Program Review

Master of Science in Communication Disorders

College of Health Professions

November 2014

MARSHALL UNIVERSITY

Program Review
Marshall University

Date: November 1, 2014

Program: Master 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 (8):
  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.)

3
Recommendation: Karen McNeal
Signature of person preparing the report: 10-22-14
Date:

3
Recommendation: Karen McNeal
Signature of Program Chair: 10-22-14
Date:

3
Recommendation: Michael Prowitt
Signature of Academic Dean: 11/5/14
Date:

Recommendation: Signature of Chair, Academic Planning Committee: (Baccalaureate pgms only)
Date: 1/30/2015

Recommendation: Signature of Chair, Faculty Senate/Chair, Graduate Council:
Date: 3/16

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

Recommendation: Signature of the President:
Date:

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

*The Board Council supports the program's request for additional space*
College/School Dean’s Recommendation

Deans, please indicate your recommendation and submit the rationale.

Recommendation:

Continuation of the program with identification of the program for resource development

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

The Communication Disorders (CD) 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 completed a self-study on January 31, 2013 prior to the CAA site visit on September 19-20, 2013 and following the visit was granted full accreditation status through November 30, 2021. There were two areas that faculty were asked to provide periodic reports to the CAA pertaining to the lack of space in key core specialty areas as well as not having a sufficient number of faculty prepared at the PhD level. Faculty and the Dean’s office are addressing these areas of partial compliance and will continue to update the CAA on progress to date. As a result of the academic portfolio review process this year, the program will add 1-3 additional faculty and will also acquire space on the 3rd floor of Smith Hall.

Faculty have requested resource development as part of this review process, which I fully support. The request is for space, equipment and faculty (which are being addressed). In general, each clinic will need dedicated space for development. Some clinics will require more space than others but typically space should include dedicated assessment and treatment areas and office space. All space for clinical programs will need acoustic controls which will at minimum require carpeting. Each clinical area will have differing requirements with some being more equipment intensive than others. At minimum, each clinic would need a computer, internet access, and a phone.

This is an excellent program; the faculty are extremely dedicated and competent in their respective areas and prepare students to practice in multiple areas upon graduation. Student satisfaction with the program is high and the graduate pass rate on national examinations is near 100%.

The recommendation is for Continuation of the program with identification of the program for resource development.

Michael Prewitt
_______________________________________      __________11/6/14______________
Signature of the Dean                                                             Date
For purposes of program review, the academic year will begin in summer and end in spring.

Program: **Communication Disorders - MS**

College: **Health Professions**

Date of Last Review: **Academic Year 2009 - 2010**

I. CONSISTENCY WITH UNIVERSITY MISSION

The Department of Communication Disorders (CD) offers a Master of Science degree in Communication Disorders. The graduate program is designed to provide the academic, clinical, and professional training and experience necessary to prepare students to work knowledgeably and effectively in the field of communication disorders. Graduate level studies follow a prescribed program leading to eligibility for national certification in Speech-Language Pathology by the American Speech-Language-Hearing Association and licensure by the West Virginia Board of Examiners for Speech-Language Pathology and Audiology. Students wishing to be eligible for West Virginia certification as public school speech-language pathologists must also meet the requirements for such certification.

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 integrates 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

Our program outcomes were developed to align with the mission of the department, college and the university while meeting the knowledge and skills required by our accrediting body.

*Upon graduating with a Master’s Degree in CD students will:*

1. integrate information regarding the nature of communication and swallowing
disorders and differences across the current scope of practice of speech-language pathology, throughout the lifespan, to differentiate normal and disordered processes of speech, language, swallowing, and hearing. [Specialized Knowledge; Intellectual Skills (analytic inquiry)]

2. examine the scientific literature in the field of communication sciences and disorders, as well as related professions, and apply principles of ethics and evidence-based service provision across the scope of practice of speech-language pathology in order to: a. plan and complete screening and in depth evaluation for communication and swallowing disorders; b. develop and administer a program of remediation based on the results of evaluations and consistent with the individual needs of each client; and c. develop and disseminate culturally sensitive prevention information to the local and/or global communities. [Specialized Knowledge; Broad, Integrative Knowledge; Intellectual Skills (analytic inquiry, use of information resources, engaging diverse perspectives, quantitative fluency, communicating fluency); Applied Learning]

3. engage in critical thinking, and logical and ethical reasoning by: a. utilizing information literacy skills to meet the professional and ethical responsibilities of lifelong learning in the field of communication sciences and disorders; b. generating and presenting solutions to problems or issues effectively in oral, written, visual, or all formats using the discourse of communication sciences and disorders; and c. integrating a broad education, including knowledge of multicultural, international, and civic issues, into the field of communication sciences and disorders. [Specialized Knowledge; Broad, Integrative Knowledge; Intellectual Skills (analytic inquiry, use of information resources, engaging diverse perspectives, communicating fluency); Applied Learning; Civic Learning]

The vision and mission of the program are 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”, to “enhance the quality of health care in the region” and to educate 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.

Faculty remain current in their field 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 member 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.

The continued high pass rate on the national examination required for certification as well as recruitment of our students by prospective employees is a testament to the program’s rigorous standards and high expectations for student learning and performance. Excellence in education is demonstrated through ASHA’s continued endorsement of the program as demonstrated by recently receiving full accreditation for another eight years (see below).

II. Accreditation Information

1. Name of Accrediting Organization:
   Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA)
   American Speech-Language Hearing Association (ASHA)
   2200 Research Boulevard #310
   Rockville, MD 20850

2. Date of Most Recent Self-Study and Accreditation visit:
   The program completed a self-study on January 31, 2013 prior to the CAA site visit on September 19-20, 2013.
   Following the site visit, the program was granted full accreditation status on February 22, 2014 for the maximal eight year period.

3. Accreditation Status:
   Full Accreditation December 1, 2013 through November 30, 2021.
4. Accrediting Organization’s Report:

March 21, 2014

Dr. Karen K. McNealy
Marshall University
College of Health Professions
Dept. of Communication Disorders
One John Marshall Dr.
Huntington, WV 25555-2675

CAA File #231

Master’s program in speech-language pathology, Residential

Dear Dr. McNealy,

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:

(b) 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.

2200 Research Boulevard, Mail Stop 310
Rockville, MD 20850-3289
The CAA considers timely submission of all accreditation reports and fees a critical condition for continued accredited status. Thus, a program will be placed on Administrative Probation when it has not met its reporting and/or financial expectations to the CAA. Administrative Probation is an action taken by the CAA as a result of failure, by established deadlines, to complete and file any accreditation report, including all special requests for information or pay annual accreditation fees.

Public Notice of Accreditation Status:
The CAA requires programs to disclose accurate information about their accreditation status, to include the specific degree program awarded candidacy or accreditation, along with the full name, address, and phone number of the accrediting agency:

Council on Academic Accreditation in Audiology and Speech-Language Pathology
American Speech-Language Hearing Association
2200 Research Boulevard #310
Rockville, MD 20850
800-498-2071

Refer to Chapter II.c of the CAA Accreditation Manual for the appropriate language to use in publicizing your program’s accreditation status, which may be found on the CAA Web site at:
http://www.asha.org/academic/accreditation/accredmanual/section2c.html#process9

Notification of Changes:
When the CAA awards an accreditation status, it does so based on the expectation that the program will continue to comply with all accreditation standards over the term of accreditation. On occasion, changes occur prior to the next regularly scheduled CAA report and require immediate notification to the CAA. These include:
1. Changes in institutional accreditation status
2. Program director changes
3. Administrative structure changes
4. Program closure

Should any of these changes occur prior to your next CAA report, please refer to the detailed information about the CAA’s policies and procedures, which are available under the Public Notification section of the CAA Accreditation Manual and may be found on the CAA web site at:
http://www.asha.org/academic/accreditation/accredmanual/section2c.htm.

Congratulations to you, the faculty, and staff in the program, as well as the administration, on this national distinction.

Sincerely,

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

cc: Michael W. Prewitt, Dean, College of Health Professions
Susan Flesher, Associate Director, Accreditation Services
CAA Members
ACCREDITATION ACTION REPORT
Reaccreditation (or Initial Accreditation) Review

The Council on Academic Accreditation in Audiology and Speech-Language Pathology took the following accreditation action at its February 19-22, 2014 meeting, as indicated below.

Name of Program: Marshall University

File #: 231

Professional Area:
Audiology
Speech-Language Pathology

Residential Program
Distance Education
Satellite Campus
Contractual Arrangement

Degree Designator(s): MS

Current Accreditation Cycle: 2005 - 2013

Action Taken: Reaccreditation

Effective Date: February 22, 2014

New Accreditation Cycle: December 1, 2013 – November 30, 2021

Next Review: Annual Report – Due February 1, 2014

Notices: The program is advised to adhere to the following notices that are appended to this report.

- PROGRAM COMPLIANCE EXPECTATIONS
- PUBLIC DISCLOSURE OF DECISION AND ACCREDITATION STATUS
In the context of the institutional and program mission statement and in consideration of the credentials for which the program is preparing students, the CAA conducted its comprehensive review, and found the program to be in compliance with the Standards for Accreditation of Graduate Education Programs in Audiology and Speech-Language Pathology, except as noted below.

**AREAS OF PARTIAL COMPLIANCE**

The CAA found the program to be in partial compliance with the following standards for accreditation. Partial compliance means that the program has in place some, but not all, of the essential Component of the Standards necessary to meet all aspects of the standard. The program must demonstrate its compliance with these standards in the Prior Concerns section of the next Annual Report or by the time line specified below. The CAA will indicate in its review of that report whether the program has addressed these areas sufficiently to achieve compliance.

**Standard 5.1: Program Assessment of Students**

**Evidence of partial-compliance:**

The evidence regarding the lack of guidelines for remediation, the lack of availability of any guidelines and the lack of consistency in applying remediation indicates the program is in partial-compliance with Standard 5.1.

**Steps to be taken:**

At the time of the next annual report, update the CAA on any revisions approved by the faculty to the current process for assessing student performance. Include a description of the processes of development of individual remediation plans, and a mechanism that will be used so that students are aware of the program's remediation guidelines.

**AREAS FOR FOLLOW-UP (clarification/verification)**

The program should provide an update in the next Annual Report on the issues related to the following standards for accreditation. The CAA did not find the program to be out of compliance with these standards at this time, but requires that additional information be provided in the next Annual Report in order to monitor the program's continued compliance in the stated areas.

**Standard 2.2 - Faculty Sufficiency**

**Evidence of concern:**

The evidence provided regarding faculty sufficiency indicates that the number of program faculty is sufficient and the program has plans to increase the size of its faculty by "growing" its own faculty.

Date of CAA Decision: February 22, 2014
Steps to be taken:
At the time of the next annual report, provide the CAA with an update on the status of the program’s plan to continue "growing their own" faculty, especially research-qualified doctoral faculty.

Standard 6.2: Physical Facilities

Evidence of concern:
The evidence provided indicates that an audiometric booth is located in an open area and there are no indications how the noise will be controlled on the examiner’s side of the booth. However, the program is developing a short-term and a long-term plan for addressing this concern with a May 2014 target date for review and decisions. Thus the program must provide additional evidence to show continued compliance with this standard.

Steps to be taken:
At the time of the next annual report, update the CAA on the steps taken to mitigate the effects of external noise on the examiner’s side of the booth.

The CAA has evaluated this program regarding its performance with respect to student achievement and provides the following report, required as an accrediting agency recognized by the US Secretary of Education [34 CFR 602.17(a)(2)].

PERFORMANCE WITH RESPECT TO STUDENT ACHIEVEMENT

The CAA assessed the program’s performance with respect to student achievement and found the program to meet or exceed the established CAA expectations (as described in accreditation standard 5.0-Assessment) in the following checked areas. Details regarding any of these areas found to be not in compliance are described earlier in this report in the context of the relevant standard.

| X | Program Completion Rates |
| X | Employment Rates |
| X | Praxis Examination Rates |

PROGRAM COMPLIANCE EXPECTATIONS
CAA's recognition by the United States Secretary of Education requires that, if an accrediting agency’s review of a program under any standard indicates that the program is not in compliance with that standard, the agency must require the program to take appropriate action to bring itself into compliance with the agency’s standards within a time period that must not exceed two years. [34 CFR 602.20(a)(2)(iii)] If, after review of a required report, the program remains out of compliance with any standard and sufficient progress toward compliance has not been demonstrated, CAA may act to place the program on probation in accordance with the policy and procedures outlined in the Accreditation Manual on the academic accreditation Web site. If the program does not bring itself into compliance within the specified period, the accrediting agency must take

Date of CAA Decision: February 22, 2014
III. Adequacy of the Program

1. Faculty:

In AY 2013-14 the CD Program had nine full-time faculty, three clinical faculty, one term faculty, and one open faculty line. All faculty eligible for tenure have received tenure, representing seventy-seven percent of the faculty. 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 degree. 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). The low student to faculty ratio provides sufficient student/faculty interaction to allow our students to meet expected outcomes required for national certification eligibility.

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 utilized independent studies to support student research which is not reflected in teaching loads.

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

2. Students:

   a. Entrance Standards:

   To be considered for admission, students must have a 3.0 GPA in Communication Disorders, a 3.0 GPA overall, have taken the GRE, and have three letters of recommendation. Because admissions are competitive, however, these must be considered minimum standards. All applications are reviewed by the Graduate Admissions Committee, which in turn makes recommendations to the faculty. The faculty as a whole makes final admission decisions.

   b. Entrance and Exit Abilities of past five years of graduates:

Appendix II shows our last five years of graduate cohorts entering the program with undergraduate GPAs ranging from a mean of 3.45 for 2011-2012 to 3.70 for 2013-2014 graduates. It further shows that these graduates entered the program with mean GRE Verbal scores ranging from 409 for 2010-2011 to 444 for 2009-2010 graduates and mean GRE Quantitative scores ranging from 464 for 2010-2011 to 510 for 2012-2013 graduates. These data reflect an upward trend for student entrance abilities. Appendix III shows that our graduates compiled respectable GPAs during their graduate program, with yearly means ranging from 3.40 to 3.55.
One measure of student success is their performance on the Praxis examination in Speech Pathology. While the national benchmark is 80% pass rate, our students have had a 100% pass rate on this exam for the last five years, most on their first attempt, with their mean exceeding the required score of 600. Additionally, surveys received from clinical fellowship employers indicate graduates of our program are as prepared, if not better prepared, than students from other programs.

3. Assessment Information:

   a. In keeping with the University 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 for both the undergraduate and graduate programs. These may include but are not limited to:

      - University assessment measures utilizing the Lumina Degree Qualifications Profile 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 as discussion points to provide support for programmatic changes.

   b. Other Learning and Service Activities:

      In 2013 the CD program participated in the development of an Inter-professional Education Program (IPE) with other departments in the COHP, the School of Medicine, and the School of Pharmacy. The IPE program was developed to enhance student experiences as well as the development of skills needed for professional collaboration. The program integrated the core principles of IPE with a primary emphasis on communication and ethics. Interdisciplinary teams of students received assignments of medical cases to facilitate utilization of the core skills required in IPE. The final project utilized simulated patients in a mock staffing.
c. Plans for Program Improvement:

As seen in assessment summaries for AY 2012-2013 and 2013-2014, the program plans to change the courses where various assessment points are measured. Variability in data obtained from initial assessment points was noted for all traits, which may possibly be due to high expectations in the measurement of traits at the introductory and milestone levels on established rubrics. Data from the reports suggest students are successfully meeting or exceeding outcomes on the final assessment points.

From the beginning of this reporting process, our assessors used paper rubrics to turn into the committee which then counted the data by hand and transferred results to the online assessment report templates. During the spring of 2014, 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 program 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. The assessment committee plans to re-align rubrics from the BS to MS program as expectations of student outcomes may be too high at the graduate entry level. The target implementation for this change will be for AY 2015.

d. Graduate Satisfaction:

All graduate students participate in exit interviews prior to graduation. Input from these interviews provides valuable assessment information for the program. Overall, students indicate they feel prepared for their clinical fellowship and have had an overall positive graduate experience. Students report program strengths as the opportunities to obtain a variety of clinical/learning experiences and the overall support of a passionate faculty. While students feel they are receiving excellent clinical experience they would like to see more specialty clinics within the MUSHC for more opportunities to specialize in interest areas. They feel specialized clinics, such as the Aphasia Group, provide nice support for specific courses. While faculty is noted as a program strength, students indicate they would like to see the department grow in both the number of faculty and overall clinic.

The physical facilities have historically been mentioned as one of the primary weaknesses of the program. A 2011 renovation of the waiting room, clinic materials room, and the clinic office has created an environment that students feel is professional and pleasant. Students also expressed a need for internet access in the student library which was added as part of the renovation. When students indicated they would like to have more assistance with preparing for job interviews and searching for employment, the clinic director invited community professionals to speak with students about job applications. The department also worked with Career Services to encourage students to utilize their expertise. As a result, job postings are currently sent through the Career Services Job Trax program.

e. The previous five years of evaluations of assessment reports for the MS 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 MS in Communication Disorders continue at its current 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 MS in Communication Disorders identified the weaknesses below. These are transcribed verbatim from that report.

*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 student’s 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 develop and maintain a CEU program is not feasible with the current 12 hour teaching load. The Director of Clinical Education continues to make a concerted effort to cultivate relationships and provides support for these instructors, which includes providing in-services. With the projected growth of the program recruiting off campus clinical instructors will continue to be a challenge as this is pro-bono service.*
In addition to on 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.

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 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 of working under two administrative units was resolved in 2010 when the administrative chain of command for the COHP was assigned to report to the Provost rather than the School of Medicine.*

**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 still 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.*

**Space**

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

**Status**

*As program assessment reports continually point out, program growth is limited by physical space. The department has essentially been functioning in the square footage allotted in the 40’s with some additional space added in the 90’s. This space houses both undergraduate and graduate academic programs and the MUSHC. Space has been reconfigured multiple times to maximize every square foot; however additional space would be required for significant program growth. Some additional space was made available on the third floor of Smith Hall to house the newest programs, the Luke Lee Listening, Language and Learning Lab (L) and the Oshel...*
Parent Education Program (OPEP). Ideally future expansion would be in the third floor area. While the department was successful in securing some additional space on the third floor of Smith Hall for new program expansion, even the addition of this third floor area, space is still a concern and space limitations will hinder future program growth.

6. Current Strengths/Weaknesses:

Strengths

Performance with Respect to Student Achievement

The CAA assessed the program’s performance with respect to student achievement and found the program to meet or exceed the established CAA expectations in the following checked areas.

- Program Completion Rates
- Employment Rates
- Praxis Examination Rates (CAA report 2014)

As noted in Appendix II, our students’ performance on the GRE, our only national entrance assessment is not particularly strong, yet their performance on the national standardized test for certification is impressive. ASHA considers a score of 600 passing and 100% of our students obtain this score typically on their first attempt. This differential between entrance abilities and exit abilities of students is typically called “Value Added.” We feel this Value Added” factor can be attributed to the academic and clinical rigor of the curriculum, the dedication of the faculty, and the work ethic of our students.

Quality and Quantity of Clinical Education

Student clinicians have the opportunity to work with a wide variety of clients in the MUSHC. In addition to service provision for some fifty clients, students also have the unique opportunity to work with faculty in a variety of learning experiences within the MUSHC.

Pragmatic Group

Pragmatic groups of different ages are designed to include children with pragmatic communication deficits, often dealing with populations such as High Functioning Autism/ Pervasive Developmental Disorder/ Asperger’s Syndrome. The goal of these groups is to teach our clients to consider the views of others, a skill that is often lacking with group members. Student clinicians get the opportunity to assist these children with social thinking that for most is intuitive but for these children these skills must be specifically taught.

Aphasia Group

The Aphasia Group is a therapy group for adults who have communication disorders resulting from strokes or traumatic brain injury. The group meets to provide carryover from individual therapy, socialization, and support to members to increase their confidence, socialization, and ability to communicate.
The program goal is for deaf and hard of hearing children to leave our program with the ability to listen and talk and be mainstreamed into kindergarten in their home school system with minimal support. This program continues to be the only auditory verbal program for the deaf child in West Virginia.

This program allows students and clinicians to provide parent coaching to implement treatment strategies in the home.

The stuttering clinic provides specialized stuttering treatment for children, adolescents, and adults.

The pediatric feeding clinic provides specialized diagnosis and treatment for children with feeding and swallowing problems.

This clinic is designed to provide dialect modification to international students in the Marshall INTO Program that would like to improve their speech intelligibility.

The program partners with the St. John’s House Learning and Development Center to provide an afterschool program for children in Marcum Terrace. Graduate assistants, under the guidance of a faculty supervisor, develop and implement activities for the children. This program is used as a service learning opportunity for introductory classes in the department. In addition to St. John’s House, undergraduate classes and labs partner with area daycares for clinical experience. Faculty and students are actively involved in a summer literacy camp, a summer stuttering camp, and a preschool Tiny Talkers summer program. These programs provide students with clinical experiences in the area of prevention while offering a service to the community.

The MUSHC continues to establish agreements with local agencies to provide the necessary speech-language and hearing services as well as serve as a revenue stream to support clinical expenses. At the current time, faculty and graduate clinicians provide services to Sybene Headstart in Ohio, River Park Hospital in WV, early intervention services through WV Birth to Three and most recently a feeding clinic through WV Children with Special Health Care Needs.

Close student/faculty interactions and relationships demonstrate the faculty’s commitment to students. One example of faculty commitment is our mandated individual advising sessions. These advising sessions provide students with individual formative assessments geared to assist in their development as they progress through the program.

Faculty commitment is further illustrated by the number of Independent Studies (IS) available each semester. 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. 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, a faculty member’s time to direct students is not reflected in his/her 12 hour teaching load.

The Curriculum and Assessment Committee reviews the curriculum on a regular basis and makes recommendations to the faculty. The recent addition of one new course (Professional Issues for the SLP) and incorporation of Inter-professional Education (IPE) into the graduate clinical education seminars resulted from recommendations from the committee to enhance student learning. Student interest, coupled with the strategic plan goal to increase cultural diversity and global opportunities resulted in the addition of a special topics course utilizing adjunct faculty and developing a clinical site in Jamaica. The development of the INTO Dialect Coaching Clinic afforded students further opportunities in the area of cultural diversity and global awareness.

Our commitment to student success is further illustrated by departmental efforts to receive student input and perspectives through representation on a Student Advisory Committee, exit interviews, and focus groups conducted during Assessment Day. Additionally, students receive departmental support for travel to state and national conventions and new graduate students are provided with student mentors upon admission to the Graduate Program.

**Community Partnerships and Program Support**

The CD Program is known for its clinical excellence and has a proactive history of resource development to support clinical growth and expansion. The operation of the MUSHC as a business within an academic unit further assists student experiences, and provides financial resources that otherwise would be required of the university. The CD Department currently has four externally funded positions. (Administrative Associate Secretary – clinical practice, Scottish Rite Clinician- clinical practice, Luke Lee Listening, Language Learning Lab Program Director and classroom assistant-WV legislature)

Community Partners include:

Scottish Rite Foundation: As a community partner since 2003 the Scottish Rite Foundation provides direct financial support to the clinic annually; this allows for funding to support a patient scholarship program and a clinical position which provides clinical service and clinical education to our students to supplement faculty time within the academic unit.

Luke Lee Listening, Language, Learning Lab @ Marshall (The L): The “L” is a unique resource in the state and the region. The L was developed with external grant money and focuses on oral language development in children with hearing impairment. It is certainly one of the more impressive parts of the program both in practice and in its concept of service and educational potential. Appropriations from the WV State Legislature fund this program.

Oshel Parent Education Program (OPEP): The OPEP was initially developed to honor a longtime benefactor of our program. Support for this program continues through a
community partnership with the Oshel family. This program is embedded within the MUSHC and serves to assist families with providing carry-over of therapy in the home.

West Virginia Birth to Three: Speech, language and audiological services are provided to children and their families in their home.

**Weaknesses**

**Physical Space**

Based on a tour of program and campus facilities (or others), it appeared that the physical facilities are accessible and mostly appropriate. The audiometric suite is situated in an open area of the clinic and adjacent to two faculty offices, with the result that there is no measure in place to control noise on the examiner’s side. There is a shortage of adequate observation facilities in the Speech and Hearing Center for family members as evidenced in the faculty tour and reported by clinical supervisors.

The team compliments the program on the recent redesign of the waiting area and administrative offices, making the space more inviting to clients and families and productive for the administrative space. (CAA report 2014)

**Action Plan**

As stated in the CAA report the CD Program has areas of concern in regard to physical space. The department has submitted plans to relocate the audiometric suite to the third floor adjacent to the L. This will allow for space dedicated to the lab and will control noise as recommended by the CAA. The department has outlined areas to target for growth that would enhance student clinical and education opportunities, provide opportunities to develop faculty translational research lines, and provide needed services in the community. In addition, these plans address the concerns of adequate observation facilities in the speech and hearing center for family observation also noted by the CAA. A request for additional space on third floor Smith Hall has been made to the Dean of the COHP and the Provost of our university. Implementation of these plans will not be able to complete without additional physical space.

**Faculty Sufficiency**

At the time of the next annual report, provide the CAA with an update on the status of the program’s plan to continue “growing their own” faculty, especially research-qualified doctoral faculty. (CAA report 2014)

While the accreditation report does not find the program non-compliant in this area, the recruitment of faculty remains a concern. 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. The result of this trend is a reliance on faculty overloads and/or adjunct faculty. In the CD Department it is 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. These “overloaded” faculty must not only teach
additional courses but will now need to serve on search committees as well as cover
service commitments for the department, college, and university. While this may be
manageable in the short term the recurrent pattern of overloading faculty is not only
problematic, but unsustainable as well.

There is a national concern in the profession with the shortage of doctoral degrees;
therefore doctoral students have their choice of university positions. The heavy teaching
load, department and university obligations in conjunction with lower faculty salaries
make it particularly challenging for the department to recruit doctoral faculty. Because
we are a clinical program, the CCC is the essential credential for our faculty rather than
the doctorate. While, ideally, faculty would hold both, doctoral faculty has proved to be a
goal rather than a reality, not only for our program, but also for most communication
disorders programs in the country.

Action Plan

We will continue to address this concern through the “grow your own” program and
through continued active recruitment. A survey of current faculty in the department
indicated an interest in obtaining a doctoral degree if it was easily accessible and
affordable. Conversations with the Dean of the COHP have centered on the feasibility of
developing a health professions doctoral program that is flexible and affordable and
would serve not only Marshall University faculty but other working professionals that
have an interest in obtaining a terminal degree who do not have the means to do so.

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 to ensure the program has a sufficient
number of doctoral faculty.

As we are a clinical program, faculty will be encouraged to investigate board certification
in their area of expertise, if available. Effective January 1, 2014, the Clinical Specialty
Certification (CSC) program through the ASHA provides professionals with the advanced
knowledge and skills in specialized areas to be recognized as Board Certified Specialists
(BCS).

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 together their
courses, clinics, and opportunities for scholarly activities. This will be investigated as
part of the 12 hour faculty load.

Faculty Loads and Incorporating a Business within an Academic Program

The MUSHC operates within the Department of Communication Disorders and serves to
provide students with valuable first time clinical experiences with diverse clientele within
the clinic. While the department recognizes the value of the MUSHC, this is often a
mixed blessing in terms of the investment of faculty time as it generally requires one to
one work with students and the work load is considered by all faculty to be far more than
a 3 hour course load and more representative of a 6 hour course load. Unlike many
areas in the university where faculty receive additional compensation for grants or work
outside the university, our department has always utilized monies from the MUSHC to
support clinic programs and department needs not met through the regular university
budget. No additional compensation for faculty is provided through the MUSHC clinic.

While operation of the MUSHC presents challenges, graduate practicum is a necessary,
vital, and distinct component of the master’s degree. It serves as the introductory
experience of graduate students and provides mandatory observation for undergraduate
students in Communication Disorders. Successful service provision is an ongoing
practice where the clinician considers normal communication/swallowing as compared to
disorders and/or differences in those areas, and utilizes principles and skills for
evaluation and treatment of identified disorders/differences using those considerations.
Service provision skills can be learned by experiencing a variety of clinical situations,
applying knowledge and skills to those situations, and generalizing them to other clinical
situations, contributing to continual lifelong learning.

Graduate practicum allows students to achieve clinical outcomes through supervised
clinical practice in a variety of situations and with a variety of clients. Throughout their
graduate career, students will gain experience with clients in numerous clinical settings
and from a minimum of five of the following nine categories: articulation, voice/resonance,
fluency, swallowing, receptive/expressive language, cognitive-communication, social communication, communication modalities, and hearing.

Action Plan

The department will evaluate faculty loads and analyze faculty time expended for clinical
education in relationship to faculty time expended for academic courses. This analysis
will serve as the basis for evaluating work load in an attempt to more equitably
incorporate faculty academic teaching loads within a clinical program.

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.

IV. Viability of the Program:

1. Articulation Agreements:

We do not have articulation agreements with other institutions.

2. Off-Campus Classes:

We do not offer off-campus courses.
3. **Online Courses:**

We do not offer online courses.

4. **Service Courses:**

Graduate courses are restricted to students admitted to the graduate program.

5. **Program Course Enrollment:**

As illustrated in Appendix V enrollment in graduate courses has remained stable over the past five years. With the introduction of the graduate course track system, students have a prescriptive plan for graduation. To ensure students have the knowledge and skills required for professional practice, the curriculum is designed to provide students information in the nine areas of competence outlined by ASHA. These content areas are articulation, voice/resonance, fluency, swallowing, receptive/expressive language, cognitive-communication, social communication, communication modalities, and hearing. All courses are taught once during the six semester program. The low enrollment seen in the clinical courses reflects the supervisory requirements of our accrediting body.

Other courses listed with low enrollment are elective special topics, independent studies or thesis. Courses cross listed with undergraduate courses are utilized for post baccalaureate students to meet pre-requisite requirements and/or courses graduate students must take to meet certification requirements that were not obtained in their undergraduate program.

In 2013 a special topics course, Professional Issues for the SLP, was introduced to the graduate curriculum. The course met with positive/favorable feedback and will be reviewed for incorporation into the graduate academic program in fall 2014.

6. **Program Enrollment:**

The graduate program in CD is a rigorous program that does not easily accommodate second majors. As noted in Appendix VI, data show a five year average of 51 graduate students enrolled in the MS program and an average of 20 students graduating per year. The small number of program graduates noted in years one and two reflect the curricular transition of the untracked curriculum to tracked curriculum. With the tracked curriculum, student cohorts now begin and graduate from the program at the same time as reflected in the graduation number for the last three years.

7. **Enrollment Projections:**

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

8. **Enrollment Projections:**

According to the American Speech-Language-Hearing Association (ASHA) the demand for speech-language pathologists (SLP) is reported to grow by 23 percent from 2010 to 2020. This increased demand for SLP’s is in part due to advances in medicine that result
in better treatment for stroke, head injury, premature infants, and the general increase in life span. The U.S. Bureau of Labor Statistics (BLS), the agency which monitors the supply and demand for more than 800 occupations, projects a 19 percent employment increase through 2022 which is faster than the average for other occupations. The BLS ranks speech-language pathology as 17th out of the 20th large-growth occupations that usually require a master's, doctoral, or first-professional degree for the years 2004-2014.

In keeping with our vision, the CD Department at Marshall has worked to enhance our reputation as a program of excellence in the state and region. With the increased interest in the field and the reputation of our program the number of applications for our graduate program has markedly increased. Table 1 illustrates a five year growth trend in students seeking a master's degree in Communication Disorders at Marshall. The CD Program currently admits 25 students each academic year. The applicant pool continues to increase in quality and in number with over 180 applicants this past spring semester (2014). By all indications, this trend will continue.

There are currently two universities in WV that offer a master's degree program, one of which is Marshall University. Utilizing statistics from the Higher Education Survey for CSD Education for AY 2011-2012 West Virginia programs graduated 53 students with the master's degree; 33 of these students were from Marshall. Although applicant numbers have increased the number of students accepted into the graduate program is relatively unchanged (Table 2). A target class size of 25 students allows the program to meet accreditation requirements relating to mandated faculty/student ratios and allows students to obtain the mandated requirement of 400 clinical clock hours to be eligible for clinical certification. These direct clinical clock hours are obtained through a combination of clinical service at the Marshall University Speech and Hearing Center (MUSHC) and clinical sites in the community. The positive aspect of limited enrollment is that the most academically and clinically qualified students will be accepted into the program from the applicant pool.

Table 1

<table>
<thead>
<tr>
<th>Year</th>
<th># Applications</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>60</td>
</tr>
<tr>
<td>2010</td>
<td>68</td>
</tr>
<tr>
<td>2011</td>
<td>69</td>
</tr>
<tr>
<td>2012</td>
<td>97</td>
</tr>
<tr>
<td>2013</td>
<td>124</td>
</tr>
<tr>
<td>2014</td>
<td>181</td>
</tr>
</tbody>
</table>

[Table 1: Applications to Marshall University Communication Disorders Graduate Program]
IV. Necessity of the Program:

1. **Advisory Committee:**

   The program has both external and internal advisory committees. The department’s faculty serves as the one of the program’s internal advisory committees, meeting weekly to discuss programmatic, student, curricular, and clinical issues. A 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 the student cohort. The Professional Advisory Council serves as an external advisory committee. The council is comprised of alumni, professionals, and community members with an interest in the program. The mission is to provide guidance to the program for both academic and clinical issues. This committee reviews the strategic plan and provides insight in the development of new projects/programs.

2. **Graduates:**

   Our graduate students typically have jobs prior to their actual graduation and 100% that seek employment find jobs within one year of graduation. (Table 3) Faculty contacts, in conjunction with Career Services Job Trax provide students access to job opportunities. The salary range for new graduates, on average, is between $45,000 and $65,000. Typically the higher salaries are found in healthcare settings. First employment settings (Table 4) for the last three years indicate a significant number of our students are working in healthcare settings. The trend to stay in WV is seen for students electing to work in public schools. This is significant in that the WV Department of Education continues to be concerned over a statewide shortage of SLPs.

   Graduating students are asked to provide new contact information and information on their employment prior to their graduation. This remains one of the most reliable ways to access information.
3. **Job Placement**: If the job placement rate reported above is low, can a course of action be identified that would improve this situation?

N/A

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

**OVERVIEW**

The Communication Disorders (CD) Graduate Program was identified for program enhancement by the Dean and Provost based on the 2014 academic portfolio review. The recommendation is to add one 12-month clinical faculty position which will permit the graduate program to admit additional qualified students. The primary responsibility of the clinical faculty will be the supervision and evaluation of graduate students while in the Speech and Hearing Center. The increase in graduate students will require an
additional 400 clinically supervised clock hour time per students. In order to provide the required clinical hours, students will need to obtain more clinical hours in the campus clinic their first year. The addition of one clinical faculty position will allow for greater access to the needed clinical opportunities and required clinical hours. With the addition of this position, the graduate clinical curriculum will be enhanced through expansion of clinical education opportunities within the program. Tuition from increased graduate student admissions will fund this position. The program also received approval for a pediatric audiology position and an early intervention position, both of which support the MUSHC and the L. Funding for these self-supporting positions is obtained through community support and billing.

Support for these three positions provide the vital first steps toward achieving the type of growth the CD Department envisions for the future and is outlined in the Vision Statement and the strategic plan.

RESOURCE DEVELOPMENT REQUEST:

Development of specialty clinics within the Department of Communication Disorders and the MUSHC

PURPOSE:
- to strengthen the integration of academics, clinical education, and research
- to enhance opportunities for civic engagement
- to provide community access to evidence based clinical services in specialty areas
- to provide training opportunities for professionals
- to provide students opportunities for research
- to provide service provision for families in the area rather than traveling distances
- to provide opportunities for teletherapy for service delivery without costly travel
- to provide faculty opportunities to enhance areas of interest and provide opportunities for translational research
- to increase funding opportunities through more focused service delivery

RATIONALE: Development of Specialty Clinics will support the three focus areas of the department strategic plan (areas highlighted in Support Document A)
Strategic Plan Summary

**Focus Area Students:**

Long Term Goal: *Preparation of students to contribute to their profession and their community*

The development of Specialty Clinics will increase opportunities for students to engage in faculty directed research as the specialty clinics will allow for development of faculty research lines;

Students will be afforded opportunities to gain a wide variety of clinical experiences in areas of interest

**Focus Area Faculty:**

Long Term Goal: *Enhance department visibility in the community and state.*

The development of Specialty Clinics will increase opportunities for civic engagement through the enhancement of awareness and prevention activities in focused areas.

Long Term Goal: *Continue to develop and maintain faculty with diverse areas of interest.*

The development of Special Clinics will allow faculty to develop areas of specialty that will lead to more faculty seeking board certification and/or development of research.

Opportunities to work in specialty areas may ultimately lead to greater faculty satisfaction which could assist in faculty recruitment and/or retention.

**Focus Area Budget:**

Long Term Goal: *Create a solid financial base to offset shrinking financial support from the university.*

The development of Specialty clinics will increase opportunities for non-university funded financial support. The more focused services areas will allow for increased billing, contracted services, consultative services, and access to grants.

**RESOURCE REQUEST:**

**SPACE:** In general, each clinic will need dedicated space for development. Some clinics will require more space than others but typically space should include dedicated assessment and treatment areas and office space. All space for clinical programs will need acoustic controls which will at minimum require carpeting.

**EQUIPMENT:** As previously mentioned each clinical area will have differing requirements with some being more equipment intensive than others. At minimum, each clinic would need a computer, internet access, and a phone.
PERSONNEL: The addition of the three additional clinical faculty noted above will be adequate for the initial phase of development. If significant growth is noted additional faculty may be required in the future.

Reassigned Time (RAT) will be required for faculty submitting detailed plans for clinic development that is approved through the department. Adjunct Faculty may be required to cover faculty RAT.

One clinical administrative position will be required for secretarial duties including but not limited to clinical scheduling, coordination of community and research activities, and coordination of continuing education events.

Support Document A
(Areas supporting the request are highlight in orange)

COMMUNICATION DISORDERS
STRATEGIC PLAN
REVISED 2013

VISION STATEMENT
Our 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.

MISSION
Consistent with the mission of Marshall University and the COHP, the Department of Communication Disorders is committed 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 integrates 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

FOCUS AREA: STUDENTS

LONG TERM GOAL: Expand student thinking through development of learning opportunities beyond the traditional educational setting and establish groundwork for new initiatives in the areas Interprofessional education (IPE), diversity, community integration and globalization.

SHORT TERM INDICATORS:

<table>
<thead>
<tr>
<th>DESIRED OUTCOME</th>
<th>ACTIVITIES</th>
<th>INDICATORS OF SUCCESS</th>
<th>TIMELINE</th>
<th>RESPONSIBILITY</th>
<th>REVIEW 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>To provide students with the opportunity to recognize the skills required to work with professionals in other disciplines</td>
<td>COHP IPE</td>
<td>Student participation in COHP IPE activities</td>
<td>Initiation AY 2012-2013</td>
<td>Holland/McNealy</td>
<td>Two cohorts of students completed IPE Rec: continuation</td>
</tr>
<tr>
<td>To provide students with the opportunity for global awareness</td>
<td>Special Topics: global Issues in SLP-Jamaica</td>
<td># students participating in global experiences</td>
<td>Summer 2013</td>
<td>Cole/ (McNealy/ Holland)</td>
<td></td>
</tr>
</tbody>
</table>
Development of a 5 year plan to sustain and enhance global opportunities  
Fall 2013  
Cole/McNealy  
Initiated but not completed; Rec development of financial support

To enhance opportunities for diversity  
INTO PROGRAM  
Establish collaboration with INTO program  
Fall 2013  
Dixon/Holland/McNealy  
Completed  
Rec: Remove

Development of a 5 year plan to sustain and enhance cultural opportunities  
Dixon/ McNealy  
Dialect Clinic incorporated into the speech and hearing center clinic  
Rec: continuation

LONG TERM GOAL: Preparation of students to contribute to their profession and their community

<table>
<thead>
<tr>
<th>SHORT TERM INDICATORS: DESIRED OUTCOME</th>
<th>ACTIVITIES</th>
<th>INDICATORS OF SUCCESS</th>
<th>TIMELINE</th>
<th>RESPONSIBILITY</th>
<th>REVIEW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are prepared with the knowledge required for clinical practice</td>
<td>Praxis</td>
<td>Praxis Pass Rate Meets or Exceeds ASHA Criteria</td>
<td>Ongoing</td>
<td>Faculty</td>
<td>Class 2014 100% Pass Rate Rec: continuation</td>
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<tr>
<td>Students are prepared with the knowledge and skills required for clinical practice</td>
<td>Student Exit Interview</td>
<td>Students employed after graduation</td>
<td>Ongoing</td>
<td>Faculty/Department Committee</td>
<td>Class 2014 100% job placement Rec: continuation</td>
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<td></td>
<td>Student Survey</td>
<td>Students completion of CFY</td>
<td>Ongoing</td>
<td>Faculty/Chair</td>
<td>Continued low response rate Rec: REVIEW</td>
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<td></td>
<td>CFY Supervisor Survey</td>
<td>Return rate from low supervisors analysis survey</td>
<td>Ongoing</td>
<td>Faculty/Chair</td>
<td>Continued low response rate Rec: REVIEW</td>
</tr>
<tr>
<td>Assessment of graduate program</td>
<td>Assessment Points Completed</td>
<td>Annual Assessment Report</td>
<td>Annually</td>
<td>Faculty and Assessment Committee</td>
<td>Completed Rec: continuation</td>
</tr>
<tr>
<td></td>
<td>Curricular Review</td>
<td>Courses reviewed and assessed for sequence and content</td>
<td>Annually</td>
<td>Faculty and Curriculum Committee</td>
<td>Completed with recommendation s to faculty Rec: continue to assess</td>
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<tr>
<td>Assessment of undergraduate program</td>
<td>Assessment Points Completed</td>
<td>Annual Assessment Report</td>
<td>Annually</td>
<td>Faculty and Assessment Committee</td>
<td>Completed Rec: continue to assess</td>
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<td></td>
<td>Curricular Review</td>
<td>Courses reviewed for current content</td>
<td>Annually</td>
<td>Faculty and Curriculum Committee</td>
<td>In process-initiated spring 2014 Rec: re-evaluate timeline</td>
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<tr>
<td>Student opportunities to engage in faculty directed research</td>
<td>Development of faculty research lines</td>
<td>Number of students engaged in research activities</td>
<td>Fall 2013</td>
<td>Faculty/ Miller/ Coleman/ Frank/ Holland</td>
<td>Increased numbers Rec: continuation to monitor</td>
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<td></td>
<td>Student presentations at professional</td>
<td>Number of student presentations at professional</td>
<td></td>
<td></td>
<td>Increased numbers Rec: continuation</td>
</tr>
<tr>
<td>Desired Outcome</td>
<td>Activities</td>
<td>Indicators of Success</td>
<td>Timeline</td>
<td>Responsibility</td>
<td>Review</td>
</tr>
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<tr>
<td>Support from community, grants or other non-university support</td>
<td>Support of Scottish Rite activities</td>
<td>Continued annual contribution</td>
<td>Ongoing</td>
<td>McNealy</td>
<td>Completed 2014 Rec: continuation</td>
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<tr>
<td>Luke Lee Program</td>
<td>Continued annual budget from legislature</td>
<td>Ongoing</td>
<td>Cottrell/McNealy</td>
<td>Completed 2014 Rec: continuation and investigate growth</td>
<td></td>
</tr>
<tr>
<td>INTO</td>
<td>Explore fall opportunities with INTO</td>
<td>Fall 2013</td>
<td>Holland/Dixon/McNealy</td>
<td>Completed Rec: New goal</td>
<td></td>
</tr>
<tr>
<td>Clinical Contracts (Riverpark Hospital, Sybene Headstart, WV BTT)</td>
<td>Number of contracted speech-language and hearing services</td>
<td>Ongoing</td>
<td>Holland/Leonard/Kemper/Baker</td>
<td>Maintained all clinical contracts Rec: continued monitoring</td>
<td></td>
</tr>
<tr>
<td>WV Children and Families with Special Needs: Feeding Clinic</td>
<td>Exploration of new clinical contract services</td>
<td>Initiation Fall 2013</td>
<td>Holland</td>
<td>Development of a contract and a specialty clinic in summer 2014 Completed Rec: move to clinical contracts and monitor</td>
<td></td>
</tr>
</tbody>
</table>

**FOCUS AREA: BUDGET AND FINANCE**

**LONG TERM GOAL:** Create a solid financial base to offset shrinking financial support from the university.

**SHORT TERM INDICATORS:**

<table>
<thead>
<tr>
<th>Desired Outcome</th>
<th>Activities</th>
<th>Indicators of Success</th>
<th>Timeline</th>
<th>Responsibility</th>
<th>Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain and develop wide variety of clinical experiences for students</td>
<td>MUSCH Specialty clinic modules</td>
<td>Number of specialty clinics;</td>
<td>Ongoing</td>
<td>Faculty</td>
<td>Continue to develop Pediatric Swallowing clinic added summer 2014 Rec: continued monitoring</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wide variety of experiences as noted on student hours</td>
<td>Holland</td>
<td>Continued strength of student education</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Desired Outcome</th>
<th>Activities</th>
<th>Indicators of Success</th>
<th>Timeline</th>
<th>Responsibility</th>
<th>Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support from community, grants or other non-university support</td>
<td>Support of Scottish Rite activities</td>
<td>Continued annual contribution</td>
<td>Ongoing</td>
<td>McNealy</td>
<td>Completed 2014 Rec: continuation</td>
</tr>
<tr>
<td>Luke Lee Program</td>
<td>Continued annual budget from legislature</td>
<td>Ongoing</td>
<td>Cottrell/McNealy</td>
<td>Completed 2014 Rec: continuation and investigate growth</td>
<td></td>
</tr>
<tr>
<td>INTO</td>
<td>Explore fall opportunities with INTO</td>
<td>Fall 2013</td>
<td>Holland/Dixon/McNealy</td>
<td>Completed Rec: New goal</td>
<td></td>
</tr>
<tr>
<td>Clinical Contracts (Riverpark Hospital, Sybene Headstart, WV BTT)</td>
<td>Number of contracted speech-language and hearing services</td>
<td>Ongoing</td>
<td>Holland/Leonard/Kemper/Baker</td>
<td>Maintained all clinical contracts Rec: continued monitoring</td>
<td></td>
</tr>
<tr>
<td>WV Children and Families with Special Needs: Feeding Clinic</td>
<td>Exploration of new clinical contract services</td>
<td>Initiation Fall 2013</td>
<td>Holland</td>
<td>Development of a contract and a specialty clinic in summer 2014 Completed Rec: move to clinical contracts and monitor</td>
<td></td>
</tr>
</tbody>
</table>
FOCUS AREA: FACULTY
LONG TERM GOAL: Enhance department visibility in the community and state.
SHORT TERM INDICATORS:

<table>
<thead>
<tr>
<th>DESIRED OUTCOME</th>
<th>ACTIVITIES</th>
<th>INDICATORS OF SUCCESS</th>
<th>TIMELINE</th>
<th>RESPONSIBILITY</th>
<th>REVIEW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhance public access to department information</td>
<td>Disseminate information via website</td>
<td>Review website a minimum of one time per semester</td>
<td>Initiation Fall 2013</td>
<td>Faculty assigned individual review responsibilities</td>
<td>Completed web site review; Rec: review at initiation of each semester</td>
</tr>
<tr>
<td></td>
<td></td>
<td>80% Events sponsored by the department submitted to COHP marketing</td>
<td>Initiation Fall 2013</td>
<td>Faculty in charge of event</td>
<td>Completed; Rec: continuation and monitoring</td>
</tr>
<tr>
<td></td>
<td>Publicize student projects</td>
<td>Displays in SH hallway</td>
<td>Fall 2013</td>
<td>Faculty</td>
<td>Completed; student projects displayed; Rec: continuation</td>
</tr>
<tr>
<td></td>
<td>Presentation of faculty research at professional meetings</td>
<td>Number of faculty presenting faculty research</td>
<td>Fall 2013</td>
<td>Faculty</td>
<td>Increase noted; Rec: continued monitoring</td>
</tr>
<tr>
<td>Development of opportunities for civic engagement</td>
<td>Development of awareness and prevention activities</td>
<td>1-2 activities per semester e.g. May Better Speech and Hearing Activities</td>
<td>Initiation Spring 2013</td>
<td>Stuttering awareness and hearing awareness activities completed; Ongoing development</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Participation on committees at the local, state and national level</td>
<td>Number of faculty serving on professional committees</td>
<td>Fall 2013</td>
<td>Faculty</td>
<td>Increase noted; Rec: continued monitoring</td>
</tr>
<tr>
<td>Increase professional leadership role at both at a state and national level</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

LONG TERM GOAL: Continue to develop and maintain faculty with diverse areas of interest. SHORT TERM INDICATORS:

<table>
<thead>
<tr>
<th>DESIRED OUTCOME</th>
<th>ACTIVITIES</th>
<th>INDICATORS OF SUCCESS</th>
<th>TIMELINE</th>
<th>RESPONSIBILITY</th>
<th>REVIEW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of faculty line of translational research within the discipline</td>
<td>Faculty submission of a 5 year research plan</td>
<td>One 5 year plan</td>
<td>Initiation AY 2013-2014</td>
<td>Individual Faculty</td>
<td>One 5 year plan completed for 2014-23014 Plans for AY 2014-2015 in development</td>
</tr>
<tr>
<td></td>
<td>Journal submission and/or presentations</td>
<td>4 presentations or submissions per academic year</td>
<td>Initiation AY 2013-2014</td>
<td>Individual Faculty</td>
<td>Rec: Continues monitoring</td>
</tr>
<tr>
<td>Development of faculty specialty areas</td>
<td>Through continuing education</td>
<td>Focused planning and/or support for faculty clinical specialties and/or research</td>
<td>Fall 2013</td>
<td>Individual Faculty/Chair</td>
<td>Initiation of a faculty board certification in 2014 Auditory Verbal</td>
</tr>
<tr>
<td>Specialty Area</td>
<td>Support for travel to professional meetings/ Continuing Education</td>
<td>Chair</td>
<td>Faculty support continued in 2013-2014</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>------------------------------------------------------------------</td>
<td>-------</td>
<td>--------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recruitment and retention of qualified faculty</td>
<td>Faculty with terminal degree or expertise in specific clinical areas and/or research</td>
<td>Ongoing</td>
<td>One open faculty line Rec: continued recruitment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strengthen connection between academic and clinical experience</td>
<td>CD 601- CD 570 Evidence Based Practice project</td>
<td>Ongoing</td>
<td>Completed and ongoing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reflections indicating application to future clinical assignments</td>
<td>Ongoing</td>
<td>Rec: Continued monitoring</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix I  
Faculty Data Sheet  
(Information for the period of this review)  
January 1, 2014 - December 31, 2014

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>
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<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.
Appendix I
Faculty Data Sheet
(Information for the period of this review)
January 1, 2014 - December 31, 2014

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: 2012 Expires 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 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>
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</tr>
<tr>
<td>Semester</td>
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<td>Course Name</td>
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</tr>
<tr>
<td>--------------</td>
<td>-------------</td>
<td>------------------------------</td>
<td>---------</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 685</td>
<td>Independent Study</td>
<td>1</td>
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<td>Fall 2013</td>
<td>CD 101</td>
<td>Intro Communic Disorders</td>
<td>19</td>
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<tr>
<td>Fall 2013</td>
<td>CD 622</td>
<td>Phonological Disorders</td>
<td>12</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>CD 650</td>
<td>SpTlp: Professional Issues</td>
<td>9</td>
</tr>
<tr>
<td>Summer 2013</td>
<td>CD 670</td>
<td>Advanced Clinical Practicum</td>
<td>4</td>
</tr>
<tr>
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<td>CD 670</td>
<td>Advanced Clinical Practicum</td>
<td>4</td>
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<td>CD 571</td>
<td>Clinical Practicum</td>
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</tr>
<tr>
<td>Spring 2013</td>
<td>CD 623</td>
<td>Fluency Disorders</td>
<td>16</td>
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<tr>
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<td>CD 623</td>
<td>Fluency Disorders</td>
<td>17</td>
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<tr>
<td>Spring 2013</td>
<td>CD 241</td>
<td>Intro Communication Science</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

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: 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., 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, "NSSLA 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".


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).


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


Tutorial, ”IRB Training Marshall University”, Marshall University, Huntington, WV, USA, 0 credit hours. (December 15, 2012 - December 31, 2012).


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).
Appendix I
Faculty Data Sheet
(Information for the period of this review)
January 1, 2014 - December 31, 2014

Name:  Loukia 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

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)

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<thead>
<tr>
<th>Term/Year</th>
<th>Course</th>
<th>Title</th>
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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 Evaluation, male, 1 year 9-month old, concern with expressive language skills.", Marshall University Speech and Hearing Center, Huntington, WV, Academic, Local. (September 21, 2012 - October 12, 2012).


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).


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).

Marshal, MU Commencement Ceremony, Attendee, Graduation (May 10, 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).
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).
Appendix I
Faculty Data Sheet
(Information for the period of this review)
January 1, 2014 - December 31, 2014

Name: Susan Thomas Frank
Rank: Associate Professor

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

Status: Tenured

Highest Degree Earned: PhD
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

Date Obtained, Expiration Date Obtained: 2003 Expires: 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)

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</table>
1) Scholarship/Research

Intellectual Contributions


Presentations


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,


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: i implications 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).

Williams, 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).
Appendix I
Faculty Data Sheet
(Information for the period of this review)
January 1, 2014 - December 31, 2014

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, 2002, Expires: 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)

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### Spring 2013
- CD 670 Advanced Clinical Practicum | 4

### Spring 2013
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### Spring 2013
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### Spring 2013
- CD 685 Independent Study | 1

### Spring 2013
- CD 239 Phonetics | 23

### Spring 2013
- CD 660 Sp Pop: Clinical Consideration | 11

### Spring 2013
- CD 660 Sp Pop: Clinical Consideration | 8

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

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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).

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).

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

Faculty Data Sheet
(Information for the period of this review)
January 1, 2014 - December 31, 2014

Name: Pamela Jane Holland
Rank: Assistant Professor

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

Status: Tenured

Highest Degree Earned: MA Date Degree Received: 1995

Conferring Institution: Marshall University, Huntington, WV

Area of Degree Specialization: Communication Disorders

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

Field of Registration/Licensure: 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.

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
WVSHA strives to consistently demonstrate excellent standards of practice with a commitment to scholarship in communication sciences and disorders, and providing for professional development and continuing education.

Agency: The American Speech and Language, Hearing Association, West Virginia Speech and Hearing Association

Date Obtained, Expiration Date Obtained: February 1, 1996, Expires: 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)

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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, Academic, Regional. (October 6, 2011).

Holland, P. J. (Presenter Only), Oral Presentation, IPED: Inquiring Pedagogies, Center for the Advancement of Teaching and Learning, Marshall University, "Experiential Teaching and Learning: Service Learning and Beyond", Conference, Academic, Local, Accepted. (August 21, 2012).


Holland, P. J., DeTardo-Bora, K. A. (Moderator), Tarter, B. J. (Panelist), Other, Service Learning Panel Discussion,

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", Completed. (September 16, 2011 - September 26, 2011).

Wasserman, J., Morris, C., Slone, S., Jordan, B., Learning, Supervised Teaching Activity, Communication Disorders Department, CD, 571, 3 credit hours, "Service Provision within West Virginia Birth to Three", Completed. (January 30, 2011 - April 26, 2011).

Wasserman, J., Morris, C., Slone, S., Jordan, B., Learning, Supervised Teaching Activity, Communication Disorders Department, CD, 570, 3 credit hours, "Service Provision within West Virginia Birth to Three", Completed. (August 23, 2010 - December 4, 2010).

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 States (January 1, 2014 - Present).

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, "Tri State 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).
Appendix I
Faculty Data Sheet
(Information for the period of this review)
January 1, 2014 - December 31, 2014

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 Expires: 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)

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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).


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).

4) Awards/honors (including invitations to speak in your area of expertise) or special recognition.
Appendix I
Faculty Data Sheet
(Information for the period of this review)
January 1, 2014 - December 31, 2014

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, 2006, Expires: 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)

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**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, Ohio (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).

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.

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.
Appendix I
Faculty Data Sheet
(Information for the period of this review)
January 1, 2014 - December 31, 2014

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


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)

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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


Henson, S. (Presenter & Author), Foster, M. (Presenter & Author), Lewis, J. (Presenter & Author), Johnson, H. (Presenter & Author), McComas, K. L. (Presenter & Author), Poster, American Speech-Language-Hearing Association Annual...


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).


Fredeking, J. (Presenter & Author), McComas, K. L., Poster, Annual Conference, American Speech-Language-Hearing


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


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, "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, "Engaging and Mentoring Faculty Online: Building context, Culture, and Community", Association of American Colleges and Universities, New Orleans, LA, USA. (February 24, 2012).


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


Appendix I  
Faculty Data Sheet  
(Information for the period of this review)  
January 1, 2014 - December 31, 2014

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, 1976  
Renewal: 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)

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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. (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

Thompson, S., Jackson, A., Wolford, M., Learning, Directed Individual/Independent Study, Communication Disorders
Department, CD, "Hearing Conservation for the Music Student", Completed. (September 2013 - 2014).


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, WVSHA.


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).


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).
Appendix I
Faculty Data Sheet
(Information for the period of this review)
September 1, 2012 - December 31, 2014

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: March 7, 1990, Expires: 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)

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<td>CD: Cleft Palate &amp; Voice</td>
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<td>CD 620</td>
<td>CD: Cleft Palate &amp; Voice</td>
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<td>CD 624</td>
<td>Foundations Neuro Comm Dis</td>
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<td>CD 685</td>
<td>Independent Study</td>
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<td>Inquiry in CD</td>
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<td>CD 415</td>
<td>Prof Literacies for SLPs</td>
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**NOTE:** Part-time adjunct faculty do not need to fill in the remainder of this document.

*1) Scholarship/Research*

**Presentations**


reviewed/refereed, Accepted. (November 21, 2014).


Miller, B. E. (Author Only), Nicholson, E. (Presenter & Author), Thorne, D. (Other), Poster, WVSHA Annual Convention, WVSHA, Charleston, WV, "Collaborative Service Provision: Graduate Student Experiences", Session, State, peer-reviewed/refereed, Accepted. (March 21, 2013).


Miller, B. E. (Presenter Only), Poster, 2011 Academic Festival: Minds of Marshall, Huntington WV, "Anatomy/Physiology


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.


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


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).

Adams, K., Research, Directed Individual/Independent Study, Communication Disorders Department, CD, 685, 1 credit hours, "Research and practices for paradoxical vocal fold movement (PVFM)", Completed. (January 2013 - November 2013).


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).


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. 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): neurogenic 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; 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, "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, “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).


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).

Appendix I
Faculty Data Sheet
(Information for the period of this review)
January 1, 2014 - December 31, 2014

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>
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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.
Appendix I
Faculty Data Sheet
(Information for the period of this review)
September 1, 2012 - December 31, 2014

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


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: July 1, 2003
Expires December 31, 2014
Obtained: July 10, 1998 Expires 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)

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

1) Scholarship/Research

Presentations


McComas, K. L. (Presenter & Author), Miller, B. E. (Presenter & Author), Frank, S. T. (Presenter & Author), Wood, W. P. (Presenter & Author), Poster, American Speech-Language-Hearing Association Annual Meeting, American Speech-
Language-Hearing Association, Chicago, IL, "Increasing faculty productivity through inter professional collaborative relationships in a community of research practice", Conference, Academic, International, peer-reviewed/refereed, Accepted. (November 14, 2013).


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


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).

4) Awards/honors (including invitations to speak in your area of expertise) or special recognition.
Appendix I
Faculty Data Sheet
(Information for the period of this review)
September 1, 2012 - December 31, 2014

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)

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<thead>
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<th>Term/Year</th>
<th>Course</th>
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<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>
</tbody>
</table>

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.
Appendix I
Faculty Data Sheet
(Information for the period of this review)
September 1, 2012 - December 31, 2014

Name: Joy Cole
Rank: 

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>Term/Year</th>
<th>Course</th>
<th>Title</th>
<th>Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intersession 2014</td>
<td>480</td>
<td>SpTp: Global Issues in SLP</td>
<td>4</td>
</tr>
<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>

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.
Appendix I
Faculty Data Sheet
(Information for the period of this review)
September 1, 2012 - December 31, 2014

Name: Jennifer Coleman

Start Date at Marshall as a Faculty Member: Summer 2013

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 2012- 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 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>

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

Faculty Data Sheet
(Information for the period of this review)
September 1, 2012 - December 31, 2014

Name: Lisa Thomas Fry

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 Obtained 1993; 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 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 II
Students’ Entrance Abilities for Past Five Years of Graduates: MS in Communication Disorders

<table>
<thead>
<tr>
<th>Year</th>
<th>N</th>
<th>Mean Undergraduate GPA</th>
<th>Mean GRE Verbal</th>
<th>Mean GRE Quantitative</th>
<th>Mean GRE Analytical Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>10</td>
<td>3.60 (n = 10)</td>
<td>444 (n = 10)</td>
<td>479 (n = 10)</td>
<td>Data Not Available</td>
</tr>
<tr>
<td>2010-2011</td>
<td>11</td>
<td>3.46 (n = 11)</td>
<td>409.09 (n = 11)</td>
<td>463.64 (n = 11)</td>
<td>Data Not Available</td>
</tr>
<tr>
<td>2011-2012</td>
<td>23</td>
<td>3.45 (n = 23)</td>
<td>422.17 (n = 23)</td>
<td>486.96 (n = 23)</td>
<td>Data Not Available</td>
</tr>
<tr>
<td>2012-2013</td>
<td>25</td>
<td>3.59 (n = 25)</td>
<td>426 (n = 25)</td>
<td>510.4 (n = 25)</td>
<td>3.94 (n = 25)</td>
</tr>
<tr>
<td>2013-2014</td>
<td>32</td>
<td>3.70 (n = 32)</td>
<td>420.63 (n = 32)</td>
<td>465.31 (n = 32)</td>
<td>3.97 (n = 32)</td>
</tr>
</tbody>
</table>
# Appendix III
## Exit Abilities for Past Five Years of Graduates: MS 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>10/13</td>
<td>3.55</td>
<td>10/10</td>
<td>10/10</td>
<td>10/10</td>
</tr>
<tr>
<td>2013-2014</td>
<td>32/19</td>
<td>3.54</td>
<td>32/32</td>
<td>32/32</td>
<td>32/32</td>
</tr>
</tbody>
</table>
## Appendix IV: Assessment Summary

### Assessment Summary

**Component Area/Program/Discipline: MS in Communication Disorders**

<table>
<thead>
<tr>
<th>Program’s Student Learning Outcomes</th>
<th>Assessment Measures (Tools)</th>
<th>Standards/Benchmark</th>
<th>Results/Analysis</th>
<th>Action Taken to improve the program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will integrate information regarding the nature of communication and swallowing disorders and differences across the current scope of practice of speech-language pathology, throughout the lifespan, to differentiate normal and disordered processes of speech, language, swallowing, and hearing.</td>
<td><strong>Assessment Point 1</strong> 1a. CD 601: Prepare and deliver a professional presentation based on the findings of a systematic review, using professional discourse to inform clinical decisions. 1b. CD 570: Create and implement treatment plans and describe client status in progress reports.</td>
<td>2012-2013 Data: Milestone: 74% to 87% for all 3 traits assessed within the outcome Capstone: 11% to 24% for all 3 traits assessed within the outcome 2013-2014 Data Milestone: 24%-45% for all 3 traits assessed within the outcome Capstone: 55% to 76% for all 3 traits assessed within the outcome</td>
<td>Overall Analysis: Students were not as successful in achieving the trait relating to the nature of communication and swallowing disorders across the life span. There was a lot of variability between the first reporting year and the second reporting year with assessment point 1 outcomes. The majority of students in 2012-2013 report scored in the milestone range while students in the 2013-2014 report scored in the capstone range.</td>
<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 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 had an increase in faculty support for student research/professional presentations at the local, state, and national levels. 4. We have a plan in place to monitor this outcome and look for trends in student performance especially in the area of communication and swallowing disorders across the life span and make modifications to the assessment point as needed (eg. Align rubrics from MS and BS programs).</td>
</tr>
</tbody>
</table>
### Assessment Point 2

**2a. CD 670: Project**
Construct a project (s), using professional discourse in both oral and written formats, to support and justify clinical decisions.

**2b. CD 670: Externship**
Clinical Practicum

#### Advanced

**2012-2013**
No data taken

**2013-2014 Data**
- **Capstone**: Less than 6% for all 3 traits assessed within the outcome
- **Advanced**: 94%-97% for all 3 traits assessed within the outcome

**Overall Analysis**:
Data from the 2013-2014 report, suggests students are successfully acquiring the necessary skills to meet this outcome. Further monitoring is warranted to ensure the trend remains consistent.

---

### Assessment Point 1:

**1a. CD 601**: Prepare and deliver a professional presentation based on the findings of a systematic review, using professional discourse to inform clinical decisions.

**1b. CD 570**: Create and implement treatment plans and describe client status in progress reports.

#### Capstone

**2012-2013 Data**
- **Milestone**: 50% to 100% across all 4 traits measuring the outcome
- **Capstone**: 47% only in trait 1 of the outcome

**2013-2014 Data**
- **Milestone**: 26% to 82% across all 4 traits measuring the outcome
- **Capstone**: 9% to 74% across all 4 traits measuring 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 identified the course to provide data for this assessment point as summer course, which would be implemented in summer of 2013 (completed).

4. 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 (eg. Align rubrics from MS and BS programs).

Students will examine the scientific literature in the field of communication sciences and disorders, as well as related professions, and apply principles of ethics and evidence-based service provision across the scope of practice of speech-language pathology in order to:

- a) plan and complete screening and in-depth evaluation for communication and swallowing disorders;
- b) develop and administer a program of remediation based on the results of evaluations and
consistent with the individual needs of each client; and c) develop and disseminate culturally sensitive prevention information to the local and/or global communities.

<table>
<thead>
<tr>
<th>Assessment Point 2:</th>
<th>Overall Analysis:</th>
<th>2012-2013- No data taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>2a. CD 670: Project: Construct a project(s), using professional discourse in both oral and written formats, to support and justify clinical decisions.</td>
<td>Variable performance across traits may be due to limited clinical experiences in planning and completing screenings/evaluations. As such, we suggest changing the assessment schedule for trait two to include graduate students in their second semester of clinical practicum (or at the earliest clinical opportunity), since first semester graduates typically do not perform screenings and evaluations (which is part of the trait for this outcome measure). Further analysis of the reasons why the majority of students are scoring at Milestone level is needed.</td>
<td>2012-2013- No data taken</td>
</tr>
<tr>
<td></td>
<td>Capstone: 5% to 15% across all 4 traits measuring the outcome</td>
<td>Capstone: 5% to 15% across all 4 traits measuring the outcome</td>
</tr>
<tr>
<td></td>
<td>Advanced: 85% to 95% across all 4 traits measuring the outcome</td>
<td>Advanced: 85% to 95% across all 4 traits measuring the outcome</td>
</tr>
<tr>
<td></td>
<td>Overall Analysis:</td>
<td>Overall Analysis:</td>
</tr>
<tr>
<td></td>
<td>The majority of the students met or exceeded the benchmark.</td>
<td>The majority of the students met or exceeded the benchmark.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. We have aligned all courses with Program Outcomes on our syllabi with special emphasis on how course objectives/activities address these outcomes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. We identified the course to provide data for this assessment point as summer course, which would be implemented in summer of 2013 (completed).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. We have a plan in place to monitor this outcome and look for trends in student performance and make</td>
</tr>
</tbody>
</table>
Students will engage in critical thinking, and logical and ethical reasoning by (a) utilizing information literacy skills to meet the professional and ethical responsibilities of lifelong learning in the field of communication sciences and disorders; (b) generating and presenting solutions to problems or issues effectively in oral, written, visual, or all formats using the discourse of communication sciences and disorders; and (c) integrating a broad education, including knowledge of multicultural, international, and/or civic issues into the field of communication science and disorders.

<table>
<thead>
<tr>
<th>Assessment Point 1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a. CD 601: Prepare and deliver a professional presentation based on the findings of a systematic review, using professional discourse to inform clinical decisions.</td>
</tr>
<tr>
<td>1b. CD 570: Create and implement treatment plans and describe client status in progress reports.</td>
</tr>
<tr>
<td>1c. CD 670/672: Clinical Practice philosophy (completed during the first semester of the students' second year and will incorporate Civic Learning).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment Point 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2a. CD 670: Externship: Construct a project(s) using professional discourse in both oral and written formats to support and justify clinical decisions.</td>
</tr>
<tr>
<td>2b. CD 670: Externship: Practicum</td>
</tr>
<tr>
<td>2c. CD 670: Clinical Practice Philosophy (completed during the last semester of students' second year).</td>
</tr>
</tbody>
</table>

**Capstone**

<table>
<thead>
<tr>
<th>2012-2013 Data:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Milestone:</strong> 21% to 75% across all 3 traits measuring the outcome</td>
</tr>
<tr>
<td><strong>Capstone:</strong> 11% to 57% across all 3 traits measuring the outcome</td>
</tr>
<tr>
<td><strong>Advanced:</strong> 14% to 25% across all 3 traits measuring the outcome</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2013-2014 Data:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Milestone:</strong> 22% to 37% across all 3 traits measuring the outcome</td>
</tr>
<tr>
<td><strong>Capstone:</strong> 61% to 69% across all 3 traits measuring the outcome</td>
</tr>
<tr>
<td><strong>Advanced:</strong> 7% to 9% across 2 traits measuring the outcome</td>
</tr>
</tbody>
</table>

**Overall Analysis:**

A significant percentage continued to fall in the Milestone range. This could be an issue with defining measurement levels of Milestone, Capstone, and Advanced at the graduate level and compare them to undergraduate rubrics to determine appropriate revisions.

**Advanced**

<table>
<thead>
<tr>
<th>2012-2013: No data taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014 Data</td>
</tr>
<tr>
<td><strong>Below:</strong> 3% to 14 % across 2 traits measuring the outcomes</td>
</tr>
<tr>
<td><strong>Milestone:</strong> 3% to 11% across 2 traits measuring the outcomes</td>
</tr>
<tr>
<td><strong>Capstone:</strong> 30% to 34% across all 3 traits measuring the outcome</td>
</tr>
<tr>
<td><strong>Advanced:</strong> 54% to 63% across all 3 traits measuring the outcome</td>
</tr>
</tbody>
</table>

**Overall Analysis:**

Students who scored in the "Below" category possibly reflected individual modifications to the assessment point as needed (eg. Align rubrics from MS and BS programs).
characteristics rather than group patterns on traits one and two. Further, departmental rubrics do not contain measurement levels to reflect differences between Below and Intro levels.

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 (eg. Align rubrics from MS and BS programs).
Program Assessment Rubrics: MS in Communication Disorders

Program Learning Outcome 1: Students will integrate information regarding the nature of communication and swallowing disorders and differences across the current scope of practice of speech-language pathology, throughout the lifespan, to differentiate normal and disordered processes of speech, language, swallowing, and hearing.

<table>
<thead>
<tr>
<th>Traits</th>
<th>Introductory</th>
<th>Milestone</th>
<th>Capstone</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nature of Communication and Swallowing Disorders across the Life Span</td>
<td>N/A</td>
<td>Adequately explains human growth and development, but does not integrate all aspects of information nor makes appropriate associations via written and oral formats</td>
<td>Integrates all aspects of human development to arrive at an appropriate conclusion regarding speech, language, swallowing, and hearing disorders via written and oral formats</td>
<td>Determines the effect on speech and language development of specified deviations from normal human growth and development via written and oral formats</td>
</tr>
<tr>
<td>Scope of Practice of Speech Language Pathology throughout the Lifespan</td>
<td>N/A</td>
<td>Identifies the scope of practice of most aspects of speech language pathology, but does not illustrate complete understanding</td>
<td>Integrates professional scope of practice within service provision</td>
<td>Modifies service provision based on the dynamic changes in professional scope of practice</td>
</tr>
<tr>
<td>Differentiation of Normal and Disordered Processes</td>
<td>N/A</td>
<td>Describes the characteristics of specific disorders of speech, language, and swallowing based on findings from research, but may not draw appropriate impressions/conclusions independently via written and oral formats</td>
<td>Integrates information based on findings of research in order to plan evaluation, treatment, and professional protocols via written and oral formats</td>
<td>Modifies knowledge and skills of service provision based on continued pursuit of evidence-based practices via written and oral formats</td>
</tr>
</tbody>
</table>
**Program Learning Outcome 2:** Students will examine the scientific literature in the field of communication sciences and disorders, as well as related professions, and apply principles of ethics and evidence-based service provision across the scope of practice of speech-language pathology in order to: a) plan and complete screening and in-depth evaluation for communication and swallowing disorders; b) develop and administer a program of remediation based on the results of evaluations and consistent with the individual needs of each client; and c) develop and disseminate culturally sensitive prevention information to the local and/or global communities.

<table>
<thead>
<tr>
<th>Traits</th>
<th>Performance Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination of the Scientific Literature in the Field of Communication Sciences and Disorders as well as Related Professions</td>
<td>Introductory: N/A</td>
</tr>
<tr>
<td></td>
<td>Milestone: Examines research pertaining to scientific bases of communication disorders, but is not able to judge the validity and reliability of the research</td>
</tr>
<tr>
<td></td>
<td>Advanced: Formulates new solution to problems when there is little research to support service provision</td>
</tr>
<tr>
<td>Planning and Completion of Screening and In-depth Evaluation for Communication and Swallowing Disorders</td>
<td>Introductory: N/A</td>
</tr>
<tr>
<td></td>
<td>Milestone: Plans and completes the evaluation with maximal supervisory assistance, but does not integrate the findings to form a diagnosis</td>
</tr>
<tr>
<td></td>
<td>Advanced: Plans, completes, and correctly diagnoses speech, language, and swallowing disorders given specific characteristics and background information independently</td>
</tr>
<tr>
<td>Development and Administration of a Program of Remediation Based on the Results of Evaluations and Consistent with the Individual Needs of Each Client</td>
<td>Introductory: N/A</td>
</tr>
<tr>
<td></td>
<td>Milestone: Plans and completes a remediation program with maximal supervisory assistance, but does not integrate knowledge and skills</td>
</tr>
<tr>
<td></td>
<td>Advanced: Plans and completes a speech, language, hearing, and swallowing remediation program independently</td>
</tr>
<tr>
<td>Development and Dissemination of Culturally Sensitive Prevention Information to the Local and/or Global Communities</td>
<td>Introductory: N/A</td>
</tr>
<tr>
<td></td>
<td>Milestone: Develops and disseminates culturally sensitive prevention information within the course of service provision with maximal assistance</td>
</tr>
<tr>
<td></td>
<td>Advanced: Develops and disseminates culturally sensitive prevention information to local and/or global communities</td>
</tr>
</tbody>
</table>
**Program Learning Outcome 3**: Students will engage in critical thinking, and logical and ethical reasoning by (a) utilizing information literacy skills to meet the professional and ethical responsibilities of lifelong learning in the field of communication sciences and disorders; (b) generating and presenting solutions to problems or issues effectively in oral, written, visual, or all formats using the discourse of communication sciences and disorders; and (c) integrating a broad education, including knowledge of multicultural, international, and/or civic issues into the field of communication science and disorders.

<table>
<thead>
<tr>
<th>Traits</th>
<th>Performance Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Introductory</td>
</tr>
<tr>
<td>Utilizing Information Literacy Skills</td>
<td>N/A</td>
</tr>
<tr>
<td>Generating and Presenting Solutions to Problems or Issues using the Discourse of Communication Science Disorders (CSD)</td>
<td>N/A</td>
</tr>
<tr>
<td>Integrating a Broad Education with the Field of CSD</td>
<td>N/A</td>
</tr>
</tbody>
</table>
## Appendix V

### Program Course Enrollment: MS in Communication Disorders

| College | Subject | Course | Title | Campus | Course Type | Tu/Su | Fa09 | Sp10 | Su10 | Fa10 | Sp11 | Su11 | Fa11 | Sp12 | Su12 | Fa12 | Sp13 | Su13 | Fa13 | Sp14 |
|---------|---------|--------|-------|--------|-------------|-------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| GR      | CD      | 650    | SpTop: Professional Issues | Huntington | None | 12   |
| GR      | CD      | 660    | SpTop: Professional Issues | Huntington | None | 9    |
| GR      | CD      | 660    | SpTop: Global Issues in SLP | Off-campus | None | 4    |
| HP      | CD      | 528    | DM Processes: Comm Disorders | Huntington | None | 1    | 1    |
| HP      | CD      | 527L   | TX Procedures II Lab | Huntington | None | 3    | 6    | 4    | 1    |
| HP      | CD      | 563    | SpTop: Aural Rehabilitation | Huntington | None | 7    |
| HP      | CD      | 570    | Clinical Practicum | Huntington | None | 2    | 23   | 78   | 99   | 57   | 57   | 63   |
| HP      | CD      | 571    | Clinical Practicum | Huntington | None | 4    | 46   | 78   | 99   | 57   |
| HP      | CD      | 580    | SpTop:Comm Development | Huntington | None | 1    |
| HP      | CD      | 581    | SpTop:Lang Disorders/Children | Huntington | None | 1    |
| HP      | CD      | 582    | SpTop:Art/Phys Comm & Swallow | Huntington | None | 1    |
| HP      | CD      | 583    | SpTop:Aph,Dem,Swallow,Voice Dis | Huntington | None | 1    |
| HP      | CD      | 585    | Independent Study | Huntington | None | 1    |
| HP      | CD      | 586    | Independent Study | Huntington | None | 1    |
| HP      | CD      | 601    | Intro to Graduate Studies | Huntington | None | 34   | 26   | 33   | 19   | 21   |
| HP      | CD      | 620    | CD: Cleft Palate & Voice | Huntington | None | 9    | 24   | 24   | 33   | 19   |
| HP      | CD      | 622    | Phonological Disorders | Huntington | None | 32   | 25   | 33   | 18   | 12   |
| HP      | CD      | 623    | Fluency Disorders | Huntington | None | 13   | 24   | 25   | 33   | 19   |
| HP      | CD      | 624    | Foundations Neuro Comm Dis | Huntington | None | 26   | 25   | 33   | 19   |
| HP      | CD      | 625    | Acquired Aphasia | Huntington | None | 15   | 27   | 24   | 33   | 19   |
| HP      | CD      | 628    | Child Lang Dis: Inf/French | Huntington | None | 12   | 23   | 10   | 33   |
| HP      | CD      | 629    | Child Lang Dis: Int/Pretch | Huntington | None | 13   |
| HP      | CD      | 629    | Child Lang Dis: Sch/Adoles | Huntington | None | 26   | 26   | 33   | 19   |
| HP      | CD      | 630    | Cognitive Comm Disorders | Huntington | None | 9    | 24   | 24   | 33   | 19   |
| HP      | CD      | 660    | Sp Top: Clinical Consideration | Huntington | None | 29   | 27   | 33   | 19   |
| HP      | CD      | 670    | Advanced Clinical Practicum | Huntington | None | 45   | 15   | 84   | 27   |
| HP      | CD      | 671    | Advanced Clinical Practicum | Huntington | None | 45   | 15   | 12   | 27   |
| HP      | CD      | 672    | Practicum in the Schools | Huntington | None | 18   | 12   | 36   | 36   |
| HP      | CD      | 673    | Clinical Pract in Schools | Huntington | None | 18   | 12   | 36   | 36   |
| HP      | CD      | 677    | SpTop: Internship in Clinic Mgmt | Huntington | None | 16   |
| HP      | CD      | 677    | SpTop: Internship in Clinic Mgmt | Huntington | None | 12   |
| HP      | CD      | 677    | SpTop: Adv Pract in Aphasia Ther | Huntington | None | 1   |
| HP      | CD      | 677    | SpTop: Global Issues Sp/Lang | OFF-campus | None | 6    |
| HP      | CD      | 677    | SpTop: Internship in Clinic Mgmt | Huntington | None | 28   |
| HP      | CD      | 677    | SpTop: Therapeutic Intervention | Huntington | None | 1   |
| HP      | CD      | 678    | SpTop: Inquiry in Oral Deaf Edu | Huntington | None | 1   |
Appendix VI
Program Enrollment: MS in Communication Disorders: Table completed by program: Please note that graduates are reported from May 2010 – August 2014

<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: MS in Communication Disorders No Area of Emphasis</td>
<td>25/14 39</td>
<td>24/25 49</td>
<td>33/24 57</td>
<td>19/33 52</td>
<td>21/19 40</td>
</tr>
<tr>
<td>Second Majors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third Majors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grand Total of Students Enrolled in the Program</td>
<td>39 49 57 52 40</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduates of the program</td>
<td>14 25 24 33 19</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Graduates of the program:
- 6 May 2010
- 1 July 2010
- 6 August 2010
- 24 Aug 2011
- 1 Dec 2011
- August 2012
- 30 August 2013
- 2 December 2013
- 1 August 2014
- August 2014
Figure 1. Trend Line for Total Enrollment and Program Graduates: MS in Communication Disorders: Trend Line Completed by Program
Appendix VI
Program Enrollment: MS in Communication Disorders: Table completed by Office of Assessment using Official University Data from Office of Institutional Research: Please note that graduates are reported from July 2009 – May 2014

<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: MS in Communication Disorders</td>
<td>44</td>
<td>52</td>
<td>63</td>
<td>52</td>
<td>45</td>
</tr>
<tr>
<td>No Area of Emphasis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Majors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third Majors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Third Majors</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grand Total of Students Enrolled in the Program</td>
<td>44</td>
<td>53</td>
<td>64</td>
<td>52</td>
<td>45</td>
</tr>
<tr>
<td>Graduates of the program</td>
<td>10</td>
<td>11</td>
<td>23</td>
<td>25</td>
<td>32</td>
</tr>
</tbody>
</table>
Figure 1. Trend Line for Total Enrollment and Program Graduates: MS in Communication Disorders: Trend Line using data from page 133
## Appendix VII
### Job and Graduate School Placement Rates: MS 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</th>
<th># of graduates not accounted for</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>14</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>2010-2011</td>
<td>25</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>2011-2012</td>
<td>24</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>2012-2013</td>
<td>33</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>2013-2014</td>
<td>19</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Five --Year Total</td>
<td>115</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>
Appendix VIII: Assessment Letters: Communication Disorders – MS

Office of Assessment & Program Review

August 5, 2013

Dr. Karen McNealy, Chair
Communication Disorders
College of Health Professions

Dear Karen:

The Graduate Council reviewers and I have completed our evaluations of the MS 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.

Regarding your analysis that, for your first outcome the milestone level is more appropriate for the first assessment point for your graduate students than is the capstone, I have two suggestions. First, in keeping with the spirit of the university’s performance levels, you may choose to shift your milestone level descriptions to capstone level and your capstone description levels to the advanced level. Then, you can create an “advanced +” of some other level and, at least for the time being, report the percentage in students who score in that level in your narrative analysis. As a university, we also might want to consider adding that additional level for graduate programs.

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

One John Marshall Drive • Huntington, West Virginia 25755-2003 • Tel 304/696-2266 • Fax 304/696-2261
A State University of West Virginia • An Affirmative Action/Equal Opportunity Employer
Office of Assessment & Program Review

June 26, 2012

Dr. Karen McNeely, Chair
Communication Disorders
College of Health Professions

Dear Karen:

The Graduate Council and I have completed our evaluation of the MS 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.

As I have said in the past, I realize you’re using KASA standards in assessment, which you must do to satisfy ASHA. I wonder, though, if it might not be possible to combine some of the standards into broader learning outcomes (goals) to make them more manageable and more meaningful in providing information that will help you identify relative strengths in performance among students. At least at the graduate level, ASHA is using more verbs that suggest they expect higher levels of learning, e.g. develop, integrate, synthesize. Please get rid of the last several outcomes, e.g. “Students will achieve a passing score on the PRAXIS.” Of course, you want them to do that and that is a measure of the effectiveness of your program, but it is not a student learning outcome. If you can get the results of the PRAXIS broken down in some way so that you can tie these results (the PRAXIS is an assessment measure, so should assess specific student learning) to specific learning outcomes, you can use appropriate parts as additional measures for learning outcomes you have specified.

For program-level assessment, your challenge now is to use a few course-embedded authentic assessments which you assess using departmentally adopted analytic rubrics that will allow you to identify students’ relative performance strengths and weaknesses within each outcome. Although I know these kinds of rubrics are currently used for practicum, I have not seen these data reported on assessment reports. Although the results of the PRAXIS can be used, you should try to align the PRAXIS results with specific learning outcomes.

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

One John Marshall Drive • Huntington, West Virginia 25755-2003 • Tel 304/696-2206 • Fax 304/696-2261
A State University of West Virginia • An Affirmative Action/Equal Opportunity Employer
Director of Academic Assessment

C: Dr. Michael Prewitt, Dean, COHP
Kathy Chezik, Chair
Communication Disorders
COHF

Dear Kathy:

The Graduate Council and I have completed our evaluation of the MS 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.

Overall, you have a nice assessment program, but I think there are ways it could be made more efficient and yield more useful information to help improve your program. Although I know that the outcomes you list are the KASA standards, for purposes of program level assessment, it might be useful to condense them. I share the following example for your consideration (please note that for Outcomes 2 – 10, and 14, students must demonstrate competence for individuals with each of the following communication disorders: Voice and resonance, phonological, fluency, motor speech, aphasia, developmental language, cognitive and social communication, swallowing, and communication disorders requiring augmentative and alternative communication).

1. Students will demonstrate comprehensive knowledge of the principles of basic and applied research and research design, knowledge of the processes used in research, including the principles of evidence-based practice & the ethical principles of human subjects’ research.
2. Students will demonstrate knowledge of the characteristics and etiology of each of the communication disorders referenced above.
3. Students will plan and conduct speech, language, and hearing screenings and design prevention activities.
4. Students will collect and analyze case history information and integrate information from patients/clients/family, caregivers, teachers, relevant others, and other professionals.
5. Students will select, plan, and administer appropriate evaluation procedures, such as behavioral observations, non-standardized and standardized tests, and instrumental procedures and adapt evaluation procedures to meet client/patient needs.
6. Students will interpret, integrate, and synthesize all information to develop diagnoses and make appropriate referrals and recommendations for intervention including the completion of administrative and reporting functions and referral for appropriate services.
7. Students will develop and implement setting-appropriate intervention plans with measurable and achievable goals that meet clients’/patients’ needs. They will collaborate with
clients/patients and relevant others in the planning process and implement intervention plans
(involving clients/patients and relevant others in the intervention process).
8. Students will select, develop, modify and implement appropriate prevention and intervention
methods for clients, including referrals, documentation, reporting, counseling and collaboration
with other professionals.
9. Students will adhere to ASHA Code of Ethics including recognizing the needs, values preferred
mode of communication and cultural/linguistic background of the client/patient, family,
caregivers and relevant others.
10. Students will be able to access relevant information and relate research to clinical practice.
11. Students will demonstrate knowledge of contemporary professional issues including, but not
limited to, professional practice, accreditation standards, policies and guidelines, and
reimbursement procedures.
12. Students will demonstrate knowledge about certification, specialty recognition, licensure and
other relevant professional credentials.
13. Students will demonstrate oral and written communication skills sufficient for entry into
professional practice.
14. Students will demonstrate knowledge of and experience with individuals from
culturally/linguistically diverse backgrounds and with clients/patient populations across the
lifespan.

This will reduce your outcomes from 29 to 14. Then, your assessment measures for each
outcome would consist of a combination of tests, case studies and other types of in-class and practicum
assessments. Please also note that passing comps, etc. should not be learning outcomes in and of
themselves, although passing comps can be one measure of demonstrating achievement of learning
outcomes. Regarding assessment measures, I recommend that you develop rubrics for each one and
report results accordingly to rubric levels rather than holistically. Although a detailed plan based on
analysis of student learning is not included, I did see evidence in a couple of cases that these data had
been used to make program changes. Please refer to the rubric sent in April for more detail concerning
reviewers’ comments.

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