association, Indianapolis, IN, USA. (June 4, 2013).


Workshop, "Critical Thinking", Center for Teaching and Learning, Huntington, WV, USA. (June 4, 2012 - June 29, 2012).

Workshop, "CLAS in the Classroom Performance Task Academy", Marshall University, Huntington, WV, USA. (June 7, 2012 - June 8, 2012).

Workshop, "Division I: Institutional Performance Program", National Collegiate Athletic Association, Indianapolis, IN, USA. (June 5, 2012).

Continuing Education Program, "Recreational NIHL: A Summary of the Evidence", Audiology Online (#19558), 0.1 credit hours. (May 20, 2012).

Continuing Education Program, "Acceptable Noise Level - Update 2012", Audiology Online (#20113), 0.1 credit hours. (May 16, 2012).

Continuing Education Program, "Infection Control Part I: Why Audiologists Need to Do It", Audiology Online (#20143), 0.1 credit hours. (May 16, 2012).

Continuing Education Program, "Infection Control Part II: What Audiologists Need to Do", Audiology Online (#20115), 0.1 credit hours. (May 16, 2012).


Continuing Education Program, "An Overview of (Central) Auditory Processing Disorders", Audiology Online (#19966), 0.1 credit hours. (May 15, 2012).

Continuing Education Program, "Healthcare and Regulatory Issues: What Audiologists Need to Know", Audiology Online (#20327), 0.1 credit hours. (May 15, 2012).

Continuing Education Program, "Cognitive-based Assessment of Signal Processing", Audiology Online (#20055), 0.1 credit hours. (May 14, 2012).

Continuing Education Program, "Genetic Testing in Childhood Hearing Loss: Review and Case Studies", Audiology Online (#18995), 0.1 credit hours. (May 14, 2012).

Continuing Education Program, "The Auditory Brain: Conversations for Pediatric Audiologists", Audiology Online (#19029), 0.1 credit hours. (May 14, 2012).

Continuing Education Program, "The Emergence of Hearing Loss in the Adult Patient", Audiology Online (#20370), 0.1 credit hours. (May 14, 2012).

Continuing Education Program, "What Determines Speech Understanding?", Audiology Online (#20487), 0.1 credit hours. (May 14, 2012).

Workshop, "Designing High Stakes Writing", Writing Across the Curriculum, Marshall University, Huntington, WV, USA. (May 10, 2012).


Seminar, "Redesigning Assignments to Connect Course Content and Institutional Goals", Association of American Colleges and Universities, New Orleans, LA, USA. (February 25, 2012).

Seminar, "AAC&U: A newcomers' Welcome and Review of LEAP - Turning Ideas Into Action", Association of American Colleges and Universities, New Orleans, LA, USA. (February 24,
Seminar, "Engaging and Mentoring Faculty Online: Building context, Culture, and Community", Association of American Colleges and Universities, New Orleans, LA, USA. (February 24, 2012).


Continuing Education Program, "Factors Contributing to Job Satisfaction of School-Based


Conference Attendance, "Inquiring Pedagogies", Marshall University, Huntington, WV, USA. (August 2010).

Workshop, "Publish and Flourish", Marshall University, Huntington, WV, USA. (June 2010).

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

Awards and Honors

Faculty Data Sheet

Name: Karen Kuhl McNealy

Rank: Associate Professor

Start Date at Marshall as a Faculty Member: January 01, 2002

Status: Tenured

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

Conferring Institution: Salus University

Area of Degree Specialization: Audiology

Professional Registration/Licensure: Graduate Faculty, ASHA Certificate of Clinical Competence-Audiology, West Virginia License-Audiology

Field of Registration/Licensure: WV Board of Examiners, American Speech-Language-Hearing Association (ASHA)

Agency: Joan C Edwards School of Medicine, Marshall University Graduate College, ASHA, West Virginia Board of Examiners

Date Obtained, Expiration Date
- Obtained: January 1, 2008
- Obtained: January 1, 1976
- Obtained: January 1, 1975

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>Term/Year</th>
<th>Course</th>
<th>Title</th>
<th>Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2014</td>
<td>CD 460</td>
<td>Basic Audiology</td>
<td>34</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>CD 463</td>
<td>Aural Rehabilitation</td>
<td>20</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>CD 463</td>
<td>Aural Rehabilitation</td>
<td>23</td>
</tr>
<tr>
<td>Summer 2013</td>
<td>CD 670</td>
<td>Advanced Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Summer 2013</td>
<td>CD 670</td>
<td>Advanced Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Summer 2013</td>
<td>CD 671</td>
<td>Advanced Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Summer 2013</td>
<td>CD 671</td>
<td>Advanced Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Summer 2013</td>
<td>CD 671</td>
<td>Advanced Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>CD 671</td>
<td>Advanced Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>CD 671</td>
<td>Advanced Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>CD 671</td>
<td>Advanced Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>CD 460</td>
<td>Basic Audiology</td>
<td>23</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>CD 460</td>
<td>Basic Audiology</td>
<td>20</td>
</tr>
</tbody>
</table>
1) Scholarship/Research

Contracts, Grants and Sponsored Research

McNealy, K. K. (Principal), Contract, "Scottish Rite Childhood Speech-Language Program at Marshall", Scottish Rite Foundation, Local, $43,000.00, Funded.

McNealy, K. K. (Co-Principal), Dixon, L. Z. (Co-Principal), Holland, P. J. (Co-Principal), Contract, "INTO Dialect Modification Clinic", Funded. (September 2013 - Present).

McNealy, K. K. (Supporting), Leonard, P. A. (Principal), Contract, "River Park Hospital". (2010 - Present).


Presentations

McNealy, K. K., Other, Junior Orientation, Communication Disorders Department, Memorial Center BE 5, "Welcome to Communication Disorders", Other, Non-Academic, Local. (August 27, 2014).

McNealy, K. K., Graduate Hooding, Communication Disorders Department, Memorial Center BE 5, Other, Non-Academic, Local. (August 9, 2014).


McNealy, K. K., Graduate Hooding, Communication Disorders Department, Memorial Center BE 5, Other, Non-Academic, Local. (August 10, 2013).

McNealy, K. K., Graduate Hooding, Communication Disorders Department, Memorial Center BE 5. (August 11, 2012).


McNealy, K. (Presenter & Author), Lawson, R. (Presenter & Author), Cook, B. (Presenter & Author), McKee, J. (Presenter & Author), Poster, ASHA Convention, Philadelphia PA, "Hearing Conservation in Children", Academic, National, peer-reviewed/refereed, Accepted. (November 2010).


Directed Student Learning and Research


2) Service

Department

Clinical Management Committee, Ex officio (January 2011-Present).

Curriculum and Assessment Committee, Ex officio, (January 2011 - Present).

Material Management Committee, Ex officio (January 2011-present).

Student Affairs Committee, Ex officio (January 2011-Present).

Research Committee, Ex officio (September 2014-present).

Academic and Clinical Ethics Committee, Committee Chair.
Awards Committee, Committee Member.
Clinical Development Committee, Committee Member.
Clinical Management Committee-Scottish Rite Sub-Committee, Committee Chair.
Equipment Committee, Committee Member.
Exit Interviews Committee, Committee Chair.
Graduate Assistant Coordinator. (September 2000-Present).
Graduate Assistants Selection and Review Committee, Committee Member.

Physical Facilities, Committee Chair.
Strategic Planning Committee, Committee Chair.
Search Committee, Committee Chair, (July 2014 - Present).
Search Committee, Committee Member, (July 2014 - Present).
Promotion and Tenure Committee, Committee Member, (September 2003 - Present).
Equipment Committee- New Materials Sub Committee, Committee Chair, (2011).

College
Clinical Affiliations ad Hoc Committee, Committee Member.
Clinical Faculty Promotion Committee, Committee Member.
COHP Faculty Affairs, Committee Member.
COHP Chairs, Committee Member (August 2011 - Present).
Department of Kinesiology Search Committee, Committee Member (2011).
COHP Strategic Planning, Committee Member (May 2011).
College of Health Professions-Deans' Search Committee, Committee Member (2010).

University
Physical Therapy Advisory Committee, Committee Member (2013 - Present).
Council of Chairs, Administrative Assignment, Department Chair (August 2011 - Present).
Executive Committee, Committee Member (August 2011 - 2013).
Advisory Council of Faculty (ACF), Committee Member (July 2011 - 2013).
Faculty Salary Adjustment Committee, Committee Member (2013 - 2014).
Commencement, Faculty Marshal (December 2013).
Faculty Senate, University Senate Service (2004 - December 2013).
Commencement, Faculty Marshal (December 2012 - May 2013).
First Year Seminar, Summer Work Group (June 2011 - July 2011).
Physical Facilities and Planning, Faculty Senate Liaison (December 2010).
Pickens Queen, Committee Member (2008 - 2010).

Professional

ASHA- Audiology Advisory Council, Committee Member, Rockville, MD, USA (2014 - Present).
Scottish Rite Board of Freemasonry, Board of Directors of a Company, Huntington, WV (2004 - Present).
Scottish Rite Board of Freemasonry, Officer, Secretary, Huntington, WV (2008 - 2012).

Community

Patriot Coal, Clinical Educator, Logan, WV (October 11, 2012 - Present).
Scottish Rite Foundation, Chairperson, Huntington, WV, USA (2006 - Present).
Scottish Rite Foundation Board, Board Member, Huntington, WV, USA (2004 - Present).
Huntington Internal Medicine Group- Health Fair, Audiologist (June 2011).

3) 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 Memberships

Alexander Graham Bell, A.G.Bell.
Joan C. Edwards School of Medicine, Clinical Faculty.
West Virginia A.G.Bell, WV AG Bell.
West Virginia Speech and Hearing Association, WVSRA.

Faculty Development Activities Attended

"Hearing in Infants and Children", WV Speech Language and Hearing Association 52nd Annual Conference, Huntington, WV, 0.5 credit hours. (March 21, 2014).

"2013 CAPCSD Annual Conference", CAPCSD, Phoenix, AZ, 1.25 credit hours. (April 18, 2013 -
April 20, 2013).

CAPCSD Pre-Conference Short course, Phoenix, AZ, 0.4 credit hours. (April 17, 2013).

“Evidence of Excellence”, American Speech, Language and Hearing Association, Atlanta, GA, USA, 8.5 credit hours. (November 15, 2012 - November 17, 2012).


“Listening for Little’s”, WV AG Bell, Morgantown, WV. (October 22, 2011).

Conference Attendance, ASHA, Philadelphia, PA, USA. (November 20, 2010).

"Leadership Into New Frontiers”, ASHA Annual Convention, Philadelphia, PA, USA. (November 18, 2010 - November 20, 2010).

Workshop, "Play It By Ear", WV AG Bell, Huntington, WV. (November 6, 2010).


"Endless Possibilities", AG Bell, Orlando, FL. (June 25, 2010 - June 28, 2010).

"CITI Collaborative Institutional Training Initiative”, Marshall University- IRB, Huntington, WV. (February 2010).

"Infants and Children with Hearing Loss", WV AG Bell, Morgantown, WV. (November 14, 2009).


"CITI Collaborative Institutional Training Initiative”, Marshall University- IRB. (February 2009).

"An Introduction to Critical Thinking and the Art of Instruction””, Center for the Advancement of Teaching and Learning, Huntington, WV. (August 20, 2008).

Academic Course, "Genetic Syndromes and Audiology", Salus University, PA. (March 25, 2008).

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

**Awards and Honors**


Leadership Academy, Marshall University Academic Affairs, (2012).

Award for Continuing Education (ACE), ASHA, (February 11, 2011).
Faculty Data Sheet

Name: Beverly Elaine Miller

Rank: Associate Professor

Start Date at Marshall as a Faculty Member: February 01, 1998

Status: Tenured

Highest Degree Earned: MA Date Degree Received: 1989

Conferring Institution: Ohio University, Athens, OH

Area of Degree Specialization: Speech-language pathology, audiology

Professional Registration/Licensure: Blackboard Collaborate Product Specialist, IRB ethics program: medical research, IRB ethics program: behavioral and social science research, LSVT certified speech-language pathologist, WAC certified instructor, WV State licensure, ASHA CCC-SLP, Ohio state licensure, Graduate Faculty Status

Field of Registration/Licensure: Certification to provide LSVT LOUD voice/speech intervention to people with hypokinetic dysarthria and/or Parkinson's disease, state licensure required for practice as a speech-language pathologist, certification as a speech-language pathologist, required for professional practice,


Date Obtained, Expiration Date

- Obtained: November 16, 2012
- Obtained: December 16, 2011
- Obtained: February 24, 2009
- Obtained: January 1, 2008
- Obtained: January 1, 2002
- Obtained: October 1, 1992
- Obtained: January 1, 1990

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>Term/Year</th>
<th>Course</th>
<th>Title</th>
<th>Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2014</td>
<td>CD 625</td>
<td>Acquired Aphasia</td>
<td>12</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>CD 625</td>
<td>Acquired Aphasia</td>
<td>8</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>CD 571</td>
<td>Clinical Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>CD 571</td>
<td>Clinical Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Semester</td>
<td>Course Code</td>
<td>Course Title</td>
<td>Credit</td>
</tr>
<tr>
<td>------------</td>
<td>-------------</td>
<td>-------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>CD 571</td>
<td>Clinical Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>CD 685</td>
<td>Independent Study</td>
<td>1</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>CD 401</td>
<td>Inquiry in CD</td>
<td>1</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>CD 415</td>
<td>Prof Literacies for SLPs</td>
<td>19</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>CD 670</td>
<td>Advanced Clinical Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>CD 670</td>
<td>Advanced Clinical Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>CD 670</td>
<td>Advanced Clinical Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>CD 630</td>
<td>Cognitive Comm Disorders</td>
<td>11</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>CD 630</td>
<td>Cognitive Comm Disorders</td>
<td>8</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>CD 685</td>
<td>Independent Study</td>
<td>1</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>CD 401</td>
<td>Inquiry in CD</td>
<td>3</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>CD 415</td>
<td>Prof Literacies for SLPs</td>
<td>17</td>
</tr>
<tr>
<td>Summer 2013</td>
<td>CD 686</td>
<td>Independent Study</td>
<td>1</td>
</tr>
<tr>
<td>Summer 2013</td>
<td>CD 691</td>
<td>Motor Sph-Swall Disorders</td>
<td>9</td>
</tr>
<tr>
<td>Summer 2013</td>
<td>CD 691</td>
<td>Motor Sph-Swall Disorders</td>
<td>10</td>
</tr>
<tr>
<td>Summer 2013</td>
<td>CD 427</td>
<td>Therapeutic Procedures II</td>
<td>2</td>
</tr>
<tr>
<td>Summer 2013</td>
<td>CD 427</td>
<td>TX Procedures II Lab</td>
<td>2</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>CD 671</td>
<td>Advanced Clinical Practicum</td>
<td>2</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>CD 620</td>
<td>CD: Cleft Palate &amp; Voice</td>
<td>17</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>CD 620</td>
<td>CD: Cleft Palate &amp; Voice</td>
<td>16</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>CD 624</td>
<td>Foundations Neuro Comm Dis</td>
<td>8</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>CD 685</td>
<td>Independent Study</td>
<td>4</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>CD 401</td>
<td>Inquiry in CD</td>
<td>2</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>CD 415</td>
<td>Prof Literacies for SLPs</td>
<td>8</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>CD 229</td>
<td>Anatomy Speech Mechanism</td>
<td>28</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>CD 673</td>
<td>Clinical Pract in Schools</td>
<td>8</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>CD 630</td>
<td>Cognitive Comm Disorders</td>
<td>17</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>CD 630</td>
<td>Cognitive Comm Disorders</td>
<td>16</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>CD 401</td>
<td>Inquiry in CD</td>
<td>1</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>CD 415</td>
<td>Prof Literacies for SLPs</td>
<td>14</td>
</tr>
</tbody>
</table>

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

1) Scholarship/Research

Presentations


Drake, M. (Presenter & Author), McComas, K. L. (Presenter & Author), Miller, B. E. (Presenter &


Barnes, M. W. (Panelist), Fugett, A. D. (Panelist), Miller, B. E. (Panelist), Mitchell, K. E. (Panelist),
Cooper, S. (Panelist), Drass, P. R. (Panelist), Brown, C. A. (Panelist), Oral Presentation, iPED: Inquiring Pedagogies, Center for Teaching and Learning, Marshall University, Huntington, WV, "Pickens Queen", Workshop, Academic, Local, Accepted. (August 16, 2011).


WV, "Does a systematic program of vocal exercise (VF Es) enhance the voice of men over
the age of 65", Conference, Academic, State, peer-reviewed/refereed, Accepted. (April 2010).

Research Currently in Progress

Miller, Beverly E, Childers, Carrie L, "Case study: language and literacy in a school aged child
with left hemispherectomy", On-Going, Scholarly.

Miller, Beverly E, O'Neill, "Exploring Capstone Experiences", Writing Results, Scholarly.

Miller, Beverly E, McComas, Karen L, "Living With Disability: Life Stories From "Family"
Members", On-Going, Scholarly.

in a Community of Practice", Scholarly.

McComas, Karen L, Frank, Susan T, Miller, Beverly E, "Variations in Experiences: Students and
Faculty in a Community of Research Practice", On-Going, Scholarly.

Directed Student Learning and Research

O'Neill, K., Research, Directed Individual/Independent Study, Communication Disorders
Department, CD, 685, 3 credit hours, "The Pedagogy of Qualitative Research", Completed.
(January 2013 - August 2014).

Williams, J., Learning, Directed Individual/Independent Study, Communication Disorders
Department, CD, 401, 2 credit hours, "Neurological rehabilitation after acquired brain injury",
Completed. (September 2013 - May 2014).

Quillen, A., Learning, Directed Individual/Independent Study, Communication Disorders
Department, CD, 401, 1 credit hours, "An introduction to research: PVFM and collaboration",

Adams, K., Research, Directed Individual/Independent Study, Communication Disorders
Department, CD, 685, 1 credit hours, "Research and practices for paradoxical vocal fold

Campbell, N., Research, Directed Individual/Independent Study, Communication Disorders
Department, CD, 685, 2 credit hours, "Research and Practices in Sports-related Brain Injury",

Adams, K., Learning, Directed Individual/Independent Study, Communication Disorders
Department, CD, 585, 1 credit hours, "Collaboration and the diagnosis of paradoxical vocal
fold movement (PVFM)", Completed. (September 2012 - December 2012).

O'Neill, K., Research, Directed Individual/Independent Study, Communication Disorders
Department, CD, 585, 3 credit hours, "The use of life stories in qualitative research", In-


Reynolds, B., Research, Supervised Research, Communication Disorders Department, CD, 401, 3 credit hours, "Experiences of Appalachian Student Mothers in Higher Education", Completed. (January 15, 2011 - November 30, 2011).

Carey, E. Taylor, Research, Supervised Research, Communication Disorders Department, CD, 685, 3 credit hours, "Developing a Professional Identity", Completed. (September 2010 - November 19, 2011).

Nicholson, E., Learning, Directed Individual/Independent Study, Communication Disorders Department, CD, 401, 1 credit hours, "The process of a literature review", Completed. (January 2011 - April 2011).

Carey, E. T., Mease, S., Research, committee member for senior independent study research project, Communication Disorders Department, "Vocal Function Exercises and the Voice of Elderly Men", Completed. (January 2010 - November 2010).

2) Service

Department

HLC Open Pathways Activity 3- Rubric Sub Committee for CD, Committee Member, (November 2012 - Present).

MUCD-Community of Research Practice, Faculty Mentor, (2010 - Present).

CD Graduate Admissions, Committee Chair, (August 2007 - Present).

CD Curriculum Committee, Committee Member, (1999 - Present).

American Speech-Language-Hearing Graduate Student Scholarship Nominating Committee, Committee Member, (May 1, 2013 - May 14, 2013).

Acting Department Chair, (June 12, 2012 - June 26, 2012).
Mentor (W. Wood): neurogenics instruction, Faculty Mentor, (December 2010 - May 2012).

Search Committee - for faculty in CD department, Committee Member, (August 2011 - April 2012).

Promotion and Tenure Committee, Committee Member, (January 6, 2012 - January 31, 2012).

Council of Undergraduate Advisors, Committee Member, (2006 - December 31, 2011).

Search Committee - for Chair of CD Department, Committee Member, (January 2011 - August 2011).

Undergraduate Advising, advising for improvement plans, (June 1, 2011 - August 15, 2011).


New CD Grad Student Orientation, Committee Member, (July 16, 2011).

Acting CD Department Chair, coverage of chair responsibilities, (May 31, 2011 - June 2, 2011).

Graduation/Alumni Survey Committee, Committee Chair, (2006 - August 2010).

CD Promotion and Tenure, Committee Member, (January 2010 - March 2010).

**College**

COHP Faculty Affairs Committee, Committee Member (2005 - Present).

COHP Gerontology minor - ad hoc committee, Committee Member (September 2012 - December 2013).

COHP Nominating Committee, Committee Member (2001 - August 2011).

COHP Chair evaluation ad hoc committee, Committee Member (September 2010 - April 2011).

**University**

Faculty Development Committee for Online and Multimedia Instruction, Committee Member (April 8, 2011 - 2014).

Assessment Day - CD department activities, Committee Member (2006 - 2014).

Writing Across the Curriculum Steering Committee, Committee Member (2003 - 2014).


Hearing Panel for Grade Appeals, Committee Member (1999 - August 2014).
Graduate Admissions - Sharepoint testing, participant (October 2011 - May 2013).


**Professional**

Jones & Bartlett Learning, Reviewer, Textbook (June 2012).

WVSHA Ethics Committee, Committee Member, WV (2008 - 2011).

**Community**

LSVT Global, one of few area providers of LSVT techniques for people with Parkinson disease, WV (November 2007 - Present).

Radical Rehab Solutions, Board Member, Huntington, WV, USA (2005 - September 1, 2012).

**3) 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 Memberships**


**Faculty Development Activities Attended**

webinar, "LSVT LOUD Open Forum with the Experts!", LSVT Global, Inc, 1 credit hours. (July 22, 2014).

Conference Attendance, "Dysphagia Interventions with Older Adults - Issues and Evidence", WV Speech-Language-Hearing Association, Huntington, WV, 6 credit hours. (March 21, 2014).


Continuing Education Program, "Rehabilitation of the Adult with Traumatic Brain Injury", WV TBI Services Center for Excellence in Disabilities at WVU, Huntington, WV, 7.5 credit hours. (February 28, 2014).

Workshop, "LSVT LOUD Certification Renewal", LSVT Global, 1 credit hours. (December 19, 2013).


Workshop, "2013 Blackboard Collaborate Training", MU Center for Teaching & Learning, Huntington, WV. (October 2013).


Workshop, "Blackboard Collaborate Product Specialist Certification", MU Center for Teaching and Learning; MU Information Technology/MUOnline, Huntington, WV, USA. (September 2012 - November 15, 2012).

Continuing Education Program, "Blackboard Collaborate Workshop", MU Center for Teaching and Learning, and Information Technology, Huntington, WV. (September 10, 2012 - September 14, 2012).


Seminar, ""iPad Apps for Educators" - 2012 iPED Conference on Teaching and Learning", The MU Center for Teaching and Learning, Huntington, WV, USA. (August 21, 2012).


Workshop, "Open Pathways Faculty Workshop", MU Assessment Office, Huntington, WV. (April 4, 2012).


Workshop, "TECI Training Workshop", MU Center for Teaching and Learning, Huntington, WV, USA. (February 24, 2012).
Continuing Education Program, "Effects of Caffeine and Hydration on Voice Performance", ASHA, San Diego, CA, USA, 0.25 credit hours. (November 19, 2011).

Continuing Education Program, "Evaluation and Treatment of Resonance Disorders and Velopharyngeal Dysfunction", ASHA, San Diego, CA, USA, 2.0 credit hours. (November 19, 2011).

Continuing Education Program, "Inference Comprehension in Adults with TBI: The Effects of Salience", ASHA, San Diego, CA, USA, 0.25 credit hours. (November 19, 2011).

Continuing Education Program, "Low Stakes Introduction to Research: Students Establishing Fidelity to Procedure", ASHA, San Diego, CA, USA, 0.25 credit hours. (November 19, 2011).

Continuing Education Program, "NeuroRounds: Training Evidence Based Clinicians in Critical Thinking and Communication Skills", ASHA, San Diego, CA, USA, 1.0 credit hours. (November 19, 2011).

Continuing Education Program, "Office-based Procedures: Collaboration Between Otolaryngologists and Speech Pathologists", ASHA, San Diego, CA, USA, 1.0 credit hours. (November 19, 2011).

Continuing Education Program, "Question Type Effects in Discourse of Individuals with Dementia", ASHA, San Diego, CA, USA, 0.25 credit hours. (November 19, 2011).

Continuing Education Program, "Semantic Feature Analysis for Treatment of Anomia: A systematic review", ASHA, San Diego, CA, USA, 0.25 credit hours. (November 19, 2011).

Continuing Education Program, "Sesame Street: A free, Interactive, and Research based Therapy Tool", ASHA, San Diego, CA, USA, 0.25 credit hours. (November 19, 2011).

Continuing Education Program, "Teaching Clinical Observation Skills by Enhancing Critical Thinking", ASHA, San Diego, CA, USA, 0.25 credit hours. (November 19, 2011).

Continuing Education Program, "Why Clients Choose University Clinic Services", ASHA, San Diego, CA, USA, 0.25 credit hours. (November 19, 2011).

Continuing Education Program, "Vocal Exercise and Age Modify Rat Vocalizations and Laryngeal Neuroplasticity", ASHA, San Diego, CA, USA, 0.25 credit hours. (November 18, 2011).


Continuing Education Program, "Being Male in CSD: Tales from the Field", ASHA, San Diego, CA, USA, 0.25 credit hours. (November 17, 2011).

Continuing Education Program, "Hemispherectomy: Living with No Right Hemisphere", ASHA, San Diego, CA, USA, 1.0 credit hours. (November 17, 2011).

Continuing Education Program, "Music for the Development of Reading Skills", ASHA, San
Diego, CA, USA, 1.0 credit hours. (November 17, 2011).

Continuing Education Program, "Resources and Relationships: How Women Become Researchers in CSD", ASHA, San Diego, CA, USA, 1.0 credit hours. (November 17, 2011).

Workshop, "TECI Training Workshop", The MU Center for Teaching and Learning, Huntington, WV, USA. (August 17, 2011).

Continuing Education Program, "LSVT LOUD Certification Renewal", LSVT Global Inc, online, 1 credit hours. (June 24, 2011).


Workshop, "Stroboscopy with Interpretation", Vanderbilt University, Nashville, TN, 15 credit hours. (September 10, 2010 - September 11, 2010).

Conference Attendance, "WVSHA 48th Annual Convention", West Virginia Speech-Language-Hearing Association, 1 credit hours. (April 22, 2010).

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

Awards and Honors

ASHA Award for Continuing Education (ACE), American Speech-Language-Hearing Association, (March 2014).

Hedrick Outstanding Faculty Award - nomination, Marshall University, (September 2012).

Certificate of Appreciation, Student Activities Programming Board, (April 2012).

Faculty Data Sheet

Name: Kelly Rutherford
Rank: Assistant Professor

Start Date at Marshall as a Faculty Member: August 2014

Status: Probationary

Highest Degree Earned: MS Date Degree Received: 2004
Conferring Institution: Marshall University, Huntington, WV
Area of Degree Specialization: Communication Disorders

Professional Registration/Licensure: ASHA Certificate of Clinical Competence, WV Speech Language Pathologist

Field of Registration/Licensure: Certified member of professional organization #12109079, Licensed for practice in the state of WV #0949
Agency: American Speech Language Hearing Association, WV Board of Examiners for SLP and Audiology

Date Obtained, Expiration Date
 Obtained: March 25, 2005, Expired: December 31, 2014

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>Term/Year</th>
<th>Course</th>
<th>Title</th>
<th>Enrolled</th>
</tr>
</thead>
</table>

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

1) Scholarship/Research
2) Service
3) 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 Memberships

American Speech Language Hearing Association, ASHA, National association body for the field of speech language pathology and audiology. (March 25, 2005 - Present).

4) Awards/honors (including invitations to speak in your area of expertise) or special recognition.
### Faculty Data Sheet

**Name:** William Paul Wood  
**Rank:** Assistant Professor  

**Start Date at Marshall as a Faculty Member:** January 01, 2011  

**Status:** Probationary  

**Highest Degree Earned:** MA  
**Date Degree Received:** 2000  

**Conferring Institution:** Marshall University, Huntington, WV  

**Area of Degree Specialization:** Communication Disorders  

**Professional Registration/Licensure:**  
- IRB Behavioral and Social Science Research  
- Certified Speech-Language Pathologist  
- Professional Student Support Certificate - 2310 - Speech Language Pathologist  
- Professional Administrative Certificate - 0001 SUPERINTENDENT  
- Professional Administrative Certificate - 0006 SUPERVISOR GENERAL INSTRUCTION  
- Professional Administrative Certificate - 0015 PRINCIPAL  
- ASHA Certificate of Clinical Competence, Level 1  
- USA Track and Field Coach  

**Field of Registration/Licensure:**  
Completion of training modules to perform behavioral and social science research, Certified/highly qualified to be a speech therapist in the schools, grades PK-AD, Certified/highly qualified to be a county superintendent, Certified/highly qualified to act as director or coordinator of instruction at the county or state level, Certified/highly qualified to be a school principal grades PK-AD, Officially licensed and educated in the areas of anatomy, physiology, event theory, and athlete development. This is often a requirement for track and field coaching positions above the HS level.  

**Agency:** Collaborative Institutional Training Initiative, WV Board of Examiners for Speech-Language Pathology and Audiology, West Virginia Board of Education, West Virginia Board of Education, West Virginia Board of Education, ASHA, USA Track and Field  

**Date Obtained, Expiration Date:**  
- Obtained: September 10, 2012  
- Obtained: January 1, 2012  
- Obtained: July 1, 2008  
- Obtained: January 12, 2008  
- Obtained: January 12, 2008  
- Obtained: January 12, 2008  
- Obtained: July 1, 2003  
- Obtained: July 10, 1998  

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>Term/Year</th>
<th>Course</th>
<th>Title</th>
<th>Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2014</td>
<td>CD 330</td>
<td>Acq Comm Swallowing Dis</td>
<td>36</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>CD 229</td>
<td>Anatomy Speech Mechanism</td>
<td>21</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>CD 571</td>
<td>Clinical Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>CD 571</td>
<td>Clinical Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>CD 571</td>
<td>Clinical Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>CD 101</td>
<td>Intro Communic Disorders</td>
<td>12</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>CD 229</td>
<td>Anatomy Speech Mechanism</td>
<td>29</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>CD 570</td>
<td>Clinical Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>CD 570</td>
<td>Clinical Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>CD 427</td>
<td>Therapeutic Procedures II</td>
<td>19</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>CD 427</td>
<td>Therapeutic Procedures II</td>
<td>19</td>
</tr>
<tr>
<td>Summer 2013</td>
<td>CD 671</td>
<td>Advanced Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Summer 2013</td>
<td>CD 671</td>
<td>Advanced Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>CD 330</td>
<td>Acq Comm Swallowing Dis</td>
<td>22</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>CD 671</td>
<td>Advanced Clinical Practicum</td>
<td>2</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>CD 571</td>
<td>Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>CD 571</td>
<td>Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>CD 571</td>
<td>Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>CD 624</td>
<td>Foundations Neuro Comm Dis</td>
<td>11</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>CD 101</td>
<td>Intro Communic Disorders</td>
<td>24</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>CD 625</td>
<td>Acquired Aphasia</td>
<td>16</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>CD 570</td>
<td>Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>CD 570</td>
<td>Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>CD 570</td>
<td>Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>CD 101</td>
<td>Intro Communic Disorders</td>
<td>24</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>CD 427</td>
<td>Therapeutic Procedures II</td>
<td>23</td>
</tr>
</tbody>
</table>

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

1) Scholarship/Research

**Presentations**


Wood, W. P. (Leader), Lecture, Year-end staff development session, Mason County Schools, Mason County Career Center, "RTI and the speech therapist", Roundtable, Non-Academic, Local, Invited. (June 8, 2011).

Research Currently in Progress


Wood, William P, "Perceptions of other educational professionals on the role of SLP's in public

2) Service

Department

Graduate Admissions, Committee Member, (November 9, 2011 - Present).

Student Affairs Committee, Committee Member, (September 1, 2011 - Present).

Accreditation Committee, Committee Member, (January 1, 2011 - Present).

Faculty Search Committee, Committee Member, (October 9, 2012 - June 1, 2013).

College

COHP Nominating Committee, Committee Member (September 1, 2011 - Present).

COHP Policy Committee, Committee Member (August 28, 2011 - Present).

Community

Point Pleasant Wellness Trail, Committee Member, Point Pleasant, WV, USA (November 1, 2013 - Present).

Mason County Schools Sensory Camp Committee, Committee Member, Point Pleasant, WV, USA (June 18, 2012 - Present).

Point Pleasant HS Athletic Hall of Fame Committee, Committee Member, Point Pleasant, WV, USA (January 1, 2011 - Present).

Point Pleasant HS Soccer Boosters, Committee Member, Point Pleasant, WV, USA (January 1, 2011 - Present).

Point Pleasant HS Track and Field Boosters, Committee Member, Point Pleasant, WV, USA (January 1, 2011 - Present).

Point Pleasant Sternwheel Regatta Committee, Committee Member, Point Pleasant, WV, USA (January 1, 2011 - Present).

WV High School Soccer Coaches Association, Committee Member, NA, WV, USA (January 1, 2011 - Present).

WV Secondary Schools Athletic Commission Soccer Committee, Committee Member, Parkersburg, WV, USA (January 1, 2007 - Present).

3) 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 Memberships**

American Speech-Language Hearing Association, ASHA.

West Virginia Speech Language Hearing Association, WVSHA, The West Virginia Speech-Language-Hearing Association (WVSHA) is a professional organization of speech-language pathologists, audiologists, and deaf educators that promotes the welfare of individuals with communication disorders and represents the professionals who serve them. (December 20, 2012 - Present).

**Faculty Development Activities Attended**


Continuing Education Program, "Bridging the Theory Practice Gap", ASHA, Chicago, Illinois, USA, 1 credit hours. (November 15, 2013).

Continuing Education Program, "How to Launch and Build a Successful Research Career", ASHA, Chicago, Illinois, USA, 1 credit hours. (November 15, 2013).


Continuing Education Program, "Incorporating Research into a Busy Clinical Practice", ASHA, Chicago, Illinois, USA, 1 credit hours. (November 14, 2013).


Continuing Education Program, "Clinical & School Based Leadership Excellence", ASHA, Chicago, Illinois, USA, 2 credit hours. (November 13, 2013).

Continuing Education Program, "Increasing Faculty Productivity Through Interprofessional Collaborative Relationships in a Community of Research Practice", ASHA, Chicago, Illinois, USA, 60 credit hours. (November 13, 2013).


Conference Attendance, "Caring About Counseling", ASHA National Convention, Atlanta, GA, USA, 1 credit hours. (November 17, 2012).
Conference Attendance, "How to Create a Perfectly Difficult CSD Course", ASHA National Convention, Atlanta, GA, USA, 1 credit hours. (November 17, 2012).

Conference Attendance, "Aphasia and Neuroimaging", ASHA National Convention, Atlanta, GA, USA, 2 credit hours. (November 16, 2012).

Conference Attendance, "Assessing Student Performance Across the Curriculum", ASHA National Convention, Atlanta, GA, USA, 1 credit hours. (November 16, 2012).

Conference Attendance, "Collaborative Learning in SLP and Theatre", ASHA National Convention, Atlanta, GA, USA, 1 credit hours. (November 16, 2012).

Conference Attendance, "Matching Therapy Activities and Goals", ASHA National Convention, Atlanta, GA, USA, 1 credit hours. (November 16, 2012).

Conference Attendance, "Simulation: A teaching Tool in CSD", ASHA National Convention, Atlanta, GA, USA, 1 credit hours. (November 16, 2012).

Conference Attendance, "Assessing the Effectiveness of a Counseling Training Program in CSD", ASHA National Convention, Atlanta, GA, USA, 1 credit hours. (November 15, 2012).

Conference Attendance, "Message Organization Strategies and Discourse Production for Persons With Aphasia", ASHA National Convention, Atlanta, GA, USA, 1 credit hours. (November 15, 2012).

Conference Attendance, "Using Group Cohesiveness to Improve Conversation Among Individuals with Aphasia", ASHA National Convention, Atlanta, GA, USA, 2 credit hours. (November 15, 2012).

Tutorial, "Blackboard Collaborate", Marshall IT department, Huntington, WV, 25550, 1 credit hours. (October 18, 2012).

Self-Study Program, "The Source for Processing Disorders", Linguisystems, Huntington, WV, USA, 0.5 credit hours. (October 8, 2012).

Self-Study Program, "Communicative Milestones", Linguisystems, Huntington, WV, USA, 0.15 credit hours. (September 26, 2012).

Self-Study Program, "Behavioral and Social Science Research", CITI, Huntington, WV, USA. (September 10, 2012).

Clinical Educators Meeting, "Clinical Educators Meeting", MUSHC - Pam Holland, Huntington, WV, USA. (August 24, 2012).


Conference Attendance, "iPad Apps for Educators", MU Center for Teaching and Learning, Huntington, WV, USA. (August 21, 2012).
Conference Attendance, "What we should talk about when we talk about teaching", MU Center for Teaching and Learning - Dr. Dan Holbrook, Huntington, WV, USA. (August 21, 2012).

Self-Study Program, "Attention Disorders", Linguisystems, Huntington, WV, USA, 0.2 credit hours. (July 24, 2012).

Self-Study Program, "Developing Communication Skills in Young Children", Linguisystems, Huntington, WV, USA, 0.2 credit hours. (July 24, 2012).

Self-Study Program, "Reading Fluency, The Source", Linguisystems, Huntington, WV, USA, 0.50 credit hours. (July 23, 2012).

Self-Study Program, "Social Language Development Test Adolescent", Linguisystems, Huntington, WV, USA, 0.20 credit hours. (July 23, 2012).

Self-Study Program, "The Source for Developmental of Executive Functions", Linguisystems, Huntington, WV, USA, 0.45 credit hours. (July 23, 2012).

College Semester Meeting, "2012 Spring Semester COHP Meeting", COHP, Huntington, WV, USA. (January 5, 2012).

MUSHC supervisors meeting, "Clinical Educator Meeting", MUSHC - Pam Holland, Huntington, WV, USA, 1 credit hours. (January 5, 2012).

Continuing Education Program, "The Source for Safety: Cognitive Retraining for Independent Living", Linguisystems, East Moline, IL, USA, 5.0 credit hours. (December 28, 2011).

Continuing Education Program, "Augmentative and Alternative Communication: Using Assessment to Guide Intervention", Linguisystems, East Moline, IL, USA, 1.5 credit hours. (December 28, 2011).

Continuing Education Program, "The Source for Selective Mutism", Linguisystems, East Moline, IL, USA, 5.0 credit hours. (December 27, 2011).

Continuing Education Program, "The Source for Voice Disorders - Adolescent and Adult", Linguisystems, East Moline, IL, USA, 5.0 credit hours. (December 26, 2011).

Workshop, "New Blackboard/MU Online Platform Training", Marshall University, Huntington, WV, USA, 1 credit hours. (December 15, 2011).

Webinar, "GRE - Score Scales Webinar", ETS, Huntington, WV, USA, 2 credit hours. (December 13, 2011).

Workshop, "CALIPSO Training", Marshall University Speech and Hearing Center - Pam Holland, Huntington, WV, USA, 1 credit hours. (October 5, 2011).

Workshop, "Digital Measures Workshop", Marshall University, Huntington, WV, USA, 1 credit hours. (January 12, 2011).
Workshop, "New Faculty Orientation", Marshall University, Huntington, WV, USA, 3 credit hours. (January 6, 2011).
Faculty Data Sheet

Name: Kathryn H. Chezik
Rank: Associate Professor

Start Date at Marshall as a Faculty Member: August 23, 1971

Status: Adjunct

Highest Degree Earned: M.A. (ABD) Date Degree Received: 1969

Conferring Institution: Indiana University

Area of Degree Specialization: Speech-Language Pathology

Professional Registration/Licensure: ASHA-Certificate of Clinical Competence, WV Board Certified SLP

Field of Registration/Licensure: WV Licensed Speech-Language Pathologist

Agency: WV Board of Examiners

Date Obtained, Expiration Date: 1971 - Renewal December 2014

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>Term/Year</th>
<th>Course</th>
<th>Title</th>
<th>Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2012</td>
<td>CD670</td>
<td>Advanced Clinical Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>CD670</td>
<td>Advanced Clinical Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>CD670</td>
<td>Advanced Clinical Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>CD670</td>
<td>Advanced Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>CD670</td>
<td>Advanced Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>CD670</td>
<td>Advanced Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>CD670</td>
<td>Advanced Clinical Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>CD670</td>
<td>Advanced Clinical Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>CD670</td>
<td>Advanced Clinical Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>CD670</td>
<td>Advanced Clinical Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>CD670</td>
<td>Advanced Clinical Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>CD670</td>
<td>Advanced Clinical Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>
Faculty Data Sheet

Name: Joy Cole

Start Date at Marshall as a Faculty Member: 

Status: Adjunct

Highest Degree Earned: M.A. Date Degree Received: August 2009

Conferring Institution: Marshall University

Area of Degree Specialization: Communication Disorders

Professional Registration/Licensure: ASHA Certificate of Clinical Competence, WV Board Certified SLP

Field of Registration/Licensure: WV Licensed Speech-Language Pathologist

Agency: WV Board of Examiners

Date Obtained, Expiration Date: Renewal December 2014

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>Intersession 2014</th>
<th>480</th>
<th>SpTp: Global Issues in SLP</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intersession 2014</td>
<td>580</td>
<td>SpTp: Global Issues in SLP</td>
<td>7</td>
</tr>
<tr>
<td>Intersession 2013</td>
<td>480</td>
<td>SpTp: Global Issues in SLP</td>
<td>3</td>
</tr>
<tr>
<td>Intersession 2013</td>
<td>650</td>
<td>SpTp: Global Issues in SLP</td>
<td>4</td>
</tr>
</tbody>
</table>
Faculty Data Sheet

Name: Jennifer Coleman  Rank: 

Start Date at Marshall as a Faculty Member: 

Status: Adjunct

Highest Degree Earned: M.S.  Date Degree Received: May 2003

Conferring Institution: University of Wisconsin – Eau Claire

Area of Degree Specialization: Speech-Language Pathology

Professional Registration/Licensure: ASHA Certificate of Clinical Competence, WV Board Certified SLP

Field of Registration/Licensure: WV Licensed Speech-Language Pathologist

Agency: WV Board of Examiners

Date Obtained, Expiration Date: August 2010- Renewal December 2014

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>Term/Year</th>
<th>Course</th>
<th>Title</th>
<th>Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2013</td>
<td>CD670</td>
<td>Advanced Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Summer 2013</td>
<td>CD670</td>
<td>Advanced Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Summer 2013</td>
<td>CD670</td>
<td>Advanced Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Summer 2013</td>
<td>CD670</td>
<td>Advanced Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Summer 2013</td>
<td>CD670</td>
<td>Advanced Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Summer 2013</td>
<td>CD670</td>
<td>Advanced Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Summer 2014</td>
<td>CD670</td>
<td>Advanced Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Summer 2014</td>
<td>CD670</td>
<td>Advanced Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Summer 2014</td>
<td>CD670</td>
<td>Advanced Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Summer 2014</td>
<td>CD670</td>
<td>Advanced Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
<td>Summer 2014</td>
<td>CD670</td>
<td>Advanced Clinical Practicum</td>
<td>4</td>
</tr>
</tbody>
</table>
Faculty Data Sheet

Name: Lisa Thomas Fry
Rank: 

Start Date at Marshall as a Faculty Member: August 17, 2002

Status: Adjunct

Highest Degree Earned: PH.D. Date Degree Received: March 2008

Conferring Institution: University of Kentucky

Area of Degree Specialization: Rehabilitation Services, Communication Disorders

Professional Registration/Licensure: ASHA Certificate of Clinical Competence, WV Board Certified SLP

Field of Registration/Licensure: WV Licensed Speech-Language Pathologist

Agency: WV Board of Examiners

Date Obtained, Expiration Date

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>Term/Year</th>
<th>Course</th>
<th>Title</th>
<th>Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2013</td>
<td>CD625</td>
<td>Acquired Aphasia</td>
<td>19</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>CD620</td>
<td>Cleft Palate and Voice</td>
<td>19</td>
</tr>
</tbody>
</table>

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.
### Appendix Ia
### Teaching Assistant Data Sheet

<table>
<thead>
<tr>
<th>GTA Name</th>
<th>Course No.</th>
<th>Course Name</th>
<th>Year 1 2009-2010</th>
<th>Year 2 2010-2011</th>
<th>Year 3 2011-2012</th>
<th>Year 4 2012-2013</th>
<th>Year 5 2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Samantha Fry</td>
<td>480</td>
<td>ST: Sign Language for the SLP</td>
<td>19</td>
<td>Su</td>
<td>11</td>
<td>Su</td>
<td>20</td>
</tr>
<tr>
<td>Kelly Summerfield</td>
<td>480</td>
<td>ST: Sign Language for the SLP</td>
<td>11</td>
<td>Fa</td>
<td>20</td>
<td>Fa</td>
<td>18</td>
</tr>
<tr>
<td>Samantha Fry</td>
<td>480</td>
<td>ST: Sign Language for the SLP</td>
<td>18</td>
<td>Sp</td>
<td>Su</td>
<td>Sp</td>
<td>19</td>
</tr>
<tr>
<td>Jenna Rollins</td>
<td>461</td>
<td>Sign Language for the SLP</td>
<td>15</td>
<td>Fa</td>
<td>16</td>
<td>Fa</td>
<td>10</td>
</tr>
<tr>
<td>Samantha Fry</td>
<td>461</td>
<td>Sign Language for the SLP</td>
<td>15</td>
<td>Sp</td>
<td>15</td>
<td>Sp</td>
<td>24</td>
</tr>
<tr>
<td>Jenna Rollins</td>
<td>461</td>
<td>Sign Language for the SLP</td>
<td>10</td>
<td>Su</td>
<td>10</td>
<td>Su</td>
<td>24</td>
</tr>
<tr>
<td>Jenna Rollins</td>
<td>461</td>
<td>Sign Language for the SLP</td>
<td>18</td>
<td>Fa</td>
<td>18</td>
<td>Fa</td>
<td>25</td>
</tr>
<tr>
<td>Brittany Clark</td>
<td>461</td>
<td>Sign Language for the SLP</td>
<td>20</td>
<td>Su</td>
<td>20</td>
<td>Su</td>
<td>23</td>
</tr>
<tr>
<td>Brittany Clark</td>
<td>461</td>
<td>Sign Language for the SLP</td>
<td>23</td>
<td>Fa</td>
<td>23</td>
<td>Fa</td>
<td>24</td>
</tr>
<tr>
<td>Brittany Clark</td>
<td>461</td>
<td>Sign Language for the SLP</td>
<td>24</td>
<td>Sp</td>
<td>24</td>
<td>Sp</td>
<td>25</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.*
Appendix II
Students’ Entrance Abilities for Past Five Years of Graduates: BS in Communication Disorders

<table>
<thead>
<tr>
<th>Year</th>
<th>N</th>
<th>Mean High School GPA</th>
<th>Mean ACT</th>
<th>Mean SAT Verbal</th>
<th>Mean SAT Quantitative</th>
<th>Mean SAT Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>17</td>
<td>3.82 (n = 16)</td>
<td>22.7 (n = 15)</td>
<td>478 (n = 5)</td>
<td>426 (n = 5)</td>
<td>N/A</td>
</tr>
<tr>
<td>2010-2011</td>
<td>25</td>
<td>3.81 (n = 25)</td>
<td>22.5 (n = 23)</td>
<td>523 (n = 10)</td>
<td>448 (n = 10)</td>
<td>N/A</td>
</tr>
<tr>
<td>2011-2012</td>
<td>18</td>
<td>3.73 (n = 18)</td>
<td>22.1 (n = 15)</td>
<td>516.7 (n = 3)</td>
<td>490 (n = 3)</td>
<td>N/A</td>
</tr>
<tr>
<td>2012-2013</td>
<td>26</td>
<td>3.68 (n = 26)</td>
<td>23.0 (n = 25)</td>
<td>490 (n = 5)</td>
<td>482 (n = 5)</td>
<td>546 (n = 5)</td>
</tr>
<tr>
<td>2013-2014</td>
<td>35</td>
<td>3.60 (n = 35)</td>
<td>21.3 (n = 32)</td>
<td>440 (n = 7)</td>
<td>457.1 (n = 7)</td>
<td>457.1 (n = 7)</td>
</tr>
</tbody>
</table>
### Appendix III
Exit Abilities for Past Five Years of Graduates: BS in Communication Disorders

<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>2009-2010</td>
<td>17</td>
<td>3.43</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2010-2011</td>
<td>25</td>
<td>3.47</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2011-2012</td>
<td>18</td>
<td>3.44</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2012-2013</td>
<td>26</td>
<td>3.43</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2013-2014</td>
<td>35</td>
<td>3.38</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
## Appendix IV: Assessment Summary

### Assessment Summary

**Component Area/Program/Discipline:** BS in Communication Disorders

### Program Level

<table>
<thead>
<tr>
<th>Program’s Student Learning Outcomes</th>
<th>Assessment Measures (Tools)</th>
<th>Standards/Bench mark</th>
<th>Results/Analysis</th>
<th>Action Taken to improve the program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will analyze the relationships among (a) human growth and development; (b) normal processes of language and speech communication; (c) the scientific bases of linguistic and sociolinguistic communication; and (d) the characteristics of disorders of speech, language, swallowing, and hearing.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Assessment Point 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1 (a, b, c): CD 228: Construct a project, relating to CD 228 course outcomes, using professional discourse in both oral and written formats.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2 (d): Construct a project, relating to CD 328 course outcomes, using professional discourse in both oral and written formats.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Assessment Point 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CD 470-L: Construct a project, relating to CD 470 L course outcomes, using professional discourse in both oral and written formats.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **2012-2013 Data:** Intro: 47% to 89%  
Milestone: 8% to 53% for all 3 traits assessed within the outcome | **Milestone** | **Results/Analysis** | **Action Taken to improve the program** |
| **2013-2014 Data**  
Intro: 3% to 45% for all 3 traits assessed within the outcome  
Milestone: 45%-47% for all 3 traits assessed within the outcome  
Capstone: 9%-50% for all 3 traits assessed within the outcome | | | 1. We have aligned all courses with Program Outcomes on our syllabi with special emphasis on how course objectives/activities address these outcomes.  
2. We have created online rubrics for assessors to report data in an accurate and reliable manner. We have also provided a way for assessors to indicate a way that students have not demonstrated the skill per trait.  
3. We have a plan in place to monitor this outcome and look for trends in student performance and make modifications to the assessment point as needed (e.g. Align rubrics from MS and BS programs). |
| **Capstone** | **2012-2013 No data taken** | | | 1. We have aligned all courses with Program Outcomes on our syllabi with special emphasis on how course objectives/activities address these outcomes.
Students will generate solutions to problems through the use of integrative, logical, and ethical reasoning by (a) framing an issue or problem with a significant and realistic purpose and rationale; (b) searching for relevant and credible information sources; (c) critically appraising significant and relevant information and drawing evidence-based conclusions; (d) generating justifiable solutions, considering potential implications and consequences, suiting core ideas and theories from the specialized and broad knowledge base; and, (e) presenting solutions to problems or issues effectively in oral, written, visual, or all formats using the discourse of the discipline.

<table>
<thead>
<tr>
<th>Assessment Point 1: CD 328: Construct a project relating to CD 328 course outcomes, using professional discourse in both oral and written formats.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013 Data: Intro: 68% in 1 trait (framing the issue) 100% for the remaining 4 traits assessed within the outcome Milestone: 32% in 1 trait (framing the issue) assessed within the outcome</td>
</tr>
<tr>
<td>2013-2014 Data: Intro: 3% to 11% for all 5 traits assessed within the outcome Milestone: 69%-88% for all 5 traits assessed within the outcome</td>
</tr>
<tr>
<td>1. We have aligned all courses with Program Outcomes on our syllabi with special emphasis on how course objectives/activities address these outcomes. 2. We have created on line rubrics for assessors to report data in an accurate and reliable manner. We have also provided a way for assessors to indicate a way that students have not demonstrated the skill per trait.</td>
</tr>
</tbody>
</table>
| Assessment Point 2: CD 415: Deliver a professional presentation, based on the findings of a research project, using effective communication skills and strategies associated with the discourse of the discipline in both oral and written formats. | Capstone 2012-2013 Data:  
Capstone: 9%-25% for all 5 traits assessed within the outcome  
Overall Analysis: There was a shift in student performance between the two assessment reports that warrants ongoing monitoring.  
2012-2013 Data:  
Capstone: 63% to 88% for all 5 traits assessed within the outcome  
Advanced: 13% to 38% for all 5 traits assessed within the outcome (2012-2013 report: only half the cohort was assessed in CD 415)  
2013-2014 Data:  
Intro: 8% for 1 trait (framing the issue)  
Milestone: 6%-69% for all 5 traits assessed within the outcome  
Capstone: 22% -78% for all 5 traits assessed within the outcome  
Advanced: 17% to 33% for 4 traits assessed within the outcome (2013-2014 report: the whole cohort was assessed in CD 415)  
Overall Analysis: With the exception of trait 1 of this outcome (framing the issue), the majority of our students are meeting or exceeding the established benchmark standards. Assessment data for trait 1 is  |
| --- | --- |
| 3. We have a plan in place to monitor this outcome (especially trait 1 of the outcome) and look for trends in student performance and make modifications to the assessment point as needed (e.g. Align rubrics from MS and BS programs). | 1. We have aligned all courses with Program Outcomes on our syllabi with special emphasis on how course objectives/activities address these outcomes.  
2. We have created online rubrics for assessors to report data in an accurate and reliable manner. We have also provided a way for assessors to indicate a way that students have not demonstrated the skill per trait.  
3. We have a plan in place to monitor this outcome (especially trait 1 of the outcome) and look for trends in student performance and make modifications to the assessment point as needed (e.g. Align rubrics from MS and BS programs). |
Students will integrate personally, socially, and professionally responsible practices by (a) reflecting upon their individual cultural and civic backgrounds; (b) applying civic knowledge, civic literacy, and civic inquiry into the field of communication disorders; and (c) developing and implementing strategies to impact local and/or global communities.

Assessment Point 1: CD 101: Construct a project related to CD 101 course outcomes using professional discourse in both oral and written formats.

2012-2013 Data:  
- Below: 3% for all 3 traits assessed within the outcome
- Intro: 59% to 77% for all 3 traits assessed within the outcome
- Milestone: 20% to 37% for all 3 traits assessed within the outcome

2013-2014 Data:  
- Intro: 97% to 98% for all 3 traits assessed within the outcome
- Milestone: 2%-3% for all 3 traits assessed within the outcome

Overall Analysis: CD 101 did not provide the appropriate population of students for valid data collection as the course is open to non-majors and students in the pre-CD program, who may not be admitted in the future. An early course following admission to the CD Program would better assess this outcome.

Milestone

1. We have aligned all courses with Program Outcomes on our syllabi with special emphasis on how course objectives/activities address these outcomes.

2. We have created online rubrics for assessors to report data in an accurate and reliable manner. We have also provided a way for assessors to indicate a way that students have not demonstrated the skill per trait.

3. We have a plan in place to monitor this outcome and look for trends in student performance and make modifications to the assessment point as needed (e.g. Align rubrics from MS and BS programs).

4. We have made a modification to change the course in which assessment point 1 is measured from CD 101 to CD 370 L.
Assessment Point 2:
CD 460: Deliver a professional presentation of the outcomes of a class project, using effective communication skills and strategies associated with the discourse of the discipline in both oral and written formats.

Capstone

2012-2013 Data:
Intro: 14% for 1 trait (applying civic knowledge) assessed within the outcome
Milestone: 50% for 1 trait (applying civic knowledge) assessed within the outcome
Capstone: 36% for 1 trait (applying civic knowledge) assessed within the outcome

2013-2014 Data: No data taken

Overall Analysis:
CD 460 did not provide the necessary data for measuring the entire outcome. The assessment team determined, based on faculty feedback, a different course such as CD 415, the undergraduate capstone course, would better assess all 3 traits of this outcome.

1. We have aligned all courses with Program Outcomes on our syllabi with special emphasis on how course objectives/activities address these outcomes.
2. We have created online rubrics for assessors to report data in an accurate and reliable manner. We have also provided a way for assessors to indicate a way that students have not demonstrated the skill per trait.
3. We have a plan in place to monitor this outcome and look for trends in student performance and make modifications to the assessment point as needed (e.g. Align rubrics from MS and BS programs).
4. We have made a modification to change the course in which assessment point 2 is measured from CD 460 to CD 415.
Program Assessment Rubrics

Program Learning Outcome 1: Students will analyze the relationships among (a) human growth and development; (b) normal processes of language and speech communication; (c) the scientific bases of linguistic and sociolinguistic communication; and (d) the characteristics of disorders of speech, language, swallowing, and hearing.

<table>
<thead>
<tr>
<th>Traits</th>
<th>Introductory</th>
<th>Performance Levels</th>
<th>Milestone</th>
<th>Capstone</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Growth and Development/Normal Processes of Language and Speech Communication</td>
<td>Given examples, identifies normal growth and development and the normal processes of language and speech communication.</td>
<td>Adequately explains human growth and development and the normal processes of language and speech communication.</td>
<td>Analyzes how human growth and development relate to normal speech and language development.</td>
<td>Determines the effect on speech and language development of specified deviations from normal human growth and development.</td>
<td></td>
</tr>
<tr>
<td>Scientific Bases of Linguistic and Sociolinguistic Communication</td>
<td>Recalls the scientific bases of linguistic and sociolinguistic communication</td>
<td>Adequately explains the scientific bases of linguistic and sociolinguistic communication.</td>
<td>Analyzes research pertaining to the scientific bases of linguistic and sociolinguistic communication</td>
<td>Judges the validity and reliability of research that supports the scientific bases of linguistic and sociolinguistic communication</td>
<td></td>
</tr>
<tr>
<td>Characteristics of Disorders of Speech, Language, Hearing, and Swallowing</td>
<td>Identifies the characteristics of disorders of speech, language, and hearing</td>
<td>Correctly describes the characteristics of specific disorders of speech, language, and hearing.</td>
<td>Compares and contrasts typical vs. atypical speech, language, hearing, and swallowing.</td>
<td>Integrates all aspects of human development to arrive at an appropriate conclusion regarding speech, language, hearing, and swallowing disorders</td>
<td></td>
</tr>
</tbody>
</table>
Program Learning Outcome 2: Students will generate solutions to problems through the use of integrative, logical, and ethical reasoning by (a) framing an issue or problem with a significant and realistic purpose and rationale; (b) searching for relevant and credible information sources; (c) critically appraising significant and relevant information and drawing evidence-based conclusions; (d) generating justifiable solutions, considering potential implications and consequences, suing core ideas and theories from the specialized and broad knowledge base; and, (e) presenting solutions to problems or issues effectively in oral, written, visual, or all formats using the discourse of the discipline.

<table>
<thead>
<tr>
<th>Traits</th>
<th>Performance Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Introductory</td>
</tr>
<tr>
<td>Framing the Issue or the Problem</td>
<td>Identifies whether or not an issue or problem exists</td>
</tr>
<tr>
<td></td>
<td>Articulates the issue or the problem</td>
</tr>
<tr>
<td></td>
<td>Analyzes the relevance of an issue or a problem</td>
</tr>
<tr>
<td></td>
<td>Formulates a relevant statement or question to reflect the issue or the problem</td>
</tr>
<tr>
<td>Searching Information Sources</td>
<td>Identifies sources of information</td>
</tr>
<tr>
<td></td>
<td>Utilizes sources of information</td>
</tr>
<tr>
<td></td>
<td>Differentiates the relevance of sources of information</td>
</tr>
<tr>
<td></td>
<td>Evaluates the credibility of information sources</td>
</tr>
<tr>
<td>Drawing Evidence Based conclusions</td>
<td>Outlines relevant information</td>
</tr>
<tr>
<td></td>
<td>Reflects upon evidence based conclusions</td>
</tr>
<tr>
<td></td>
<td>Analyzes the relevance of information pertaining to the field of communication disorders</td>
</tr>
<tr>
<td></td>
<td>Critically investigates information to draw evidence based conclusions</td>
</tr>
<tr>
<td>Generating Justifiable Solutions</td>
<td>Identifies potential solutions</td>
</tr>
<tr>
<td></td>
<td>Examines potential solutions, based upon evidence</td>
</tr>
<tr>
<td></td>
<td>Generates justifiable solutions with possible implications and consequences</td>
</tr>
<tr>
<td></td>
<td>Develops rationalization with possible implications and consequences for solutions</td>
</tr>
<tr>
<td>Presenting Solutions to Problems or Issues Using the Discourse of the Discipline</td>
<td>Uses standard conventions to present information</td>
</tr>
<tr>
<td></td>
<td>Restates solutions using standard conventions to share information</td>
</tr>
<tr>
<td></td>
<td>Communicates in oral, written, or visual formats using the discourse of the discipline</td>
</tr>
<tr>
<td></td>
<td>Communicates in an insightful and cohesive manner, using all formats (oral, written, visual) in the discourse of the discipline</td>
</tr>
</tbody>
</table>
**Program Learning Outcome 3:** Students will integrate personally, socially, and professionally responsible practices by (a) reflecting upon their individual cultural and civic backgrounds; (b) applying civic knowledge, civic literacy, and civic inquiry into the field of communication disorders; and (c) developing and implementing strategies to impact local and/or global communities.

<table>
<thead>
<tr>
<th>Traits</th>
<th>Performance Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Introductory</td>
</tr>
<tr>
<td>Reflection of Individual Culture and Civic Background</td>
<td>Identifies one’s core beliefs and ethical values</td>
</tr>
<tr>
<td></td>
<td>Milestone</td>
</tr>
<tr>
<td></td>
<td>Relates one’s core beliefs and ethical values to key life experiences (family, socio-economic background, traumas, gender, ethical/racial/national traditions, etc.)</td>
</tr>
<tr>
<td></td>
<td>Capstone</td>
</tr>
<tr>
<td></td>
<td>Integrates one’s core beliefs and ethical values to key life experiences (family, socio-economic background, traumas, gender, ethical/racial/national traditions, etc.)</td>
</tr>
<tr>
<td></td>
<td>Advanced</td>
</tr>
<tr>
<td></td>
<td>Validates others’ core beliefs and ethical values</td>
</tr>
<tr>
<td>Application of Civic Knowledge, Civic Literacy, and Civic Inquiry Relative to the Field of CD</td>
<td>Identifies how a range of professions contributes to civic involvement</td>
</tr>
<tr>
<td></td>
<td>Milestone</td>
</tr>
<tr>
<td></td>
<td>Describes how civic awareness dictates professional needs</td>
</tr>
<tr>
<td></td>
<td>Capstone</td>
</tr>
<tr>
<td></td>
<td>Examines the relationship of communication disorders to civic involvement</td>
</tr>
<tr>
<td></td>
<td>Advanced</td>
</tr>
<tr>
<td></td>
<td>Integrates civic responsibility ongoing in the field of communication disorders to civic involvement</td>
</tr>
<tr>
<td>Development and Implementation of Strategies to Impact Local and/or Global Communities</td>
<td>Identifies local and/or global issues of public significance</td>
</tr>
<tr>
<td></td>
<td>Milestone</td>
</tr>
<tr>
<td></td>
<td>Reflects on one’s own responsibility in relation to issues of local and/or global communities</td>
</tr>
<tr>
<td></td>
<td>Capstone</td>
</tr>
<tr>
<td></td>
<td>Investigates civic partnerships/alliances within local and/or global communities</td>
</tr>
<tr>
<td></td>
<td>Advanced</td>
</tr>
<tr>
<td></td>
<td>Develops an attachment of empowerment to a civic partnership/alliance within local and/or global communities</td>
</tr>
</tbody>
</table>
### Appendix V

#### Program Course Enrollment: BS in Communication Disorders

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Subject</th>
<th>Course Title</th>
<th>Campus</th>
<th>Course Code</th>
<th>Title</th>
<th>Fall 19</th>
<th>Sprint 19</th>
<th>Fall 20</th>
<th>Sprint 20</th>
<th>Fall 21</th>
<th>Sprint 21</th>
<th>Fall 22</th>
<th>Sprint 22</th>
<th>Fall 23</th>
<th>Sprint 23</th>
<th>Fall 24</th>
<th>Sprint 24</th>
</tr>
</thead>
<tbody>
<tr>
<td>HP CD 101</td>
<td>Intro Communication Disorders</td>
<td>Huntington</td>
<td>None</td>
<td>50</td>
<td>30</td>
<td>61</td>
<td>28</td>
<td>76</td>
<td>32</td>
<td>70</td>
<td>48</td>
<td>56</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HP CD 223</td>
<td>Language and Speech Development</td>
<td>Huntington</td>
<td>None</td>
<td>14</td>
<td>26</td>
<td>35</td>
<td>27</td>
<td>37</td>
<td>32</td>
<td>28</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HP CD 229</td>
<td>Anatomy Speech Mechanism</td>
<td>Huntington</td>
<td>None</td>
<td>41</td>
<td>17</td>
<td>42</td>
<td>28</td>
<td>37</td>
<td>30</td>
<td>21</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HP CD 239</td>
<td>Phonetics</td>
<td>Huntington</td>
<td>None</td>
<td>27</td>
<td>18</td>
<td>38</td>
<td>18</td>
<td>48</td>
<td>28</td>
<td>43</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HP CD 241</td>
<td>Intro Communication Science</td>
<td>Huntington</td>
<td>None</td>
<td>37</td>
<td>37</td>
<td>27</td>
<td>28</td>
<td>36</td>
<td>34</td>
<td>19</td>
<td>55</td>
<td>30</td>
<td>33</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HP CD 315</td>
<td>Prof Literacies for SLPs</td>
<td>Huntington</td>
<td>None</td>
<td>13</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HP CD 322</td>
<td>Dev Speech Disorders</td>
<td>Huntington</td>
<td>None</td>
<td>15</td>
<td>14</td>
<td>16</td>
<td>23</td>
<td>15</td>
<td>17</td>
<td>19</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HP CD 325</td>
<td>Language &amp; Speech Develop</td>
<td>Huntington</td>
<td>None</td>
<td>29</td>
<td>26</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HP CD 328</td>
<td>Developmental Lang Dis</td>
<td>Huntington</td>
<td>None</td>
<td>14</td>
<td>18</td>
<td>15</td>
<td>21</td>
<td>19</td>
<td>18</td>
<td>18</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HP CD 330</td>
<td>Acq Comm Swallowing Dis</td>
<td>Huntington</td>
<td>None</td>
<td>22</td>
<td>28</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HP CD 370L</td>
<td>Field Exp: Sp &amp; Lang</td>
<td>Huntington</td>
<td>None</td>
<td>9</td>
<td>13</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>5</td>
<td>5</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HP CD 401</td>
<td>Inquiry in CD</td>
<td>Huntington</td>
<td>None</td>
<td>22</td>
<td>38</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HP CD 415</td>
<td>Prof Literacies for SLPs</td>
<td>Huntington</td>
<td>None</td>
<td>18</td>
<td>14</td>
<td>8</td>
<td>17</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HP CD 415</td>
<td>Prof Literacies for SLPs Virtual Class</td>
<td>Huntington</td>
<td>Virtual Class</td>
<td>18</td>
<td>14</td>
<td>8</td>
<td>17</td>
<td>19</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HP CD 420</td>
<td>Voice and Fluency Disorders</td>
<td>Huntington</td>
<td>None</td>
<td>27</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HP CD 422</td>
<td>Artic &amp; Phonological Dis</td>
<td>Huntington</td>
<td>None</td>
<td>28</td>
<td>19</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HP CD 422L</td>
<td>Field Exp: Sp &amp; Lang</td>
<td>Huntington</td>
<td>None</td>
<td>26</td>
<td>22</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HP CD 424</td>
<td>Diagnosis Comm Disorders</td>
<td>Huntington</td>
<td>None</td>
<td>17</td>
<td>28</td>
<td>26</td>
<td>22</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HP CD 424L</td>
<td>DX Processes Laboratory</td>
<td>Huntington</td>
<td>None</td>
<td>17</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HP CD 425</td>
<td>Developmental Lang Dis</td>
<td>Huntington</td>
<td>None</td>
<td>31</td>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HP CD 426L</td>
<td>TX Procedures I Lab</td>
<td>Huntington</td>
<td>None</td>
<td>29</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HP CD 427</td>
<td>Therapeutic Procedures II</td>
<td>Huntington</td>
<td>None</td>
<td>16</td>
<td>28</td>
<td>28</td>
<td>3</td>
<td>23</td>
<td>2</td>
<td>38</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HP CD 427L</td>
<td>TX Procedures II Lab</td>
<td>Huntington</td>
<td>None</td>
<td>23</td>
<td>24</td>
<td>28</td>
<td>3</td>
<td>23</td>
<td>2</td>
<td>38</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HP CD 429</td>
<td>Anatomy Speech Mechanism</td>
<td>Huntington</td>
<td>None</td>
<td>16</td>
<td>25</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HP CD 430</td>
<td>Acq Comm Swallowing Dis</td>
<td>Huntington</td>
<td>None</td>
<td>27</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HP CD 439</td>
<td>Phonetics</td>
<td>Huntington</td>
<td>None</td>
<td>43</td>
<td>38</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HP CD 460</td>
<td>Basic Audiology</td>
<td>Huntington</td>
<td>None</td>
<td>34</td>
<td>27</td>
<td>43</td>
<td>34</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HP CD 461</td>
<td>Sign Language for SLP</td>
<td>Huntington</td>
<td>None</td>
<td>34</td>
<td>26</td>
<td>24</td>
<td>29</td>
<td>20</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HP CD 462</td>
<td>Aural Rehabilitation</td>
<td>Huntington</td>
<td>None</td>
<td>16</td>
<td>29</td>
<td>32</td>
<td>32</td>
<td>23</td>
<td>23</td>
<td>43</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HP CD 468</td>
<td>Intro Clinical Principles</td>
<td>Huntington</td>
<td>None</td>
<td>26</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HP CD 470L</td>
<td>Therapeutic Procedures Lab</td>
<td>Huntington</td>
<td>None</td>
<td>24</td>
<td>23</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HP CD 480</td>
<td>SpTp: Sign Language for the SLP</td>
<td>Huntington</td>
<td>None</td>
<td>31</td>
<td>39</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HP CD 480L</td>
<td>SpTp: Global Issues in SLP</td>
<td>Off-campus</td>
<td>None</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HP CD 481</td>
<td>SpTp: Advanced Sign Language</td>
<td>Huntington</td>
<td>None</td>
<td>10</td>
<td>22</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HP CD 485</td>
<td>Independent Study</td>
<td>Huntington</td>
<td>None</td>
<td>7</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HP CD 486</td>
<td>Independent Study</td>
<td>Huntington</td>
<td>None</td>
<td>1</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Appendix VI
### Program Enrollment: BS in Communication Disorders

<table>
<thead>
<tr>
<th>Students</th>
<th>Year 1 2009-2010</th>
<th>Year 2 2010-2011</th>
<th>Year 3 2011-2012</th>
<th>Year 4 2012-2013</th>
<th>Year 5 2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Majors Enrolled: BS in Communication Disorders No Area of Emphasis</td>
<td>43</td>
<td>27</td>
<td>48</td>
<td>60</td>
<td>72</td>
</tr>
<tr>
<td>Principal Majors Enrolled: BS in Communication Disorders Area of Emphasis: Interpersonal Communication</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Principal Majors Enrolled: Pre-Communication Disorders No Area of Emphasis</td>
<td>71</td>
<td>94</td>
<td>95</td>
<td>109</td>
<td>100</td>
</tr>
<tr>
<td>Principal Majors Enrolled: Pre-Communication Disorders Area of Emphasis: Interpersonal Communication</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Minors***</td>
<td></td>
<td>1</td>
<td>2</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Grand Total of Students Enrolled in the BS Program</strong></td>
<td><strong>114</strong></td>
<td><strong>122</strong></td>
<td><strong>145</strong></td>
<td><strong>172</strong></td>
<td><strong>176</strong></td>
</tr>
<tr>
<td><strong>Graduates of the program</strong></td>
<td><strong>17</strong></td>
<td><strong>25</strong></td>
<td><strong>18</strong></td>
<td><strong>26</strong></td>
<td><strong>35</strong></td>
</tr>
</tbody>
</table>
Figure 1. Trend Line for Total Enrollment and Program Graduates: BS in Communication Disorders
Appendix VII
Job and Graduate School Placement Rates: BS in Communication Disorders

<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 Graduate Programs Marshall/Other</th>
<th># of graduates not accounted for</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>N/A</td>
<td></td>
<td></td>
<td>11/2</td>
<td>3</td>
</tr>
<tr>
<td>2010-2011</td>
<td>N/A</td>
<td></td>
<td></td>
<td>18/4</td>
<td>2</td>
</tr>
<tr>
<td>2011-2012</td>
<td>N/A</td>
<td>3</td>
<td></td>
<td>8/4</td>
<td>9</td>
</tr>
<tr>
<td>2012-2013</td>
<td>N/A</td>
<td>3</td>
<td></td>
<td>8/6</td>
<td>5</td>
</tr>
<tr>
<td>2013-2014</td>
<td>N/A</td>
<td>1</td>
<td>1</td>
<td>18/6</td>
<td>10</td>
</tr>
<tr>
<td>Five–Year Total</td>
<td>N/A</td>
<td>3</td>
<td>2</td>
<td>(63/22)</td>
<td>29</td>
</tr>
</tbody>
</table>

Master's degree is required to practice in the field.
Appendix VIII: Assessment Letters: Communication Disorders – BS

MARSHALL UNIVERSITY
www.marshall.edu
Office of Assessment & Program Review

August 5, 2013

Dr. Karen McNealy, Chair
Communication Disorders
College of Health Professions

Dear Karen:

The University Assessment Committee reviewers and I have completed our evaluations of the BS in Communication Disorders' assessment of student learning for academic year 2012–2013, as submitted in the Open Pathways Project report last updated in May 2013. This letter will provide general comments and suggestions for improvement. Please refer to the attached assessment rubric for additional comments from reviewers. Please note that the reviewers' comments are based on the reports you submitted in February 2013, so may not be appropriate for your final report.

Your program's learning outcomes are well articulated and address higher levels of learning/thinking. Your assessment plan shows a nice variety of assessment measures that are integrated throughout your curriculum. You have done a nice job developing your rubrics; they show a student's progression, in terms of level of cognitive development, as s/he progresses through the program. Your data analysis is comprehensive, with recommendations for steps that can be taken to effect improvement in both assessment and student learning. I ask you to keep in mind that, while comparing performance of the same cohort of students over time is definitely recommended, it also is valuable to simply see if students who are graduating from your program are, in fact, meeting the performance expectations you've set for them.

During the academic year 2013–2014, programs will continue to report assessment results and plan actions using the online reporting form used last year. These reports will be due at the end of the academic year. If you have questions or concerns, please let me know.

Sincerely,

Mary E. Reynolds

Mary E. Reynolds, Associate Vice President
Assessment and Quality Initiatives

C: Dr. Mike Prewitt, Dean, COHP
Dr. Karen McNealy, Chair  
Communication Disorders  
College of Health Professions  

Dear Karen:

The University Assessment Committee and I have completed our evaluation of the BS in Communication Disorders' assessment of student learning. This letter will provide general comments and suggestions for improvement. I have included the scoring rubric we used to evaluate your assessment report in a separate document.

The involvement of the CD Department in the university and community is impressive. Your students have opportunities to achieve many of the outcomes articulated in the Degree Profile's Areas of Learning, e.g. civic learning, intellectual skills, etc. To strengthen your direct assessment of student learning, I suggest three steps. 1) Re-word outcomes so that they don't all say, "Demonstrates knowledge of ....", but rather suggest achievement in higher levels of learning; 2) use analytic rubrics to assess authentic projects for program-level outcomes; and 3) report results using these rubrics that allow you to show relative strengths and weaknesses for each outcome. These data should give you more information to inform continuous improvement.

During the coming academic year, it will be important that you follow the plan you developed as part of the first two activities of the Open Pathways Demonstration Project. The project's steering committee will provide more feedback regarding next steps in that project at summer's end. If you have questions or concerns, please let me know.

Sincerely,

Mary E. Reynolds

Mary E. Reynolds  
Director of Academic Assessment  

C: Dr. Michael Prewitt, Dean, COHP
Kathy Chezik, Chair
Communication Disorders
COHP

Dear Kathy:

The University Assessment Committee and I have completed our evaluation of the BS in Communication Disorders' assessment of student learning. This letter will provide general comments and suggestions for improvement. Although the scoring rubric we used to evaluate assessment reports was sent to you in April, I will not include numerical ratings in this letter. The reason for this is that the rubric is still relatively new and is continuing to be revised. At this time, I ask that you use it for formative purposes to help improve your assessment plan. We also would appreciate your comments concerning this rubric.

Although the program's objectives (page 1) suggest higher levels of learning, the program's student learning outcomes (in the chart) do not. I realize that these are the outcomes mandated by ASHA, but nevertheless they all simply specify that students will demonstrate "knowledge." Perhaps assessments show that students do more than this?

It is obvious that you are continually revising your program based on feedback from multiple sources. However, a plan of improvement of student learning based on analysis of assessment results, is not evident. Thank you for reporting how you have put the results of Assessment Day into action.

One reviewer noted that there is "limited" evidence that the program's learning outcomes are clearly derived from the program's educational mission. The reviewer stated that there is "heavy reliance on exam performance as the only assessment measure." The reviewer further stated that "the learning outcomes listed on the chart seem to apply to only three of the important program objectives and all have students 'simply' demonstrating knowledge."

I thank members of the CD faculty for attending the Program Assessment Workshop on Assessment Day. During the academic year 2011 - 2012, I plan to meet with all programs to assist with further development of assessment plans and look forward to meeting with the CD Department. I will be in touch at the end of the summer about scheduling. If you have questions or concerns, please let me know and I wish you all the best as you enjoy new challenges during retirement!

Sincerely,

Mary E. Reynolds
Mary E. Reynolds
Director of Academic Assessment

C: Dr. Mike Prewitt, Dean, COHP