



**Florida Atlantic University
Academic Program Review
Self-Study Report**

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A. Mission and Purpose of the Program

The Mission of the Department of Communication Sciences and Disorders is fourfold:

- to prepare highly qualified, capable, ethical professionals who will engage in reflective decision-making and promote and sustain authentic change, excellence, and equity, as well as exceeding the Department's and ASHA's guidelines for clinical and academic preparation in speech-language pathology;
- to engage in research of the normal and abnormal processes of speech, hearing, and language towards the furthering of both clinical and academic knowledge reflecting the diversity and needs of a global society while considering current methodologies and incorporating current technology;
- to provide quality speech, language, and hearing diagnostic and habilitation/rehabilitation services to all FAU students, staff, and faculty and to any individual outside of the FAU community requiring such services ;
- to act as a resource for the University, as well as for local, state, national, and international communities, by serving as consultants, liaisons, lecturers, facilitators, master clinicians, and authorities in the various areas of communication disorders.

Vision:

The Department of Communication Sciences and Disorders at Florida Atlantic University is dedicated to excellence in academic preparation, clinical education, research, and service to the community. The department is committed to preparing entry-level clinicians who utilize evidence-based practices in the clinical environment, adhere to ethical standards professionally and personally, employ critical thinking and self-analysis, aspire to exceptional quality in clinical practice, use technology to further treatment and research goals, and recognize the value of life-long learning.

Core Values:

Research
Commitment to excellence
Leadership
Independence
Respect
Mentoring
Scholarship
Cultural and ethnic diversity
Internal and external collegiality and collaboration
Professional and personal ethics and integrity

B. Previous External Reviews

The Council on Academic Accreditation conducted a program review and site visit in the spring, 2015. The department was reaccredited for the full 8-year reaccreditation term. The CAA's site team identified the following concerns and recommendations based on the Standards requirements:

Standard 3.5B Clinical supervision is commensurate with the clinical knowledge and skills of each student and clinical procedures ensure that the welfare of each person served by students is protected, in accord with recognized standards of ethical practice and relevant federal and state regulations.

The site visitors were able to observe partial evidence to support verification of this standard.

Standard 5.1 The program conducts ongoing and systematic formative and summative assessment of the performance of its current students.

The site visitors were able to observe evidence to support partial verification of this standard.

Standard 5.2 The program documents student progress toward completion of the graduate degree and professional credentialing requirements and makes this information available to assist students in qualifying for certification and licensure.

The site visitors were able to observe evidence to support partial verification of this standard.

Standard 5.3 The program conducts regular and ongoing assessments of program effectiveness and uses the results for continuous improvement.

The site visitors were able to observe evidence to support partial verification of this standard.

Standard 5.4 The program regularly evaluates all faculty members and faculty uses the results for continuous improvement.

The site visitors were able to observe evidence to support partial verification of this standard.

C. Instruction

Student learning outcomes are based on the requirements for knowledge and skill acquisition by the programs accrediting body, the Council on Academic Accreditation (CAA). These standards require programs to provide evidence that students are

meeting standard requirements in the specified nine content areas of knowledge and skill acquisition.

The nine content areas in which students must exhibit both academic and clinical competencies are:

1. Articulation
2. Fluency
3. Voice and resonance, including respiration, resonance, and phonation
4. Receptive and expressive language in speaking, listening, reading, writing, and manual modalities. (phonology, morphology, syntax, semantics, and pragmatics)
5. Hearing, including the impact on speech and language
6. Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction)
7. Cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning)
8. Social aspects of communication (challenging behavior, ineffective social skills, lack of communication opportunities)
9. Communication modalities (including oral, manual, augmentative and alternative communication techniques, and assistive technologies)

Establishment of Student Learning Outcomes (SLOs)

Learning Outcome 1

Description and Methodology

Outcome Description

Graduates will demonstrate broad-based content knowledge (K-9) in all subject areas of speech-language pathology and audiology as evidenced by scoring 83% or higher on all comprehensive examinations in the 5th semester of their graduate programs.

Academic Learning Categories related to this outcome:

Content knowledge

Declarative knowledge

QEP / URI Related N/A

IFP Related N/A

Data collected from online coursework? N/A

Strategic Plan Goals

Goal 1: Enrich the Educational Experience

Objective 2: Strengthen and expand graduate programs

Goal 2: Inspire Research, Scholarship and Creative Activity

Objective 1: Increase scholarship and creativity

Objective 5: Involve students at all levels in research, scholarship and creative activity

Implementing Strategy:

Students will take comprehensive exams in the 5th semester of their graduate programs. The comprehensive exams will be administered during two, 3-4 hour writing periods. Questions will be graded by the faculty member writing the question and students will be notified if they have passed or if one or more sections require a rewrite or meeting with the faculty member. A sample question is below.

You have been asked to design a vocal hygiene program for a group of children at a local school. All you know about the children is that their ages range from 6 to 10 and their primary diagnoses include vocal nodules, polyps, edema, and laryngitis. Describe your program, including a justification for each element.

Learning Outcome 2

Description and Methodology

Outcome Description

All students will develop and communicate intervention plans (across all 9 content areas) that align with the American Speech-Language-Hearing Association's Knowledge and Skills Acquisition requirements, including presenting measurable goals and evaluating client performance and progress (CAA Standard 3.1: acquire and demonstrate clinical practice skills). Performance will be tracked across 5 semesters; 3 on campus, and two off campus sites.

Academic Learning Categories related to this outcome:

Communication

Team/Collaborative communication

Oral Communication

Written Communication

QEP / URI Related N/A

IFP Related N/A

Data collected from online coursework? N/A

FAU Strategic Plan related goals & objectives:

Goal 1: Enrich the Educational Experience

Objective 2: Strengthen and expand graduate programs

Goal 3: Increase FAU's Community Engagement

Objective 1: Enrich the educational and cultural experiences for students,

Implementing Strategy:

Students are evaluated using a KASA-based evaluation tool of interaction and personal qualities used during the treatment of practicum clients. That is, the supervisor provides feedback to the student on the KASA evaluation form.

Learning Outcome 3

Description and Methodology

Outcome Description

All students will demonstrate critical thinking skills by appraising and selecting appropriate evaluation tools and procedures that align with the American Speech-Language-Hearing Association's Knowledge

and Skills Acquisition requirements, including behavioral evaluation and standardized and non-standardized measures. (CAA Standard 3.1: acquire and demonstrate clinical practice skills).

Academic Learning Categories related to this outcome:

Critical Thinking

Practical Skills

Creative Skills

Analytical Skills

QEP / URI Related N/A

IFP Related N/A

Data collected from online coursework? N/A

FAU Strategic Plan related goals & objectives:

Goal 1: Enrich the Educational Experience

Objective 2: Strengthen and expand graduate programs

Goal 3: Increase FAU's Community Engagement

Objective 1: Enrich the educational and cultural experiences for students,

Implementing Strategy:

Students are evaluated using a KASA-based evaluation tool of interaction and personal qualities used during the evaluation and assessment of practicum clients. In other words, after the diagnostic evaluation of a client, the supervisor provides feedback to the student on the KASA evaluation form.

Assessment of SLOs and Program Improvement

Learning Outcome 1

Assessment Method:

The individual program faculty will evaluate if their questions are eliciting the answers expected. Faculty members will score answers on a 0-100% scale. The program will examine if any content area(s) appear more problematic for the test-takers. In 2014, 100% of students met this criterion.

Criterion for success

100% of students taking the comprehensive exams will pass all sections of the exam on the first administration or on a follow-up rewrite of questions not passed. Essays are graded pass/fail.

Results

Data Summary: Analysis & Evaluation

All (i.e., 100% of) graduates demonstrated broad-based content knowledge (K-9) in all subject areas of speech-language pathology and audiology as evidenced by scoring 83% or higher (considered B level on department grading scale) on all comprehensive examinations in the 5th semester of their graduate programs.

Program Improvement

The comprehensives exams appear to measure student knowledge in the 9 content areas required by the Council on Academic Accreditation. The faculty will continue to monitor questions and results.

Learning Outcome 2

Assessment Method:

Clinical intervention will be documented on the KASA clinic evaluation tool, designed to evaluate treatment sessions. All (i.e., 100%) clinical practica students in 2013-2014 met these criteria.

Criterion for success

At least 90% of students will meet or exceed the department's and ASHA's guidelines for clinical preparation in speech language pathology by earning a grade of "B" or better in all on campus clinical practica OR at least 90% of students will meet or exceed the department's and ASHA's guidelines for clinical preparation in speech language pathology by earning a grade of "B+" or better in all external clinical practica.

Results

Data Summary: Analysis & Evaluation

All (i.e., 100% of) students demonstrated the abilities to develop and communicate intervention plans (across all 9 content areas) that align with the American Speech-Language-Hearing Association's Knowledge and Skills Acquisition requirements, including presenting measurable goals and evaluating client performance and progress (CAA Standard 3.1: acquire and demonstrate clinical practice skills), as evidenced by their grades of "B" or better in all on campus clinical practica and "B+" or better in all external clinical practica.

Program Improvement

The faculty plans to review the KASA, the tool used for grading clinical practicum, to review and assess its utility and format while still maintaining the requirements for knowledge and skills acquisition by its accrediting body.

Learning Outcome 3

Assessment Method:

Clinical evaluation will be documented on the KASA clinic evaluation tool, designed to evaluate diagnostic sessions. All (i.e., 100%) clinical practica students in 2013-2014 met these criteria.

Criterion for success

At least 90% of students will meet or exceed the department's and ASHA's guidelines for clinical preparation in speech language pathology by earning a grade of "B" or better in all on campus clinical practica OR at least 90% of students will meet or exceed the department's and ASHA's guidelines for clinical preparation in speech language pathology by earning a grade of "B+" or better in all external clinical practica.

Results

Data Summary: Analysis & Evaluation

All (i.e., 100% of) students demonstrated critical thinking skills by appraising and selecting appropriate evaluation tools and procedures that align with the American Speech-Language-Hearing Association's Knowledge and Skills Acquisition requirements, including behavioral evaluation and standardized and non-standardized measures (CAA Standard 3.1: acquire and demonstrate clinical practice skills), as evidenced by their grades of "B" or better in all on campus clinical practica and "B+" or better in all external clinical practica.

Program Improvement

The faculty plans to review the KASA, the tool used for grading clinical practicum, to review and assess its utility and format while still maintaining the requirements for knowledge and skills acquisition by its accrediting body.

NOT APPLICABLE – NO BACCALAUREATE PROGRAM OFFERED
Baccalaureate Programs

- i. State-approved prerequisites***
- ii. Limited access***
- iii. Admissions criteria***
- iv. Enrollment information (DDI B4, C1, C2)***
- v. Average class size and faculty/student ratio (DDI B3)***
- vi. Curriculum***
- vii. Internships, practicum, study abroad, field experiences***
- viii. Pedagogy/pedagogical innovations***
- ix. Scope of institutional contributions***
- x. Student profile (DDI B4)***
- xi. Advising procedures***
- xii. Licensure rates (if applicable)***
- xiii. Placement rates/employment profile***
- xiv. Retention rates***
- xv. Graduation rates***
- xvi. Student recruitment***

Graduate Programs

i. Limited access

The program accepts approximately 25-27 students each year beginning in the fall term. Limited access status is still warranted due to faculty size, in-house client clinical population, and availability of externship sites. Although the program is in high demand, and receives close to 300 applications a year, in order to maintain and meet CAA accreditation criteria it is not possible to increase the size of the program. This past admission cycle approximately half of the 300 application met criteria for admission.

ii. Admissions criteria

The program's admission criteria is currently under review. However the posted admission requirements for the 2015 cycle are as follows:

Requirements for admission to the University and to the Department must be met as indicated in the University catalogue. To be considered for admission to the Communication Sciences and Disorders program, applicants must complete all prerequisite course work, submit the required application materials, and have an earned bachelor's degree.

To be considered complete, an application must contain all of the following 4 elements:

- Official transcripts from all schools attended,
- An official report of the Graduate Record Examination (GRE) score from the ETS (Educational Testing Service),
- Two (2) letters of reference, and
- A completed FAU Graduate School application.

All application materials must be received by February 1st, prior to the fall in which applicants intend to enroll, in order for an application to be reviewed for admission. Copies of transcripts and GRE score reports are not acceptable. Original transcripts and GRE score reports must be submitted.

An applicant must have a minimum grade point average (GPA) of 3.0 on her/his completed bachelor's degree. In addition, the applicant must have a minimum GRE score of 145 on the Verbal Reasoning section of the test and a minimum score of 145 on the Quantitative Reasoning section of the test. The Analytical Writing section score is not considered when determining admission. For applicants with undergraduate and graduate degrees, the higher GPA will be used when considering admission. The graduate program is a limited access program. Meeting minimum admission requirements does not guarantee acceptance.

Policy of Graduate Students with Limited English Proficiency (LEP)

Competence in oral and written English is required for both the academic and clinical practicum aspects of the program. Applicants who were educated outside of the United States, whose primary language is not English, and/or who graduated from a university where the language of instruction was not English, must demonstrate facility in the English language by the successful completion of the Test of English as a Foreign Language (TOEFL).

The criteria for the Test of English as a Foreign Language (TOEFL) is as follows:

- Applicants taking the paper-based TOEFL exam must achieve a minimum score of 600 with 5 on the Test of Written English (TWE) and 50 on the Test of Spoken English (TSE).
- Applicants taking the computer-based TOEFL exam must achieve a minimum score of 250 with 5 on the essay rating component and 50 on the TSE.
- Applicants taking the internet-based TOEFL exam must achieve a minimum score of 100/120 with 22/30 on the speaking section and 22/30 on the writing section.

In addition to the proficiency test, applicants may be requested to attend a meeting with faculty and staff of the Department of Communication Sciences and Disorders. During this meeting, mastery of oral English for meeting clinical requirements will be assessed and the following questions considered:

- Does the individual have the expected level of knowledge in normal and disordered communication?
- Does the individual have the expected level of diagnostic and clinical case management skills?
- If modeling is necessary, is the individual able to model the target phoneme, grammatical feature, or other aspect of speech and language that characterizes the client's particular problem?¹

If indicated, a plan for improvement will be developed. The student must meet the goals of this plan before beginning clinical practicum. If the student is not able to meet, satisfactorily, the

improvement plan criteria, the program will counsel the student regarding their strengths and weaknesses in standard English and how these might affect employers' perceptions or impact their ability to perform in various work settings.² The student will be given an opportunity to continue remediation or may choose to leave the program.

^{1,2} American Speech-Language-Hearing Association. (1998). Students and Professionals Who Speak English with Accents and Nonstandard Dialects: Issues and Recommendations [Technical Report]

The Graduate School Application must be submitted online.

In addition, students must have completed all prerequisite requirements prior to beginning the graduate course sequence. These requirements are provided below:

PREREQUISITE COURSE REQUIREMENTS

Prerequisite courses must be completed prior to beginning the graduate program, if not taken as an undergraduate:

I. General Education Requirements - 15 credits must be completed as listed below: (Some or all of these classes may have been completed as part of the baccalaureate degree.)

College-level Statistics 3 credits

(A stand-alone course in statistics is required. Research methodology courses may not be used to satisfy the statistics requirement)

Biological Science 3 credits

(Acceptable courses in biological sciences should emphasize a content area related to human or animal sciences e.g., biology, human anatomy and physiology, neuroanatomy and neurophysiology, human genetics, veterinary science)

Physical Science 3 credits

(Acceptable courses in physical sciences should include physics or chemistry)

Psychological/Social Sciences 6 credits

(Acceptable courses in social/behavioral sciences should include psychology, sociology, anthropology, or public health)

II. Normal Human Communication Processes – ALL of the courses listed below, 15 credits, must be completed prior to beginning the graduate program: (Equivalent courses taken at another university/college may satisfy some of the requirements below. Please contact the department to verify that a course, taken elsewhere, is equivalent to one of the requirements listed below.)

SPA 4101 - Anatomy and Physiology of the Speech and Hearing Mechanism 3 credits

SPA 4011 - Speech & Hearing Science 3 credits

SPA 4104 - Neural Bases of Speech, Language, and Hearing 3 credits

LIN 4710 - Normal Processes of Speech and Language Development 3 credits

Special topics: Phonetics 3 credits

(Special topics number varies, please call department for course number)

III. Additional Required Courses - ALL of the courses listed below, 6 credits, must be completed prior to beginning the graduate program:

(Equivalent courses taken at another university/college may satisfy some of the requirements below. Please contact the department to verify that a course, taken elsewhere, is equivalent to one of the requirements listed below.)

SPA 4002 - Introduction to Communication Disorders 3 credits

SPA 4030 - Hearing and Hearing Problems 3 credits

iii. Enrollment information (DDI B4, C1, C2)

The CSD program is a limited enrollment program. We accept 25-27 students per year. This helps to explain why program enrollment numbers appear lower than other departments in the college.

CSD B4, C1, C2

B4

	Communication Disorders					College Total	University Total
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
Professional							187
Bachelors						3,557	28,919
Masters/Specialist	80	73	81	72	79	846	4,569
Doctoral						301	971
Unclassified							2,912
Total	80	73	81	72	79	4,704	37,558

Source: Student Data Course File

Note: For Annual Headcounts, each student is counted once whether enrolled in summer, fall or spring. Students enrolled in more than one term during the year are included in the level of their latest term.

C1

	Communication Disorders					College Total	University Total
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
Undergraduate Total	12.3	16.2	16.4	21.0	25.3	1,458.1	15,526.9
Graduate Total	46.8	43.6	42.6	45.7	45.3	470.9	2,195.3
Grad I	46.8	43.6	42.5	45.7	45.3	342.7	1,796.2
Grad II			0.1			128.2	399.1
Classroom	46.8	43.6	42.6	45.5	45.3	445.0	2,064.1
Thesis-Dissertation				0.2		25.8	131.2
Grand Total	59.1	59.8	59.0	66.7	70.6	1,929.0	17,722.2

Source: Student Data Course File

Based On State-Fundable Credit Hours

Note: Grad I and Grad II groups will sum to Graduate Total; Classroom and Thesis-Dissertation will sum to Graduate Total.

iv. Average class size and faculty/student ratio (DDI B3)

CSD B3

Course Level	Type			Communication Disorders					College Total	University Total
				2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
Undergraduate	Lecture/Seminar	Sections Offered	#	6	7	7	8	10	696	5,152
		# Enrolled		164	216	220	281	339	18,426	195,222
		Avg Section Enrollment		27.3	30.9	31.4	35.1	33.9	26.5	37.9
		Sections Faculty-Taught	#	5	6	5	6	10	315	3,565
		%		83.3	85.7	71.4	75.0	100.0	45.3	69.2
	Lab	Sections Offered	#						31	915
		# Enrolled							436	17,644
		Avg Section Enrollment							14.1	19.3
		Sections Faculty-Taught	#						0	384
		%							0.0	42.0
	Discussion	Sections Offered	#							270
		# Enrolled								7,589
		Avg Section Enrollment								28.1
		Sections Faculty-Taught	#							246
		%								91.1
	Other Course Types	Sections Offered	#						84	1,300
		# Enrolled							1,685	8,149
		Avg Section Enrollment							20.1	6.3
		Sections Faculty-Taught	#						25	984
		%							29.8	75.7
Graduate	Lecture/Seminar	Sections Offered	#	16	17	17	15	16	337	1,639
		# Enrolled		381	344	356	364	367	4,263	21,647
		Avg Section Enrollment		23.8	20.2	20.9	24.3	22.9	12.6	13.2
		Sections Faculty-Taught	#	13	13	13	14	16	269	1,403
		%		81.3	76.5	76.5	93.3	100.0	79.8	85.6
	Lab	Sections Offered	#							55
		# Enrolled								507
		Avg Section Enrollment								9.2
		Sections Faculty-Taught	#							36
		%								65.5
	Other Course Types	Sections Offered	#	25	27	21	25	23	340	1,979
		# Enrolled		120	128	107	132	122	1,171	5,590
		Avg Section Enrollment		4.8	4.7	5.1	5.3	5.3	3.4	2.8
		Sections Faculty-Taught	#	18	21	19	19	17	307	1,848
		%		72.0	77.8	90.5	76.0	73.9	90.3	93.4

Source: Instruction and Research File and Student Data Course File

'Other Course Types' includes DIS, Thesis-Dissertation Research, Individual Performance Instruction, Internships, etc. Sections taught by tenured, tenure-earning and non-tenure-earning faculty are counted as 'faculty-taught'

v. Curriculum

Our curriculum supports each of the four elements of our mission statement:

1. to prepare highly qualified, capable, ethical professionals who will engage in reflective decision-making and promote and sustain authentic change, excellence, and equity, as well as exceeding the Department's and ASHA's guidelines for clinical and academic preparation in speech-language pathology;

All academic classes and clinical practica experiences are geared to the education and training of speech-language pathology professionals who exceed the minimum standards for the field. In addition to core disorder courses, students also receive individual coursework in the evaluation and treatment of linguistically and culturally different populations and professional practice and ethics.

2. to engage in research of the normal and abnormal processes of speech, hearing, and language towards the furthering of both clinical and academic knowledge reflecting the diversity and needs of a global society while considering current methodologies and incorporating current technology;

The department provides a thesis option for students wishing to pursue research. There are also opportunities to participate in faculty research. The department offers a stand-alone, required course in the current research related to communication sciences and disorders. Students also take a statistics class and a research methods class. These two classes (STA 6113 and EDF6480) are required of all master's degree students in the College of Education.

3. to provide quality speech, language, and hearing diagnostic and habilitation/ rehabilitation services to all FAU students, staff, and faculty and to any individual outside of the FAU community requiring such services ;

The program maintains an on-campus Communication Disorders Clinic. All graduate students are required to successfully complete (with a grade of B or better) three semesters of on-campus practica. Students then complete 2 full-time, off-campus practica in 2 different settings.

4. to act as a resource for the University, as well as for local, state, national, and international communities, by serving as consultants, liaisons, lecturers, facilitators, master clinicians, and authorities in the various areas of communication disorders.

CSD faculty serve on thesis and dissertation committees within the College of Education and in other Colleges in the university. CSD faculty serve as lecturers to the FAU medical school and Dr. Ali Danesh has a joint appointment to the medical school. CSD faculty present at conventions. Dr. Williams serves on and chairs the specialty recognition board for fluency disorders. Dr. Keintz is a frequent presenter at State Association meetings and serves on the Leadership Team for SIG 2. The CSD faculty are active at the state, national, and international levels of the profession.

The Council on Academic Accreditation (CAA), the accrediting body for programs in Communication Sciences and Disorders mandates the knowledge and skill areas for CSD programs nationally. Students seeking employment in the field must graduate from a CAA accredited program in order to receive the Certificate of Clinical Competence from the American Speech-Language-Hearing Association.

All CSD programs must address nine content areas in their curriculums. The nine content areas in which students must exhibit both academic and clinical competencies are:

1. Articulation
2. Fluency
3. Voice and resonance, including resonance, respiration, and phonation
4. Receptive and expressive language in speaking, listening, reading, writing, and manual modalities. (phonology, morphology, syntax, semantics, and pragmatics)
5. Hearing, including the impact on speech and language
6. Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction)
7. Cognitive aspects of communication
(attention, memory, sequencing, problem-solving, executive functioning)
8. Social aspects of communication
(challenging behavior, ineffective social skills, lack of communication opportunities)

9. Communication modalities
 (including oral, manual, augmentative and alternative communication techniques, and assistive technologies)

Consequently, there is little variation in the content course offered across program. The differences occur more in the delivery patterns. Because of a small faculty and staff the CSD program offers its graduate course sequence in a set rotation. If attending full-time graduate students are able to finish the program in 6 consecutive semesters. Students may choose to attend full or part-time and the rotations offered are provided below.

FULL-TIME COURSE ROTATION

	Fall Semester	Spring Semester	Summer Semester
Year 1	SPA 6553-Dx Prin/Proc in CD SPA 6204-Artic/Phon SPA 6401-Lang Dis: Birth – 4 SPA 6410-Adult Lang	SPA 6230-Motor Speech SPA 6403-Lang Dis: Sch Age/Adol SPA 6225-Fluency Dis SPA 6505 Clinic (2 cr)	SPA 6322-Aural Rehab SPA 6211-Voice & Velo SPA 6825-Current Research in CD SPA 6505 Clinic (2 cr)
Year 2	STA 6113-Statistics SPA 6565-Dysphagia SPA 6558-E&T Ling/Cult Diff Pop SPA 6505-Clinic (2 cr)	EDF 6481 – Ed Research SPA 6559-Aug/Alt Communication Elective/Thesis Option SPA 6505 – Off-campus (4 cr)	Comprehensive Exam SPA 6006-Prof Prac & Prog Org Elective/Thesis Option SPA 6505 – Off-campus (4 cr)

PART-TIME COURSE ROTATIONS

Rotation 1: (2 courses per semester)

	FALL SEMESTER	SPRING SEMESTER	SUMMER SEMESTER
YEAR 1	SPA 6553-Dx Prin/Proc in CD and 1 from among: SPA 6204-Artic/Phon SPA 6401-Lang Dis: Birth – 4 SPA 6410-Adult Lang	SPA 6403-Lang Dis: Sch Age/Adol SPA 6225-Fluency Dis	SPA 6322-Aural Rehab SPA 6211-Voice & Velo
YEAR 2	Two not taken Fall – Year 1	SPA 6230-Motor Speech STA 6113-Statistics	SPA 6825-Current Research in CD EDF 6481 – Ed Research
YEAR 3	SPA 6565-Dysphagia SPA 6558-E&T Ling/Cult Diff Pop	SPA 6505 – Clinic 1 (2 cr) SPA 6559-Aug/Alt Communication	SPA 6505 – Clinic 2 (2 cr) SPA 6006-Prof Prac/Prog Org
YEAR 4	SPA 6505 – Clinic 3 (2 cr) Elective/Thesis Option	SPA 6505 – Off-campus 1 (4 cr) Elective/Thesis Option	Comprehensive Examination SPA 6505 – Off-campus 2 (4 cr)

Rotation 2: (3 courses per semester)

	FALL SEMESTER	SPRING SEMESTER	SUMMER SEMESTER
YEAR 1	SPA 6553-Dx Prin/Proc in CD and 2 from among: SPA 6204-Artic/Phon SPA 6401-Lang Dis: Birth – 4 SPA 6410-Adult Lang	SPA 6403-Lang Dis: Sch Age/Adol SPA 6225-Fluency Dis SPA 6230-Motor Speech	SPA 6322-Aural Rehab SPA 6825-Current Research in CD SPA 6211-Voice & Velo
YEAR 2	1 not taken Fall – Year 1 and SPA 6565-Dysphagia SPA 6558-E&T Ling/Cult Diff Pop	SPA 6505 – Clinic 1 (2 cr) STA 6113-Statistics SPA 6559-Aug/Alt Communication	SPA 6505 – Clinic 2 (2 cr) EDF 6481 – Ed Research SPA 6006-Prof Prac/Prog Org
YEAR 3	SPA 6505 – Clinic 3 (2 cr) Elective/Thesis Option	SPA 6505 – Off-campus 1 (4 cr) Elective/Thesis Option	Comprehensive Examination SPA 6505 – Off-campus (4 cr)

FACULTY SUFFICIENCY AND FACULTY/STUDENT RATIO

The document below was prepared for the department's 2015 CAA reaccreditation visit. The table shows the percent of FTE that each faculty member contributes to the graduate program. Because there are faculty who teach prerequisites at the undergraduate level, that time is not considered by the CAA to be time contributed to the graduate program. The information shows that we have a faculty equivalent of 9.18 FTE. There are currently 56 students in the program. This translates to a faculty/student ratio of 1 faculty member/6.1 students. This is an excellent faculty/student ratio and one that puts us in good stead with our accrediting body.

Faculty Detail	Total FTE	Break out of FTE contribution to grad program			
		Residential	Distance	Satellite	Combined
Full Time Faculty					
Name : Danesh Ali A PhD Designation : Rank : Full Professor Assoc Prof; Audiology Coord Title : CCC-A CCC Status :	.85	0.85	0.00	0.00	0.00
Name : Fries Barbara EdD Designation : Rank : Instructor Instructor Title : CCC-SLP CCC Status :	.99	0.87	0.12	0.00	0.00
Name : Hess Carol P Designation : Rank : Instructor Clinic Director Title : CCC-SLP CCC Status :	1.00	1.00	0.00	0.00	0.00

Name : Keintz Connie K. Designation : Rank : Associate Professor Title : Assistant Professor CCC Status : CCC-SLP	1.09	0.97	0.12	0.00	0.00
Name : Tessel Carol A Designation : Rank : Assistant Professor Title : Assistant Professor CCC Status : CCC-SLP	.90	0.90	0.00	0.00	0.00

Faculty Detail	Total FTE	Break out of FTE contribution to grad program			
		Residential	Distance	Satellite	Combined
Name : Wener Deena L Designation : PhD Associate Professor Rank : Assoc Prof; Chair Title : CCC-SLP CCC Status :	1.00	1.00	0.00	0.00	0.00
Name : Williams Dale F Designation : Rank : Full Professor Title : Assoc Prof CCC Status : CCC-SLP	1.10	0.98	0.12	0.00	0.00

Part Time Faculty					
Name : Bargas Lori R Designation : MA Rank : Adjunct Title : Clinical Supervisor CCC Status : CCC-SLP	.25	0.25	0.00	0.00	0.00
Name : Clark Terry Lee Designation : Med Rank : Adjunct Title : Clin Supervisor CCC Status : CCC-SLP	.50	0.50	0.00	0.00	0.00
Name : Etkie Amy C Designation : Rank : Adjunct Title : Adjunct Supervisor CCC Status : CCC-SLP	.25	0.25	0.00	0.00	0.00

Faculty Detail	Total FTE	Break out of FTE contribution to grad program			
		Residential	Distance	Satellite	Combined
Name : Friedman Francine R Designation : MA Adjunct Rank : Liaison Clin Supervisor Title : CCC-SLP CCC Status :	.25	0.25	0.00	0.00	0.00

Name : Lozano-Rodriguez Jose R Designation : Rank : Adjunct Title : Clinical Supervisor CCC Status : CCC-SLP	.50	0.50	0.00	0.00	0.00
Name : Mitzner Shoshana M Designation : Rank : Adjunct Title : Adjunct Instructor CCC Status : CCC-SLP	.25	0.25	0.00	0.00	0.00
Name : Saul Richard S Designation : Rank : Adjunct Title : Adj Faculty CCC Status : CCC-A	.25	0.25	0.00	0.00	0.00
Grand Total	9.18				

ASPIRATIONS FOR THE CSD PROGRAM:

The Department of Communication Sciences and Disorders does not really aspire to be like other programs. Rather the goal is to be able to offer the best program of which we are capable. That being said, there are programs that have components or offerings that we would like to consider incorporating into our department.

FAU does not offer an undergraduate degree in Communication Sciences and Disorders. In fact, the other SUS and private universities in Florida graduate far more undergraduate students with degrees in Communication Sciences and Disorders than can be accommodated by the programs being offered in state. The CSD program offers prerequisite courses for students who have out-of-field majors and wish to meet the prerequisite requirements for a graduate program in communication sciences and disorders. The CAA (Council on Academic Accreditation) describes the prerequisites needed for a student pursuing a graduate degree in the field. This provides uniformity among programs and prerequisite requirements. In an effort to assist students who wish to pursue the Master's Degree in Speech-Language Pathology and who have an out-of-field major, the department offers the needed prerequisite courses for admission

to a graduate program in communication sciences and disorders. Rather than adding to the large number of undergraduate students earning CSD degrees in Florida, the program aspires to formalize its prerequisite offerings into a more formalized certificate or post-graduate curriculum. A number of universities provide what are being called bridge/leveling/prerequisite programs. The CSD department would like to provide one of these sorts of programs. The demand for prerequisite courses is high and there are more students wanting the courses than can be accommodated when we offer them. Because our mission is that of a graduate program, the prerequisite courses are offered a minimum of once a year. When possible a popular prerequisite may be offered an additional time. When and how often the prerequisites are offered, currently, is dependent on faculty assignment to assure that all graduate courses are covered. A formalized prerequisite program would allow students to apply to the program and be assured of getting the courses needed to apply to any graduate program either in or out of state. A sample of several of these programs are provided below. Most of the programs are offered online. However, our department has discussed offering both an online (to attract out-of-state students) and a residential program (for students attending FAU or surrounding colleges). Clearly that is not feasible with our current level of faculty, but it is an aspiration. The programs presented below are examples of how our department might structure/offer a prerequisite or leveling type of program.

EXAMPLES OF CSD PREREQUISITE-BRIDGE-LEVELING PROGRAMS

University of South Florida Post-baccalaureate

How to Apply

Post-baccalaureate students may complete pre-requisites for the M.S. degree in Speech-Language Pathology at the Tampa campus.

Post-baccalaureate students must complete the application for non-degree seeking status accessed by clicking here.

Once the application process is complete, please submit a permit request using the online class permit request form.

Admission Requirements

You cannot apply Non-Degree seeking if you have previously been denied USF undergraduate admission or if you previously attended USF but have not been awarded your degree. Do not apply as a Non-Degree-seeker unless you are in good academic standing with your last institution or if you are already admitted to USF as a degree-seeker and have not earned a degree from another institution.

Online Permit Form

Submit this completed form to receive a permit to register for Communication Sciences & Disorders courses. Please allow two business days for permits to be entered. You will not be notified when the permit has been processed unless permission was denied. Click the following link to complete the form:

- [Permission to Register Form](#)

Sample Curriculum

Students who have earned an undergraduate or graduate degree that is not in the Communication Sciences and Disorders department will need to complete the following courses to be eligible for entry into the Master's program in Speech-Language Pathology:

SPA 3030 Introduction to Hearing Sciences

SPA 3112 Applied Phonetics in Communication Disorders

SPA 3101 Anatomy and Physiology of the Speech and Hearing Mechanism

SPA 3004 Introduction to Language Development and Disorders

SPA 3011 Introduction to Speech Science

SPA 3310 Introduction to Disorders of Hearing

SPA 4104 Neuroanatomy

For additional advising, please contact csdadvising@bcs.usf.edu. Academic advising is highly recommended prior to registering in any of the pre-requisite courses.

California State University – Northridge

Certificate of Preparation for Advanced Studies in Communication Disorders and Sciences

(Certificate of Pre-CDS)

About This Program

This program is offered 100% online.

CSUN's Certificate of Preparation for Advanced Studies in Communication Disorders and Sciences (Certificate of Pre-CDS) is designed for college graduates who (a) desire careers in the rapidly growing field of speech-language pathology but did not major in Communication Disorders and Sciences or Speech-Language Pathology as undergraduates, and (b) do not have pre-requisite coursework necessary for admission to a master's program. The two-year Certificate of Pre-CDS program prepares program completers to meet the admissions curriculum criteria for the CSUN Master's degree in Communication Disorders and Sciences.

The Certificate of Pre-CDS Program is an academically rigorous program and students hoping to be accepted into Communicative Disorders graduate programs should carefully and honestly evaluate their potential for excelling in their coursework and maintaining a high GPA based on their previous academic performance, their current load of additional responsibilities outside the educational arena, and their motivation. For further discussion students should work closely with their academic advisors.

Features of the Program

- Pre-CDS is entirely online.
- The Certificate of Pre-CDS is taught in the cohort format, which ensures on-time completion, facilitates the development of networking relationships with fellow students, and maximizes interaction with faculty.
- Students who satisfactorily complete the Pre-CDS program and meet the automatic entrance criteria are eligible for automatic admission into CSUN's online Master of Science in Communication Disorders and Sciences: Speech-Language Pathology program.
- Because Certificate of Pre-CDS courses are taught by faculty who also teach in CSUN's CDS master's program, students who plan to enter this degree program are able to develop learner-mentor relationships with their future CDS professors.

- Certificate of Pre-CDS also provides an excellent foundation for entry into CSUN's online Speech-Language Pathology Assistant (SLPA) Fieldwork Experience certificate program.

Texas Woman's University

Communication Sciences & Disorders Speech-Language Pathology Pre-Masters Program

Speech-Language Pathology Pre-Master's Leveling Program

Individuals who hold bachelor's degrees in fields other than Communication Sciences and Disorders, Speech-Language Pathology, or the equivalent must complete prerequisite Communication Sciences and Disorders courses before beginning graduate work in Speech-Language Pathology at TWU. These prerequisite courses can be earned at TWU or at another university providing equivalent coursework. (Students must also complete science and statistics prerequisite coursework outside the COMS department before starting graduate work.)

The TWU Prerequisite Program

- Seven undergraduate-level courses over three consecutive semesters
- Offered only to individuals who are planning to apply to the TWU Master's SLP Program
- Courses are online (but not self-paced)
- Final exams are taken **in person**
- Students applying to the on-campus venue take their finals at TWU in Denton
- Students applying to TETN take their finals at their local Education Service Center
- Acceptance into and completion of the Prerequisite Program does not guarantee acceptance into the Master's program in Speech-Language Pathology

Schedule of Classes

Students Entering Summer 2014

Summer:

- COMS 3523 Audiology
- COMS 2233 Anatomy and Physiology for Speech and Language

Fall:

- COMS 3333 Phonetics, Phonology and Transcription
- COMS 3063 Normal Speech and Language Development
- COMS 3553 Normal Language Development in School Age Children

Spring:

Students Entering Spring 2015 or Later

Spring:

- COMS 2233 Anatomy and Physiology for Speech and Language
- COMS 3063 Normal Speech and Language Development
- COMS 3553 Normal Language Development in School Age Children

Summer:

- COMS 3333 Phonetics, Phonology and Transcription
- COMS 3523 Audiology

Fall:

- COMS 3503 Speech Disorders and Intervention
- COMS 3563 Language Intervention
- COMS 3503 Speech Disorders and Intervention
- COMS 3563 Language Intervention

Enrolling in the Prerequisite Program

- Application and program acceptance are required; enrollment is limited
- Individuals must apply to the university and department and be accepted by *both*
- A minimum GPA of 3.25 (cumulative or last 60 hours) is required to apply (no rounding)
- The GRE is not required for application to the Prerequisite Program

Application Steps

- Applications must be postmarked no later than March 1, 2014 for coursework beginning Summer 2014.
 - Applications must be postmarked no later than October 1, 2014 for coursework beginning Spring 2015.
1. Apply to Texas Woman's University
 - Specify "Texas Woman's University"
 - Apply as a **transfer undergraduate** student in Communication Sciences (**Note:** These courses are at the undergraduate level)
 - Apply for the semester the courses will begin
 - \$50 fee will be assessed
 2. Send **ALL official** transcripts from **EACH** college/university attended to:

TWU-Admissions Processing
P.O. Box 425649
Denton, Texas 76204
 3. Apply to the COMS Department. Official or student copies of **all** transcripts are required to be sent to the department, along with the following:
 - Completed and signed Prerequisite Program application form.
 - Letter of Intent, not to exceed one page double spaced. Include:
 - Your career goals
 - Reasons for entering your chosen profession
 - Reasons for wanting to attend TWU
 - Two Prerequisite Program recommendation forms completed by university professors/instructors, employers, or co-workers. These can be sealed envelopes with their signatures across the seal included in your packet or sent separately by the recommender.

Before the application deadline, send all the items to:

Dept. of Communication Sciences and Disorders
P.O. Box 425737
Denton, Texas 76204-5737

Attn: Prerequisite Coordinator

You will receive a letter from the TWU Office of Admissions indicating whether you have been accepted to the **university** as a post-baccalaureate student. **This does not constitute admission to the**

Prerequisite Program. You will receive a letter from the **Department of Communication Sciences and Disorders** indicating whether you have been admitted to the SLP Prerequisite Program. **This constitutes admission to the Prerequisite Program.**

Completing the Prerequisite Program

- Students must earn an A or B grade in all prerequisite courses to continue
- Students earning a C or lower grade may retake the course only one time and must earn a grade of A or B before enrolling in any further prerequisite courses
- Students earning two C or lower grades (in the same or different courses) will not be allowed to continue in the Prerequisite Program
- Taking prerequisites at another university
- Compare course descriptions for similarity
- Students may transfer in similar courses; transcripts will be evaluated after acceptance into the Prerequisite Program

Additional Courses Before Starting the Graduate SLP Program

- Students must also provide evidence of college credit for one course in each of the following: biological sciences, physical sciences, statistics, and social/behavioral sciences.

Becoming an SLP-Assistant

- This Program does not meet the coursework requirements for Texas licensure.

University of Vermont

UVM Continuing and Distance Education offers an online Communication Sciences and Disorders Speech-Language Pathology Pre-Master's Track Certificate Program (SLP Pre-Master's Track Program) for students interested in pursuing a Master of Science in Communication Sciences, with a concentration in Speech-Language Pathology, but do not have the required undergraduate coursework to matriculate.

The SLP Pre-Master's Certificate Program consists of six online prerequisite courses necessary for admission to the UVM Master of Science (MS) in Communication Sciences and Disorders and to many other similar graduate programs.

A GPA of 2.75 (cumulative, or last 60 credit hours) is required to apply to this program.

Apply Now

Application Instructions for the SLP Pre-Masters Track Program:

In order to be considered for admission into the program, please read and carefully follow the instructions below. Incomplete applications will not be considered.

A complete application consists of two parts: the online application form and a copy of your BA or BS transcripts. We must receive an applicant's online application and relevant transcript(s) by the application deadlines below for the semester in which they intend to start.

A minimum GPA of 2.75 (cumulative or last 60 hours) is required to apply. However, please note that acceptance to UVM's graduate program, or any other program around the country, is very competitive. Most graduate programs will require a cumulative undergraduate GPA of at least 3.0 to be considered for admission. Typically, the applicants we accept for UVM's graduate program have GPA's well above 3.0 (the average equals about 3.6). Please take this into consideration when applying to the UVM SLP-Masters track if your GPA is below 3.0.

Completion of the UVM SLP Pre-Masters Track does not guarantee acceptance into any graduate program.

Application Deadlines

Spring Semester: October 15

Summer Semester: January 15

Fall Semester: March 1

Instructions:

STEP ONE: Complete the online application form below.

STEP TWO: Please email your transcript indicating completion of your Bachelor's Degree to: cefrontdesk@uvm.edu. In the reference line of the email, please indicate: Transcript for the SLP Pre-Masters Track Program. We will accept unofficial transcripts, but it would be preferred to have the official transcripts sent from the issuing college or university.

Sequence of Online Coursework**Required Online Coursework for the Speech Language Pathology Pre-Master's Certificate Program****SLP Pre-Master's Certificate (19 credits)**

- CSD 022 – Introduction to Phonetics
- CSD 023 – Linguistics for Clinicians or LING 080 – Introduction to Linguistics
- CSD 094 – Development of Spoken Language
- CSD 101 – Speech & Hearing Science
- CSD 281 – Cognitive Neuroscience
- STAT 111 – Elements of Statistics

The American Speech-Language-Hearing Association (ASHA) non-CSD prerequisites, if not already completed, are recommended to be taken prior to enrolling in the UVM master's program. These courses are required prior to enrolling in some universities' graduate programs and include Biology, Physical Science, and Social Science. Read more about these prerequisites [here](#).

You may customize the curriculum to meet your needs if you desire certification as a Speech Language Pathology Assistant. Below are the required courses for the 22 credit program. The Speech-Language Pathology Assistants program is appropriate for any individual with a baccalaureate degree. The required courses provide an opportunity to explore the field of speech-language pathology as a future career. The certification provides a credential specifying the knowledge and skill level for individuals who are serving as support personnel to assist Speech-Language Pathologists with the diverse needs of children with communication disabilities and their families in the school setting.

SLPA Certification (22 credits)

- CSD 020 – Introduction to Disordered Communication
- CSD 022 – Introduction to Phonetics
- CSD 023 – Linguistics for Clinicians or LING 080 – Introduction to Linguistics
- CSD 094 – Development of Spoken Language
- CSD 101 – Speech & Hearing Science
- CSD 125 – Clinical Experience/Becoming an SLPA
- CSD 126 – Clinical Experience/Supporting Children With Communication Disorders

vi. Internships, practicum, study abroad, field experiences

The FAU-CDC graduate students are required to complete 5 semesters of practicum during the 6-semester Master of Science program. Program semester 2 is the first of three on-campus practicums. The Clinic Director assigns students for evaluation only, for evaluation and treatment, or for treatment only sessions. The clients are selected from the CDC's caseload. The Clinic Director also assigns a supervisor for each case, who meets with students prior to beginning with each new client and weekly thereafter. The student is required to research, completely, the client's history, the history of the specific disorder, and specific

treatments which are evidence-based. The supervisor continues to meet with their supervisee prior (and possibly after) each session to discuss clinic documentation, including lesson plans, SOAP (Subject, Objective, Assessment, Prognosis) notes and self-analyses.

Client assignments for clinical semesters 2 and 3 of on-campus practicum are made by the Clinic Director. Most clients are assigned to a different student clinician each semester so as to provide a comprehensive clinical experience and a variety of disorder treatment opportunities for the students. In addition to clients in the FAU-CDC, students are assigned to treat clients enrolled at the Slattery Preschool and at University's Henderson School. Both of these schools are FAU lab schools. There are also opportunities for students to participate clinically in the Memory and Wellness Program on campus, administered by the College of Nursing. Students may have the opportunity, as well, to participate in on-campus based Autism groups run by the CARD (Center for Autism Related Disorders) program.

In order to provide the students with a variety of clinical experiences, students are required to complete one externship at a predominantly adult site and one externship at a predominantly child site. Externships occur during clinical semesters 4 and 5. Externship sites include public schools, charter schools, preschools, private schools, private practices, acute-care rehabilitation hospitals, and sub-acute programs. Most of these placements are in the surrounding counties of FAU's service area. Contacts are held in Miami-Dade, Broward, Palm Beach, Monroe, and St. Lucie counties. The department also maintains several out-of-state contracts and contracts with agencies on the west coast of Florida. A student may petition the faculty to go out of the area for an externship. This site must be vetted and approved by the Clinic Director. The department maintains demographic information on all placements. Given the cultural, ethnic, and linguistic diversity existing in South Florida, students receive exposure to a multiplicity of clients from varying cultural, ethnic, and linguistic backgrounds.

All site supervisors must possess their CCC (Certificate of Clinical Competence), have a minimum of 3 years clinical experience, and hold Florida licenses.. All extern sites must have current Affiliation Agreements with FAU.

vii. Pedagogy/pedagogical innovations

The department has an innovative distance tele-therapy program with Rwanda. This collaborative endeavor affords graduate students the opportunity to deliver speech and language services to individuals who do not have access to them. Moreover, it allows for continued treatment by student clinicians via webcam video conferencing.

This project began in June of 2009 when Dr. Dale Williams joined a team from the Koinonia Foundation <http://www.kfaid.com> and traveled to Kigali. Over the course of the next 16 days, he attended numerous meetings about the development of this program with Rwandan businessman and various government officials—including the Minister of Education Theoneste Mutsindashyaka (below).



Dr. Williams also administered speech and language evaluations to Rwandan businessmen interested in improving their communication with Americans. Not surprisingly, there were aspects of both speech and language that were different from Standard American English. These differences are addressed in group accent reduction therapy. Students in the CSD program have the opportunity to conduct therapy across 6 time zones.

viii. Scope of institutional contributions

The program provides prerequisite courses for those students who are hoping to enter a master's degree program in communication sciences and disorders. In addition, the program's on-campus clinic, the FAU Communication Disorders Clinic, provides services to full-time students for \$10.00 per session and to faculty/staff of the university and Henderson School students at half price. The program provides free screenings

ix. Student profile (DDI B4)

The department has only one graduate assistantship. It divides the twenty hours between two students to permit an additional student to receive some tuition relief and compensation. In the past, assigning the full assistantship (20 hours) to one student proved too burdensome given the course load and program demands. It made more sense to divide the time between two students.

Since offering a thesis option, 3 years ago, only 1 student has elected to do a thesis. There are two students in the current class who are investigating doing a thesis. Students who express an interest are able to assist and work with faculty on their research projects.

CSD B4b

			Communication Disorders					College Total	University Total
			2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
Graduate	American Indian/Alaskan Native	Female				1	2	3	15
		Male						1	4
		Total				1	2	4	19
	Asian or Pacific Islander	Female	2	2	1	2	3	25	148
		Male			1	1	1	11	114
		Total	2	2	2	3	4	36	262
	Black (Not of Hispanic Origin)	Female		1	2	2	3	145	652
		Male						54	243
		Total		1	2	2	3	199	895
	Hispanic	Female	13	10	8	8	10	104	495
		Male						35	346
		Total	13	10	8	8	10	139	841
	White (Not of Hispanic Origin)	Female	62	57	65	55	55	559	1,848
		Male		1	3	3	4	171	1,211
		Total	62	58	68	58	59	730	3,059
	Non-Resident Alien	Female	1	1	1			24	195
		Male						12	213
		Total	1	1	1			36	408
	Not Reported	Female	2	1	0		1	3	36
		Male							20
		Total	2	1	0		1	3	56
Total	Female	80	72	77	68	74	863	3,389	
	Male		1	4	4	5	284	2,151	
	Total	80	73	81	72	79	1,147	5,540	

x. Advising procedures

Students are assigned an advisor at the New Student Orientation, prior to the start of the fall semester. Students remain with the same advisor, unless there is a conflict or problem, throughout their academic and clinical programs. All advisors are department faculty members.

Prior to registering and beginning the graduate program, students complete a "Planned Program" with their advisor. The planned program is an outline of how the student will progress through the program. Students and their advisors "map out" what courses will be taken in each semester and when they will begin clinical practicum, if they are part-time students. This gives the student a sense of how long it will take to complete their programs. All graduate CSD course registrations require advisors' signatures and all student advisement meetings are recorded on the planned program. The planned program is filed in the students' online academic files in the department.

All FAU graduate students are required to file a POS (plan of study) with the Graduate College, midway through their degree program. The CSD department maintains its own planned program forms to monitor students for advisement. However, all students also submit the POS to the Graduate College. When students apply for graduation, the OASS (Office for Academic and Student Services), in the College of Education, verifies that the students' transcripts include all courses listed on the POS that has been submitted to the Graduate College. Any changes that have not been recorded prior to that point, must be submitted by the student and signed by the student's advisor and the department chair.

Currently, none of the department's adjuncts are teaching academic coursework. All of the department's adjuncts are providing clinical supervision. Students schedule weekly meetings with their clinical supervisors.

The College of Education has an Office of Academic and Student Support (OASS) for issues primarily involving petitions, admissions, and registration. The University has an Office for Students with Disabilities (OSD) for students who need course accommodations or assistance because of disability.

xi. Licensure rates (if applicable)

Upon graduation, all CSD graduate students are eligible for a probationary license from the State of Florida. After 9 months of employment, they are eligible for full licensure. In addition, all CSD graduates are eligible for the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) following a 9-month Clinical Fellowship. The Clinical Fellowship is completed during the graduate's first full-time employment. A passing score on the National Examination in Speech Pathology and Audiology (NESPA) is also required to earn the CCC-SLP. A requirement of graduation from the program is a passing score on the NESPA.

Consequently all students have completed that requirement for the CCC-SLP prior to graduating from the program.

For the past 7 years, all graduates taking the NESPA exam have earned a passing score on their first attempts. The department is very proud of that statistic.

xii. Placement rates/employment profile

One hundred percent of our students who wish to be employed in the field are employed prior to their graduations. Students are employed in public schools, hospitals, in- and out-patient rehabilitation centers, private practices, and companies providing speech-language pathology services.

In the current class of graduates (summer 2015) only one student was not employed prior to graduation. In a recent conversation with that student, she told me that she was taking some time off and was going to be looking for the “perfect” job.

The following chart was submitted with the program’s 2014 reaccreditation application:

Beginning with the most recently completed academic year (fall through and including summer), provide data for the last three years on the number and percentage of your program’s graduates who have been employed in the profession within one year of graduation.

Academic Year	Employment Rate in the Profession	
	Number of Graduates (#)	Percent of Graduates (%)
2014/2015	21	95
2013/2014	24	100
2012/2013	26	97
2011/2012	14	100
4 year average		98

xiii. Retention rates

Over the past 5 years, there have been 5 students, out of the 106 who began the program, who did not complete their graduate programs. One chose to leave because the field was not as she expected, one moved away for family issues, and 3 students were dismissed for failing to earn a minimum grade of B in all academic and clinical course work.

The department’s policy is:

Students must earn a minimum grade of “B” (83 – 86) in all graduate course work taken in the department. Students must repeat any course in which they fail to earn a “B” (e.g. B-, C). A course may be repeated only once. **Students who fail two classes, by earning a grade of B- or below will be dismissed from the program.**

The program feels that it has an excellent rate of retention. Students receive remediation and clinical supervisors work with students who are struggling to avoid having to dismiss students from the program.

xiv. Graduation rates

This chart was included in our reaccreditation application in 2014. It has been updated to include the current year

Period	Number completed program within expected time frame.	Number completed later than expected time frame	Number not completing	Percentage completing
2014/2015	20	0	1	95
2013/2014	21	1	2	91
2012/2013	22	4	0	100
2011/2012	15	1	0	100
Average	19.75	1.5	.75	96.5

xv. Student recruitment

The department does not engage in any active recruitment, because of the limited spaces in the program (25-27) and the number of applicants received (280-300).

Faculty

i. Administrative structure

There is a department chair responsible for all department functions both clinical and academic. The chair reports to the College Dean. Faculty report to the department chair.

The department also has a Clinic Director. The clinic director reports to the department chair. All adjunct and permanent clinical supervisors report to and are supervised by the clinic director.

ii. Faculty profile (DDI B2)

B 2 Instructional Faculty and Adjuncts By Gender and Ethnicity
Communication Disorders

Instructional Faculty (Tenured, tenure-earning, & non-tenure-earning)		Communication Disorders			College Total	University Total
		2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
American Indian/Alaskan Native	Male					1
	Total					1
Asian or Pacific Islander						0
	Female				2	29

Instructional Faculty (Tenured, tenure-earning, & non-tenure-earning)		Communication Disorders			College Total	University Total
		2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
	Male				6	81
	Total				8	110
Black (Not of Hispanic Origin)	Female				6	33
	Male				1	19
	Total				7	52
Hispanic						1
	Female				6	33
	Male				2	21
	Total				8	55
White (Not of Hispanic Origin)	Female	4	4	5	45	277
	Male	2	2	2	30	387
	Total	6	6	7	75	664
Total						1
	Female	4	4	5	59	372
	Male	2	2	2	39	509
	Total	6	6	7	98	882

Source: Instruction and Research File

Instructional Faculty includes tenured, tenure-earning and non-tenure-earning faculty members who taught a course during the year.

B 2 Instructional Faculty and Adjuncts By Gender and Ethnicity
 Communication Disorders

Adjuncts		Communication Disorders			College Total	University Total
		2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
Asian or Pacific Islander	Female				5	13
	Male				1	10
	Total				6	23
Black (Not of Hispanic Origin)	Female				7	26
	Male				9	20
	Total				16	46
Hispanic	Female				4	10
	Male	1	1	1	2	11
	Total	1	1	1	6	21
White (Not of Hispanic Origin)	Female	7	9	6	123	290
	Male	2	1	1	43	220
	Total	9	10	7	166	510
Total	Female	7	9	6	139	339
	Male	3	2	2	55	261
	Total	10	11	8	194	600

Source: Instruction and Research File

iii. Faculty teaching load

Faculty in the College of Education are expected to carry workloads that are equivalent to:

75% for instruction/teaching

8.33% for advising

8.33% service

8.33% for research

Department chairs may exercise discretion in assigning faculty to more or less time in each area.

Whenever possible, the chair tries to assign faculty with an active research agenda to a 3/2 load and allow them one semester with a lighter teaching load and more time assigned to research.

iv. Summary of faculty research productivity (DDI Summaries)

B 1 Faculty Person Years and FTE Devoted to Research

Communication Disorders

				Communication Disorders			College Total	University Total	
				2010-2011	2011-2012	2012-2013	2012-2013	2012-2013	
Departmental Research	Tenured & tenure-earning faculty	Professor, Assoc Professor, Asst Professor	Person-Years	0.3	0.3	0.3	4.5	92.7	
			FTE	0.3	0.4	0.4	6.0	123.6	
	Non-tenure-earning faculty	Instructors, Lecturers, Visiting Faculty	Person-Years		0.1		0.1	4.1	
			FTE		0.1		0.1	5.5	
	Other personnel paid on faculty pay plan	--	Person-Years					15.9	
			FTE					21.2	
	Total			Person-Years	0.3	0.4	0.3	4.6	112.8
	Total			FTE	0.3	0.5	0.4	6.1	150.4
	Sponsored Research	Tenured & tenure-	Professor, Assoc	Person-Years				4.3	24.9

				Communication Disorders			College Total	University Total	
				2010-2011	2011-2012	2012-2013	2012-2013	2012-2013	
	earning faculty	Professor, Asst Professor	FTE				5.7	33.2	
	Non-tenure-earning faculty	Instructors, Lecturers, Visiting Faculty	Person-Years				2.3	3.7	
			FTE				3.0	4.9	
	Other personnel paid on faculty pay plan	--	Person-Years					38.2	
			FTE					50.9	
	Total			Person-Years				6.6	66.8
				FTE				8.8	89.0

Source: Instruction and Research File

'Other personnel paid on faculty pay plan' includes Scholar/Scientist/Engineer (all ranks), Research Assoc, Assoc In, Asst In, Postdoctoral Assoc

Includes summer, fall and spring semester data

Person-year= 1 person working full time for one year

1.00 FTE = .75 person-years

v. Strategic planning for hires

The department has requested an additional clinical supervision position. If the department is to implement a prerequisite/leveling program, more faculty would be needed to teach the courses for that program..

vi. Abbreviated faculty CVs

(see appendix A)

D. Research

i. Review of part II of the department dashboard indicators (DDI Summaries)

There are four tenure-earning faculty in the department. The two instructor positions are not assigned time for research. Given the small faculty that the department has and also considering teaching load, the CSD faculty are active researchers and presenters in the field.

ii. Interdisciplinary efforts and community engagement efforts

The CSD department is included in FAU's strategic plan in the Neuroscience and Health Aging Pillars. These two groups have been holding planning and brainstorming sessions to come up with interdisciplinary projects in both areas.

Dr. Danesh collaborates with faculty in the engineering department and also holds a joint appointment at the medical school. Dr. Keintz and Dr. Tessel have lectured at the medical school.

Dr. Williams serves conducts a fluency support group as well as supervises tele-therapy with clients in Uganda.

Dr. Fries supervises screenings at local preschools in the fall and spring semesters.

Below is Long-term goal 4 from the department's strategic plan:

LONG-TERM PROGRAM GOAL	OBJECTIVES	ATTAINMENT STRATEGIES	SCHEDULE FOR ANALYSIS	MECHANISM FOR REGULAR EVALUATION
<p>4. Increase visibility of CSD department and clinical services on campus and in the community, and professionally.</p>	<ul style="list-style-type: none"> • Increase the FAU community's awareness of the Department and on-campus Clinic. • Increase community knowledge of department and services provided. 	<ul style="list-style-type: none"> • Investigate interdisciplinary collaborations for research. • Announce activities on University calendar. • Expand development of community partnerships. • Be available for participation in community groups. • Increase marketing efforts in the community. 	<ul style="list-style-type: none"> • Ongoing • Ongoing 	<ul style="list-style-type: none"> • Discuss and record in department minutes. • Discuss and record in department minutes.

	<ul style="list-style-type: none"> Increase variety of clients 	<ul style="list-style-type: none"> Reach out to non-native English speakers on campus to improve use of language and improve use of English prosody, stress, pronunciation, etc. Investigate (and apply if feasible) CDC becoming a Medicare provider. Investigate increased need for documentation and billing support. Investigate feasibility of CDC becoming Medicaid provider. Continue global outreach through possible expansion of tele-therapy services Engage in Better Speech and Hearing Month promotions. 	<ul style="list-style-type: none"> Yearly at end of spring term 	<ul style="list-style-type: none"> Discuss and record in department minutes.
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iii. Establishment of goals for research

Research goals are addressed in Long-term goal 5 of the department's strategic plan:

LONG-TERM PROGRAM GOAL	OBJECTIVES	ATTAINMENT STRATEGIES	SCHEDULE FOR ANALYSIS	MECHANISM FOR REGULAR EVALUATION
5. Work to improve support to faculty for research and scholarly activities.	<ul style="list-style-type: none"> To further faculty research capabilities. 	<ul style="list-style-type: none"> Work to increase submission of CoE/FAU technology grants Use CDC funds (if available) for continuing education Pursue supplemental tuition proposal 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Discuss and record in department minutes.

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iv. Assessment of how well goals are being met

The department faculty work diligently to increase their research productivity. The past year's focus for the department was on its reaccreditation visit and preparing for that visit. Faculty are actively working on research activities, participating in collaborative activities at the university level, and presenting at conferences nationally and internationally. Given the restriction within which the department operates with regard to technology, equipment, and funding, I feel we are achieving our goals in the area of research. We have not as yet addressed the items in our strategic plan, but those are long-term goals and will be addressed over time.

E. Service/Community Engagement for Department/School

i. Community engagement (see above)

ii. Review of part III of the departmental dashboard indicators for Department/School (DDI summaries)

B 1-3 Service Productivity
Communication Disorders

		Communication Disorders			College Total	University Total
		2010-2011	2011-2012	2012-2013	2012-2013	2012-2013
1. Faculty memberships on department, college or university committees	#	37	45	46	471	2,348
2. Faculty memberships on community or professional committees	#	5	11	11	149	972
3. Faculty serving as editors or referees for professional publications	#	4	0	2	50	611

Source: College Dean's Offices

C 1-3 Efficiency Data
 Communication Disorders

	Communication Disorders			College Total	University Total
	2010-2011	2011-2012	2012-2013	2012-2013	2012-2013
1. Faculty memberships on department, college or university committees per faculty member	9.3	11.3	11.5	6.0	3.7
2. Faculty memberships on community or professional committees per faculty member	1.3	2.8	2.8	1.9	1.5
3. Faculty serving as editors or referees for professional publications per faculty member	1.0	0.0	0.5	0.6	1.0

Faculty committee memberships and faculty serving as editors or referees (Section III B 1-3) per tenured and tenure earning faculty member (Section I B 1)

iii. Establishment of goals for service

Goals for service have been established in the department's most recent strategic plan (2014-2019). This plan was completed last fall. With the recent CAA reaccreditation site visit (spring 2015), the department has not actively tackled these goals. The plan is assessed and discussed at faculty meetings, usually at the end of the spring term.

LONG-TERM PROGRAM GOAL	OBJECTIVES	ATTAINMENT STRATEGIES	SCHEDULE FOR ANALYSIS	MECHANISM FOR REGULAR EVALUATION
4. Increase visibility of CSD department and clinical services on campus and in the community, and professionally.	<ul style="list-style-type: none"> Increase the FAU community's awareness of the Department and on-campus Clinic. 	<ul style="list-style-type: none"> Investigate interdisciplinary collaborations for research. Announce activities on University calendar. Expand development of community partnerships. 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Discuss and record in department minutes.

	<ul style="list-style-type: none"> • Increase community knowledge of department and services provided. • Increase variety of clients 	<ul style="list-style-type: none"> • Be available for participation in community groups. • Increase marketing efforts in the community. • Reach out to non-native English speakers on campus to improve use of language and improve use of English prosody, stress, pronunciation, etc. • Investigate (and apply if feasible) CDC becoming a Medicare provider. Investigate increased need for documentation and billing support. • Investigate feasibility of CDC becoming Medicaid provider. • Continue global outreach through possible expansion of tele-therapy services • Engage in Better Speech and Hearing Month promotions. 	<ul style="list-style-type: none"> • Ongoing • Yearly at end of spring term 	<ul style="list-style-type: none"> • Discuss and record in department minutes. • Discuss and record in department minutes.
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iv. Assessment of how well goals are being met

Not applicable. This plan has been in effect for less than a year. Re-evaluation is planned in the spring.

APPENDIX A

FACULTY VITA



Abbreviated Curriculum Vitae: Terry L. Clark

A. Professional Preparation

M.Ed., Communication Sciences and Disorders, Florida Atlantic University, Boca Raton, FL, 1997
Elementary Education Certification, University of Northern Iowa, Cedar Falls, IA, 1970-1971
Bachelors of Music (piano, voice), Coe College, Cedar Falls, IA, 1968

B. Appointments

Clinical Supervision, FAU College of Education, Department of Communication Sciences and Disorders, Communication Disorders Clinic, 2014-Present
Clinical Service Delivery, A.D. Henderson University School, 2005-2014
Adjunct Professor, Communication Disorders Clinic, 2002-2014

C. Selected Other Publications or Products/Grants

Does Altered Presentation Style Impact Students with Auditory Processing Dysfunction? Poster Board Presentation, International Association of Lab Schools, 2011
Does Altered Presentation Style Impact Students with Auditory Processing Dysfunction? Poster Board Presentation, ASHA Schools Annual Conference, 2009
The Impact of Common-Theme Reading Centers and Sound-Field Systems on Students' Pre-Literacy and Reading Comprehension Skills, PowerPoint presentation at FLASHA's annual conference, 2013

D. Selected Other Publications or Products/Grants

E. Synergistic Activities

ASHA ACE (Award for Continuing Education), 2009, 2010, 2012, 2014
Perspectives (ASHA's SIG, Continuing Education)
School-Based Issues
Fluency and Fluency Disorders
Administration and Supervision
Issues in Higher Education

AdventuSoft, Consulting Role, developing programs for disorders of fluency and articulation (with Dr. Dale Williams, FAU)

F. Collaborators and Other Affiliations

Dr. Ali Danesh, Dr. Dale Williams

G. Courses Taught

SPA 6505, Fall Semester 2015

H. Community Engagement or Outreach

Abbreviated Curriculum Vitae: Ali Asghar Danesh, Ph.D.

A. Professional Preparation

Ph.D., Audiology; emphasis on Auditory Electrophysiology. School of Audiology and Speech-Language Pathology, The University of Memphis, Memphis, TN, 1998.
M.S., Audiology. Department of Speech Pathology and Audiology, Idaho State University, Pocatello, ID, 1994.
B.S., Audiology. Department of Audiology, School of Rehabilitation Sciences, Iran University of Medical Sciences, Tehran, Iran, 1987.

B. Appointments

Professor, Department of Communication Sciences and Disorders, FAU, 2013 – Present
Professor, Clinical Biomedical Science (Secondary), Schmidt College of Medicine, FAU, 2014 – Present (Joint Appointment)
Associate Professor and Director of Audiology Clinic, Department of Communication Sciences and Disorders, FAU, 2004 – Present
Affiliate Associate Professor of Medicine, Schmidt College of Medicine, FAU, 2005 – 2014
Assistant Professor, Department of Communication Sciences and Disorders, FAU, 1998 – 2004
Adjunct Professor, Audiology Department, Nova Southeastern University (NSU), Fort Lauderdale, FL, 2003 – Present
Voluntary Assistant Professor of Otolaryngology, Leonard M. Miller School of Medicine, University of Miami, 2005 – Present
Adjunct Professor, Audiology Department, Salus University, George S. Osborne College of Audiology, International Doctor of Audiology, AuD-Bridge Degree Program, Elkins Park, PA, 2012 – Present
Graduate Faculty, Department of Communication Sciences and Disorders, Missouri State University, Springfield, MO, 2013 - Present

C. Selected Peer-Reviewed Publications

Danesh, AA., Lang, D, Kaf, A, Andreassen, W. Scott, J & Eshraghi, A. (2015). Tinnitus and Hyperacusis in Autism Spectrum Disorders with Emphasis on High Functioning Individuals Diagnosed with Asperger's Syndrome. Accepted for publication. International Journal of Pediatric Otolaryngology. IN PRESS.
Uzma, A., Kaf, W, **Danesh, A. A.,** & Lichtenhan, J. (2015). Assessment of Low-Frequency Hearing with Narrow-Band Chirp Evoked 40-Hz Sinusoidal Auditory Steady State Response. Submitted to International Journal of Audiology. Under revision.
Nagashino, K., Kinouchi, Y., **Danesh, A. A.,** & Pandya, S. (2015). A computational framework with simplified tonotopicity and homeostatic plasticity for tinnitus generation and its management by sound therapy. WSEAS Transaction on Biology and Biomedicine, Vol. 12, 2015, Art. #4, pp.20-30.
Tessel, C., & **Danesh, A. A.** (2015). Maintenance of the Heritage Language: Examination of its Effects on Psychological Status, Family Relations, and Language Development in Children and Adolescents. Inter J of Speech & Lang Path & Audiol. Vol 3, Issue, 1, pp. 40-44.
<http://www.synergypublishers.com/downloads/ijslpav3n1a6/>
Danesh, A. A. (2015). Scientific Advances in mapping syndromic hearing loss. ENT & Audiology News, May/June issue, 24(2), pp. 64-66.
Danesh, A. A., & Kaf, W. (2015). Putting Research into Practice for Autism Spectrum Disorder. Hearing Journal. 68(1), 26, 28, 30.

D. Selected Other Publications or Products/Grants

Saul, R. S., & **Danesh, A. A.,** Williams, D. F. (2012). The Auditory System. In: Williams, D. F. (Ed). *Communication Sciences and Disorders: An Introduction to the Professions* (pp. 241-273). New York, NY: Psychology Press, Taylor & Francis Group

- Rahimi, F., **Danesh**, A. A., & Tale, M. R. (Eds). (2011). Auditory Evoked Potentials: Bases of Short Latency Evoked Potentials. Sokhan-Gostar Publication, Mashad (In Persian). (This book was selected as the Book of The Year in the field of Medicine in Khorasan Razavi Province in Iran, 2011).
- Danesh**, A. (2009). Genetic Counseling, Connexin Genes, and the Role of the Audiologist: Interview with Ali A. **Danesh**, PhD. *Published online www.audiology.org*
<http://www.audiology.org/news/interviews/Pages/20090917a.aspx>
- Danesh**, A., & Keintz, C. (2012). Healthy Aging Research Initiative (HARI) seed grant. *Healthy Aging of Human Communication*. (Funded, \$2,500)
- Nagashino, H., Akutagawa, A., Emoto, E., **Danesh**, A., & Pandya, P. (2012) Japan Society of Promotion of Science (JSPS). *Analysis of plastic brain activities by EEG measurement and mathematical models*. . Grant-in-Aid for Scientific Research #24560498 (Funded in Japanese Yen equivalent to ~\$36,000 per PI)
- Ouslander, J., & Tappen, R. (2010) Research Collaborator: **Danesh**, A. FAU Research Theme proposal "*Healthy Aging Research Initiative*". The proposal was awarded and selected as a Research Priority Area for Florida Atlantic University. (\$150,000, Funded).

E. Synergistic Activities

Director, Audiology Clinic, FAU
 Coordinator, University wide hearing screenings, Tinnitus Awareness Day at FAU
 President, Florida Academy of Audiology (Past President)
 American Speech-Language and Hearing Association
 American Academy of Audiology
 Florida Academy of Audiology
 American Tinnitus Association
 American Auditory Society
 Iranian-American Medical Association
 International Audiology Society
 International Tinnitus and Hyperacusis Society

F. Collaborators and Other Affiliations

G. Courses Taught

Aural Habilitation/Rehabilitation
 Genetics for Speech Language Pathologists
 Clinical Supervision, Audiology Practicum
 Neural Bases of Speech, Language and Hearing
 Anatomy and Physiology of Speech and Hearing Mechanism
 Hearing and Hearing Problems
 Physiology of the Auditory and Vestibular Systems
 Anatomy and Physiology of the Auditory System
 Anatomy and Physiology of the Vestibular System
 Genetics of Hearing Impairment
 Evaluation and Prescription of Amplification
 Instrumentation in Audiology
 Calibration of Audiologic Instruments

H. Community Engagement or Outreach

Abbreviated Curriculum Vitae: Barbara J. Fries

A. Professional Preparation

Ed.D., Exceptional Student Education, Mental Retardation, Language, Florida Atlantic University, 2004

M.Ed., Communication Disorders, Florida Atlantic University, 1991

B.A., Social Psychology, Florida Atlantic University, 1982

Certificate of Clinical Competency, Speech-Language Pathology, American Speech-Language and Hearing Association, 1992 – Present

Speech-Language Pathology, Florida Licensure, 1992 – Present

B. Appointments

Instructor, Florida Atlantic University, 2004 – Present

Instructor/Clinical Supervisor, Florida Atlantic University, 2003 – Present

Speech-Language Pathologist, Palms West Hospital, 2013 - Present

Visiting Professor, Florida Atlantic University, 1998 – 2003

Adjunct Professor, Florida Atlantic University, 2002 – 2003

Speech-Language Pathologist, Association for Retarded Citizens, 1992 – 1998

Speech-Language Clinician CFY, Jonas Therapy Associates

C. Selected Other Publications or Products/Grants

Danesh, A. A., Scott, J., **Fries, B.**, & Wener, D. (2001). Contralateral Suppression of DPOAE's in Children with Asperger's Syndrome.

Danesh, A. A., **Fries, B.**, & Shahnaz, N. (2002). Otoacoustic Emission in Children with Asperger's Syndrome.

Danesh, A. A., **Fries, B.**, & Wener, D. (2003). Recovered Auditory Deprivation in an Individual with Multiple Handicapping Conditions.

D. Selected Other Publications or Products/Grants

E. Synergistic Activities

Member, American Speech-Language and Hearing Association

Partial Fellowship, Second Clinical Research Conference, Deafness Research Foundation, Grant Writing Conference

ACE Award (Continuing Education), American Speech-Language and Hearing Association

Employee of the Year, Association for Retarded Citizens, 1993

F. Collaborators and Other Affiliations

G. Courses Taught

Introduction to Communication Disorders

Treatment Principles and Procedures
Language Disorders Birth to Four
Augmentative and Alternative Communication
Normal Language Processes
Language Disorders, School Age
Survey of Exceptionalities
Diagnostic Principles and Procedures
Oral Motor Evaluation and Treatment
Overview of Individuals Served in Varying Exceptionalities
Clinical Practicum

H. Community Engagement or Outreach

Screenings/Supervision, Ideal School, Florence Fuller Child Development Center, Karen
Slattery Child Development Center, Spanish River Christian Academy, SEK
Preparatory School
Vice President, Group Leader, Gold Coast Down Syndrome Organization
Group Leader, Association for Retarded Citizens
Board Member, ESE Parent Coalition, Palm Beach County School Board

Abbreviated Curriculum Vitae: Connie K. Keintz, Ph.D., CCC-SLP

A. Professional Preparation

Ph.D., Speech, Language, and Hearing Sciences, University of Arizona, 2004
Certificate of Clinical Competence, American Speech-Language-Hearing Association, 1990 - Present

B. Appointments

Associate Professor, Department of Communication Sciences and Disorders, FAU, 2011
Assistant Professor, Department of Communication Sciences and Disorders, FAU, 2005

C. Selected Peer-Reviewed Publications

- Grama, R., Coppens, P., Greenwald, M., & **Keintz, C.K.** (accepted and currently in press). Collaborative methods for training research and evidence-based practice. *Contemporary Issues in Communication Sciences and Disorders*.
- Naharci, I., Engstrom, G., **Keintz, C.K.**, Danesh, A., Tappen, R., & Ouslander, J. (submitted and under review). Association between self-reported hearing loss and frailty in four ethnic groups. *Geriatrics and Gerontology International*.
- Keintz, C. K. (2011). Utilization of visual information and listener strategies in intelligibility improvement related to bilateral facial paresis. *International Journal of Speech-Language Pathology*, 13 (6), 510-517.
- Danesh, A., Buemi, M., & Keintz, C. K. (2010). Neurofibromatosis: Audiologic and Genetic Manifestations. *Medical Data Review* 2(3).
- Boliek, C., **Keintz, C. K.**, Norrix, L. W., & Obrzut, J. (2010). Auditory-visual perception of speech in children with learning disabilities: The McGurk Effect. *Canadian Journal of Speech-Language Pathology and Audiology*, 34(6), 124-131.
- Bunton, K. & **Keintz, C. K.** (2008). Effects of a concurrent motor task on speech intelligibility in speakers with Parkinson disease. *Journal of Medical Speech-Language Pathology*, 16 (3), 141-155.
- Keintz, C. K.**, Bunton, K., & Hoit, J. D. (2007). Influence of visual information on the intelligibility of dysarthric speech. *American Journal of Speech-Language Pathology*, 6, 222-234.

D. Selected Other Publications or Products/Grants

2015 Motor Speech Disorder Video Library proposed to Aegis Rehabilitation. This project was designed for three PI's Richard Dressler, Paul Blanchet, and Connie Keintz to coordinate capturing audio and video speech samples from clients with various motor speech disorders. The requested amount for this project was \$69,840.00.

2012 Healthy Aging of Human Communication seed project submitted to Florida Atlantic University's Healthy Aging Research Initiative. Co-PIs are Ali A. Danesh and Connie Keintz and the Graduate Student Researcher is Clare Singer. This project was funded for the requested amount of \$2500.00.

2012 Mobile Clinical Technology proposal submitted to Florida Atlantic University's Technology Fee Proposal Committee. The project was funded for the requested amount of \$2400.00.

2012-2015 Team Member for Healthy Aging Research Project (Research projects under my direction related to aging voice and swallow may be completed as part of a funded project at FAU, Co-PIs Dr. Ouslander and Dr. Tappen). Four peer-reviewed presentations at national conventions have come directly from this research and four publications are in preparation or submission.

E. Synergistic Activities

2015 Council of Academic Programs in Communication Sciences and Disorders Leadership Academy

Essentials of Academic Leadership Training Sessions held at FAU, 2014

College of Education Dean's Leadership Explorers, 2013-2014

Nominated for Distinguished Teacher of the Year by students, College of Education, FAU, 2010

F. Collaborators and Other Affiliations

Student Research Advising (FAU, 2006 - 2013) Jamie Heidenreich, Diane Williams, Natalia Barrero, Katrina Van Lieu, Karen Schiller, Gina Strahan, Renee Robitaille

G. Courses Taught

2011, 2013-2015 Instructor (SPA 4101) Anatomy/Physiology of Speech and Hearing Mechanism (FAU)

2007 Instructor (SLS 1503) Learning Strategies and Human Development (FAU)

2007-2015 Instructor (SPA 4002) Introduction to Communication Disorders (FAU)

2006-2015 Instructor (SPA 6211) Voice and Velopharyngeal Disorders (FAU)

2006-2015 Instructor (SPA 6006) Professional Practice/Program Organization (FAU)

2006-2015 Instructor (SPA 6230) Motor Speech Disorders (FAU)

2005-2015 Instructor (SPA 6565) Dysphagia (FAU)

2005-2015 Supervisor (SPA 6505) Speech Pathology Clinical Practicum (FAU)

2012-2015 Instructor Lectures on Aphasia in Neuroscience and Behavior Course (College of Medicine, FAU)

2009-2015 Adjunct Instructor Voice Disorders (Nova Southeastern University)

2012-2015 Instructor Lecture on Aphasia in the course FAU Medical School Neuroscience and Behavior

H. Community Engagement or Outreach

Invited Presentations for Community Outreach include: Adapting to College Life: What we can do to assist the returning veteran for FAU Annual Veteran Forum, Lee Silverman Voice Therapy for South FL Parkinson's Disease Symposium, Communicating with Cognitively-Impaired Individuals for FAU Memory and Wellness Center, Vocal Mechanics and Hygiene for students in music performance program, FAU.

2008-2015 FAU Coordinator of Student Volunteers for Camp Superstar (Craniofacial Anomalies Camp for children and their families)

2012- Current Member American Speech-Language-Hearing Association Division 2 (Neurophysiology and Neurogenic Speech and Language Disorders) Appointed to 2012 Leadership Team Continuing Education Subcommittee – 3 year appointment

Abbreviated Curriculum Vitae: Carol Arak Tessel, Ph.D.

A. Professional Preparation

Ph.D., Graduate Center, Speech-Language-Hearing Sciences, City University of New York, 2013

M.S., Communication Sciences and Disorders, Arizona State University, Tempe, AZ, 2001

B.A., Communication Sciences and Disorders, University of Florida, Gainesville, FL, 1999

New York State licensed Speech-Language Pathologist, 2002 – Present

ASHA Certified Speech-Language Pathologist, 2002 – Present

New York State Public School Certified Teacher of Speech and Hearing Handicapped, certificate issued 2003

B. Appointments

Assistant Professor, Department of Communication Sciences and Disorders, FAU

Adjunct Professor, Marymount Manhattan College, 2009, 2012

Supervisor, undergraduate clinicians, Marymount Manhattan College, 2008

Adjunct Instructor, Brooklyn College, 2006 – 2009

Supervisor for master's level clinicians for therapy and diagnostics, Brooklyn College Speech and Hearing Clinic, 2008 – 2009.

Speech-Language Pathology, New York Center for Infants and Toddlers, 2009 – Present

Speech-Language Pathology, Functional Life Achievement, Inc., 2005 – Present

Speech-Language Pathology, Los Niños Services, Inc., 2008 – Present

Research Assistant, Developmental Neurolinguistics Lab, 2005 – 2007

Speech-Language Pathology, Early Intervention Center of Brooklyn, 2002 - 2008

C. Selected Other Publications or Products/Grants

Shafer, V. L., Schwartz, R. G., Garrido-Nag, K., Yu, Y., Vidal, N., Wroblewski, M., Hisagi, M., & Tessel, C. Brian basis of language acquisition in monolinguals and bilinguals Seminar Presentation, ASHA Convention, 2007.

Shafer, V. L., Schwartz, R. G., Yu, Y., Datta, H., Garrido-Nag, K., Vidal, N., Hestvik, A., Tessel, C., Wroblewski, M., Hisagi, M. Brian indices of speech discrimination in monolinguals and bilinguals: Developmental perspectives (conference paper)

Tessel, C. A., Hestvik, A., Girbau, D., Schwartz, R. G., Shafer, V. L. Electrophysiological indices of vowel discrimination in late bilinguals, Acoustical Society of America Conference, 2009.

Tessel, C., Levy, E., Shafer, V. The effect of direction of stimulus presentation on processing of cognates in late bilinguals. Poster session, ASHA Convention, 2014.

Tessel, C., Levy, E., Shafer, V. Neurophysiological indices of the effect of cognates on vowel perception in late Spanish-English bilinguals. Technical research presentation, ASHA Convention, 2014.

D. Selected Peer-Reviewed Publications

Tessel, C. A. & Danesh, A. A. (2015). Maintenance of the heritage language: Examination of its effects on psychological status, family relations, and language development in children and adolescents. *International Journal of Speech Language Pathology and Audiology*, 3, 40-44.

Yu, Y. H., Tessel, C. A., Vidal, N., Gerometta, J. & Shafer, V.. (2012) Neural indices of phonetic encoding in monolingual and bilingual infants and children. *Ear and Hearing*. Submitted for publication.

Tessel, C. A., Levy, E. S., Gitterman, M., & Shafer, V. L. (2015). Neurophysiological indices of the effect of cognates on vowel perception in late Spanish-English bilinguals. *Journal of Phonetics*. Submitted for publication (currently making first round of edits).

E. Synergistic Activities

F. Collaborators and Other Affiliations

Valerie Shafer, Martin Gitterman, Erika Levy, Hia Datta

G. Courses Taught

FAU:

Evaluation and Treatment of Linguistically and Culturally Different Populations

Disorders of Articulation and Phonology

Phonetics

Speech and Hearing Science

Clinical Supervision

Other Universities:

Normal Language Development

Management of the Communicatively Impaired Child in the Academic Setting

Anatomy and Physiology for Speech and Hearing

Supervisor, master's level clinicians for therapy and diagnostics; undergraduate clinicians

H. Community Engagement or Outreach

Member, American Speech Language Hearing Association

Member, Cognitive Neuroscience Society

Member, Society for the Neurobiology of Language

Abbreviated Curriculum Vitae – Deena Louise Wener, Ph.D.

A. Professional Preparation

Ph.D., Communication Disorders; Minor in Medical Administration, University of Massachusetts, Amherst, MA, 1983
M.S., Speech Pathology, University of Vermont, Burlington, VT, 1974
B.A., Speech Pathology, University of Vermont, Burlington, VT, 1973
Certificate of Clinical Competence, Speech-Language Pathology, ASHA, 1974 – Present
Florida Certificate of Registration, Speech-Language Pathology, 1991 – Present

B. Appointments

Associate Professor and Chair, Department of Communication Sciences and Disorders, FAU, 2001 – Present
Associate Professor and Acting Chair, Department of Exercise Science and Health Promotion, FAU, 2013 – 2014
Associate Professor and Acting Chair, Department of Communication Sciences and Disorders, FAU, 2000 – 2001
Associate Professor, Communication Disorders Program, FAU, 1999 – 2000
Assistant Professor (1990 – 1999) and Director, Communication Disorders Program, 1992 – 2000; Director, Communication Disorders Center, FAU, 1990 – 1998
Assistant Professor and Director, Center for Communication Disorders, Southern Connecticut State University, New Haven, CT, 1987 – 1989
Lecturer, The Elms College, Chicopee, MA; Southern Connecticut State University, New Haven, CT; University of Massachusetts, Amherst, MA, 1985 – 1987
Department Director, Speech and Language Department, The Rehabilitation Center of Eastern Fairfield County, Bridgeport, CT, 1982 – 1985
Clinical Supervisor, University of Vermont, Burlington, VT, 1977 - 1979

C. Selected Publications or Products/Grants

Wener, D. L. (2011). *Professional Issues and Adult Neurological Disorders* in Williams, D. F. Communication Sciences and Disorders: An Introduction to the Professions. UK: Taylor & Francis.

Danesh, A., & Wener, D. (2005). *A multifactorial analysis of differences between unilateral and bilateral tinnitus*. 8th International Tinnitus Seminar. September 2005, Pau, France.

Danesh, A. A., Kinouchi, Y, Wener, D., & Pandya, A. (2003). *Functional Imaging of Tinnitus: Seeing of the Unseeable*. Submitted as an oral presentation to KES'2003 Seventh International Conference on Knowledge-Based Intelligent Information & Engineering Systems 3, 4 & 5 September 2003, University of Oxford, UK.

Danesh, A., Kinouchi, Y, Wener, D. & Pandya, A. (2003). *Functional Imaging of Tinnitus: Seeing of the unseeable*. In V. Palade, R. J. Howlett and L. C. Jain (Eds.), Proceedings of KES'2003 Seventh International Conference on Knowledge-Based Intelligent Information & Engineering Systems, pp. 794-799, Berlin: Springer-Verlag.

Wener, D. L. (1998) *Theories of Language Development*. in Smiley, L. R. & Goldstein, P. A. Language Delays and Disorders: From Research to Practice (pp.19 - 36). San Diego, CA: Singular Publishing Group, Inc.

D. Synergistic Activities

Vice Chair, Board of Trustees, Karen Slattery ERCCD, 2001 – 2013

NCATE Steering Committee, 2004 – 2008

Member; CoE Assessment Committee 2008 - present

Chair, Search Committee, Teacher Education Chair, 2005 – 2006

Chair, Graduate Curriculum Sub-Committee, 2000 – 2007

Representative, Communication Sciences and Disorders, Graduate Program Committee, 2000 - Present

Member, Graduate Petitions Sub-Committee, 2007 - Present

E. Collaborators and Other Affiliations

F. Courses Taught

Introduction to Communication Disorders

Language Disorders: Birth to Four

Language Disorders: School Age and Adolescent

Adult Language Disorders

Motor Speech Disorders/Augmentative Communication

Professional Practice and Program Organization in Speech-Language Pathology

Disorders of Fluency

Previously taught Anatomy and Physiology of Speech and Hearing, Phonetics, Speech and Hearing Science, Introduction to Communication Disorders, Development of Normal Language, Aphasia, Psychology and Structure of Oral Language, Methods in Communication Disorders, Professional Issues

G. Community Engagement or Outreach

Member, American Speech-Language-Hearing Association (ASHA)

ASHA Neurogenic Disorders: Special Interest Division 2

Council for Graduate Programs in Communication Sciences and Disorders (CGPCSD)

Florida Speech-Language-Hearing Association

ACOR – Association of Cancer Online Resources

Colon Cancer Alliance Buddy Program

Colorectal Cancer Coalition – Advocacy Program

Abbreviated Curriculum Vitae: Dale F. Williams, Ph.D.

A. Professional Preparation

Ph.D., Communication Disorders and Sciences, Southern Illinois University, Carbondale, IL, 1992.
M.S., Communication Disorders, University of Oklahoma Health Sciences Center, Oklahoma City, OK, 1988
M.A., Applied Communication Theory and Methodology, Cleveland State University, Cleveland, OH, 1984
B.A., English, Alma College, Alma, MI, 1981
Board recognized specialist in fluency disorders
Licensed speech-language pathologist in Florida, California, and Illinois

B. Appointments

Professor, Communication Sciences and Disorders, FAU, 1992 – Present
Graduate Faculty Status A, 2004
Program Director, Communication Disorders, 1998, 2000
Clinical Supervisor, Interim Program Director, 1997, 2000; Faculty Liaison, COE, 2003 – 2004
Consultant, Learning Intervention and Professional Speech Services, 1997 – Present

C. Selected Peer-Reviewed Publications

Williams, D. F., & Campbell, J. (in press). Exploring Stuttering: How One Man Used Comedy to Come to Terms with His Impairment. Geelong, Australia: The Brainary.
Williams, D. F. (2011). Communication Sciences and Disorders: An Introduction to the Professions. New York, NY: Taylor & Francis.
Williams, D. F. (2006). Stuttering Recovery: Personal and Empirical Perspectives. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

D. Selected Other Publications or Products/Grants

Kale, K., & Williams, D. F. (2014). Customizable Therapy Platform for Clinical Therapy Outside of a Clinic. Paper presented at the American Speech-Language-Hearing Association Convention, Orlando, FL, November. Refereed on the basis of short and long abstracts.
Kale, K., & Williams, D. (2013). MyLynel: Personalized Therapy Software for Clinical Therapy Outside of a Clinic. Workshop presented at the National Stuttering Association Convention, July 5. Scottsdale, AZ. Refereed on the basis of short and long abstracts.
Kale, K., & Williams, D. F. (2013). MyLynel: Personalized Therapy Software for Clinical Therapy Outside of a Clinic. Paper presented at the American Speech-Language-Hearing Association Convention, Chicago, November. Refereed on the basis of short and long abstracts.
Williams, D., & Kale, K. (2012). The King and You: Building Your Personal Lionel Logue App. Workshop presented at the National Stuttering Association Convention, July 5. Tampa. Refereed on the basis of short and long abstracts.
Williams, D. (2012). Giving Your Clients Permission to Stutter. Paper presented at the California Speech-Language-Hearing Association Fluency Symposium, October.
Kuster et al. (2011). Voices, Past and Present: Paths Toward Recovery from Stuttering. Paper presented at the American Speech-Language-Hearing Association Convention, San Diego, November. Refereed on the basis of short and long abstracts.
Williams, D., Eldridge, K., Kaufman, E., Ribbler, N., & Olsen, C. (2010). How to Become a Fluency Specialist. Paper presented at the American Speech-Language-Hearing Association Convention, Philadelphia, November. Refereed on the basis of short and long abstracts.

Allard, E., & Williams, D. F. (2008). Listeners' perceptions of speech and language disorders. *Journal of Communication Disorders*, 48, 108-123.

Williams, D. F. (2008). Treating the gifted client. *Perspectives on Fluency and Fluency Disorders*, 18, 60-63, August.

Williams, D. F. (2006). Using Essays in Therapy. *The Journal of Stuttering Therapy, Advocacy & Research*, 1, 7-15.

E. Synergistic Activities

ASHA Awards for Continuing Education, 1995, 1998, 2011

Teacher Incentive Program for Outstanding Teaching, 1997

F. Collaborators and Other Affiliations

G. Courses Taught

Introduction to Communication Disorders

Fundamentals of Speech and Hearing Science

Voice Disorders

Evaluation and Treatment Principles: Speech-Language Pathology

Diagnostic Principles and Procedures in Communication Disorders

Treatment Principles and Procedures in Communication Disorders

Voice and Velopharyngeal Disorders: Evaluation and Treatment

Articulation Disorders: Evaluation and Treatment

Fluency Disorders: Evaluation and Treatment

Directed Research in Assistive Augmentative Communication

Basic Processes in Communication Disorders

Current Research in Communication Disorders

Counseling and Supervision in Speech-Language Pathology

Augmentative and Alternative Communication

Directed Research in Assistive Augmentative Communication

H. Community Engagement or Outreach

American Speech-Language-Hearing Association (ASHA)

ASHA Fluency and Fluency Disorders: Division 4 (Specialty Recognition in Fluency Disorders, 1999)

Specialty Board on Fluency Disorders (Vice Chair 2007, 2012; Chair, 2008 – 2010)

Florida Language Speech and Hearing Association

National Stuttering Association

International Fluency Association

International Society for Augmentative and Alternative Communication

President, COE Faculty Assembly, 2004 – 2005

COE Strategic Planning Committee, Chair, subcommittee for university strategic planning, 2001 - 2004

1. How can the program assure that it will have adequate funding to keep technology and testing materials current?
2. What are the best practices for admission requirements regarding the new GREs?
3. How could the program acquire additional graduate student assistants to assist faculty with research, conference preparation, etc.?
4. How does the program assure that it can continue to provide students with medically-based, off-campus placements in the current regulatory climate e.g. HIPAA? Many sites that used to take students are now refusing to take them because of loss income, excessive liability risks, etc.
5. How could the program, given its current resources, structure a bridge/prerequisite program for undergraduate students? Using adjuncts to provide course work? Online? Specific certificate program?
6. How can the program implement HIPAA compliance processes in its clinical program?