

Undergraduate Program Review

2009

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Andrews University

Seek Knowledge. Affirm Faith. Change the World.

Department of Speech-Language Pathology and Audiology Program Review

Criterion 1: HISTORY, IMPACT & DEMAND FOR PROGRAM

A. Mission and Goals Statement

University Mission Statement

Andrews University educates its students for generous service to the church and society in keeping with a faithful witness to Christ and to the worldwide mission of the Seventh-day Adventist Church. Andrews University, a distinctive Seventh-day Adventist Christian institution, transforms its students by educating them to **seek knowledge** and **affirm faith** in order to **change the world**. Students are encouraged to:

- Develop competencies in their chosen fields of study;
- Prepare for a meaningful position in the work place;
- Respect ethnic and cultural diversity;
- Embrace a wholesome way of life;
- Heed God's call to personal and moral integrity;
- Nurture life in the Spirit, and affirm their faith commitment.

College of Arts and Science, Division of Health Professions Mission Statement

The CAS Division of health professions is firmly committed to fulfilling the mission of Andrews University through the didactic and clinical training of health professionals. The health profession departments provide multi-level educational programs for diverse groups of students. Each is accredited by the appropriate professional accrediting association or adheres to their accrediting association standards. The health profession faculty provides high quality education, research, and service within a Christ centered environment that fosters collaboration and mutual respect. Graduates of these programs serve Christ by ministering to the needs of others through the delivery of effective contemporary healthcare.

2. The Speech-Language Pathology & Audiology Department Mission Statement

The Department of Speech-Language Pathology and Audiology at Andrews University provides faith-affirming Christian education focusing on the knowledge and practice of speech-language pathology and audiology. Majors are expected to become knowledgeable about a variety of communication disorders, their etiology, and treatment; develop professional oral and written language and demeanor; treat all patients with respect regardless of age, gender, or ethnicity; provide effective clinical services; and successfully prepare for graduate education and service to the world.

3. Relationship to the University's Mission

The Department of Speech-Language Pathology and Audiology at Andrews University contributes to the university's overall mission by a) instructing students in sound and current theoretical approaches in their areas of study, b) facilitating and guiding the practical training that develops the relevant competencies, c) encouraging students to develop their own techniques to therapy based on the dual considerations of i) applicable theoretical knowledge

and ii) the individualized needs of the client, and d) providing a context of on-going research that stimulates students' inquisitiveness, sharpens their analytical powers, and demonstrates the effectiveness of appropriate strategies through outcomes that satisfy clients, family members, as well as other professionals. Students are also encouraged to explore the arts, letters and sciences within the context of a Christian worldview, and to respect ethnic and cultural diversity.

B. Pertinent History

Departmental History

The Speech Department, which later became the Communication Department, was established at Andrews University in 1956. Beginning in 1969, a concentration in speech therapy was added, allowing students to complete course work preparing them for entrance into a Master's program in Speech Pathology or Audiology. In 1980, Communication Disorders became a department separate from the Communication Department. In 1988, the name of the department was changed to Speech-Language Pathology and Audiology to more effectively convey the nature of the Department.

Clinic History

The operation of a speech and hearing clinic was begun in 1972. The clinic was established in order to provide speech and hearing services to the community and clinical practicum opportunities for students. The speech and hearing clinic was originally staffed by faculty members who were responsible for teaching academic content as well as the clinical supervision of students. As a result, faculty members worked under significant overload. For example, during the early '80s the audiologist's caseload was almost equal to a full-time

audiologist with no teaching or supervision responsibilities. In September 1989, the clinic was granted Professional Service Board (PSB) accreditation. PSB represents ASHA's official recognition that a clinical program meets professional standards of quality and is capable of providing the best possible service to the public. At that time the clinic received high commendations from the Board for several reasons, including:

- excellent qualifications and dedication of the staff
- stimulating professional environment
- superior supervisor-student protocols far in excess of minimum standards
- good array of equipment available in the clinic

In May 1990, the university clinic became affiliated with the Lakeland Regional Health System, Inc. A new facility was built and equipped at 9045-3 U.S. 31 in Berrien Springs on the edge of campus. The facility, which became known as Lakeland Speech and Hearing Center provided a clinical site where students could both do observations and participate in clinical practica. The affiliation agreement required that both the business previously conducted at the AU clinic and the recently obtained (PSB) affiliation status be turned over to the Lakeland cooperation. According to the terms of the agreement, in exchange the new clinical facility would be available to students and faculty to meet their clinical needs. This arrangement worked well and lasted for the next nine years, but was abruptly terminated in 1998 or 1999. As a result the Speech-Language Pathology and Audiology department lost a fully-equipped clinic, its business clientele and its PSP accreditation. So far, a suitable or comparable space for providing students with clinical experiences has not been obtained by the department.

C. Benchmarking

What is the demand for the SPLAD program within the Adventist community-- Regionally, Nationally and Globally?

National Demand

Note: Speech-language Pathology and Audiology are dual professions that converge at the undergraduate level and separate at the graduate level. The recommended term for referring to both disciplines is: **Communication Sciences & Disorders (CSD)** while the professions are labeled as (a) Speech-Language Pathology, and (b) Audiology. The AU SPLAD department has decided to retain the longer nomenclature so as to distinguish itself from the Communications Department.

The demand for speech-language pathologists (SLPs) and audiologists (AUDs) in the workforce continues to be high across the United States. According to the U.S. Bureau of Labor Statistics (BLS), employment opportunities are expected to be “excellent”, for speech-language pathologists, and “favorable” for audiologists throughout the next decade. Nationally, the employment rate of both speech-language pathologists and audiologists is expected to demonstrate growth of about 10% between the years 2006 and 2016. These predictions translate into about 12,000 new jobs for SLPS and 1,200 new jobs for audiologists over a 10-year span.

Increases in the demand for these services will be fuelled by an aging ‘baby boom’ generation who may be prone to suffer from neurological diseases strongly associated with speech, language, hearing, and swallowing impairments. Advances in medicine which increase the survival rate of premature infants, and trauma and stroke victims, will also drive growth in demand for SLP and audiology services.

The demand for services in educational settings is also expected to increase based on (a) projected growth in the numbers of special education students in public school settings; and (b) federal laws which mandate services to all children with speech, language and hearing problems enrolled in public education.

Table 1: Projections Data for Audiologists & Speech-Language Pathologists, 2006-2016

Occupational Title	SOC Code	Employment 2006	Projected Employment 2016	Number Change	Percent Change
Audiologists	29-1121	12,000	13,000	1,200	10
Speech-Language Pathologists	29-1127	110,000	121,000	12,000	11

Excerpted from: Occupational Outlook Handbook, 2008-09

Data obtained from national surveys done by ASHA and the U.S. Office of Special Education indicate that the number of job openings for SLPs currently exceed the number of job seekers by 47 % in medical settings and 72% in school settings (ASHA Work Conditions Trends, 2009). Findings also indicated that whereas, job openings varied by geographical and employment settings in health care settings, the demand for SLPs exceeded supply in school settings regardless of type of employment facility. Both ASHA and BLS data document a critical need for bilingual (Spanish-speaking) speech-language pathologists nationwide.

State-wide Demand

The State of Michigan is also experiencing a current shortage of SLPs—especially in educational settings. In 2007, a taskforce was set up at the request of the State of Michigan’s Department of Education to investigate solutions for addressing persistent vacancies occurring in school districts across the state. The group, which became known as the Michigan

Communication Disorders Personnel Advisory Group, was comprised of the chairs of all university programs based in Michigan (including Andrews University) along with representatives from medical and educational settings. The purposes of the advisory group included: (a) gathering data on supply and demand for SLPs in the state of Michigan; (b) partnering with colleges and universities to develop a plan to meet documented shortages; and (c) developing recruitment and retention plans for school SLPs and audiologists.

In an attempt to obtain verifiable data regarding the perceived shortage, the advisory group conducted a survey of Michigan Special Education Administrators (MAASE). Results indicated that 100% of respondents anticipated SLP hiring needs over the next 5 years and projected a total of 273.6 additional positions within a similar time frame. The figure was estimated based on a number of factors, including increased student identification, replacement of retiring staff and replacement of staff that leave for other positions. The table below summarizes the estimated number of vacancies over the next five years:

Table 2: Anticipated Job Openings in the State of Michigan

Estimated # of additional positions	Possible Reasons for Additional Positions
36.1	Anticipated increase in student enrollments
177	Replacements of retiring SLPs
60.5	Replacement of current SLPs leaving district

Michigan CD Advisory Group Report, 2008

The Advisory group also ascertained that current speech-language pathology and audiology programs in the state of Michigan were not producing sufficient graduates to meet in-state needs, and that given the *national* demand for the professions, graduates were seeking more competitive out-of-state jobs.

Among the solutions proposed by the group was the need to increase the number of students admitted to graduate programs in the state of Michigan. As of Fall 2009, all of the five graduate programs increased the number of students admitted to their programs by 5, to a possible increase of 25 graduate students across programs—but a woefully inadequate attempt to fill the need. Other recruitment strategies proposed by the group included: (a) creating incentives for retirees to return to work; (b) financing the cost of certification reinstatement; (c) lobbying for loan forgiveness programs in the state of Michigan; and (d) increasing and improving recruitment strategies at the high school level.

Local Demand--Berrien County

Anecdotal evidence in support of local shortages also exists. The current chair of the Andrews University program receives emails and telephone calls on an almost daily basis regarding vacancies (medical & school) in Berrien County. Recruiters are sometimes willing to pay up to \$100.00 an hour (as compared to the national average of \$45.00) for contract positions within a 50-mile radius of Andrews University. The department has also been approached by several local Special Education directors and local Nursing home directors regarding their willingness to partner with Andrews in providing employment should our program produce graduate students. Over the past 12 months, the Provost's office has received several letters encouraging Andrews to consider a Master's program in Speech-Language Pathology. What follows is a quote from a letter dated August 27th, 2008 from an administrator in the Berrien Springs School System:

“For many years, it has been extremely difficult to find speech therapists, not only in southwestern Michigan, but across the country... We are not the only local school district with this dilemma. There are several Berrien County districts starting school without speech therapists. Some have been searching for two or three years”.

Another area Supervisor of Special Education in her letter to the Provost dated July 9, 2008 indicated her awareness of the need for speech therapists in her school district:

“I have spoken with educators in other school districts and discovered that there is ...a great need for such a program in our area. I would aggressively promote the hiring of qualified graduates from Andrews University”.

The demand for these professions (especially school-based speech-language pathology) has reached almost crisis proportions, both nationally and locally. [See [Appendix 1](#) for entire text of letters and additional Supply and Demand data].

[Compare this program with competing institutions with respect to (a) institutional resources allocated, (b) program expenses (c) student enrollment, and (d) student success.]

The only competing program for speech-language pathology and audiology in the Adventist educational system is located at Loma Linda University in California. Loma Linda University (LLU) and Andrews University (AU) are the only two Seventh-day Adventist institutions (nationally and globally) with CSD programs. Loma Linda offers an undergraduate program in speech-language pathology and audiology and a graduate program in speech-language pathology only. Undergraduate students are accepted for their junior and senior years only. There are no Seventh-day Adventist institutions that offer a graduate degree in audiology. This may be due to the fact that the occupation is relatively small, and requires a significant outlay of resources for equipment and technology. The impact of LLU's program on enrollment trends at Andrews is not clear and has not been documented.

Calvin College, a small Christian college about 100 miles northeast of Andrews University may also be viewed as a close competitor. At present they offer an undergraduate-only degree in speech-language pathology and audiology. Based on personal communication,

Calvin College will initiate a graduate program in speech-language pathology in the Fall of 2010.

In terms of public university programs, there are at present five universities in Michigan that offer graduate programs in CSD. These are: (a) Western Michigan University (WMU), (b) Michigan State University (MSU), (c) Eastern Michigan University (EMU), (d) Wayne State University (WSU), and (e) Central Michigan University (CMU). Like Andrews University, Northern Michigan University has an undergraduate-only program. MSU has recently voted to close their undergraduate program (as of the 2010-2011 school year), but retain their graduate program. Thus far, Western Michigan University is our closest competitor offering both undergraduate and graduate programs in speech-language pathology. Other competitors may include St. Mary's College in South Bend, IN which started an undergraduate-only program about 5 years ago. Also, very recently (11/03/09), Grand Valley State University posted a vacancy on their website for an Associate Professor/ Coordinator of Speech-Language Pathology Emphasis for a new undergraduate Communication Disorders program scheduled to begin in the Fall of 2010. Because Andrews serves a very distinct clientele, the proliferation of programs in Michigan/Indiana is not viewed so much as a threat, but rather as evidence of the demand for the program.

Given the geographical distance between Loma Linda University and Andrews University, it may be assumed that as Seventh-day Adventist institutions, each may be attracting a different group of students based on geographic proximity to their home states. However, the possibility also exists that some SDA students may choose Loma Linda University over Andrews University with the hope of remaining at the same university for the master's program. Many AU graduates have taken advantage of the proximity of WMU for

pursuing their graduate studies so that they may maintain contact with the social/spiritual atmosphere at Andrews University.

Please find below Benchmarking data for two private, parochial undergraduate-only programs: Calvin College and Augustana College. The latter founded in 1860, is affiliated with the Evangelical Lutheran Church and has a reputation for offering one of the most rigorous undergraduate programs nationally. Analysis of benchmarking data indicate that although Augustana College's total number of majors is less than that of Andrews, the total number of faculty in the department exceeds Andrews' numbers by 200%. Also, whereas student enrollment at Calvin College is about 28% higher than at Andrews, Calvin's total number of faculty exceeds that of Andrews by 200%. The three programs are similar in the number of credits offered. **See Table 3.**

Table 3 – Benchmarking of Similar Undergraduate-Only Programs (2008-2009)

	Calvin College	Augustana College (Illinois)	Andrews University
Total # of students	80	50?	58
# of all Faculty (Academic + Clinical)	9	9	3
# of Academic track faculty	5	4	3
# of clinical faculty	4	2	0
# of faculty with PhDs (academic track)	4 (of 9)	2 (of 9)	1
# of faculty with MA/MA/AuD	4	7	2

# of credits in department	42	55 (quarter)	43
On-site clinical Facility	Yes [Stroke Clinic]	Yes	No

D. Internal Impact

[How does the program contribute to the Success of Andrews University?]

A clear majority of the courses offered by the Speech-Language Pathology and Audiology Department are geared to students in the major. There is only one service course, SPPA 435-Communication Development & Disorders for Classroom Teachers that fulfills requirements for students in various majors in the School of Education. Two other courses required for SPLAD majors, SPPA 234 Introduction to Speech-Language Pathology & Audiology and SPPA321 Normal Language Development, are included in the list of required courses for Language Arts majors in the School of Education. Occasionally, other students in the English Department and the Seminary have elected to take other courses offered as Topics courses, such as Accent Modification or Central Auditory Processing Disorders. The department does not offer any courses that fulfill GE requirements.

[How does the program contribute to the success of programs in other departments?]

Speech-Language Pathology and Audiology are by nature cross disciplinary professions—incorporating the fields of medicine, linguistics, sociology and education. This department does not only enjoy a close relationship with the School of Education from a spatial standpoint (we are housed in their building), but engage in several interdisciplinary academic endeavors. Our faculty regularly lecture in several Educational Psychology classes.

The department chair is currently on four dissertation committees housed in the School of Education. We also collaborate with the English department in terms of class offerings for second-language learners.

Criterion 2: PROGRAM QUALITY (Inputs)

[What difference are you making through your program? And how can you validate your program's impact? Provide documentation for program inputs and outputs. Document the quality of program inputs and processes. In what ways can you document that learning is taking place in your department?]

A. Human Resources

[How many faculty, staff and student workers are assigned to the program? What are the degrees\qualifications of the faculty to teach in the discipline (how many have discipline appropriate/ terminal degrees)? What percentage of instruction is offered by full-time faculty?]

Faculty. The department has three full-time faculty members all of whom are certified by the American Speech-Language-Hearing-Association (ASHA). Two faculty members are certified in speech-language pathology and one is certified in audiology. The audiologist is also licensed to work in the State of Michigan. Michigan is currently in the process of instituting a licensure requirement for speech-language pathologists. Two of the three faculty members hold the entry-level qualifications for clinical practice in their areas—the master's degree in speech-language pathology and the Doctor of Audiology degree. These degrees are the minimum entry-level qualifications for professional practice and are appropriate for an undergraduate-only program. A third faculty member holds two terminal research doctorates (Ed.D., Ph.D) in the areas of Special Education and Speech-Language Pathology, respectively. Table 4 below summarizes faculty rank and qualifications. **(See Appendix 2 for complete faculty CVs).**

Table 4. Faculty Rank & Qualifications

Faculty Name	Academic Rank	Degrees/certifications	%
1. LENA G. CAESAR	Associate Professor	M.S., Ed.D., Ph.D., CCC-SLP	100
2. DARAH REGAL	Assistant Professor	M.A., Au.D CCC-A, F-AAA	90
3. BRYNJA DAVIS	Assistant Professor	M.S., CCC-SLP	90

Staff. This department has operated with minimal administrative support for almost two decades. For most of the period under review, a budget for a staff position was not available to the department. After nearly 20 years of minimal staff support, half time contract funding for an administrative assistant was made available for the 2009-2010 school year. During the 2008-2009 school year, four student workers were employed as readers and office assistants, including a half-time Graduate Assistant funded by the Graduate division of the College of Arts and Sciences. In addition two undergraduate research assistants were employed and funded by a faculty research grant and an external research grant, respectively. This year, in addition to the half-time student worker, a half-time graduate assistant and three student workers are also employed.

B. Physical Resources

[What are equipment, facilities, and other resources used by the program?]

Audiological Equipment. The profession (and pedagogy) of audiology relies heavily on technological equipment. Generally, the equipment presently available to the department is sufficient for meeting basic teaching needs. An audiology booth and sound-isolated chamber is housed within the limited space allocated to the department in Bell Hall, and accounts for about 20% of the available departmental space in terms of square footage.

Available audiological equipment includes a fully computerized MED Rx Avant audiometer, one portable Beltone audiometer, a GSI 33 Middle Ear Analyzer, and an Acoustic Impedance Microprocessor. This equipment is used for both teaching and clinical purposes and is sufficient to meet the needs of a maximum class size of about 10. Recent enrollment increases that more than doubled the number of students in the department, showcased the need for increased booth space and more portable diagnostic equipment for student practice and training. The MED Rx audiometer was obtained from funding received about four years ago from Physics Enterprises, and represents cutting edge state-of-the-art technology. The GSI Middle Ear Analyzer (Tympanometer) was obtained at the beginning of the 2009-2010 school year and replaced a machine that was more than 20 years old. The equipment is maintained in good repair and is serviced and calibrated annually through a Gordon Stowe contract. Although the majority of the equipment is current and up-to-date, there is very limited available space for housing the equipment and both students and clients are forced to stand in the hall way and/or take turns in the booth during most diagnostic teaching procedures.

Speech-Language Pathology Clinical Supplies. Since 2006, the department has been the recipient of an ongoing clinical materials grant—also referred to as the University Partnership Program-UPP—from one of the largest suppliers of therapeutic materials, *Super Duper Publications*. The value of the materials received thus far is close to \$30,000.00. In addition to therapy materials, UPP also supplies or significantly discounts all the cognitive, linguistic and psychological tests published by the company. The UPP relationship with Super Duper was made possible by a grant request developed by Dr. Lena Caesar. Therapy materials at this time are adequate to departmental needs, however, accessibility to the materials caused

by very limited space for storage, and the absence of a designated therapy area, limits students' access to the materials, and clients' access to the benefits.

Other Equipment and Supplies. Equipment for audio and video recording is necessary both for training student clinicians and providing client services. These include 4 digital voice recorders and 2 video cameras. The recording equipment was initially obtained for gathering data for a clinical research grant obtained from ASHA during the 2008-2009 school year. The grant allows for all equipment to remain in the PI's department at the end of data collection.

Office and Pedagogical Equipment. The SPLAD department owns very limited audiovisual equipment. There is one laptop with PowerPoint and content-based interactive software (in the areas of Anatomy, Speech science, Voice, Phonetics) available to all three faculty members. There is one portable projector that is almost 10 years old, and a mobile TV cart with DVD/VCR. The department houses two printers: one color, one black and white. There is no student computer lab or work area. Students are forced to peruse confidential therapy reports and materials as they stand or sit in the narrow departmental hallways or crouch in corners.

Faculty Computers. Each faculty member presently has a personal computer that is less than 5 years old, and equipped with basic software packages (Microsoft Office Pro Suite 2003, Outlook, Gradekeeper and Banner). Only one computer has the SPSS statistical software package. (Please see **Appendix 4** for a detailed listing of equipment, tests and clinical supplies).

C. Curriculum

[Describe your program's curriculum. What is the scope of the program (its breadth and depth)?]

The major in speech-language pathology and audiology at Andrews University offers pre-professional (undergraduate) education for those interested in becoming speech-language pathologists or audiologists. The undergraduate curriculum not only provides students with the prerequisite coursework for graduate school admission, but also with opportunities for clinical experience in the department and community. (See **Appendix 3** for full course descriptions).

Individuals desiring to become speech-language pathologists must obtain a master's degree. Individuals desiring to become audiologists must obtain a clinical doctorate (AuD). Students entering the program with a minimum of 25 credits are required to have a cumulative GPA of 2.75 or above. Only two courses, SPPA234 and SPPA270, are open to all students regardless of major or GPA. A cumulative 3.0 GPA is required before entering all upper division courses. A minimum cumulative GPA of 3.0 is required for students transferring into the program during their junior year. The major is designed so that it may be completed during a student's junior and senior years. The BS degree in this major requires 46 credits; the minor consists of 22 credits.

The Undergraduate Core Requirements for the major conform to pre-professional guidelines established by the American Speech-Language-Hearing Association (ASHA). According to ASHA, students are expected to have completed a set of courses at the undergraduate level that provide substantial academic foundations for the study of SLP, to include foundations in: (a) the basic sciences and mathematics; (b) social/behavioral sciences, (c) communication sciences; and (c) communication disorders. (See Table below).

<u>ASHA Academic Foundations</u>	<u>Andrews Coursework Requirements</u>
1. Biological Sciences	Any course with a BIOL acronym SPPA 280 - Anatomy and Physiology of Speech and Hearing
2. Physical Sciences	PHYS225 – Sound and Waves
3. Mathematics	STAT 285 – Elementary Statistics
4. Social /Behavioral Sciences	GE Social Sciences Requirements
5. Communication Sciences	SPPA285 - Applied Phonetics SPPA310 – Speech Science SPPA 331 – Basic Audiology SPPA 321 – Normal Language Development
6. Communication Disorders	SPPA 234 – Introduction to Speech-Language Pathology and Audiology SPPA 322 – Child Language Disorders SPPA 332 – Audiological Procedures SPPA 374 – Articulation & Phonology: Development & Disorders SPPA 447 – Disorders of Voice and Fluency SPPA 455 – Adult Neurogenic Disorders SPPA 458 – Aural Rehabilitation SPPA 471 – Clinical Practicum in Speech-Language Pathology SPPA 472 – Clinical Practicum in Audiology

ASHA has also designated nine competency areas that students are required to master prior to obtaining professional certification. KASA refers to *Knowledge and Skills Acquisition*, a complex set of nine knowledge areas designed to ensure that students achieve a comprehensive set of critical knowledge-based and skill-based competencies that are needed in order to earn the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) from the American Speech-Language-Hearing Association (ASHA) at the end of their graduate education. The undergraduate program at Andrews University addresses at least 8 of these 9 skill areas in addition to fulfilling ASHA's requirements for undergraduate coursework. These nine competency areas are as follows: (a) Articulation; (b) Cognitive

Aspects of Communication; (c) Fluency; (d) Hearing; (e) Modalities of Communication; (f) Receptive & Expressive Language - Development & Acquired; (g) Social Aspects of Communication; (h) Swallowing; and (i) Voice & Resonance. **Table 5** summarizes the department's curricular alignment with KASA requirements.

Table 5. Alignment of SPLAD Curriculum with KASA Areas

KASA 9 Areas	Relevant Coursework	Other Relevant Experiences
Articulation	SPPA285 - Applied Phonetics SPPA374 - Articulation & Phonology: Development & Disorders	SPPA472 - Clinical Practicum in Audiology
Cognitive Aspects of Communication	SPPA321 - Normal Language Development SPPA322 - Child Language Disorders SPPA455 - Adult Neurogenic Disorders	SPPA472 - Clinical Practicum in Audiology
Fluency	SPPA234 - Introduction to Speech-Language Pathology and Audiology SPPA447 - Disorders of Voice and Fluency	SPPA472 - Clinical Practicum in Audiology
Hearing	SPPA331 - Basic Audiology SPPA332 - Audiological Procedures SPPA458 - Aural Rehabilitation	SPPA471 - Clinical Practicum in Speech-Language Pathology
Modalities of Communication	Not Covered	Guest presentations at departmental assemblies
Receptive & Expressive Language	SPPA321 - Normal Language Development SPPA322 - Child Language Disorders	SPPA472 - Clinical Practicum in Audiology
Social Aspects of Communication	SPPA321 - Normal Language Development SPPA322 - Child Language Disorders	SPPA472 - Clinical Practicum in Audiology
Swallowing	SPPA234 - Introduction to Speech-Language Pathology and Audiology	SPPA472 - Clinical Practicum in Audiology

	SPPA455 - Adult Neurogenic Disorders	
Voice & Resonance	SPPA310 - Speech Science SPPA447 - Disorders of Voice and Fluency	SPPA472 - Clinical Practicum in Audiology

D. Technology

[How adaptable is the program to the advancements in technology? Can restructuring and/or technological innovations be implemented that will more effectively utilize educational best practice and the newest information technology while containing costs? What is the relationship of the program to emerging trends in distance and asynchronous learning?]

The SPLAD program is extremely adaptive to advancements in technology—given that the professions themselves (especially audiology) are technologically-based. In terms of pedagogy, innovative didactic approaches that often utilize technology include:

- Technology-enhanced lectures (Power-Point, web-based interaction, CD-ROM Simulations, etc)
- Problem-based Learning
- Field trips and Hands-on Learning experiences
- Group/Cooperative Learning Opportunities
- Independent research projects

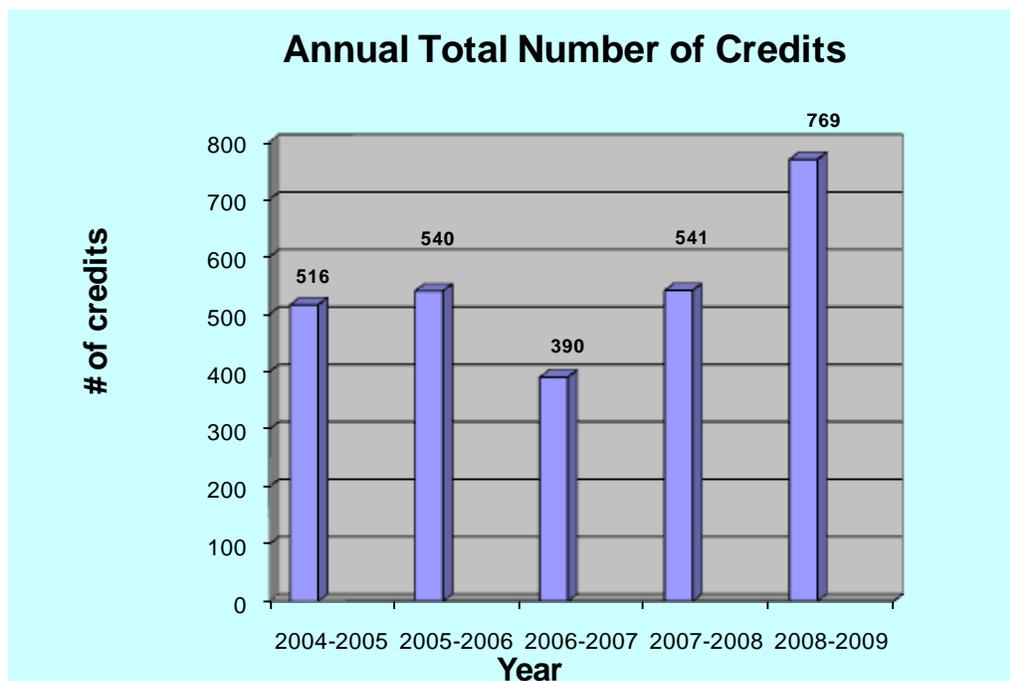
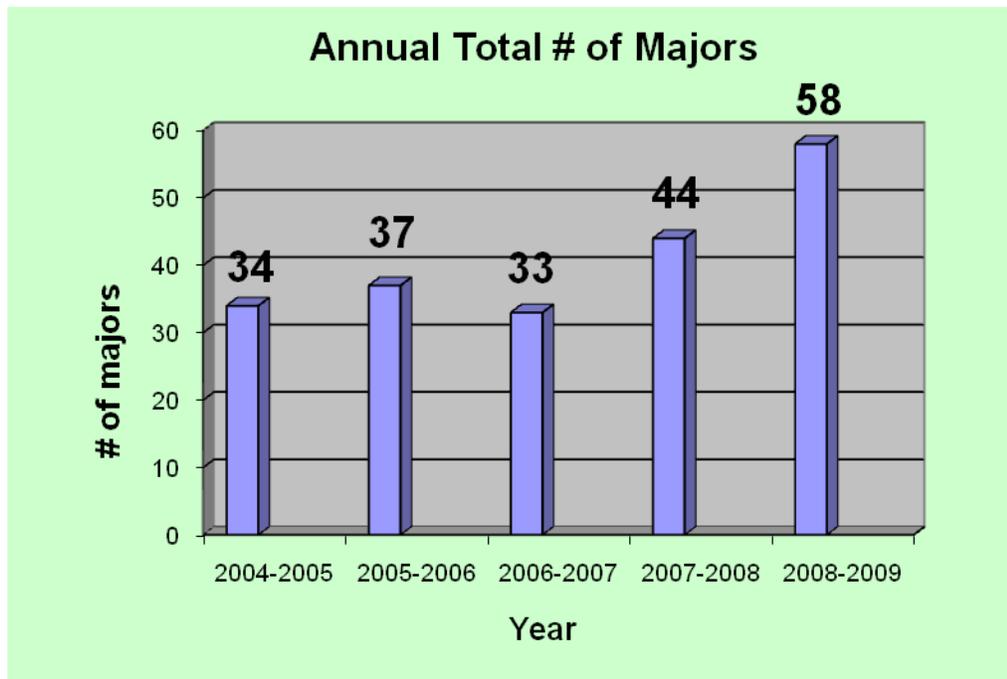
At present, the department does not have any online offerings. Although the nature of the profession may not support widespread distance learning, faculty are pursuing the possibility of offering SPPA 234-Introduction to Speech Pathology and Audiology in an on-line format. Loma Linda University currently offers a similar course in a distance learning format. Pre-speech-language pathology students at Southern Adventist University are required to take the course that Loma Linda offers.

The department has recently begun to take steps toward becoming “paperless”. As of the Fall 2009 semester, all clinical forms have been uploaded to the department’s website and are accessible to students as PDF documents.

E. Enrollment Trends

[What have been the program enrollments for the past five years? What are the enrollments in courses required for other programs?]

Enrollment numbers in the department indicate a definite upward trend. This department has seen considerable fluctuations in enrollment since its inception in 1987 when there were only three majors. Over the past 10-year span (1998-2008), enrollment has again fluctuated, but has generally remained in the 30s—with the exception of the 2002-2003 and the 2003-2004 school years when the numbers hovered in the low 20s. Since 2004, enrollment has not dipped below 30 and has shown a steady upward trend. Enrollment numbers for the 2008-2009 school year stood at a record-breaking 58—the highest number of students ever enrolled in the department. Since the 2003-2004 school year, when the numbers of majors stood at 26, the enrollment has grown by more than a 120%. See the following **bar graphs** for 2005-2008 enrollment numbers.



F. Productivity

[What are the numbers of credit hours generated, degrees or certificates awarded, services rendered, research developed, creative efforts produced, attendance at performances?]

As indicated below, departmental productivity in terms of credit hours generated reveal a steady upward trend—except for a sharp decline in the 2006-2007 school year when freshmen comprised the majority of incoming majors. Freshmen only take one 3-credit class in the major during their first year. Transfer students generally comprise the majority of incoming majors and may take as many as 21 credits during the junior year. The low numbers of graduates 2004 and 2007 may represent the end of an era of low enrollment. All current classes in the department boast of double digit numbers. In terms of graduate school acceptance rates, please note that not all graduates apply to graduate school immediately after graduation—many find related jobs.

Table 6. SPLAD Productivity Data

Enrollment Information	2004	2005	2006	2007	2008
Credits accumulated	516.1	523.0	494.0	661.0	774.0
Mean GPA	3.71	3.54	3.48	3.28	3.57
Number of students graduated	4	9	15	4	9
Accepted in Graduate school %	75%	71%	56%	75%	80%
Related Jobs	25%	0	12.5%	0	20%
Grad School Accept+Jobs	100%	71%	69%	75%	90%

Criterion 2: PROGRAM QUALITY (Outputs)

A. Student Retention

[How well are students retained? What is your program's graduation rate?]

Almost all SPLAD majors (90%) who begin the program as freshmen, graduate at the end of four years—with the exception of those who are also Spanish majors and are required to spend an extra year abroad. The retention rate of transfer juniors is also close to 100%-- given that the program is selective and transfer students are required to have a 3.0 GPA prior to enrolling in junior-level courses. Students transferring into the major as Sophomores (with entering GPAs of less than 3.0) have the lowest retention rates (79%).

B. Program Quality

[What results demonstrate the quality of the program? Is there external validation of quality? What examples of exemplary performance does the program demonstrate?]

Academic Quality

Teaching quality is also very good in the department. All faculty rate above average on student course evaluations, as compared with university faculty and national norms. One faculty member, was selected as the 2007-2008 teacher of the year by the Andrews University student body (AUSB), and faculty members have been repeatedly nominated to Who's Who Among American Teachers. All faculty utilize innovative approaches in their teaching and continue to research and experiment with new approaches to encourage and enhance student learning. Faculty is also committed to incorporating faith and learning and all faculty have worship and/or prayer before classes. Most classes allow time for students to share prayer requests and blessings and individual prayer is frequently held with students in faculty offices. (See **Appendix 6** for Student/Alumni Testimonials of Program Quality).

Many graduate schools (Central Mission University, The Ohio State University, Howard University, Penn State University, etc) have specifically commended our program on the quality and preparedness of our graduates. (See **Appendix 7** for evidence of external validation). But perhaps the success of our students in terms of Graduate school acceptance has been the greatest measure of our academic respectability. A clear majority of students (80-100%) who choose to apply to graduate school are accepted. Consistently, our students gain admission to graduate programs ranked among the top 10 in the nation. Some of these programs include: Northwestern University (#1), University of Wisconsin-Madison (#2), and Purdue University (#3). Other prestigious institutions where our graduates are presently enrolled include: The George Washington University, James Madison University, Galludet University, and Loma Linda University—to name a few. The program’s effectiveness is therefore demonstrated by the quality of students it prepares for further professional training and meaningful service contributions.

Clinic Quality

The Andrews University Central Auditory Processing (CAPD) service is an important part of the Speech-Language Pathology and Audiology program. Students in the major spend at least one semester in clinical practicum for both speech and hearing disorders. The hearing clinic, located in the SPLAD department and directed by **Dr. Darah Regal**, includes a sound proof booth and is equipped for full evaluations of hearing ability and middle ear function. Besides pure tone testing, the hearing clinic also offers specialized testing in Central Auditory Processing Disorders (CAPD), for which it draws clients from across Michiana. This is the only service of its kind within a 100-mile radius. During the 2008-2009 school year, the hearing clinic provided services to about 70 clients, and currently has a waiting list of about

30 individuals for the current school year. There has also been an increase in the range and variety of referral sources, including pediatricians, school psychologists & ENTs—a clear indication of the growing reputation of the AU Speech and Hearing Clinic. (See **Appendix 5** for Client Testimonials of Program Quality).

Research Quality:

Faculty has made more than 25 professional presentations over a 5-year time span. Also more than half a dozen scholarly papers have been published in peer-review journals. The department has also collaborated with other universities for research and clinical training purposes. The following report was first published on the Western Michigan University College of Health and Human Services website:

Students from the Speech-Language Pathology & Audiology Departments (SPLAD) of *Andrews University* and *Western Michigan University (WMU)* participated in a collaborative clinical research study led by Andrews University SPLAD professor, **Dr. Lena Caesar**. WMU professor, **Dr. Nickola Nelson**, a nationally-acclaimed researcher in the field of language and literacy acquisition, served as technical consultant and co-investigator. The study, entitled “Supporting the Acquisition of Language and Literacy through School-Home Activities” (SALSA), was designed to examine the effectiveness of a home-school partnership for stimulating language and literacy skills in Spanish-speaking children of migrant farmers. The 8-week research study conducted at a Migrant Head Start Center in southwest Michigan focused on expanding children’s abilities to produce oral narratives based on drawings of home experiences provided by parents. More than 30 families participated in the SALSA activities. Findings of the study will be presented at the National Convention of Speech-Language Pathologists that meets in New Orleans later this year.

C. Student Outcomes

[What are tests scores on nationally standardized instruments that measure attainment? How have the graduates fared on the GRE, the LSAT, the MCAT, and other standardized tests? How successful are program graduates in seeking graduate and professional admission? In the case of performance- music, drama, art- what evidence is there of achievement outcome? What is the track record of the graduates on state professional licensure and certification examination?]

As an undergraduate department, majors are not required to take any of the standardized tests indicated above. Success of the program is measured by the percentage of graduate

school admissions from students who apply. Data from the Assessment office in the form of Senior Exit Test scores do provide some comparative data for student performance by majors and schools. This information indicated that SPLAD students' performance was slightly below the 50th percentile for the 2008-2009 testing. **See Appendix 8 for entire report.**

The following tables summarize students' goals and outcomes for the 2005-2008 period covered in this review.

Table 7. Student Goals & Outcomes

Department Goals	Measurement Source	Criteria for Success	Data Collected
<p><u>Goal 1</u></p> <p>Students will be able to accurately conduct Audiological evaluation procedures, including, pure tone air conduction, bone conduction, speech reception threshold, speech discrimination, and tympanometry within a one-hour period.</p>	<ul style="list-style-type: none"> • Level of direct supervision by audiology instructor • Written evaluation of clinical performance. 	<ul style="list-style-type: none"> • Accurate performance of Audiological evaluation procedures within a 1-hour period. • A score of 3.0 or better on the clinical performance instrument achieved by 80% or more of students 	<ul style="list-style-type: none"> • 75 % of students during the 2005-2008 academic year were able to conduct Audiological evaluations within the specified time frame. • 80 % of students achieved a score on 3.0 or better on the clinical performance instrument

Department Goals	Measurement Source	Criteria for Success	Data Collected
<p><u>Goal 2</u></p> <p>Students will be able to demonstrate knowledge of the principles and methods of assessment for people with communication disorders, including gathering data from case histories, interviews, formal/informal evaluations and report writing.</p>	<ul style="list-style-type: none"> • Level of direct supervision by audiology instructor • Written evaluation of clinical performance 	<ul style="list-style-type: none"> • Accurate performance of Audiological evaluation procedures within a 1-hour period. • A score of 3.0 or better on the clinical performance instrument achieved by 80% or more of students 	<ul style="list-style-type: none"> • 80 % of students during the 2005-2008 academic years were able to conduct Audiological evaluations within the specified time frame. • 80 % of students achieved a score on 3.0 or better on the clinical performance instrument.

Department Goals	Measurement Source	Criteria for Success	Data Collected
<p>Goal 3 Students will participate in supervised clinical experiences at an acceptable level in the areas of Audiology and Speech-Language Pathology for a minimum of 30 hours.</p>	<ul style="list-style-type: none"> • Level of direct supervision by clinical instructors • Speech-Language Pathology and Audiology time log • Written evaluation of clinical performance instrument 	<ul style="list-style-type: none"> • Evidence of acceptable levels of participation as indicated by ratings of supervising instructor • Speech-Language Pathology & Audiology time logs totally at least 20 hours • A score of 3.0 or better on the Clinical Performance Instrument (Score of 1-4). 	<ul style="list-style-type: none"> • 100% of students received an acceptable participation rating of 3.0 on a scale of 1-4. • Time logs indicated that 100% of students obtained at least 20 hours of clinical experience • 90% of students obtained a score of 3.0 or better on the Clinical performance instrument at the termination of their clinical practicum.

Department Goals	Measurement Source	Criteria for Success	Data Collected
<p>Goal 4 Student will be able to demonstrate knowledge of speech, language, hearing, and communication disorders, including signs and symptoms, etiologies, and expected evaluation results.</p>	<ul style="list-style-type: none"> • Grades obtained from all SPLAD courses; • Clinical portfolios (RUBRIC) 	<ul style="list-style-type: none"> • A rating of 80% or higher on all clinical portfolios • A score of 3.0 or better on the Clinical Performance instrument (range of 1-4), diagnostic skills section • A grade of “B” or better on all SPLAD courses 	<ul style="list-style-type: none"> • 90% of students achieved a rating of 80% or higher on all clinical portfolios • 90% of students receive a grade of “B” or better • The cumulative mean cumulative GPA for students graduating from the program in the last 3 years is 3.43.

Department Goals	Measurement Source	Criteria for Success	Data Collected
<p>Goal 5</p> <p>Students will demonstrate skill in oral, written and other forms of communication sufficient for entry into professional practice</p>	<ul style="list-style-type: none"> Grades obtained on written assignments Instructor evaluations of oral and written presentations, group projects and portfolios Evaluation of clinical performance instrument Scores on Senior Exit Exam 	<ul style="list-style-type: none"> A grade of "B" or better on written course and practicum assignments A score of 3.0 or better (on a scale of 1 -4) on oral and written presentation, group projects and portfolios as assessed by instructor rubrics <p>Performance at or above the university's mean</p>	<ul style="list-style-type: none"> Over the past three academic years, 90% of students have achieved an "A-" or better in coursework and practicum and written assignments. During the 2005-2008 school years the mean GPA for practicum assignments was 3.75. 100 percent of students during the academic year 2005-2006 obtained grades of 3.5 or better on Projects and portfolios in the areas, speech-language pathology, and audiology. Scores for the years under review were at or above the university mean.

Department Goals	Measurement Source	Criteria for Success	Data Collected												
<p>Goal 6</p> <p>Students achieve a minimum cumulative GPA of 3.0 or above by the completion of their academic program.</p>	<ul style="list-style-type: none"> Student academic records 	<ul style="list-style-type: none"> Cumulative GPAs of 3.0 or better for 100% of graduating seniors Summary of Assessment Data Collected 	<p>Mean cumulative GPAs for the last four academic years are as follows:</p> <table border="1"> <thead> <tr> <th>Year</th> <th>GPA</th> </tr> </thead> <tbody> <tr> <td>2004-2005</td> <td>3.54</td> </tr> <tr> <td>2005-2006</td> <td>3.48</td> </tr> <tr> <td>2006-2007</td> <td>3.28</td> </tr> <tr> <td>2007-2008</td> <td>3.47</td> </tr> <tr> <td>2008-2009</td> <td>3.57</td> </tr> </tbody> </table>	Year	GPA	2004-2005	3.54	2005-2006	3.48	2006-2007	3.28	2007-2008	3.47	2008-2009	3.57
Year	GPA														
2004-2005	3.54														
2005-2006	3.48														
2006-2007	3.28														
2007-2008	3.47														
2008-2009	3.57														

Department Goals	Measurement Source	Criteria for Success	Data Collected
<p>Goal 7</p> <p>By the end of their programs, students will gain admission to graduate school in the area of audiology and/or speech language pathology.</p>	<ul style="list-style-type: none"> Senior Exit Survey Alumni survey 	<ul style="list-style-type: none"> 90 % of alumni will report graduate school attendance and/or employment in the fields of speech-language pathology or Audiology. By the end of their senior year 75% of majors would have gained acceptance into SPLAD graduate programs. 	<ul style="list-style-type: none"> 90 % of alumni (N=23) reported graduate school attendance and/or employment in the fields of speech-language pathology or Audiology.* 75% of all seniors gain acceptance into graduate schools. -96-100% of those who apply gain acceptance.

Department Goals	Measurement Source	Criteria for Success	Data Collected
<p>Goal 8</p> <p>Students will exhibit Christian graces and virtues during professional interactions with clients, family members and other professionals.</p>	<ul style="list-style-type: none"> Senior Exit Survey Written evaluation of clinical performance Patient/client feedback 	<ul style="list-style-type: none"> 100% of students will score a "3.0" or higher on the relevant sections of the clinical performance instrument Students will obtain a score of "3.0" or better on a 4-point scale to question #12 of the evaluation for clinical performance. 	<p>100% of students obtained a score of "3.0" or higher.</p> <p>100% of students obtained a score of "3.0" or higher.</p>

D. Student, Alumni and Employer Satisfaction

Student Satisfaction. Student perceptions of overall program quality and academics were measured using the Senior Exit Survey sent out to graduating majors during the last semester of their Senior year. The tables that follow (Tables 8 & 9) demonstrate that graduating students' perceptions of academic and program quality were generally in the 'above average' to 'excellent' range. Spring 2008 was the first year that a departmental Senior Exit survey was used for measuring student satisfaction.

Table 8 - Students' Perceptions of Overall Program Quality

Measures of Quality	2008	2009
<p><u>Faculty Competence</u></p> <ul style="list-style-type: none"> Faculty Competence Faculty Access Academic Advising Faculty as Mentors 	<p>4.50</p> <p>4.25</p> <p>3.75</p> <p>4.38</p>	<p>4.80</p> <p>4.60</p> <p>4.40</p> <p>4.90</p>
<p><u>Departmental Spirituality</u></p> <ul style="list-style-type: none"> Christian behavior: faculty/students Integration of spirituality in classroom 	<p>4.50</p> <p>4.63</p>	<p>4.80</p> <p>4.80</p>
<p><u>Adequacy of Facilities</u></p> <ul style="list-style-type: none"> Facilities & Resources 	<p>3.13</p>	<p>3.80</p>

<u>Quality of Curriculum</u>		
• Curriculum in general	4.13	4.80
• Professional skills received	4.25	4.70
• SLP Clinical Skills	4.13	4.80
• AUD Clinical Skills	4.25	4.67
• Instructional Effectiveness	4.13	4.70
• On-Campus Clinical Experience	4.50	5.00

Value labels: 1= poor; 2=below av.; 3=average; 4=above average; 5=excellent

Table 9 - Students' Perceptions of Quality of Coursework

Academic Coursework	2008	2009
<u>Foundation Courses</u>		
• Anatomy & Physiology	4.25	4.30
• Speech Science	3.50	3.89
• Applied Phonetics	3.75	4.30
<u>SLP Disorder Courses</u>		
• Disorders of Voice	4.50	4.63
• Disorders of Fluency	4.38	4.38
• Artic & Phonological Disorders	4.00	3.80
• Neurogenic Disorders	4.13	4.25
<u>Audiology Courses</u>		
• Basic Audiology	3.13	3.80
• Aud. Procedures	4.25	4.50
• Aural Rehabilitation	4.13	4.00
<u>Clinical Courses</u>		
• Audiology Practicum	4.00	4.33
• SLP Practicum	3.63	4.56
• Clinical Methods & Techniques	4.25	3.89
<u>Language Courses</u>		
• Normal Language Disorders	4.13	4.50
• Child Language Disorders	4.13	4.50
<u>Specific Courses not Offered by Department</u>		
• Diagnostics in SLP	3.88	4.00
• Ethical Issues in CSD	3.38	4.13
• Multicultural Issues	3.75	3.89
• Alternative & Augmentative Com	2.88	3.25

Value labels: 1= poor; 2=below av.; 3=average; 4=above average; 5=excellent.

Alumni Satisfaction. Alumni perceptions of overall program quality and academics were measured using an Alumni Survey sent out to SPLAD alumni via an online survey in 2008. Twenty three alumni responded. The tables that follow (Tables 10 & 11) demonstrate that SPLAD department alumni were generally very satisfied with program quality and rated the quality of most areas in the ‘above average’ range. Spring 2008 was the only year that a departmental survey was used for measuring alumni satisfaction. The department intends to gather alumni data on a biennial basis.

Table 10 - Alumni Perceptions of Overall Program Quality

Measures of Quality	2008
<u>Faculty Competence</u> <ul style="list-style-type: none"> • Faculty Competence • Faculty Access • Academic Advising • Faculty as Mentors 	<p style="text-align: right;">4.75</p> <p style="text-align: right;">4.75</p> <p style="text-align: right;">4.70</p> <p style="text-align: right;">4.80</p>
<u>Departmental Spirituality</u> <ul style="list-style-type: none"> • Christian behavior: faculty/students • Integration of spirituality in classroom 	<p style="text-align: right;">4.85</p> <p style="text-align: right;">4.85</p>
<u>Adequacy of Facilities</u> <ul style="list-style-type: none"> • Facilities & Resources 	<p style="text-align: right;">4.16</p>
<u>Quality of Curriculum</u> <ul style="list-style-type: none"> • Curriculum in general • Professional skills received • SLP Clinical Skills • AUD Clinical Skills • Instructional Effectiveness • On-Campus Clinical Experience 	<p style="text-align: right;">4.47</p> <p style="text-align: right;">4.50</p> <p style="text-align: right;">4.25</p> <p style="text-align: right;">4.70</p> <p style="text-align: right;">4.40</p> <p style="text-align: right;">4.40</p>

Value labels: 1= poor; 2=below av.; 3=average; 4=above average; 5=excellent.

Table 11 - Alumni Perceptions of Academic Quality

Academic Coursework	2008
<u>Foundation Courses</u> <ul style="list-style-type: none"> • Anatomy & Physiology • Speech Science • Applied Phonetics 	4.57 N/A 3.90
<u>SLP Disorder Courses</u> <ul style="list-style-type: none"> • Disorders of Voice • Disorders of Fluency • Articulation & Phono.Disorders • Neurogenic Disorders 	4.35 4.89 3.75 3.89
<u>Audiology Courses</u> <ul style="list-style-type: none"> • Basic Audiology • Aud. Procedures • Aural Rehabilitation 	4.89 4.60 4.60
<u>Clinical Courses</u> <ul style="list-style-type: none"> • Audiology Practicum • SLP Practicum • Clinical Methods & Techniques 	4.85 4.25 4.10
<u>Language Courses</u> <ul style="list-style-type: none"> • Normal Language Disorders • Child Language Disorders 	4.25 4.25
<u>Content outside of Coursework</u> <ul style="list-style-type: none"> • Diagnostics in SLP • Ethical Issues in CSD • Multicultural Issues • Alternative & Augmentative Com 	3.61 4.06 4.18 3.18

Value labels: 1= poor; 2=below av.; 3=average; 4=above average; 5=excellent

E. Program Philosophy

[Does the program successfully provide for the intellectual, social and spiritual development of students?]

Professionals working in the areas of speech-language pathology and audiology have unique opportunities to work with individuals with impairments of communication. The SPLAD department prepares students academically and clinically to provide services to those with communication disorders. As part of the academic component, research activities are encouraged early in the program for students who show potential in this area. All students are involved in clinical practicum courses, conducting therapy and assisting in speech, language and hearing evaluations. As part of the commitment to service, students are also encouraged to be involved in speech and hearing screenings conducted in the community to identify individuals who need further evaluation. Our students are therefore prepared, academically and clinically, for graduate education while they learn about the needs of others through involvement in service. Specific activities available to students to foster development in social, spiritual and intellectual areas are as follows:

--Social Development: (a) Speech and Hearing Club; (b) Social events, such as the yearly welcome-back party by the lake; and (c) professional outings to state and national professional meetings and conferences.

--Spiritual Development: (a) Vespers are held regularly at faculty members' homes and students are strongly encouraged to participate in week-end worship experiences. A weekly of prayer & praise is reserved in many of the SPLAD classes. All classes/social events/assemblies begin with prayer and a short devotional. Students are encouraged to share their prayer requests and petitions in both corporate and individualized sharing opportunities.

Department-wide worships along with social activities are held every month in respective

faculty homes. Intentional, transparent integration of faith and learning is also fostered and encouraged.

--**Intellectual Development:** Departmental offerings are rigorous and thought-provoking. Students are provided with several opportunities to attend research and professional conferences. Students also have the opportunity to participate in research studies and present at local and national conferences.

F. Evidence of Faculty Growth and Reputation

[How well do program faculty achieve in measures of teaching effectiveness and professional development? What is the track record of the program faculty in producing research accepted in peer-reviewed publications or for juried presentation? What recognition does faculty bring to program in the areas of community, denominational and professional service?]

The tables below summarize faculty involvement in terms of teaching, research and service. Teaching skills are evaluated through Student Course Evaluations, and Department Chair Evaluations. Peer Evaluations are being implemented for the current school year. All faculty members score at or above university means on their course evaluations and on student and alumni ratings of faculty expertise and teaching. The tables below (12, 13, 14) summarize faculty activities in terms of teaching, research, and service.

Table 12 – Summary of Faculty Teaching, Research & Service: Caesar

Name / Degrees	Courses Taught	Scholarly & Professional Activities - 2005-2009	Service-related Activities
I. Lena G. Caesar MS, EdD, PhD CCC-SLP	SPPA234 Intro to Speech Path/Aud SPPA321 Normal Lang Development SPPA322 Child Language Disorders SPPA447 Voice & Fluency Disorders SPPA471-002 Clinical Practicum	Publications: <ul style="list-style-type: none"> • 6 Scholarly peer-reviewed publications • 3 Professional publications Presentations: <ul style="list-style-type: none"> • 19 Scholarly presentations • 6 Professional or Denominational presentations Funded Grants: <ul style="list-style-type: none"> • 2 External Grants • 3 Internal Grants Thesis/Dissertations: <ul style="list-style-type: none"> • Member- 4 • Chair - 1 Scholarly Committees: <ul style="list-style-type: none"> • Chair, IRB • Member, UG Curriculum • UG Program Review Other: Club Sponsor-2 Research Interests: <ul style="list-style-type: none"> • Bilingual language acquisition & literacy 	<u>Church:</u> <ul style="list-style-type: none"> • Children’s division Co-ord. • Hospitality Leader • Women’s Ministry director • VBS Director <u>Community:</u> <ul style="list-style-type: none"> • Migrant Health Advisory Council • Michigan Personnel Advisory Taskforce

Table 13 - Summary of Faculty Teaching, Research & Service: Regal

Name / Degrees	Courses Taught	Scholarly & Professional Activities	Service-related Activities
II. Darah J. Regal MA, AuD CCC-A	SPPA280-001/L01 Anatomy & Phys. Speech/Hearing SPPA331 Basic Audiology SPPA332 AuD Procedures SPPA310 Speech Science SPPA458 Aural Rehabilitation SPPA472-001 Clinical Practicum Audiology SPPA 480 Topics: Educating the hearing impaired Child SPPA270 Preclinical Observation SPPA480 Topics: Central Auditory Processing	<u>Presentations:</u> <ul style="list-style-type: none"> • Scholarly-2 • Professional-3 <u>Thesis/Dissertations:</u> <ul style="list-style-type: none"> • External Reader-2 <u>Scholarly Committees-2</u> <u>Research Interests:</u> <ul style="list-style-type: none"> • Central Auditory Processing Disorders 	<u>Church:</u> Buchannan SDA Pianist; Asst. Team Leader Head Music Coordinator; Andrews Academy Representative <u>Community:</u> CROP walk; Operation Christmas Child; Health Van Ministry

Table 14 - Summary of Faculty Teaching, Research & Service: Davis

Name / Degrees	Courses Taught	Scholarly & Professional Activities	Service-related Activities
III. Brynja Davis MA CCC-SLP	SPPA270 Preclinical Observation SPPA285 Applied Phonetics SPPA374 Articulation/ Phono Disorders SPPA425 Clinical Principles & Practice SPPA435 Communication Dev: Classroom Teachers SPPA 455 Adult Neurogenics SPPA471-001 Clinical Practicum	<u>Presentations:</u> <ul style="list-style-type: none"> • Scholarly-2 • Professional-1 <u>Scholarly Committees:</u> 1 <u>Other:</u> SPLAD Club Sponsor <u>Note:</u> New Faculty Member. Research agenda is currently being developed.	<u>Church:</u> PMC Children's SS

Criterion 3: Finances

A. Departmental Revenue

Does the revenue from tuition, fees and other sources of income such as entrepreneurial activities associated with department offering the degree, cover the direct costs of program as well as an appropriate contribution to institutional overhead?

Yes. Between the 2005-2006 and the 2008-2009 school years, revenue generated by the department has been sufficient to cover the direct costs of the department as well as contribute to institutional overhead. The 2006-2007 academic year constitutes an exception to that trend when the program operated at 0.98 productivity. Although the productivity data for the 2008-2009 academic year appears to have exceeded 2.0, actual productivity may be less when adjusted for the 10-month '08 fiscal year. Productivity data were obtained from the Dean's office of the College of Arts and Sciences. See Table 15 below.

Table 15. SPLAD Productivity Data

Measures	05-06	06-07	07-08	08-09
# FTE	2.8	2.8	2.8	2.8
Total Credits	540	388	534	769
Net Income	\$222,403	\$175,037	\$253,418	\$372,057
Revenue (Fees)	\$12,799	\$9,560	\$10,799	\$14,766
Clinic Revenue	\$3,425	\$4,520	\$3,250	\$4,194
Expenses	\$141,633	\$176,931	\$193,434	\$173,738
Student-Teacher Ratio	5.1:1	4.5:1	6.0:1	8.6:1
Fiscal Productivity	1.56	0.98	1.29	2:07

Although data were not available for benchmarking other undergraduate SPLAD programs, comparative data from the four other health-related programs at Andrews University indicate that SPLAD's productivity trends are somewhat below or similar to the majority of the programs with the exception of Nutrition and Wellness. This may be due to several reasons. For example, whereas the PT and CLS students receive practical training at off-campus sites with 'adjunct' supervisors, faculty in the SPLAD and Nursing departments directly supervise their students. The relatively high productivity of the Nutrition and Wellness department may be reflective of their GE coursework offerings in the area of wellness. Table 16 provides a 4-year comparison of the productivity trends for the five health professions at Andrews University.

Table 16. Productivity Comparison Report

Year	SPLAD	Physical Therapy	Nutrition and Wellness	Nursing	CLS
2006	1.56	1.70	2.68	1.02	1.67
2007	0.98	2.22	3.17	1.10	1.71
2008	1.29	2.27	3.11	1.14	1.46
2009 ^a	2.07	2.19	3.56	1.44	1.95

^aProductivity data for 2009 may appear inflated due to an abbreviated fiscal year.

B. Revenue from External Grants

[What income has the program generated for itself from external grant activity, and what does it receive as a result of overhead or indirect cost recovery for the institution?]

In addition to income earned from tuition and fees, the SPLAD department has generated monies from the following sources:

A.	<u>Grant Amount</u>	<u>Source</u>	<u>PI</u>	<u>Duration</u>
	\$ 10,007.04	ASHA	Caesar	8/08 – 10/09
B.	<u>Gift/Donations</u>			
	\$30,000 (approx)	Super Duper Pub. Therapy Supplies	N/A	2006 - present (Ongoing)
C.	<u>Clinic Income</u>			
	\$15,000.00 (approx)	Clinic Fees	N/A	2005-2009

C. Departmental Efficiencies

What demonstrable efficiencies in the way the program is operated (or which could be inaugurated) are beneficial to the institution?

The SPLAD department is the smallest academic department (in terms of faculty & operating budget), but operates at comparable efficiency as compared to other health professions in CAS (See Table 16 above). Members of the SPLAD faculty work under very extreme circumstances in an attempt to run both a clinical and an academic program with very meager faculty and staff support. The department functioned for several years on a 2-person staff—who taught all professional courses, ran a clinic, and supervised practicum students. We are grateful to be functioning with a full complement of 3 faculty members since the Fall of 2006. We are still challenged by the absence of a clinical supervisor for student practica, and the unavailability of sufficient support staff to handle the clinical services that we offer to the public. Yet our research productivity and reputation for academic rigor are as good or better than many other departments with many more resources (CAS productivity report, 2008). Over the last 5 years, several donations and small grants have been obtained for the purchase of clinical materials and tests. These monies, along with the income from clinical

services, reduce the expenditure of departmental funds. We are still challenged by our lack of space and the shortage of support staff to handle the clinical services that we offer to the public. However, it is very evident that in the SPLAD department much is being accomplished with very little.

Criterion 4: A Strategic Analysis of Future Opportunities

[Evaluate future threats to this program in the light of past weaknesses, including past inefficiencies, failures to innovate and less than effective service to the students involved. Considering the strengths of the program, frankly evaluate opportunities for growth in effectiveness, new directions in service, likely financial performance, new impact on students involved, resources necessary to achieve new levels of effectiveness, etc].

Focus on the future opportunities of this program. Briefly summarize the strengths and weaknesses already covered, including:

A. Academic Successes and Challenges

The academic strengths (and weaknesses) of the SPLAD department are categorized and discussed according to the following three areas: (a) Faculty, (b) Curriculum, and (c) Academic-Service Relationship. The following discussion also addresses the program's effectiveness in preparing graduates for meaningful service:

a. Faculty. The experience, expertise, and renown of the department's three faculty members represent a definite strength. All faculty members are fully certified by the American-Speech-Language-Hearing Association (ASHA), and represent a combined total of over 50 years of experience and employment in both educational and health settings. All faculty are intentional about developing their teaching and clinical expertise through a variety of means, including doctoral education, professional conferences, professional presentations, publications and research. Within the last 5 years, the department has moved from having **no** faculty with terminal doctoral degrees, to now having 3 doctoral degrees among the 3 faculty. During the period under review, faculty-

authored, peer-reviewed and professional publications have appeared in several highly-ranked academic journals and the number of professional presentations at State and National conferences have exceeded 25. In 2008, one faculty member was one of three individuals nationally to be awarded an external research grant by ASHA; one faculty member was also asked to serve as expert reviewer for a \$1.2 million grant competition from the Alberta Medical Foundation in Canada. The Audiologist receives constant requests for her expert opinion and diagnostic competence from school districts, and ENT offices all across Michiana.

b. Diversity. The reality of both faculty and student diversity may also be viewed as a strength. Whereas Andrews University is less than 50% diverse, the percentage of students from minority backgrounds in this department ranges from 65 – 85% in any given year. Nationally, the profession of speech-language pathology indicates a desperate shortage of minority professionals, with minorities accounting for only about 5% of the professional core nationwide. Faculty backgrounds are also reflective of rich diversity: One is of Caucasian American descent, one of Caucasian Icelandic descent and one of Afro-Caribbean descent. Whereas the diversity of the faculty in terms of cultural background may be viewed as a strength, gender diversity is a definite area of weakness. Although male professors were consistently on faculty during the first decade of the program's existence, the department has not succeeded in recruiting a single male faculty member in the last 20 years. The fact that the present faculty composition is 100% female may account for the low male enrollment in the department and the erroneous assumption that the profession is exclusively female.

Overall, faculty has maintained high academic standards by providing excellent teaching and ready availability to students, despite the space and staff constraints under which they operate. Many majors report that they entered the department because of positive student reports regarding program quality.

- c. Curriculum. The B.S. degree in speech-language pathology and audiology at Andrews University provides a solid background for careers in audiology, speech-language pathology, speech science, hearing science, health care, and special education. The curriculum provides students with coursework and experiences above and beyond the typical offerings of other undergraduate programs. For example, Andrews University may be the only undergraduate program nationally where students have access to cadavers for their Anatomy & Physiology lab work. The curriculum also offers an average of 50% more coursework on specific disorders than other undergraduate programs. In addition, students are required to participate in clinical practicum courses, conducting therapy with ‘real’ patients and assisting in speech, language, and hearing evaluations—an opportunity most often reserved for the graduate level. Several undergraduate majors have also had the opportunity to participate in faculty research and have presented at both state and national professional conferences (See Appendix 2, Faculty CV). Alumni of the program have consistently reported that upon admission to graduate school, they have felt very prepared and well able to compete with peers who completed their undergraduate degrees at other programs.
- d. Strong Academic-Service Relationship. The SPLAD department holds great potential for being of service to both the university community and the surrounding society. Whereas many larger universities have eliminated clinical practica opportunities at the

undergraduate level, the department's clinical practicum requirements are designed to engage students in service as early and as adequately as possible. Students' participation in clinical activities allows them the opportunity to provide speech and hearing services to both the university population and the surrounding community. Potential clients for in-house services may include individual faculty, staff and students in need of hearing testing, along with early identification clinics for students enrolled in the Crayon Box, Ruth Murdoch Elementary and Andrews Academy. The local community is well aware of the services that we offer, and a waiting list exists for speech/language services and hearing evaluations. Although there has been increased interest in services offered by the Speech and Hearing Clinic in recent years, it is possible that the clinic continues to be under-utilized by university personnel. The lack of appropriate clinical space is a definite deterrent to maximizing the services of the Clinic.

B. Effectiveness in Promoting Christian Growth & Denominational Goals

A Unique Service to the Church. The program at Andrews University is one of only two SDA programs that offers a bachelor's degree in speech-language pathology and audiology. The other program, located at Loma Linda University in California, offers both undergraduate and graduate training, but only accepts undergraduate students in their junior and senior years. In addition, Loma Linda caps both their undergraduate and graduate enrollment at 60 students (30 undergrads, 30 grads=15 students per class, per year). Andrews is the only 4-year undergraduate program strategically located to offer services to the eastern and Midwestern sections of the country. Enrollment at Andrews University's program topped the 50-student mark during the 2008-2009 school year. A significant percentage of the majors in the

department transfer from other Adventist colleges—suggesting that many more students are interested in this major than Loma Linda could possibly accommodate. It is clear that the demand for this major among Seventh-day Adventist students cannot be met by one university. At present, there is a desperate shortage of SDA speech-language pathologists and audiologists. Many SDA institutions (academic & healthcare) are experiencing difficulty in finding trained SDAs to fill vacant positions. The SPLAD department at Andrews University answers to a unique and specific need for attracting and preparing Seventh-day Adventists for service to the world church.

C. Financial Strengths and Weaknesses

Clinical services offered by the department have the potential of providing a source of financial income. The department has the potential to increase its clinical earnings through increased services to the community. However, this would require the hiring of at least a half-time clinical supervisor position and a full-time office assistant for billing insurance companies and school districts. Expanding clinical offerings would also require a significant expansion of the present clinical space (the issue of space will be further discussed in the ‘Threats’ section which follows). The desperate shortage of trained professionals in this area would guarantee sufficient income for offsetting the costs of additional personnel.

Data on the department’s fiscal productivity may mask the true extent of the constraints under which faculty now work. Although the department does not generate an impressive number of credits (though the credits generated have increased significantly over the past five years), the nature of the program, demands one-on-one supervisory time with each major—a common feature of many health professions programs, including nursing (See

Table 16, page 40 for fiscal productivity comparisons). ASHA requires 100% supervision by the program faculty for the first 25 clock hours of a student's practicum experience. Each student in the SPLAD department is required to have at least 20 hours of supervised practical training before graduation. This limits placement opportunities in settings that are inaccessible to faculty. Faculty also invest vast outlays of time in reviewing and editing diagnostic reports and language-based therapy plans. The increase in the number of majors has therefore resulted in a dramatic increase in the numbers of actual clock hours that faculty spend supervising students' practicum experiences.

Another reason for the relatively low number of credits generated is the fact that this department's course offerings are directed to SPLAD majors only. At present, the department offers no General Education (GE) courses—as is typical of most highly-specialized professional programs. In the past, the possibility of developing a course with broad appeal that could count as fulfilling GE requirements has been discussed. Possible courses under consideration include: (a) SPPA 280 Anatomy and Physiology of Speech and Hearing (already in existence) which is a 4-credit course with a 2-hour lab that may be used to meet GE science requirements; (b) A specialized course on "Communication Strategies for Health Professionals" which would meet the communication requirement for all five of the health professions; and (c) A course in "American Sign Language" which would meet the Foreign language requirement for the BA degree.

D. Potential Departmental Threats

[Evaluate future threats to this program in the light of past weaknesses, including past inefficiencies, failures to innovate and less than effective service to the students involved]. What internal and external environmental factors affect the institution (SPLAD department) in such ways that opportunities or threats are created? Which factors must this program seize or avoid?]

The Andrews University SPLAD department has been in existence for more than 40 years. Unfortunately, for most of that time it has been under continuous threat: threats of closure, threats of merger, and threats of being compressed into less and less space. These threats have generated fear and anxiety among current and prospective students, as well as SPLAD faculty. The fear of closure may also have been a contributing factor to the fluctuations in enrollment evident over the years. In the late 1990s and early years of this decade, several parents and prospective students were heard to voice such concerns as reasons for not enrolling in Andrews.

Lack of space. Prospective students, clients and other visitors often express surprise about the very limited space available for student observation and clinical services. Over the years a few unsuccessful attempts have been made to resolve the situation. For example, the University's involvement (along with Lakeland) in the remodeling of the Medical Specialties Building in the 1990s was a heroic attempt to stabilize the department. When the Lakeland partnership failed after only a few years and the clinic was closed down, the department's crisis was further exacerbated by the School of Education repossessing more than one-third of the space that the department had occupied for over 30 years.

The space issue is still unresolved. In 2008, hopes were raised when the faculty was invited to participate in the Buller Hall planning meetings and was included in the first sets of blueprints. In time, the Buller Hall bid was lost and a promise was made by the Provost to incorporate our needs into the Nethery Hall renovation plans instead. As yet, no definite commitments have been made with regard to Buller, Nethery, or any other space allocation. The historic and present reality of the department's ongoing turf war, may suggest that the

most serious threat to the department's growth may be as much related to ambivalent and sporadic administrative support as to mere limitations in space allocations.

The following designated spaces are specifically needed:

- HIPPA-appropriate conference room where confidential patient information can be shared and discussed
- Storage for equipment and instrumentation
- Work space for students
- A clinic area with waiting rooms, student observations rooms, therapy rooms, and storage for clinical supplies

Salary Scale inequities. Another serious threat to faculty recruitment and morale is the inequity and imbalance reflected in the University's newly-implemented salary scale. The new salary scale which was purportedly designed to reflect market trends, appears inconsistent in its allocation of rank. Based on 2008-2009 data from the Bureau of Labor Statistics, the market earnings for speech-language pathologists and audiologists, are higher than 3 of the 4 other professions listed—yet SPLAD salaries at AU are on the lowest rung of AU's salary scale. (See **Table 17** below). This issue is seen as crucial to the upgrading of departmental course offerings to the Master's level—a move that would require (a) the recruitment and hiring of additional faculty, and (b) the evaluation and scrutiny of the university's hiring practices by the ASHA accreditation board.

Table 17. Average Market Earnings for Health Professions Programs at AU

Profession	Job Outlook	Median Annual Earnings	Earnings Range (lowest 10% - highest 10%)	AU Salary Rank ^a
Physical Therapist	Good	\$66,200	\$46,510 - \$94,810	3 + 30% bonus
Speech-Language Pathologist	Excellent	\$57,710	\$37,970 - \$90,400	1
Audiologist	Good	\$57,120	\$38,370 - \$89,160	1
Registered Nurse	Excellent	\$57,280	\$40,250 - \$83,440	2
Clinical Laboratory Technologist	Excellent	\$49,700	\$34,660 - \$69,260	3
Dietitian/Nutritionist	Good	\$46,960	\$29,860 - \$68,330	1

Source: Bureau of Labor Statistics (2008-2009). ^aHigher numbers indicate a higher salary range. 1=lowest.

In addition, most universities (public and private) that utilize discipline-specific wage scales, remunerate Health Professions faculty according to the same salary scale. Examples of such programs include Western Michigan University's College of Health and Human Services and Loma Linda University's School of Allied Health Professions. What follows is an excerpt of an email correspondence from Dr. Jean Lowry, retired chair of the Speech Pathology & Audiology Department at Loma Linda University.

Every faculty member in Allied Health – PT, OT, Clinical Lab, Rad Tech, Health Info, Cardio Pulmonary, Speech Path, and Nutrition are all on the same pay scale. As **faculty** we all do the same job of teaching, placing students for clinicals, supervising students as well as the other things that any faculty member does. We are academics first and licensed clinicians second. (J. Lowry, Quote from personal email correspondence, 8/21/08).

According to the 2009 NCA self study report, Andrews University's compensation structure follows a discipline-specific model based on CUPA-HR standards. The unavailability of CUPA-HR data on all of AU's health professions precluded the possibility of a comparative analysis of average college and university earnings. See Table 18 for CUPA-HR SPLAD.

Table 18. Available CUPA-HR data for Health Professions Programs at AU

<u>Departments</u>	<u>Professor</u>	<u>Assoc. Professor</u>	<u>Asst. Professor</u>	<u>Instructor</u>
SPLAD ^a	\$80,000	66,201	57,091	no available data
PT ^b	--	--	--	--
Nursing ^b	--	--	--	--
CLS ^b	--	--	--	--
Nutrition ^b	--	--	--	--

Source: AU HR Department. ^aData requested and provided. ^bData requested, but not provided.

E. Opportunities for Growth

1. Considering the strengths of the program, frankly evaluate opportunities for growth in effectiveness, new directions in service, likely financial performance, new impact on students involved, resources necessary to achieve new levels of effectiveness, etc.].

Several factors suggest that the department may be ready for an academic upgrade to a Masters program in speech-language pathology. (An audiology graduate program would require a clinical doctorate program (AuD) and is not being considered at this time). Some of these factors include:

- The very positive trend with regards to enrollment, credits generated, and student/faculty ratio and productivity. The SPLAD department UG student headcount is almost equal to Loma Linda's combined undergraduate and graduate numbers.

- Faculty preparedness as evidenced by the presence of doctorate-qualified faculty; given that there are already two individuals with terminal degrees in the department, only one or two more PhDs may need to be hired.
- A critical demand for the program—locally, nationally and denominationally. It is clear that Loma Linda is not able to meet the needs of SDA students applying to their graduate program since their resources limit the number they can admit to 12-15. According to Dr. Terry Douglas (Pre-enrollment advisor), admission is very competitive as evidenced by the fact that Loma Linda receives an average of 100-120 applications per year. According to ASHA, graduate schools nationwide reject about 90% of applicants-- due not to student quality issues, but rather to lack of space. Most graduate programs admit a maximum of only 30 students annually.
- The scholarly and research renown of faculty. Andrews University faculty publications are being referenced and cited internationally—including in speech- language pathology and audiology textbooks currently in use in many academic programs.
- Adequate clinical supplies as a result of the clinical materials and research grants already obtained.

These indicators clearly show that the SPLAD department is ready to initiate a Master's program *in addition to* the current undergraduate offerings. Barring faculty and space issues, the program has the academic, personnel and student resources necessary to move to the next logical step. With an undergraduate enrollment approaching 60, a profession that requires a master's degree in order to practice, faculty personnel with demonstrated leadership skills,

and cutting edge clinical resources and expertise—the SPLAD department intends to seek permission to begin a master’s program before the year 2012.

The following table benchmarks two graduate programs in speech-language pathology and provides data that demonstrate the feasibility of a graduate SPLAD program at Andrews University. Loma Linda University (LLU) was selected based on denominational similarity to Andrews, while Western Michigan University (WMU) was selected based on its geographical proximity. As compared to WMU, Loma Linda has a relatively small program. Loma Linda accepts undergraduate students for their junior and senior years only—about 15 per year. They also accept 12-15 graduate students per year. From several points of view (size, SDA affiliation, etc) LLU may be the model that AU may be best able to emulate for our Master’s program. At present, undergraduate enrollment in AU’s SPLAD program exceeds Loma Linda’s undergraduate numbers by nearly 100%, making the undergraduate program a more than adequate feeder program for a Master’s program with an enrollment similar to Loma Linda’s. (That is, 20-30 graduate students—in addition to 50-60 undergraduate students).

Table 19 Graduate Benchmarking

	LLU	WMU
Total # of students <ul style="list-style-type: none"> • Undergraduate • Graduate 	50-60 approx. 30 approx. 30	150-180 60
Total # of faculty <ul style="list-style-type: none"> • Full-time • Part-time/contract faculty 	10 7 Up to 3/quarter	20 14 6
Onsite clinical facilities	Yes	Yes
# of PhD faculty	3	8
# of M.A./M.S./AuD faculty	7	6

# of credits required		
• Undergraduate	192 quarter units	122 Semester cr.
• Graduate	57 quarter units	50 Semester cr.

The SPLAD department's decision to upgrade its offerings to a Master's program in speech-language pathology would entail an assessment for accreditation by the Council for Academic Accreditation in Audiology and Speech-Language Pathology (CAA). The CAA has identified six components as essential to quality education and has established accreditation standards accordingly. The six components (and the criteria for meeting those standards) are listed below:

1. Administrative structure and governance (the university holds regional accreditation)
2. Faculty (faculty are qualified and competent; resources for professional development exist)
3. Curriculum--academic and clinical (2 years of graduate education; 400 clinical clock hours)
4. Students (criteria for accepting students meet or exceed institutional policy)
5. Assessment (ongoing and systematic formative and summative assessments are conducted)
6. Program Resources (the institution provided adequate financial support, facilities, equipment, clerical and technical staff and library resources).

In terms of the six components mentioned above, the department's greatest challenge will be in the areas of Faculty recruitment (given the scarcity of PhD-trained SDA professionals), and Program Resources (especially clinical space.) These challenges have been discussed elsewhere in the document.

2. How might cooperative or collective relationships with other programs\institutions contribute to future opportunities, services and effectiveness?

There are many cooperative/consortium relationships that the department could investigate as the introduction of a Master's degree is considered. These may include both academic and clinical relationships, such as:

1. Offering a master's degree with a Bilingual Emphasis, in cooperation with the International Languages Department (like Indiana University—Bloomington);
2. Offering a graduate degree with a Literacy emphasis in collaboration with the School of Education (like the University of Central Florida);
3. Participating in a consortium relationship with Loma Linda University for sharing faculty, and decreasing program costs. (A similar relationship existed in the late 80s, when one faculty member had a joint appointment at both AU and LLU).
4. Partnering with the Lakeland Health System for student training and preparation.
5. Forming clinical relationships with Andrews' entities (The Crayon Box, Ruth Murdoch, Andrews Academy) for use as clinical sites.
6. Forming clinical relationships with local school districts in need of SLPs by encouraging them to provide scholarships in exchange for students' commitment to remain in the area for designated periods of times. Such programs already exist in several states including Maryland, Arizona, Colorado and New Jersey.

Summarizing Statement

The department of Speech-Language Pathology & Audiology operates a high-quality program, and is poised to transform itself in new and different ways in order to meet the needs of twenty-first century learners. The present unavailability of graduate offerings in a profession where a graduate degree is the entry-level qualification (nationally and internationally) may be viewed as a major deterrent to departmental survival and growth. However, the prospect of preparing students to fulfill market needs by initiating a Master's program is also an exciting and attainable prospect. After over 40 years of relative curricular stagnation, the department is ready for the challenge of expanding its program to offer both undergraduate and graduate degrees in the very near future. There is no doubt that the university as well as the department will be strengthened by this significant step.

Appendix 1 - Program Demand

- ASHA Supply and Demand Documentation**
- Letters from local Special Education Directors**
- Michigan Taskforce on Personnel Shortages**



Supply and Demand Resource List for School-Based Speech-Language Pathologists

January 2009

Introduction

This report presents data on national and state-level demand projections for the profession of speech-language pathology. Relevant data from external sources and recent ASHA-sponsored surveys are presented.

National and State-Level Demand Estimates Across All Types of Employment Facilities

The U.S. Bureau of Labor Statistics (BLS) monitors the supply and demand for more than 800 occupations. According to the BLS, the national employment rate of speech-language pathologists is expected to demonstrate *average growth* (i.e., reflecting an increase of 7% to 13%) through the year 2016 (www.bls.gov/oco/ocos099.htm#outlook). In occupational projection estimates for 2004 to 2014, speech-language pathology ranked 17th out of the 20 large-growth occupations that usually require a master's, doctoral, or first-professional degree (www.bls.gov/opub/ooq/2005/winter/art02.pdf, page 20).

According to the BLS, 12,000 additional speech-language pathologists will be needed to fill the demand between 2006 and 2016—an 11% increase in job openings. Openings are due to growth and net replacements (www.bls.gov/oco/ocos099.htm#outlook).

The BLS *Occupational Outlook Handbook (OOH)*, 2008–09 Edition, is available on the BLS Web site at www.bls.gov/oco/home.htm.

- Use the *OOH* Index to locate data for the speech-language pathology profession.

BLS state occupational projections for 2006–2016 are available on the Projections Central Web site at www.projectionscentral.com/.

- Click on “2006–2016 Long Term Projections.”
- Scroll down to “Speech-Language Pathologists.”
- Scroll down and select the state(s) for which you are interested.
- Click on “View Projections.”

National, state-level, and metropolitan occupational employment and wage data for the profession of speech-language pathology are available on the BLS Web site at www.bls.gov/oes/current/oes291127.htm.

- Wage data are presented at the 10th, 25th, 50th (median), 75th, and 90th percentiles.
- Data reflect May 2007.

BLS wages by area and occupation are available on the BLS Web site at www.bls.gov/bls/blswage.htm.

- Click on “By State” under the State Wage Data heading.
- Click on the state(s) for which you are interested.
- Scroll down to occupation code 29-1127 and click on “Speech-Language Pathologists.”
- Wage data are presented at the 10th, 25th, 50th (median), 75th, and 90th percentiles.
- Data reflect May 2007.

Vacancies in School Facilities

Data on vacancies for speech-language pathologists in school facilities are available in the U.S. Department of Education’s (ED) *Twenty-Seventh Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act*, published in September 2007.

Data Table 3-3 (in Volume II, page 227 of the PDF version) contains national and state-level data on the number of “fully certified” and “not fully certified” speech-language pathologists and vacant funded positions (in full-time equivalency) to provide special education and related services to individuals age 3 through 21, by personnel type, certification status, and state (as of Fall 2002). According to the report, there were 40,298 fully certified and 1,678 not fully certified speech-language pathologists employed in the 50 states and the District of Columbia. Note that states use their own definition of “qualified,” which typically equates to state license and not necessarily to ASHA certification. Therefore, not all individuals counted as “fully certified” would meet requirements for ASHA certification, the only standards-based criteria for being qualified to enter the practice of speech-language pathology. The report is available on the ED Web site at www.ed.gov/about/reports/annual/osep/2005/parts-b-c/index.html.

The U.S. Office of Special Education Programs conducted a **Study of Personnel Needs in Special Education (SPeNSE)** in 2000. The study was designed to address concerns about nationwide shortages in the number of personnel serving students with disabilities and the need for improvement in the qualifications of those employed in these capacities.

As part of this study, school administrators from a nationally representative sample of districts, intermediate education agencies, and state schools for students with vision and hearing impairments were asked several questions regarding personnel recruitment. Respondents reported 11,148 job openings for speech-language pathologists in school settings for the 1999–2000 academic year. Job openings were defined as positions for which personnel were actively recruited. Most of these job openings occurred in suburban areas (6,107), followed by urban and rural areas (2,610 and 2,496, respectively). School administrators were asked the extent to which specific factors created barriers to hiring qualified speech-language pathologists. From the respondents’ perspective, the greatest barrier to recruiting speech-language pathologists was “shortage of qualified applicants”; 59% of respondents reported this factor as having the greatest impact on shortages. This percentage was highest in the Western geographic division of the United States (82%), Mountain Plains division (78%), and Southeast division (64%). More information on SPeNSE is available on the University of Florida Web site at www.spense.org.

The 2006 “Educator Supply and Demand” research report by the American Association for Employment in Education (AAEE) presents job market data on 64 teaching, administrative, and support fields including speech-language pathology. According to the report, respondents indicate “some shortage” of speech-language pathologists in school settings (see Table 1, page 7). The report also includes regional highlights and data trends, and may be accessed on the AAEE Web site at www.aaee.org/, under the “Research/Grants” label.

Enrollments and Graduations in Communication Sciences and Disorders Programs

The Council of Academic Programs in Communication Sciences and Disorders (CAPCSD) periodically conducts a demographic survey of undergraduate and graduate programs in communication sciences and disorders. According to the most recent CAPCSD demographic survey (2000–01), the number of master’s programs in speech-language pathology increased from 223 programs in 1994–95 to 233 programs in 1996–97, to 242 programs in 1998–99, and to 244 programs in 2000–01.

The percentage of master’s student applicants who were admitted to graduate programs increased between 1996–97 and 2000–01 from 26.8% to 43.0%, while the percentage who were admitted and enrolled decreased during the same period (from 64.5% to 56.1%; see Table 1 below).

Table 1. Number of Master’s Students Who Applied, Who Were Admitted, and Who Enrolled in Graduate Programs, 1994–95 to 2000–01.

Academic Year*	Applied/Enrolled			Applied/Admitted			Admitted/Enrolled		
	# Applied	# Enrolled	% Enrolled	# Applied	# Admitted	% Admitted	# Admitted	# Enrolled	% Enrolled
1994–95	21,631	4,478	20.7%	21,631	6,498	30.0%	6,498	4,478	68.9%
1996–97	26,912	4,660	17.3%	26,912	7,225	26.8%	7,225	4,660	64.5%
1998–99	26,296	5,127	19.5%	26,296	8,000	30.4%	8,000	5,127	64.1%
2000–01	15,464	3,733	24.1%	15,464	6,650	43.0%	6,650	3,733	56.1%

Note. Data reflect all master’s-level students in communication sciences and disorders programs combined; separate data for speech-language pathology, audiology, and speech and hearing science programs are not available. From Council of Academic Programs in Communication Sciences and Disorders, 1994–95, 1996–97, 1998–99, and 2000–01 Surveys of Undergraduate and Graduate Programs.
*For 1994–95, 77% of programs reported; for 1996–97, 76% of programs reported; for 1998–99, 73% of programs reported; for 2000–01, 56% of programs reported.

According to the 2000–01 survey, there was a slight decrease (4%) in the number of enrollments between 1998–99 and 2000–01. The number of speech-language pathology master’s-level students was at an all-time high in 1998–99 (12,075) but decreased to 11,616 students in the 2000–01 academic year. Small decreases were noted in the number of master’s degrees awarded in speech-language pathology between 1997–98 and 1999–2000 (5,819 to 5,692, respectively). The number of master’s degrees awarded in 1999–2000 (5,692) reflects a 61% increase over the number of degrees granted a decade previously (3,528). The survey report is available on the CAPCSD Web site at www.capcsd.org/survey/2002/2000-01DemographicsSurvey.pdf.

ASHA Resources on Speech-Language Pathologist Supply and Demand and Wages

ASHA publishes **annual demographic reports** on the number of individuals who hold the ASHA Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP). At year-end 2007, more than 113,000 individuals held the CCC-SLP. This represents a 3% increase from 2006. The number of CCC-SLP holders increased by 50% from 1997 to 2007, from 75,900 to 113,972. The reports are available on the ASHA Web site at www.asha.org/about/membership-certification/member-counts.htm.

The demographic reports present data on employment status, primary employment facility and function, private practice status, age, race, ethnicity, and gender. Of particular interest are the trends noted in the percentage of speech-language pathologists who reported their primary employment facility as a school setting versus a health care setting between 1998 and 2007. These data are presented in Table 2 below.

Table 2. Percentage of ASHA-Certified Speech-Language Pathologists in School and Health Care Facilities, 1998–2007.

Year	School	Health Care			
		Hospital	Residential Health Care Facility	Nonresidential Health Care Facility	All Health Care Facilities Combined*
1998	52.6%	15.6%	11.7%	11.7%	39.1%
1999	53.7%	15.7%	10.1%	12.1%	38.0%
2000	54.6%	15.5%	8.9%	12.6%	37.0%
2001	54.7%	15.5%	8.8%	12.6%	36.8%
2002	55.7%	14.6%	8.1%	12.9%	35.6%
2003	55.9%	14.4%	7.8%	13.0%	35.2%
2004	55.5%	14.4%	7.7%	13.3%	35.4%
2005	55.4%	14.1%	7.8%	13.6%	35.5%
2006	55.5%	13.6%	7.9%	13.7%	35.3%
2007	55.4%	13.7%	7.9%	13.8%	35.3%

Note: Data are from ASHA year-end counts.
*Individual health care facility percentages may not total to the exact combined percentage because of rounding.

A report on **personnel-to-population ratios** by state also is available on the ASHA Web site at www.asha.org/members/research/reports/personnel.htm.

The 2008 ASHA Schools Survey reported that 72% of school-based speech-language pathologists indicated that job openings were more numerous than job seekers. Speech-language pathologists in metropolitan/urban areas were more likely to indicate school-based job openings without applicants (74%) compared to professionals in suburban and rural areas (71% and 69%, respectively). The lack of speech-language pathologists was most prevalent in the Pacific and Mountain states (88% and 88%, respectively). The greatest impact of this shortage on the delivery of speech-language pathology services was increased caseload/workload. These data are presented in the *2008 ASHA Schools Survey Workforce Report*. The report is available on the ASHA Web site at www.asha.org/NR/rdonlyres/A700FE99-C454-44EF-9598-84B195E8D87F/0/SchoolsSurveyWorkforce.pdf.

The *2008 ASHA Schools Survey Salary Report* provides information on the median salaries of ASHA-certified speech-language pathologists by facility and function, years of experience, geographic region, and other variables. This report is available on the ASHA Web site at www.asha.org/NR/rdonlyres/C1EE7590-AC83-4BA2-BCA9-42607EE62DBD/0/Schools08Salaries.pdf.

The median annual salary for an ASHA-certified, school-based speech-language pathologist was \$65,000 in 2008 (on a calendar-year basis; see Table 3 below).

Table 3. Median Annual and Hourly Salaries for ASHA-Certified, School-Based Speech-Language Pathologists.

Salary Basis	2000	2001	2002	2003	2004	2006	2008
Basic Median Annual Salaries							
Academic-year (9–10 month) basis	\$41,000	\$42,500	\$42,600	\$45,000	\$50,000	\$52,131	\$58,000
Calendar-year (11–12 month) basis	\$39,000	\$42,000	\$55,000	\$51,000	\$54,000	\$57,000	\$65,000
Basic Median Hourly Salaries							
25 or fewer hours	\$40.00	\$40.00	\$41.50	\$50.00	\$50.00	\$45.13	*
26 or more hours	\$28.50	\$29.50	\$35.50	\$40.00	\$40.33	\$40.00	*

Note. From 2000, 2001, 2002, and 2003 ASHA Omnibus Surveys and 2004, 2006, and 2008 ASHA Schools Surveys.

*Item not included in survey analysis.

For additional information about the materials presented in this resource list, please contact:

American Speech-Language-Hearing Association
 Gail Brook ♦ Surveys and Information Team
 800-498-2071, ext. 8737 ♦ gbrook@asha.org

Benton Harbor Area Schools
SPECIAL EDUCATION DEPARTMENT
823 Riverview Drive ♦ Benton Harbor, MI 49022
269-605-1156~Office 269-605-1043~FAX

July 9, 2008

Dr. Heather Knight, Provost
Andrews University
Berrien Springs, MI 49104

Dear Dr. Knight,

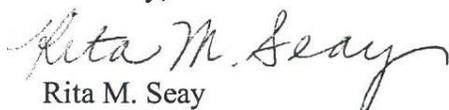
I am employed as the Supervisor for Secondary Special Education with Benton Harbor Area Schools. When we are in need of education professionals within the district, the first contact I make is to Andrews University with the hopes that I can facilitate the employment of graduates from my alma mater.

Our Special Education Department has a staff that includes speech therapists. Recently, I spoke with Lena Caesar, Department Chair of the Speech-Language Pathology & Audiology Department in an attempt to get referrals for three speech therapist vacancies. She informed me that her department does not have a graduate program.

I have spoken with educators in other school districts and discovered that there is a shortage of speech therapists throughout the county. Does Andrews University plan to develop a graduate program in Speech-Language Pathology & Audiology? There is a great need for such a program in our area. As always, I would aggressively promote the hiring of qualified graduates from Andrews University.

Please feel free to contact me if you have any questions.

Sincerely,



Rita M. Seay
Supervisor of Secondary Special Education

cc: Lena Caesar ✓



PUBLIC SCHOOLS / ONE SYLVESTER AVENUE / BERRIEN SPRINGS, MICHIGAN 49103
SPECIAL EDUCATION PHONE (269) 471-1059

August 27, 2008

Dr. Heather Knight, Provost
Andrews University
Berrien Springs, MI 49103

Dear Dr. Knight:

I am the Special Education Coordinator for Berrien Springs Public Schools and a proud graduate of Andrews University. The intent of my letter is to bring to your attention the need for a master's program for speech-language pathology, which could represent a great opportunity for Andrews.

For many years, it has been extremely difficult to find speech therapists, not only in Southwestern Michigan, but across the country. This shortage is in the medical field, as well as the educational community. We regularly struggle to fill positions, going to great lengths to find certified candidates.

This year we have been unable to fill a position with Berrien Springs Public Schools that has been posted since February. About two months ago, I gave up on hiring our own therapist and I have been searching for someone with whom we could contract services on a part time, full time or temporary basis. Most contractors tell me they don't have speech therapists and the demand far exceeds the supply. With the aging population in this country, the medical field continues to require more and more speech services. Every new graduate has a line of people standing on his/her doorstep, with bags of money in the form of salaries, benefits and signing bonuses. However, it should be noted that the even medical community frequently is unable to fill their openings. I contacted Lakeland to see if they had anyone who could be temporarily contracted, and found out that they have been unable to fill the two openings they have. At this point, we have nearly 60 students who will not be able to receive the speech services outlined on their individualized educational programs.

We are not the only local school district with this dilemma. There are several Berrien County districts starting school without speech therapists. Some have been searching for two or three years. This is a constant discussion at meetings for special educators because our effectiveness is greatly diminished without enough speech therapists on the educational teams.

To work in a school, speech therapists are required to have a Master's in speech-language pathology and certification through the American Speech, Language and Hearing Association. A bachelor's degree in speech is not something that can be used in the field.

Andrews University has had a strong undergraduate program for several years. In fact, one of our therapists went through the Andrews program before receiving her Master's at Western Michigan University two years ago. Most universities have not increased the numbers of students they accept into speech therapy. The criteria for acceptance remains very high, but universities do not accept most of the students who apply and meet the high criteria for acceptance. Many of your undergraduates will not be able to enter graduate speech therapy programs because the competition is so great for the few openings each year. They will have to alter their career paths to related, or unrelated, fields. I understand there are currently 54 undergraduates in speech at Andrews. What a shame that our area will not be able to benefit from their undergraduate efforts.

Speech pathologists are well paid and highly valued. In schools their services make a lifelong difference, whether they are helping the young child who is not developing intelligible speech or a full array of language or assisting the autistic child in his quest for communication. I have many stories of the difference a speech therapist makes for a child who can't be understood or whose receptive or expressive language is holding him/her back from communicating or learning. Their expertise is critical for students, teachers and parents. In the medical community, speech pathologists not only help recovering stroke and accident patients with speech, language and feeding issues, but they take care of a variety of other needs.

I encourage Andrews University to consider a Master's program in speech-language therapy. The local and national needs are well established. The value of this service is lifelong, certainly something a Christian university should support. I've asked several of my colleagues to contact you with their individual stories. We are all hopeful that we are able to hire Andrews University educated speech therapists in the near future – a wonderful service to the local, national and world communities.

If you have any questions, please contact me at 269-471-7724.

Sincerely,



Jan Bermingham
Special Education/Curriculum Coordinator

Cc: Dr. Lena Caesar

***Michigan Speech Language Hearing Association
Michigan Communication Disorders Personnel Advisory Group: Two Year Report May
2006-2008***

Introduction: The Michigan Speech-Language-Hearing Association (MSHA) 3-year (June 2005-2008) strategic plan has had seven areas of concentration including a focus area of “personnel shortages/persistent vacancies.” Outcome indicators established included (1) maintaining current state standards for certification for SLPs; (2) increasing availability of data related to personnel shortages and vacancies; and (3) decreasing the number of reported vacancies for audiologists and SLPs in education settings. To support our work, MSHA received the ASHA focused grant. This one-page report describes work to addressing school personnel issues.

Activities, Outcomes, and Impact: Four objectives and the impact of the work generated are described below.

1. **Establish a state advisory group of stakeholders to be called the *Michigan Communication Disorders Personnel Advisory Group (Advisory Group)*.** To date, twelve meetings (face-to-face and teleconference) were held with representatives from the State Board of Ed., regional public school administrators, regional SLPs and higher ed, and MSHA leadership. Outcomes/impact to date include the following: (a) greater understanding of each others’ obligations to constituents; (b) identification and clarification of state regulations governing SLP employment in schools, including potential problems identified for state compliance with Medicaid for services in schools; (c) statewide dissemination of employment regulations to SLPs and training programs; (d) discussion of pros/cons of support personnel; (e) reinstatement of tenure for school SLPs with teaching certification; (f) development of collaborative relationship to address the needs of children with speech and language disorders; (g) the benefits of SLP licensure; and (h) clarification of problems related to CFY employment regulations.
2. **Gather data on supply and demand for services & SLPs within the state.** A formal survey of MI special education administrators was conducted during, and results were disseminated in 2008. (See executive summary attached.) Three methods were used to gather data: snowball” sampling expert reports from school SLPs in ISD regions in the MI UP and LP; individual interviews of special education administrators; and quantitative survey data from the Michigan Association of Administrators in Special Education (MAASE). Results continue to reveal discrepant findings. While administrators report shortages exist, persisting vacancies are difficult to document. What seems to be more the case is that administrators may have a single applicant for a vacancy or one vacancy in a staff composed of 40 or more SLPs. SLPs are leaving MI due to poor economic conditions statewide, and new graduates are seeking employment where salaries are higher and family members can also find work. New graduates are also taking jobs in medical settings immediately after graduation in April and May rather than waiting for the academic school year positions to begin in September. Again, rather than shortages per se, interviews suggest that SLP recruitment and retention in rural and/or inner city schools is more related to recruitment practices than a lack of graduates. Clearly, there is not a surplus of SLPs in MI, however, 120 to 150 MAs are graduating yearly. While, administrators believe the simple solution is to admit more students to educational programs or employ support personnel, the reality is that, especially today, economic conditions in Michigan are not conducive to retaining graduates or employees. Finally, employers in medical contexts are recruiting SLP employees through financial incentive and loan

repayment programs whereas the Michigan school employment settings are not taking advantage of the opportunities for federal and/or state loan forgiveness program.

3. **Partner with colleges and universities to develop a plan to meet documented shortages.** Three educational summits, one annually each year of the strategic plan, and 2 conference calls were held with MI CSD chairs and directors of grad and undergrad programs. In 2008 and in response to the appeal of MSHA leaders, all five program directors reached consensus to increase enrollments by a minimum of 5 students (for a total of potentially 25 more new graduates per year) during the upcoming academic year despite lack of increases in resources from the State.
4. **Develop recruitment and retention plans for school SLPs and audiologists.** The MSHA web-based clearinghouse for vacancies is targeted for completion by the fall of 2008. Even though MSHA has requested the opportunity to present to MAASE on the topic of effective recruitment and retention practices, our requests have been declined. We have shared some of these practices with individual administrators in defined regions; the consensus is that plans need to be locally constructed to take into account the unique needs of the geographic location, student body, and personnel needs. We have also begun conversations with legislators for loan forgiveness or tuition support, all with no success given MI's economic conditions and political intransigence.

Appendix 2 - Faculty CVs

- CV for Lena G. Caesar
- CV for Darah J. Regal
- CV for Brynja K. Davis

LENA GLORIA CAESAR
Dept. of Speech-Language Pathology & Audiology
Bell Hall, Room 157C
Berrien Springs, MI 49104-0120

EDUCATION:

Western Michigan University
Kalamazoo, Michigan
Doctor of Philosophy, Interdisciplinary Health Studies
Speech-Language Pathology Emphasis
Awarded: August 2007

Western Michigan University
Kalamazoo, Michigan
Doctor of Education, Special Education Administration
Bilingual Language Disorders Emphasis
Awarded: August 2004

University of Wisconsin-Madison
Madison, Wisconsin
Master of Science, Communicative Disorders
(Emphasis: Child and Adult Language Disorders)
Awarded: May 1989

Andrews University
Berrien Springs, MI
Bachelor of Science, Communicative Disorders
(English minor)
Awarded: June 1986

Caribbean Union College
Maracas, Trinidad, WI
Associate of Arts, Liberal Arts Studies
(Emphasis: English Literature)
Awarded: June 1972

HONORS, AWARDS & AFFILIATIONS:

Honors Society Memberships:

Member, Phi Kappa Phi, Interdisciplinary Honors Society, WMU Chapter, 2003-present.

Member, Alpha Kappa Mu Honors Society, (Mu Omicron Chapter), 2002-present.

Member, Pi Lambda Theta, (National Education Honors Society), 2001 – present.

Awards:

Awarded Andrews University *Teacher of the Year*, 2007-2008

Nominated to *Who's Who Among America's Teachers*, 2006

Nominated to *Who's Who Among America's Teachers*, 2004

Student Travel Research Award (STAR), Symposium for Research in Child Language Disorders, Madison, Wisconsin, June 5-7, 2003. Funded by NIH Grant # R-13-DC01677

Research Ethics Fellow, The Center for the Study of Ethics in Society, Western Michigan University, 2002-2003. \$2,000.

King-Chavez-Parks Future Faculty Fellowship, Awarded by Western Michigan University, 2000-2002.

Advanced Opportunity Fellowship, School of Graduate Studies, University of Wisconsin-Madison, Spring 1988 – Spring 1999.

Affiliations:

Member, Michigan Speech-Language-Hearing Association (MSHA), 1999-present

Certificate of Clinical Competence (CCC-SLP), American Speech-Language-Hearing Association (ASHA), 1990-present.

Member, American Speech-Language-Hearing Association (ASHA), 1990- present.

Wisconsin Teacher's Certification, Grades K-12, Speech-Language impaired, 1989.

ACADEMIC EXPERIENCE:**Andrews University****Chairperson**

Department of Speech-Language Pathology & Audiology Andrews University
Berrien Springs, MI

Coordinating curriculum development and strategic planning at the departmental level; assigning and evaluating faculty workload; coordinating the professional development of faculty members; representing the department to higher administration and external bodies. **[August 2004-Present]**

Associate Professor

Department of Speech-Language Pathology & Audiology Andrews University
Berrien Springs, MI

Teaching undergraduate courses in the areas of voice and fluency disorders, and child language acquisition and disorders. Supervising undergraduate students in their first 25 hours of clinical practica. **[June 2007-Present]**

Assistant Professor

Department of Speech-Language Pathology & Audiology Andrews University
Berrien Springs, MI

Teaching undergraduate courses in the areas of adult voice and fluency disorders and child language acquisition and disorders. Supervising undergraduate students in their first 25 hours of clinical practica. **[June 1996-June 2007]**

Adjunct Professor

Department of Teaching, Learning, and Curriculum Andrews University
Berrien Springs, MI

Teaching undergraduate and graduate courses in the areas of educating learners with special education needs—including mental retardation and learning disabilities **[Fall 2004- Present]**

Western Michigan University

Adjunct Professor

Department of Speech Pathology & Audiology Western Michigan University
Kalamazoo, MI

Taught undergraduate course in the area of language development and disorders. Supervise graduate students in off-site bilingual clinical settings.

[Spring 2003-Summer 2005]

Adjunct Professor/Graduate Assistant

Department of Educational Studies Western Michigan University
Kalamazoo, MI

Teaching undergraduate and graduate courses in the areas of educating learners with special education needs—including mental retardation and learning disabilities.

[Summer 2001-Summer 2004]

University of Montemorelos

Assistant Professor

Department of Educational Psychology University of Montemorelos
Montemorelos, Mexico

Developed and implemented curricula for undergraduate courses in the areas of normal language acquisition, language disorders and hearing disorders. Served as speech therapy supervisor to the department's clinic for individuals with communication impairments.

[January 1992-June 1996]

Program Director

Institute of Modern Languages University of Montemorelos
Montemorelos, Mexico

Directed the university's *Instituto de Idiomas* (Modern Language Institute). Supervised faculty and office staff, conducted in-service training for staff members, taught classes, as well as developed and implemented courses in the area of 'English as a Second Language' (ESL). Directed and supervised all in-coming student missionaries.

[August 1992-June 1996]

High School Teaching

High School Teacher

English Language & Literature, Spanish

Ministry of Education

Guyana, South America

Taught English Language, English Literature, and Spanish to Forms 1-5 (equivalent to Grades 7-12). Functioned as Coordinator of Guidance Services for the Corentyne District.

[1972-1974]

High School Teacher

St. Lucia S.D.A. Academy

English Language & Literature

Castries, St Lucia

Served as instructor of English Language & Literature for Forms 3-5 (equivalent to Grades 10-12). Prepared students for the external General Certificate of Education (GCE) examinations from the University of Cambridge and/or London.

[1972-1974]

CLINICAL EXPERIENCE:

Bilingual Speech-Language Pathologist/ Consultant Telamon Corporation
Lansing, MI

Serving as consultant, diagnostician and therapist for children with speech, language, and hearing concerns for four seasonal Migrant Headstart programs in South-west Michigan (Sodus, Decatur, Pullman, and Millburg). Performing bilingual assessment and management for preschoolers (0-6) with speech-language disorders. Caseload management includes home visits, individual and group therapy, parent training, teacher in-service, and participation in multi-disciplinary evaluations.

[1997-present; Seasonal: June–August]

Speech-Language Pathologist

Lybrook Elementary School

Eau Claire, MI

Assisted in the assessment and management of speech-language disorders of elementary aged children (Grades 1-6). Engaged in both group and individual therapy as well as participated in multidisciplinary team evaluations.

[September 1996-June 1998]

Speech-Language Pathologist (PRN)

Lakeland Health Systems
Berrien County, MI

Evaluated and treated children and adults with speech, language, cognitive and swallowing disorders in a variety of settings (home, long term care, out-patient, hospital).

[1996-2000]

Speech-Language Pathologist

Cherokee Middle School
Madison, WI

Assessed and managed regular, delayed and disordered populations (including ESL, mentally impaired, language/learning disabled and multiple handicapped) in grades 6-8. Participated in team-teaching with regular education staff and coordinated IEP conferences.

[1989-1992]

PROFESSIONAL ACTIVITIES:

I. Teaching:

New Courses Developed

SPPA 480 Principles of Accent Reduction. First offered Spring, 1997.

SPPA 435 Communication Disorders & Development for Classroom Teachers.
First offered Spring 2001

Courses (being) Taught - Andrews University

SPPA 280 Anatomies and Physiology-Speech & Hearing	1996-2000
SPPA 430 Communication disorders in Multicultural Pops.	1996-1999
SPPA 321 Normal Language Development	1996-Present
SPPA322 Child Language Disorders	1996-Present
SPPA 234 Intro Speech-Language Pathology & Audiology	2000-Present
SPPA 444 Voice Production & Disorders	1996-Present
SPPA 480 Neurogenic Communication Disorders	1996-Present

SPPA 480 Accent Reduction 1997-Present
 SPPA 435 Communication Dev. & Disorders for Teachers 2001-Present
 EDTE228 Strategies for Educating Exceptional Learners Fall 2004
 EDPC525 Psychology and Education of Exceptional Children Spring 2005
 Summer '06

Courses Taught -Western Michigan University

SPED 527 Learners/Disabilities in the Gen Ed. Classroom 2002-2004
 SPED 540 Introduction to Mental Retardation 2003-2004
 SPED 545 Teaching Students w/ Moderate & Severe
 Disabilities 2004
 SPED 585 Advanced Theory in Learning Disabilities Summer 2004
 SPPA 595 Oral Development & Dysfunction Fall, 2003
 SPPA 712 Professional Field Experience 2003, '04, '05

Dissertation Committees:

Committee Member, School of Education. The relationship between emotional intelligence and academic achievement in high school students with learning disabilities (LD) in reading comprehension, Helen C. Bryant. Degree conferred: 2007

Committee Member, School of Education. An investigation of the knowledge held by parents and teachers concerning AD/HD. Kendra-Lee Pearman (in progress).

Committee Member, School of Education. The coping strategies of non-traditional female students in tertiary level education. Desiree Davis (in progress).

Committee Chairperson, School of Education. An investigation into the formation of a department of special education in the Atlantic Union Conference. Lileth Coke (in progress).

External Examiner, College of Arts & Sciences. Attitudes of junior high school teachers towards teaching students with learning disabilities in public schools in New Providence, Bahamas. Degree conferred: 2004.

Professional Development: Coursework Completed

A. 2000 – 2004

Special Education Administration
 (Emphasis: Bilingual Children with Language Disorders)

Completed 80 credits of coursework in five competency areas:

- i. Special Education Foundations (Communication Disorders, Learning Disabilities, Mental Retardation

- ii. Special Education Administration & Supervision
 - iii. Educational Research
 - iv. Educational Technology
 - v. Statistics
- Doctoral Dissertation Completed

B. 2002 – Present

Interdisciplinary Health Studies

Emphasis: Speech-Language Pathology and Epidemiology)

Completed 40 credits of coursework in the following four competency areas:

- i. Interdisciplinary Core 5 Courses
- ii. Research & Statistics 4 Courses
- iii. Pedagogy 2 courses plus Teaching Practicum
- iv. Disciplinary Cognate 3 courses

Professional Development: Selected Conferences Attended

Annual convention of the American Speech-Language-Hearing Association (ASHA), New Orleans, LA, November 24 –26, 2009.

Annual convention of the American Speech-Language-Hearing Association (ASHA), Chicago, IL, November 20 –22, 2008.

Annual meeting of the Charles Van Riper Lecture Series, Western Michigan University, Kalamazoo, MI, October 31, 2008.

Annual convention of *Schools 2008*, the American Speech-Language-Hearing Association's (ASHA) national convention for school-based SLPS. Orlando, FL, July 25-27, 2008.

Annual convention of the Michigan Speech-Language-Hearing Association (MSHA), Kalamazoo, MI, March 13 – 15, 2008.

Annual convention of the American Speech-Language-Hearing Association (ASHA), Boston, MA, November 15 –17, 2007.

Annual convention of the Michigan Speech-Language-Hearing Association (MSHA), Ypsilanti, MI, March 8 – 10, 2007.

Annual meeting of the Council for Academic Programs in Communication Sciences and Disorders (CAPCSD), Sandestin, FL, April 26-29, 2006.

Annual convention of the Michigan Speech-Language-Hearing Association (MSHA), Kalamazoo, MI, March 16 –18, 2006.

Annual meeting of the Charles Van Riper Lecture Series, Western Michigan University, Kalamazoo, MI, October 13-15, 2005.

Annual convention of *Schools 2005*, the American Speech-Language-Hearing Association's (ASHA) national convention for school-based SLPS. Indianapolis, IN, July 8-10, 2005.

Annual meeting of the International Symposium for Research in Child Language Disorders (SRCLD), Madison, WI, June 9 – 11, 2005.

Annual convention of the Michigan Speech-Language-Hearing Association (MSHA), Ypsilanti, MI, March 10 –12, 2005.

Annual convention of the American Speech-Language-Hearing Association (ASHA), Chicago, IL, November 13 –15, 2003.

Annual meeting of the International Symposium for Research in Child Language Disorders (SRCLD), Madison, WI, June 5 – 7, 2003.

Annual convention of the Michigan Speech-Language-Hearing Association (MSHA), Ypsilanti, MI, March 13 –15, 2003.

Annual meeting of the Charles Van Riper Lecture Series, Western Michigan University, Kalamazoo, MI, October 13-15, 2002.

Research Ethics Conference, Center for the Study of Research Ethics, Western Michigan University, Kalamazoo, MI, May 2 -3, 2002.

Annual convention of the American Speech-Language-Hearing Association, New Orleans, LA, November 15 –18, 2001.

II. Research:

Selected Scholarly Presentations

Caesar, L.G. & Nelson, N.W. (2009, November). Supporting acquisition of language and literacy

through school-home activities (SALSA). A bilingual journaling approach. Paper presented at the national convention of the American Speech-Language-Hearing Association, New Orleans, LA.

Caesar, L.G. & Nelson, N.W. (2008, November). Work stress, life Stress and mental health among school-based speech-language pathologists. Poster presented at the national convention of the American Speech-Language-Hearing Association, Chicago, IL

Caesar, L.G. & Nelson, N.W. (2008, July). Managing stress in school-based practice.

- Invited as round table facilitator/presenter at *Schools 2008*, the *American Speech-Language-Hearing Association's Annual Conference for Speech-Language Pathologists in Schools*, Orlando, Florida.
- Caesar, L.G. & Nelson, N.W. (2008, July). Job stress and satisfaction among school-based speech-language pathologists: Challenges versus rewards. Poster presented at *Schools 2008*, the *American Speech-Language-Hearing Association's Annual Conference for Speech-Language Pathologists in Schools*, Orlando, Florida.
- Hesky, C., & Caesar, L.G. (2008, March). Attitudes of speech-language pathology and audiology majors towards diverse foreign accents. Poster presented at the *Michigan Speech-Language-Hearing Association (MSHA) Annual conference*, Ypsilanti, Michigan.
- Caesar, L.G. (2008, March). Predictors of work stress and sources of social support among school-based speech-language pathologists. Paper presented at the *Michigan Speech-Language-Hearing Association (MSHA) Annual conference*, Ypsilanti, Michigan.
- Caesar, L.G. (2007, March). The health and happiness of school-based SLPs: Does caseload really matter? Poster presented at the *Michigan Speech-Language-Hearing Association (MSHA) Annual conference*, Ypsilanti, Michigan.
- Caesar, L.G. (2006, March). Where have all the SLPs gone? Challenges to providing school-based services. Paper presented at the *Michigan Speech-Language-Hearing Association (MSHA) Annual conference*, Kalamazoo, Michigan.
- Caesar, L.G. (2006, March). Threats to the profession: Voices from the trenches. Invited paper at the *Michigan Speech-Language-Hearing Association (MSHA) Communication Sciences and Disorders Directors Joint Educational Summit*, Kalamazoo, Michigan.
- Caesar, L.G. (2005, July). Speech-language pathologists' perceptions regarding the adequacy of graduate training in bilingual assessment. Poster presented at *Schools 2005*, the *American Speech-Language-Hearing Association's Annual Conference for Speech-Language Pathologists in Schools*, Indianapolis, Indiana.
- Caesar, L.G. (2005, July). Culturally and linguistically diverse students: Assessment. Invited as roundtable facilitator/presenter at *Schools 2005*, the *American Speech-Language-Hearing Association's Annual Conference for Speech-Language Pathologists in Schools*, Indianapolis, Indiana.
- Caesar, L.G. (2005, June). School-based speech-language pathologists' use of alternative assessment procedures with monolingual and bilingual children. Poster

presented at the 26th annual International Symposium on *Research in Child Language Disorders (SRCLD)*, Madison, Wisconsin.

Caesar, L.G. (2005, April). Assessment practices of school-based speech-language pathologists in the state of Michigan: Evidence-based or Experience-based? Paper presented at the Washtenaw *Speech Pathologists Educating All Kids (SPEAK)* Meeting, Ann Arbor, MI.

Caesar, L.G. (2005, April). Addressing the personnel crisis in special education. Paper presented at the *Teacher Education Council*, Andrews University, Berrien Springs, MI.

Butler, C.P., & Caesar, L.G. (2005, March). Sibling differences in second language acquisition: A case study approach. Poster presented at the *Michigan Speech-Language-Hearing Association (MSHA)* Annual Conference, Ypsilanti, Michigan.

Caesar, L.G. (2005, March). Assessment Procedures employed by speech-language Pathologists: A statewide survey. Paper presented at the *Michigan Speech-Language-Hearing Association (MSHA)* Annual conference, Ypsilanti, Michigan.

Williams, L. A. & Caesar, L.G. (2005, March). A case study comparison of dynamic Assessment outcomes for two school-age Hispanic English Language Learners. Poster presented at the *Michigan Speech-Language-Hearing Association Annual Conference (MSHA)* annual conference, Ypsilanti, Michigan.

Icabone, D., & Caesar, L.G. (2003, May). Ethical issues in action research. Poster presented at the 2003 *Research Ethics Conference, Western Michigan University, Kalamazoo, Michigan*.

Applegate, B., Caesar, L., & Janson, V. (2003, May). Human subjects research: A multinational comparative study of policy guidelines. Paper presented at the 2003 *Research Ethics Conference, Western Michigan University, Kalamazoo, Michigan*.

Caesar, L.G. (1999, March). *Talking Time: Acquisition of temporal concepts in pre-school children*. A poster presentation at the *Michigan Speech-Language-Hearing Association Annual Conference*. Troy, MI.

Selected Peer-Reviewed/Professional Publications

Caesar, L.G., Nelson, N.W., Williams, D.R. & Thayer, J. (Manuscript in Progress). Job stress and mental health among healthcare professionals in public school settings.

Caesar, L.G., & Kohler, P.K. (2008). Tools clinicians use: A survey of language

assessment procedures used by school-based speech-language pathologists. *Communication Disorders Quarterly* first published on November 24, 2008 as doi:10.1177/1525740108326334

- Caesar, L.G., & Nelson, N.W. (2008, December). Perceptions of job stress and satisfaction among school-based SLPs: Challenges versus rewards. *Perspectives on School-Based Issues*, 9, 126-134.
- Caesar, L.G., & Kohler, P. (2007). The state of school-based bilingual assessment: Actual practice versus recommended guidelines. *Language, Speech and Hearing Services in Schools*, 38, 190-200.
- Caesar, L.G. (2007). Medicaid school billing for SLP services: A brief tutorial. *Contemporary Issues in Communication Sciences and Disorders*, 34, 19-24.
- Caesar, L.G. (2006). English proficiency and access to health insurance in Hispanics who are elderly: Implications for adequate healthcare. *Hispanic Journal of Behavioral Sciences*, 28, 143-152.
- Caesar, L.G. (2005). Testing the tests: An investigation into the effectiveness of alternative assessment methods for bilingual language-impaired children. *The Hilltop Review: A Journal of Western Michigan Graduate Research*, 1, 1-10.
- Caesar, L.G. (2005, February). The work and well-being of public school speech-language Pathologists: Highlights of the statewide survey. *MSHA Et Cetera*, 28, 10-16.
- Caesar, L.G. (2003, April). Golden apple. *ASHA Leader*, 8(8), 25.
- Caesar, L.G., & Williams, D.R. (2002, April). Socioculture and the delivery of healthcare: Who gets what and why? *ASHA Leader*, 7(6), 6-9.

General Interest Publication:

- Caesar, L.G. (1995). Sensing His Presence. In Rose Otis (ed.). *The Listening Heart: A daily devotional for women by women*. (pp. 412-413). MD: Review & Herald.

Doctoral Dissertations:

- Caesar, L.G. (2007). Work stress, non-work stress and mental health in school-based speech-language pathologists: Effects of social support.

(Doctoral dissertation, Western Michigan University, 2007). *Digital Dissertations*, UMI # 3275953.

Caesar, L.G. (2004). Factors affecting school-based speech-language pathologists' use of language assessment practices with bilingual children. (Doctoral dissertation, Western Michigan University, 2004). *Digital Dissertations*, UMI # 3138764.

Research Projects/Grants:

Caesar, L. (2008-2009). External Grant Recipient. Principal Investigator and Project Director, *Supporting the Acquisition of Language and Literacy through School-Home Activities (SALSA): A Bilingual Journaling Approach*. ASHA Multicultural Projects Grant, \$10,007.00.

Caesar, L., (2008). External International Grant Reviewer for &1.2 million dollar grant award. The Alberta Heritage Foundation for Medical Research (AHFMR), Alberta, Canada.

Caesar, L., (2008-2009). Principal Investigator and Project Director, *Parental involvement in language intervention for Spanish-speaking Head Start children*. Internal faculty grant, Office of Research and Creative Scholarship, Andrews University, \$4,420.00

Caesar, L., (2006-2008). Principal Investigator and Project Director, *Job-related stress and mental health in School-based Speech-Language Pathologists employed in Special education settings*. Internal faculty grant, (2006 – 2007), Office of Scholarly Research and Activity, Andrews University, \$3,130. [Ranking of anonymous peer review committee: **A**]

Caesar, L., (2005-2006). Grant Recipient, University Partner Program--Therapy and Assessment Products, *Super Duper Publications*, (\$12,538.97 value of initial grant).

Caesar, L. & Williams, D.R., (2003). Co-Investigators, *The Work and Well-Being of Speech-Language Pathologists Survey*, Institute for Social Research, University of Michigan. Awarded: \$5,000, Dissertation Survey Development Grant.

Caesar, L., (2002-2005). External Consultant & Field Supervisor. Personnel Preparation Project: Language and Literacy for Diverse Populations. PIs: Nickola W. Nelson, Yvette Hyter, & Kathi Fuller, Western Michigan University. Funded by the U.S. Department of Education, Office of Special Education Programs (Grant # H325H10023).

Caesar, L. Product researcher for the Preschool Language Scale (PLS), 4th edition, (summer 2000), The Psychological Corporation.

Caesar, L., Principal Investigator and Project Director, *Time or tiempo: Analyzing temporal expression in bilingual children's speech*. Internal faculty grant, (1998 – 1999), Office of Scholarly Research and Activity, Andrews University, \$3,000.

Caesar, L. (1985). Created a protocol for the study of the language of time in children's speech as encoded by temporal adverbials. Also wrote and edited the on-line documentation for SALT Windows (1998), Miller and Chapman's computerized program for the analysis of language transcripts.

III. Service

University/Academic Service:

Committees & Editorships

Member, Editorial board, *The Open Rehabilitation Journal*, (2008-2012).

Chair, Department of Speech-Language Pathology & Audiology, Andrews University, 2004 – present.

Chair, Andrews University Institutional Review Board, 2008-present.

Member, Andrews University Institutional Review Board, 2006-2007.

Member, Focus Advisory Board, 2003-2004.

Member, Undergraduate Policies/Curricula Committee, College of Arts and Sciences, Andrews University, 1999 – present.

Member, College of Arts and Sciences Nominating Committee, 1999-2000.

Member, Multicultural and Diversity Affairs Committee, Andrews University, 1997 – 1998.

Club Sponsorships

Sponsor, Speech-Language Pathology and Audiology (SPLAD) Student Club, Andrews University, 2002-present.

Sponsor, Caribbean Club (Student Organization), Andrews University, 2004 – present.

Denominational Service:

Associate Women's Ministries Director, All Nations SDA Church, 2007-present.

Member, Hospitality & Welcome Committee, Berrien Springs Spanish Church, 2004-2008..

Children's Story Coordinator, Berrien Springs Spanish Church, 2001-2006.

Deaconess, Berrien Springs Spanish Church, 1998-2001.

Vacation Bible School Director, Berrien Springs Spanish Church, Summer 1998, 1999.

Director, Children's Division, Berrien Springs Spanish Church, 1996-1998.

Presentations in Denominational Venues

Caesar, L.G. (2008, December). Pressure in the parsonage: How christian spouses cope. Invited professional presentation based on results of dissertation research, at the Guyana Conference Workers' Retreat, Georgetown, Guyana.

Caesar, L.G. (2008, October). Living in the fishbowl: How pastors' wives survive and thrive. Invited professional presentation based on results of dissertation research, at the 2008 Quebec Conference Ministerial Retreat, Quebec, Canada.

Community Service & Consultancies:

Member, Michigan Migrant Hispanic Health Council, 1998 – present.

Bilingual SLP Consultant, Telamon Migrant Head Start of Southwest Michigan, 1996-Present.

Bilingual SLP Consultant, Migrant Head Start Commission, Knoxville, TN, 2002-2004.

Member, Michigan Communication Disorders Personnel Advisory Group. 2006—present.

Creative Contributions to University & Community:

“Litany of Connection: Corpus, Mens, Spiritus.” Litany for opening convocation of the 2002-2003 school year, Andrews University, Berrien Springs, MI: Fall 2002.

“God's Goodness Grace and Glory: Forty Minutes of Dynamic Music and Radiant Word. Solo Readings of biblical poetry, Festive Evensong, Pioneer Memorial Church. Spring 2000.

Brynja K. Davis
Dept. of Speech-Language Pathology & Audiology
Andrews ID # 70675

Education:

Master of Science, June 2000
 Loma Linda University
 Speech-Language Pathology & Audiology

Bachelor of Science, June 1997
 Andrews University
 Major: Speech-Language Pathology & Audiology
 Minor: Biology

Professional Experience:

Assistant Professor B Andrews University B 2006 - present.

- Teach courses for the Speech-Language Pathology and Audiology Department
- Coordinate the Clinical Practicum experience for the seniors and supervise therapy sessions.

Riverwood Center, Berrien Mental Health Authority B 2004 - present (PRN)

- Evaluate and treat adults with speech-language, cognitive, and swallowing disorders (dysarthria, dysphagia, cerebral palsy, mentally challenged individuals).

Speech-Language Pathologist - Eau Claire Public Schools - 2000 - 2006.

- Diagnose and treat children ages 3 - 18 years with speech and language disorders (articulation, fluency, hearing impairment and specific language impairments)
- Prepare daily schedules, goals, and lesson plans
- Conduct and participate in Individualized Education Plan meetings
- Write progress reports and participate in parent-teacher conferences
- Promote speech-language disorder awareness among colleagues

Contract Instructor B Andrews University - 2005 - 2006

- SPPA 425 Clinical Principles and Practice
- SPPA 374 Articulation and Phonology: Development and Disorders

Lakeland Regional Health Systems - St. Joseph, Michigan - 2003 - 2004 (PRN)

- Evaluate and treat adults with speech-language, cognitive, and swallowing disorders (stroke, TBI, apraxia, dysarthria, dysphagia)

Health Care At Home - Stevensville, Michigan - 2002 - 2003 (PRN)

- Evaluate and treat adults with speech-language, cognitive, and swallowing disorders (stroke, TBI, apraxia, dysarthria, dysphagia)
- Complete patient documentation and summary reports

Speech-Language Pathologist - Reykjavik City Hospital - 1998-2000; 2007 (4 summers)

- Prepared daily schedules, goals, and lesson plans for clients
- Administered diagnostic measures
- Documented daily progress of clients & produced final summary reports regarding progress
- Participated in family/patient meetings and weekly Interdisciplinary Team meetings

Professional Affiliations & Proficiencies:

American Speech-Language Hearing Association (ASHA) - 2000 - present
 Certificate of Clinical Competency - 2001 – present
 Michigan Speech-Language Hearing Association (MSHA) – 2007 - present

Professional Activities:

Teaching:

Spring 2008	SPPA 374 Articulation & Phonology: Development & Disorders SPPA 455 Adult Neurogenic Communication Disorders SPPA 471 Clinical Practicum in Speech-Language Pathology
Fall 2009	SPPA 285 Applied Phonetics SPPA 425 Clinical Principles and Practice SPPA 471 Clinical Practicum in Speech-Language Pathology SPPA435 Communication Development and Disorders for Classroom Teachers

Service:

Club Sponsor for Department's Club SPLAD - 2006 – present

Assistant Teacher: Cradle Roll Sabbath School PMC - 2004 – 2005

Hostess at Seminary Sabbath School – 2002 – 2003

Volunteer: Loma Linda Univ. Children's Hospital, Kids Care Fair – 2000

World Mission Service: Student Missionary Teacher, Marshall Islands – 1997 - 1998

Research/Scholarship:

Poster Session: Teller, Laurel, Regal, Darah & Davis, Brynja (2008).
 "Effectiveness of LIPS® for Auditory Processing Disorders." American Academy
 Of Audiology: Charlotte, NC

Poster Session: Teller, Laurel, Regal, Darah & Davis, Brynja (2008).
 "Treatment Efficacy of LIPS® for Auditory Processing Disorders Using a School
 Based Speech Therapy Model." Michigan Speech-Language-Hearing
 Association: Kalamazoo, MI

Poster Session: Steffani, S., Anderson, S., Ferraro, D., Greene, S., & Snorrason, B.
 (2000). A Child Language Therapy Flowchart: A resource for Student Clinicians. @
 California Speech and Hearing Association: San Diego.

Professional Development:

Annual convention of the American Speech-Language-Hearing Association (ASHA),
Chicago, IL, November 20 – 22, 2008.

Nancy Kaufman Seminar “Evaluation and Treatment of Childhood Apraxia of
Speech”
September 12, 2008.

Annual convention of the Michigan Speech-Language-Hearing Association (MSHA).
Kalamazoo, MI, March 13 – 15, 2008.

Certificate of Attendance:

Lindamood Phoneme Sequencing® workshop – June 11-13, 2007

Certificate of Attendance:

Helping Children with Auditory Processing Disorders – March 19, 2007

Certificate of Accomplishment:

Advanced Connections TM Quality Service Training Program - 2006

Certificate of Completion:

Considerations in the management of pediatric voice disorders in the school setting - 1999

DARAH J. REGAL, AuD., CCC-A
2440 Jeffery Lane
Niles, MI 49120
(269) 684-2324

EDUCATION

Doctor of Audiology, Arizona School of Health Sciences, AT Still University, Mesa, Arizona, 2005

Master of Arts Degree, Audiology, Ball State University, Muncie, IN, 1986.

Bachelor of Science Degree, Communicative Disorders, Andrews University, Berrien Springs, MI, 1984.

PROFESSIONAL EXPERIENCE

Place of Employment: Andrews University

Department of Speech-Language Pathology and Audiology
 Berrien Springs, MI 49104-0120

Position/Title: Assistant Professor of Audiology

Dates: July 2000-Present, Full time **Hours:** 40 per week
 Sept. 1996-July 2000, Contract **Hours:** varied

Dept Chair: Lena Caesar, Ph.D., Ed.D, CCC-SLP

Duties: Teaching undergraduate courses in Basic Audiology, Audiological Procedures, Aural Rehabilitation, Clinical Practicum and Anatomy and Physiology for Speech and Hearing using a cadaver lab, clinical director for the department, supervision of audiology practicum students, patient counseling, central auditory processing testing, complete hearing evaluations including Immittance (tympanograms and reflexes), IEP meeting participant for students tested in our clinic and professional presentations.

Place of Employment: West Michigan Hearing Specialists
 Niles, MI

Position/Title: Part-time clinical audiologist to cover a maternity leave.

Dates: April 28-June 4, 2003 **Hours:** 10-15 hours per week

Owner: Kim Palmer, M.A., CCC-A

Duties: Complete hearing evaluations, hearing aid evaluations, computer programming/adjusting of hearing aids, recommendations, ordering and fittings of hearing aids, ear mold impressions, immittance, and patient counseling.

Place of Employment: South Bend Clinic
 South Bend, IN 46637

Position /Title: Clinical audiologist, PRN

Dates: Sept.-Nov. 2002 **Hours:** 4-8 per week, PRN

Supervisor: David Sabato, M.D. Otolaryngologist

Duties: Complete hearing evaluations, Electronystagmography (ENG), Auditory Brainstem Response (ABR), Otoacoustic emissions (OAE), hearing evaluations and patient counseling.

Place of Employment: Lakeland Speech-Language Pathology and Audiology Dept.
Berrien Spring, MI 49103

Position/Title: Clinical Audiologist, PRN

Dates: December 1996- June 1999 **Hours:** varied, 2-32

Supervisor: Claudia Davisson, M.A., CCC-SLP

Duties: Complete hearing evaluations, ABR, OAE including infant screens, hearing aid evaluations, fittings, and patient counseling.

Place of Employment: La Porte Hospital
La Porte, IN

Position/Title: Clinical audiologist, PRN **Hours:** varied

Dates: 1998-2000

Supervisor: Mary Pruitt, M.S., CCC-SLP

Duties: Complete hearing evaluations, immittance, instrumental in the development and implementation of the infant hearing screening program using OAE's in the hospital nursery, hearing aid trouble shooting and patient counseling.

Place of Employment: Randolph County Schools
Elkins, WV 26241

Position/Title: Educational Audiologist

Dates: September 1990 – June 1996 **Hours:** 20-32 per week

Supervisor: Virginia Landrum, Special Education Coordinator

Duties: Complete hearing evaluations, screenings, FM systems, IEP meetings, continuing education programs for teachers, Central Auditory Processing testing.

Prior to September 1990: Medical/diagnostic audiology in a hospital and Otolaryngologist's office. Duties included a full range of audiology testing including ABR, ENG, hearing aid evaluations, hearing aid fitting, and patient counseling

ORGANIZATIONS

2001-Present American Academy of Audiology, member

1987-Present American Speech-Language and Hearing Association, member

HONORS AND AWARDS

2001,04,06,07 Who's Who Among American Teachers.

- 1985 Award "For Outstanding Academic and Clinical Achievement" Audiology Graduate Program, Ball State University.
- 1984-86 Graduate Assistantship in Audiology, Ball State University.
- 1983 Who's Who Among Students in American Universities and Colleges.
- 1980-84 Belden Scholarship, four year undergraduate scholarship to a university of choice.

PROFESSIONAL PRESENTATIONS

- Regal, D., Teller, L (2008, April) Effectiveness of LiPS for Auditory Processing Disorders. Poster Presentation. *American Academy of Audiology National Convention*, Charlotte, NC.
- Teller, L., Regal, D., Davis, B., (2008, March) Treatment Efficacy of LiPS for Auditory Processing Disorders Using a School-Based Speech Therapy Model, Poster Presentation. *Michigan Speech Language Pathology and Audiology Convention*, Kalamazoo, MI.
- Regal, D. (2008, Feb) Central Auditory Processing: What It Is and What To Do About It., Presentation for *Elkhart Community Schools PACE Program*, Elkhart, IN.
- Regal, D. (2006, Aug). CAP/APD/CAPD What is it? How do you test for it? What can be done for it? Presentation for *The Northern Indiana Special Education Providers*. Goshen, IN
- Regal, D. (2005, Dec.). The APD Test Battery – What Are We Looking For. Classroom Strategies/Management Invited presenter for *A Clinical, School And Home-Based Approach to Working With Children With Auditory And Visual Processing Disorders in Indiana*, Lorman Educational Services, South Bend, Indiana
- Regal, D. (2005, Nov.) Central Auditory Processing. Presented to *South Bend Area Audiologists*, South Bend, Indiana
- Regal D. (2003 May) The Hearing Impaired and CAPD Child in the classroom. Presentation for *Elkhart Community School System Special Educators*, Elkhart, Indiana.
- Other presentations at local school districts, for the general public, physicians, and radio programs have also been given during my professional career.

REFERENCES

Provided upon request

Appendix 3 - Curriculum
--Department Course Descriptions

**Speech-Language Pathology & Audiology
Major Course Descriptions**

Course No. Course Title	Course Description	Credit
SPPA234 Introduction to Speech-Language Pathology and Audiology	An introduction to the professions of speech-language pathology and audiology, this course surveys the possible etiologies and characteristics of various communication problems encountered by clinicians. Language and communication differences in a multicultural society are also examined	3
SPPA250 Fieldwork	Students participate in experiences in the community related to the professions of speech-language pathology and audiology. Open to majors who have applied one semester in advance. Repeatable. Does not apply to major or minor. Meets the general education fieldwork requirement.	2
SPPA270 Preclinical Observation	Students observe and write reports on a total of 25 hours of therapy and/or diagnostic sessions in the areas of speech-language pathology and audiology. They also participate in discussions of procedures used by the professionals during therapeutic interventions.	1
SPPA280 Anatomy and Physiology of Speech and Hearing	The study of the anatomy and physiology of respiration, hearing, phonation, articulation, and the central nervous system. Students participate in a gross-anatomy human cadaver lab. Weekly: 3 lectures and 1 lab.	\$ (4)
SPPA285 Applied Phonetics	A study of the International Phonetic Alphabet and its application to speech and hearing sciences. Includes an introduction to acoustic theory and spectrographic analysis of speech. Skill is developed in transcription of both normal and disordered speech in children and adults.	(3)
SPPA310 Speech Science	An exploration of the theoretical information regarding speech perception and hearing, using concepts of physics, anatomy, and physiology. Clinical applications and management strategies for specific speech and hearing disorders will also be addressed. Prerequisites: SPPA234, 280.	(3)
SPPA321 Normal Language Development	A comprehensive look at the normal development of speech and language in the child. Includes the areas of language prerequisite skills, phonology, morphology, semantics, syntax, and pragmatics.	(3)
SPPA322 Child Language Disorders	A study of the factors contributing to the development of disordered speech and language. Includes traditional and more recent classification systems and a survey of characteristic disorders. Introduction to methods of evaluation and therapy. Prerequisite: SPPA321.	(3)

SPPA331 Basic Audiology	Survey of the normal auditory system and the pathologies that affect its functioning. Includes the physics of sound, standard reference levels, and auditory perception. Methods of administering and interpreting pure tone, speech threshold, and speech recognition tests are presented in classroom and lab settings.	\$ (3)
SPPA332 Audiological Procedures	Continued study of auditory testing with an overview of differential diagnostic tests in the identification of auditory pathologies. Includes clinical masking and acoustic immittance measures. Techniques are presented for evaluating special populations including infants and young children, industrial, and the pseudo-hypacusic. Prerequisite: SPPA331	\$ (3)
SPPA374 Articulation & Phonology: Development & Disorders	A survey of phonological development, and characteristics of articulation and phonology disorders. Discussion of etiologies, assessment, and management of these disorders is included. Prerequisite: SPPA285	(3)
SPPA415 Seminar in Communication Disorders	Advanced study into professional and/or clinical aspects of speech-language pathology and/or audiology. Repeatable as content changes.	(3)
SPPA425 Clinical Principles and Practices	Discussion of principles underlying clinician/client relationships and interventions for communication disorders. Instruction in clinical management for speech-language pathology, including developing instructional programs, obtaining target behaviors, record keeping, and report writing. Prerequisites: SPPA321, 322.	(3)
SPPA435 Communication Development and Disorders for Classroom Teachers	An overview of normal language acquisition and development, along with a survey of typical communication disorders and their impact on students' academic success. Issues such as public laws and policies affecting the communicatively handicapped, language and communication differences in multicultural populations, and collaborative management models are also addressed.	(3)
SPPA447 Disorders of Voice and Fluency	A study of the anatomy and physiology of the vocal mechanism, with emphasis on normal and abnormal processes of voice and fluency. Assessment and treatment principles of functional, organic and neurological voice pathologies will be addressed, as well as basic principles of stuttering diagnosis and therapy. Prerequisites: SPPA234, 280, 310	(4)
SPPA455 Adult Neurogenic Disorders	A study of neuroanatomy, as well as the interaction of language and cognition, and hemispheric specialization. This course also covers the classification, etiology, and assessment of individuals with speech, cognitive-linguistic, and swallowing disorders associated with central nervous system damage. Therapeutic principles are introduced. Prerequisites: SPPA234, 280, 321.	(3)
SPPA458	A conceptual approach to the rehabilitation of the hearing-impaired.	(3)

Aural Rehabilitation	Methods of management which optimize the use of residual hearing with amplification or other assistive devices are considered for patients from birth to geriatric. Prerequisites: SPPA331, 332.	
SPPA471 Clinical Practicum in Speech-Language Pathology	Supervised practice in clinical management of persons with communication disorders, including administration of tests and implementation of therapy programs. Prerequisites: A content course in practicum area; 25 hours of observation in speech-language pathology and audiology; and permission of instructor. Prerequisite or co- requisite: SPPA425	\$ (2)
SPPA472 Clinical Practicum in Audiology	Supervised practice in test administration, report writing, and clinical management of persons with communication disorders related to audiology. Prerequisites: SPPA331,332, permission of instructor, and 25 hours of observation in Speech-language pathology and audiology.	\$ (2)
SPPA480 Audiological Procedures	Selected topics in audiology and speech-language pathology. Consult current class schedule for topics offered each year. Repeatable as topics vary.	\$ (2)
SPPA495 Topics in ____ Independent Research/Project	Arranged on a contract basis with a faculty member	(1-4)

Appendix 4 - Physical Resources

--Departmental Equipment Inventory

--Inventory of Diagnostic Tests

Departmental Equipment Inventory

Projector: 1 Dell 2200 MP	Total: 1
Desk Top Computers: 1 Dell Optiplex 745 1 Dell Optiplex 755 1 Dell Optiplex GX620 2 Dell Optiplex GX240 1 Dell Optiplex 6X60	Total: 6
Laptop Computer: 1 Dell latitude D630 1 Dell Inspiron 6000	Total: 2
Television: 1 General Electric XS Stereo 276T616	Total: 1
DVD/VCR Player: 1 Hitachi DV-P533U S (DVD) 1 Toshiba VHS W528 (VCR)	Total: 2
Printers: 1 Hewlett Packard LaserJet 4050N 1 HP Color LaserJet CM1015 MFP	Total: 2
Audiological Equipment: GSI 33 Middle Ear Analyzer 1 Acoustic Impedance Microprocessor 1 Portable Audiometer Beltone Model 109 1 Audiometer MED Rx Avant	Total: 4
Stereo Player: 1 Aiwa CSD-ES225	Total: 1
Digital Recorders: 4 Olympus Digital Voice Recorders WS-210S 1 Olympus Digital Voice Recorder VN-4100PC	Total: 5
Video Cameras: 2 AIPTEK ISDV2.4 cameras	Total: 2

Diagnostic Tests Inventory

Inventory of Diagnostic Tests

(Department of Speech-Language Pathology and Audiology at Andrews University)

ARTICULATION

1. A Deep Test of Articulation c. 1968
2. Arizona Articulation Proficiency Scale – 2nd Ed. c. 1986
3. Assessment of Phonological Processes (Hodson) c. 1985
4. Bankson-Bernthal Test of Phonology (BBTOP) c. 1990
5. Clinical Assessment of Articulation and Phonology (CAAP) c. 2002
6. Fisher-Longemann Test of Articulation Competence c. 1971
7. Goldman-Fristoe 2 Test of Articulation c. 1986
8. Goldman-Fristoe 2 Test of Articulation c. 2000
9. Khan-Lewis Phonological Analysis c. 1986
10. Natural Process Analysis c. 1980
11. Photo Articulation Test (PAT) c. 1965
12. Photo Articulation Test (PAT) c. 1969
13. The Assessment of Phonological Processes c. 1980
14. The Edinburgh Articulation Test (EAT) c. 1971
15. The Fisher-Longemann Test of Articulation Competence c. 1971

AUDITORY DISCRIMINATION

1. Denver Auditory Phoneme Sequencing Test c. 1979
2. Goldman-Fristoe-Woodcock Test of Auditory Discrimination c. 1970
3. Goldman-Fristoe-Woodcock Test of Auditory Discrimination Parts I, II, and III c. 1974

4. Test of Auditory Perceptual Skills (TAPS) c. 1985
5. Test of Auditory Reasoning and Processing Skills (TARPS) c. 1993
6. Test of Auditory Perceptual Skills Revised (TAPS-R)c. 1996
7. Test of Auditory Perceptual Skills Upper Level (TAPS-UL) c. 1994

LANGUAGE

1. Assessing Semantic Skills Through Everyday Themes (ASSET) c.1988
2. Bilingual SALT c. 2006
3. Boehm Test of Basic Concepts c. 1969
4. Boehm Test of Basic Concepts c. 1970
5. Boehm Test of Basic Concepts Manual Forms A & B c. 1971
6. Boston Naming Test c. 1988
7. Bracken Basic Concept Scale (BBCS) c. 1984
8. Clinical Evaluation of Language Fundamentals (CELF) c. 1995
9. Clinical Evaluation of Language Functions-Revised (CELF-R)c. 1987
10. CELF- 4 Screening Test c. 2004
11. Clinical Evaluation of Language Functions (CELF) c. 1980
12. Expressive One-Word Picture Vocabulary Test-Upper Extension (EOWPVT) c. 1988
13. Expressive One-Word Picture Vocabulary Test-Spanish Bilingual Edition c. 2001
14. Expressive Vocabulary Test (EVT) c. 1997
15. Expressive One-Word Picture Vocabulary Test (EOWPVT) c. 2000
16. Expressive Vocabulary Test (EVT) c. 2007
17. GFW Diagnostic Auditory Discrimination Test Part I, II, & III c.1974
18. Gochnour Idiom Screening Test c. 1977

19. Language Sampling Analysis and Training c. 1977
20. Patterned Elicitation Syntax Test (PEST) c. 1983
21. Peabody Picture Vocabulary Test – Revised Form L (PPVT-RL) c. 1981
22. Peabody Picture Vocabulary Test – 4th Edition (PPVT) c. 2007
23. Preschool Language Scale – 3 (PLS-3)c. 1992
24. Preschool Language Scale – 3 Spanish Edition c. 1993
25. Receptive-Expressive Emergent Language Scale (REEL) c. 1970
26. Receptive One-Word Picture Vocabulary Test (ROWPVT) c. 1985
27. Renfrew Bus Story – Language Screening by Narrative Recall c. 1994
28. Revised Token Test c. 1978
29. Ross Information Processing Assessment-2nd Edition c. 1996
30. Test of Adolescent Language (TOAL-2)c. 1987
31. Test of Adolescent and Adult Language (TOAL-3)c. 1994
32. Test for Auditory Comprehension of Language-Revised (TACL-R) c. 1985
33. Tests of Cognitive Ability (TCA) c. 1989
34. Test of Language Competence c.1985
35. Test of Language Development-Intermediate (TOLD-I) c. 1982
36. Test of Language Development-Primary (TOLD-P) c. 1982
37. Test of Language Development-Intermediate-3rd Edition (TOLD I:3)c. 1997
38. Test of Language Development-Primary-3rd Edition (TOLD P:3) c. 1997
39. Test of Problem Solving (TOPS)c. 1984
40. The Preverbal Assessment Intervention Profile c.1984
41. The Rossetti Infant-Toddler Language Scale c. 1990

42. Token Test for Children c. 1978
43. Wiig Assessment of Basic Concepts (WABC) c. 2004
44. Wiig Assessment of Basic Concepts-Spanish Edition c. 2006
45. Wiig Assessment of Basic Concepts Spanish Forms Nivel (Level 1 &2)c. 2006

NEUROGENIC DISORDERS

1. Aphasia Language Performance Scales (ALPS) c. 1975
2. ASHA Functional Assessment of Communication Skills for Adults c. 1995
3. Bedside Evaluation of Dysphagia (BED) c. 1995
4. Boston Diagnostic Aphasia Examination (BDAE) c. 1983
5. Clinical Evaluation of Dysphagia (CED) c. 1986
6. Dysarthria Examination Battery c. 1993
7. Frenchay Dysarthria Assessmentc. N/A
8. Functional Communication Profile c. 1994
9. Minnesota Test for Differential Diagnosis of Aphasia (MTDDA) c. 1965
10. Porch Index of Communicative Ability (PICA) c. 1981
11. The Apraxia Profile – A Descriptive Assessment Tool for Children c. 1997
12. Western Aphasia Battery (WAB) c. 1982

DEVELOPMENT

1. Before Your Child Talks c. N/A
2. Developmental Rainbow: Early Childhood Developmental Profile c. 1996
3. Early Developmental Milestonesc. 2004

ORAL MOTOR EVALUATIONS

1. Dworkin-Culatta Oral Mechanism Examination c. 1980
2. Test of Oral Structures and Functions (TOSF) c. 1986

SPEECH-READING

1. Diagnostic Test of Speech Reading c. 1970
2. Utley Lip Reading Test c. N/A

FLUENCY

1. Assessment of Fluency in School Age Children c. 1979
2. Assessment of Fluency in School Age Children c. 1983
3. Stuttering Severity Instrument for Children and Adults (SSI-3) c. 1994

VOCIE

1. Dr. Speech Science Guide to Voice Assessment c. 1998
2. Voice Assessment Protocol for Children and Adults c. 1987

MISCELLANEOUS

1. Comprehensive Screening Test for Determining Optimal Communication Model (CSI) c. 1984

Appendix 5 – Client Testimonials of Program Quality

- Client Testimonial-1
- Client Testimonial-2

Client Testimonial -1

Hello! Brynja Davis emailed me and wanted us to share our experiences at the Andrews Dept. of Speech, Language, and Audiology. Our son, Alex, was diagnosed at Mayo clinic with ADD and learning disabilities. That year, our dentist also recommended that Alex have his frenulum clipped. It was a difficult year for us as we struggled to help Alex with his schoolwork. It was also a challenge for him to pronounce words and to communicate his ideas to us.

We had an IEP at Alex's school, and the team recommended speech therapy. Alex had speech therapy at school, first with a therapist who was short-tempered and impatient, at which point I cancelled further sessions with her. Then Alex had a nice therapist who did a great job with him, but he was with 2-3 other students during a therapy session, and he was the quiet guy in the room who barely spoke.

I needed somewhere else to take Alex, but I didn't know where to take him. A friend suggested the Speech department at Andrews, and, after I contacted Andrews, Alex was put on a waiting list for about 6 months. When I received that phone call from Brynja to start speech therapy with her, I was so excited!

I loved Brynja from the start. She was kind, soft-spoken, and really connected with Alex from the very first day. She is a mom and knows how we moms worry about their kids. Brynja and her students worked with Alex one-on-one for 45 minutes every week, after Alex's school day.

Slowly, we could understand Alex better, and he was beginning to communicate with us and his brothers and friends more. He definitely has a lot to say, but he couldn't say it in a way that we could comprehend, that is, until his time with Brynja. I was often left speechless seeing my kid who had been on the sidelines for so long getting more comfortable relaying his thoughts. My elderly parents could even understand him over the phone!

Still, Brynja felt like there was something missing from Alex, and so she asked the audiologist (I cannot remember her name, but she, too, was wonderful) to evaluate Alex. She fit us in at the very end of the school year when she had so little wiggle room to work with. She discovered a problem with Alex's auditory processing. That was a piece of the puzzle that really helped us fit everything together. Since that time, we have used some suggestions from the audiologist, such as using books on tape, sitting on a certain side of the classroom, giving Alex extra time to collect his thoughts for writing or just in conversation, and others. This has helped us tremendously!

Alex also completed the Fast ForWord program and had "tongue therapy" with April Gelesko. All of these things combined have helped Alex in different ways, and we are certain that he is doing so well because of all of them.

Brynja and her students were fabulous with Alex. They had fun games for him to play and

laughed at his jokes and gave him a prize at the end of the session. He always left happy. I am so pleased with the results! Alex just completed his first year of middle school with all A's and B's. Even more important, he has friends who he can really relate to, and vice-versa. What kind of life would Alex have had if he couldn't pronounce words and therefore his ideas to others? I think he would have had a very different existence.

We will forever be grateful to Brynja and her crew. They produced results in Alex when we were agonizing over his speech issues.

My husband and I have discussed giving a gift to Andrews in the next year or so, because they have been so instrumental in Alex's success. I have also recommended Andrews speech dept. to a few of my friends whose children are struggling with speech problems.

Thank you again! Truly, Lynne Reuter mom to Alex

Client Testimonial-2

It is with gratitude to Andrews University and Dr. Lena Caesar that I express my thoughts about their Department of Speech Pathology and the impact it has had on my family.

At age two, my son Lucas's pediatrician was concerned about his speech development; specifically, her opinion was that he was not speaking the number of words he should be for his age. She recommended that he be evaluated, which started a nearly two-year search for services for him. As any parent in the Southwest Michigan/Northern Indiana area whose child needs speech services can attest, it is difficult to find someone qualified who has openings in his or her practice to actually provide therapy. Prior to coming to Andrews University, Lucas went through two lengthy, expensive evaluations, each which took months just to schedule. The second evaluation was sought after the unsatisfactory conclusion of the first: that Lucas needed whatever speech therapy our insurance would pay for. The second evaluation was different, but similarly unhelpful, in that the recommendation was to allow him time to outgrow his deficits.

Subsequent to the two evaluations, I made many telephone calls to professionals who worked with children, in order to obtain some sort of guidance on how to get help for our son. As the months passed, it was clear that not only was he delayed in the number of words he spoke, but that the words he did use were very difficult to understand. Interestingly, I received Dr. Caesar's name from two different professionals from Indiana and Michigan. Both spoke highly of her reputation and abilities and indicated that Andrews University had helped other children they had referred. When I contacted Dr. Caesar, I felt, for the first time, that Lucas might have a chance at learning to speak correctly before he went to school.

Having observed two other speech evaluations, I feel able to opine that the evaluation Lucas had at Andrews was excellent. Dr. Caesar and her students spent over two hours with my son, testing him in many ways, including taping him for a computer assessment of his speech. Dr. Caesar met at length with me, as well, to learn about Lucas and his speech, and later to inform me about the results of the evaluation and her treatment recommendations. This evaluation, which far surpassed the others we had undergone in the variety of testing and the in-depth written report, cost a mere \$40.00, compared to the \$500.00 and \$600.00 costs of the other evaluations. I was even more impressed with Andrews University when I was told of the cost of the evaluation and the semester's therapy. I had learned how hard speech services were to find, and I was glad that another barrier--that of unmanageable costs for treatment--had been removed for families who would otherwise not be able to afford help.

Lucas completed a semester of speech therapy in the spring of 2009 after an hour-long session each week taught by Dr. Caesar and a senior student. I sat in the hall and listened to the sessions (he prized his time with Dr. Caesar and wanted me out of the room!) and heard Lucas learn more and more. It was clear that each session had been meticulously outlined and prepared, and geared specifically to the short attention span of a three-year-old boy. Lucas was provided with a folder and work to take home each week, which he enjoyed. If I delayed

in reviewing his homework with him on a particular day, he would get out his folder, tell me he was “Dr. Caesar boy” and quiz me on the exercises.

He loved going to Andrews and seeing his friends each week. He was evaluated again at the end of the semester and I was provided with the written report. The report was a great help in securing ongoing speech therapy for Lucas.

I hope that Andrews is able to continue and expand its Speech Pathology Department. The need for qualified speech therapists is great, and the department at Andrews is uniquely able to educate its students and provide a wonderful service to the community. My family will always be thankful to Dr. Caesar and Andrews University for giving my son the ability to succeed in the speaking world.

Mrs. Liz Lyons, JD
(Former Prosecuting Attorney, South Bend)

Appendix 6 – Student Testimonials of Program Quality

- Student Perceptions of Program Strengths & Weaknesses
- Alumni Perceptions of Program Strengths & Weaknesses

Student Open-ended Comments

Student Perceptions of Department Strengths & Weaknesses

Strengths	Weaknesses
<p>1. I think that the SPLAD program has much potential to grow and make the department even larger if the resources were used properly to continue to grow the department. I love professors like Brynja and Dr. Caesar who show us practical ideas to use in therapy.</p>	<p>1. The amount of proper advising that you receive to make sure you are taking the right classes and that the teachers have some idea about the classes that they are placing you into.</p> <p>2. Not having much hands-on practical guidance in your sophomore and junior years is a waste.</p> <p>3. There needs to be a class in the SLP department just like PT that is geared to teaching the student how to take the GRE properly to prepare for graduate school.</p> <p>4. I also think that there needs to be more than 10 clinical hours required in both Speech Pathology and Audiology.</p>
<p>2. The strengths include the opportunity to participate in practicum in both audiology and speech pathology, the knowledgeable professors, and the [striving] for excellence of the program by professors.</p>	<p>5. Phonetics, lack of AAC, clinical principles and practices.</p>
<p>3. Multicultural issues, audiology practicum, caring faculty, family atmosphere, integration of spirituality, projects that make us think beyond the classroom.</p>	<p>6. It does not have a Masters program which I really wish Andrews did.</p>
<p>4. It is small and intimate therefore you have good relationships with others in the department as well as the teachers.</p>	<p>7. Not enough faculty so classes could be divided between teachers.</p> <p>8. Also more classes could be added to help us prepare more for graduate school.</p>
<p>5. The willingness of the faculty to help you outside the class in topics that you didn't understand in class.</p> <p>6. Small class sizes which makes more interaction between student and teacher.</p>	<p>9. Not enough facilities to face the growing needs of the department.</p>
<p>7. Faculty involvement in all aspects of life, academically, spiritually, and socially.</p>	<p>10. I think there needs to be a bigger facility for the program.</p>
<p>8. The closeness of the faculty with the students.</p>	<p>11. I believe that each professor needs to be well informed in both aspects of Speech and Audiology.</p>

<p>9. During Grad school interviews, it was interesting to see how many schools were shocked at the classes that Andrews offered.</p> <p>10. I think the greatest strength of the department is keeping up with the constant changes in speech and audiology.</p>	
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Alumni Open-Ended Comments

Alumni Perceptions of Department Strengths & Weaknesses

Strengths	Alumni Weaknesses
1. Practicum experiences, cadaver lab experience, excellence in teaching	Hearing aid technology introduction
2. This program offers great learning experiences in both Audiology and Speech Pathology practicums. The faculty of the department are advanced in their knowledge of both speech Pathology and Audiology and are always open and willing to offer help. The classes offered are challenging and thorough; they go beyond the textbooks by applying what we are learning to real life situations and case studies.	Could have benefited with more of an emphasis in process of evaluations and writing Individual Education Plans (Specially Designed Instruction, Goals, etc.) in the school setting, Alternative and Augmentative Communication, and strategies for delivering instruction in articulation/phonology.
3. Small class sizes. Individual attention. True commitment to student's success. Quality faculty.	Department size/space for training
4. I was a step ahead of a lot of my colleagues when entering graduate school because I had a clinical foundation and a lot of my peers had not had clinical experience prior to entering graduate school. I also had a strong background in language and language disorders as well as in audiology. In addition, the small program really allows close relationships between faculty and students as well as increased opportunities for learning. Also, just having courses like stuttering and voice really strengthened my knowledge.	When I attended Andrews, the program lacked courses in neurogenic communication disorders as well as a course in speech science which a majority of undergraduate programs had. Therefore, I entered my graduate program with limited knowledge in these areas. Also, I think the option of conducting research wasn't offered as much as it could have been. Also, an interviewing and course regarding multicultural issues would also be helpful
5. This program is a small program; therefore, there are some family-like traits that it has that makes the students more in touch with each other, the faculty, and with God. The professors are very competent and familiar in the field with a great deal of experience that is helpful to students seeking future employment. The professors are also loving and kind, as well as showing genuine concern for their students well being within and also outside of the field. The professors all make the lessons interesting, using practical application assignments that make learning easier and more permanent.	I wish that the school would fund this department as well as establish a master's program. This undergraduate program has greatly prepared me for my future in this field and I feel that if there were a graduate program for both degrees that the undergraduate students would greatly benefit and be prepared for a full-time career in the field.

6. Because it is a small department, the faculty is really able to connect with its students. Each of them has different strengths which help in the classroom.	A lot of the structures/models or hands on things are locked in the office so if a student wants to study after office hours they do not have access to these things
7. Clinical experience and academic courses	No Graduate Program! I would have loved to stay at Andrews University for grad school!
8. Compared to my peers in Graduate School at a different University, I was very well prepared for Graduate School and had much more experience and information regarding Speech Pathology and even Audiology! The clinical experience and coursework prepared me for Graduate School!	Student/teacher ratio. At the time I was there needed more audiology focus/classes.
9. Small and close knot. Attention to detail. Personalized attention. Unbiased.	Lack of terminal degrees among faculty (in my time) Cancellation of Adult Neurogenics course Lack of course in counseling
10. The quality of faculty and their interest in students' success The camaraderie encouraged among students of the department The relatively 'open-door' of the department	Need more room, facilities to do treatment and practice clinical skills.
11. Closeness of students and teachers. Availability of help. Great classes that apply to real world	Limited experience and exposure to adult related speech/Language and cognitive disorders
12. Faculty members who honestly care about their students both in and out of the classroom. Providing student with a strong and broad academic base to build on in graduate school.	It would be nice to see a broader clinic experience provided in various facilities. More attention could also be put into courses that analyze the methodology of speech and language treatment.
13. The professors care about students and want them to succeed and therefore push students to reach their true potential. They also make themselves available to students so that students can receive the support they need.	The physical size of the department. I wish they had more room for the students to come and gather to review materials in the department or work on paperwork for clinical practicum.
14. The small class size and the accessibility of the faculty. The professors are always willing to help and continue to be a mentor beyond graduation.	For me, I wish that I had had more exposure and practice with the various diagnostic tests for both children and adults.
15. - Availability of faculty - Family atmosphere, faculty really care about	Hmmm. I'm guessing maybe funding! My suggestions are the following:

<p>16. The availability and willingness of the staff to aid in the student's success, having a Christ centered program, having high standards for each student with the overall goal of enabling students to be competent Christ centered clinicians.</p>	<p>I was a step ahead of a lot of my colleagues when entering graduate school because I had a clinical foundation and a lot of my peers had not had clinical experience prior to entering graduate school. I also had a strong background in language and language disorders as well as in audiology. In addition, the small program really allows close relationships between faculty and students as well as increased opportunities for learning. Also, just having courses like stuttering and voice really strengthened my knowledge.</p>
<p>17. The faculty and staff. They were always willing to help in whatever way they could. The education I received was very helpful and useful going from graduating straight into the field two months later as a School Speech and Language teacher</p>	<p>We need more space to expand and we need to be taken more seriously. Speech, Hearing, and Language is VERY important!</p>
<p>18. The faculty love what they do and you are very well prepared for graduate school in either Speech-Language Pathology or Audiology.</p>	
<p>19. The student - Strong emphasis on whole-person care, not just on treating a disorder or diagnosis - Provides excellent foundations in Audiology and Basic Speech-Pathology courses.</p>	<ol style="list-style-type: none"> 1. Incorporate more AAC knowledge and training 2. Spend more time discussing practical, evidence based treatment approaches especially targeting ASD (Autism Spectrum Disorders) and CAS (Childhood Apraxia of Speech) 3. For observation hours have students see a variety of Disorder types as well as settings

Appendix 7- External Validation of Quality

- Letter from Pennsylvania State University
- Letter from Employer/Internship Supervisor

Lena Caesar

From: Janice Light [jcl4@psu.edu]
Sent: Friday, September 23, 2005 2:27 PM
To: Lena Caesar
Subject: Sharlene

Dear Dr. Caesar,

My name is Janice Light. I am on faculty in the Department of Communication Sciences and Disorders at Penn State University and I had the pleasure this summer of serving as a faculty mentor for one of your undergraduate students, Sharlene Wilson, as part of the MARC (Minority Access to Research Careers) program.

I wanted to let you know what a joy it was to have Sharlene here this summer. She is very bright, very organized and very responsible. She jumped right into the research in our lab and learned a HUGE amount in a very short amount of time. She was working with me on a federally funded grant in the area of augmentative and alternative communication (AAC). Although this was a new area of research for her, she very quickly developed a solid grasp of the key issues in the AAC field.-During her time at Penn State, she developed significant expertise programming the assistive technology for young children with disabilities! She joined me for intervention and data collection at the homes of some of the young children and did a wonderful job talking with parents and interacting with the children. She demonstrated a solid foundation in child language development and disorders (no doubt thanks to your program!) and she quickly learned the data collection and analysis procedures. As you know, she has great interpersonal skills and she was very well liked by the other undergrad and graduate students in the lab.

Sharlene did an outstanding job organizing a tour of our lab for the other MARC students in the program. It was so exciting to watch Sharlene share her newly acquired expertise with her peers in a well organized and engaging way. I was very impressed. I hope that Sharlene will share some of what she learned with her classmates at Andrews.

We are hoping that Sharlene will apply to Penn State for grad school. She is an outstanding student and would be a great fit with our graduate program. Based on what I saw this summer, I am sure that she will make an excellent contribution to the field of communication disorders. She will touch the lives of many children and their families.

I was very impressed with the background in child language and child language disorders that Sharlene had when she came. You have obviously done an excellent job at Andrews preparing her for her future studies and for her future career. If you have any other outstanding students in future years who might be interested in a summer research experience in AAC or in the graduate program at Penn State, please keep us in mind.

Thanks so much for sharing Sharlene with us this summer! Good luck with the new academic year!

Yours truly,

Janice

Janice Light, Ph.D.
 Professor
 Department of Communication Sciences and Disorders Penn State University



Comprehensive Therapy Center

A Place to Grow

Lena Caesar
Speech-Language Pathology
Andrews University
Berrien Springs MI 49104

August 16, 2004

We were thrilled to have Lisa Glenn do her observation hours with us this summer. She is terrific, and we expect she will be an excellent speech-language pathologist.

In addition to doing her 25 hours of observation, she also screened eight children with pure tone audiometry. The hearing screening took 3 hours. Lisa has detailed time sheets and observation logs to accompany this letter.

I hope that she will be able to return to our agency to do one of her practicum assignments.

During the summer we go for seven weeks, three mornings a week, four hours a day. Then during the school year we are in a number of school districts and do some work with adults and children with developmental disabilities. We'd love to have any of your students from this area join us.

If you have any questions, please let me know.

Thanks for allowing us to work with Lisa.

Yours in the interest of children with disabilities,

Jean C Silbar MA, CCC-SLP
Executive Director



Comprehensive Therapy Center, Inc. – a Non-Profit Corporation

2505 Ardmore S.E. Grand Rapids, MI 49506 Phone: (616) 559-1054 Fax: (616) 559-1056

Appendix 8-Performance on Senior Exit Test

Senior Exit Test Mean Scores by Majors and Schools, 2008-2009 Testing: Ranked by Total Score.

Major/ School	n	Total Score	Critical Thinking	Reading	Writing	Math	Humanities	Social Sciences	Natural Sciences
Mathematical Sciences	4	474.00	120.50	124.75	118.50	124.75	122.75	119.75	122.75
Honors	47	469.19	119.55	124.55	119.74	120.10	122.21	119.53	122.19
75 th percentile	84,844	462	116	125	118	118	121	121	120
English	15	461.87	117.60	124.07	118.73	115.80	121.00	115.25	120.73
Foreign Languages	7	461.87	112.00	118.57	113.57	114.14	114.71	113.86	115.43
Psychology	13	457.85	116.31	122.92	118.62	115.46	120.23	116.00	120.46
Accounting	10	457.60	115.50	121.80	117.50	118.30	118.70	115.70	119.10
Biological Sciences	34	457.03	116.29	119.94	117.21	118.18	118.06	115.44	118.91
History	5	456.20	118.20	123.60	118.40	112.40	121.60	117.80	113.52
Communication	11	456.18	117.55	124.00	116.64	112.73	121.73	116.91	120.73
Engineering Technologies	6	455.83	113.00	120.83	115.17	121.67	115.50	116.17	116.50
Clinical Laboratory Science	17	455.06	116.06	122.00	115.94	116.94	118.00	116.76	119.29
Computer and Information	5	451.40	114.20	119.00	115.20	116.20	116.20	115.20	116.80
Education	16	451.38	113.94	120.31	116.31	115.19	116.63	115.25	117.88
SED	18	450.67	113.72	120.28	116.00	114.94	117.17	114.83	117.50
COT	16	449.63	113.00	118.94	114.44	117.56	115.75	114.38	115.94
SBA	29	447.28	112.59	118.59	114.55	115.66	115.17	113.76	116.52
CAS	239	446.87	113.59	118.67	114.84	113.92	116.49	113.87	116.60
University Means	348	446.61	113.31	118.58	114.58	114.21	116.24	113.85	116.38
50 th percentile	84,844	446	111	120	115	114	115	115	116
Unknown major	24	444.75	113.13	119.00	113.54	113.13	116.21	113.92	116.54
Agriculture	4	444.70	111.00	116.75	111.00	114.25	115.25	111.25	114.00
Allied Health	20	444.70	113.10	118.55	114.00	113.65	116.35	113.60	115.95
Art & Art History	10	443.30	113.10	115.30	114.70	113.40	115.70	112.40	114.50
Dietetics/Nutrition	14	441.93	111.86	118.21	113.43	112.14	114.43	113.50	115.64
Religion, Theology	12	441.58	112.92	116.83	112.33	113.92	115.17	113.42	114.92
Music	7	439.86	111.71	115.43	114.14	112.00	115.43	110.57	113.71
Architecture	22	439.41	111.32	115.50	111.86	113.64	114.50	112.45	113.00
Speech Pathology & Audiology	11	439.36	111.00	118.09	113.36	110.82	114.18	112.09	115.64
Political Science	6	437.50	109.33	116.67	116.00	109.33	114.50	110.00	113.17

Major/School	n	Total Score	Critical Thinking	Reading	Writing	Math	Humanities	Social Sciences	Natural Sciences
Physical Therapy/Health Science	26	437.46	110.54	114.65	112.23	113.12	113.73	110.85	113.27
Banking & Finance	5	436.60	106.00	115.40	111.80	116.20	108.80	111.00	111.40
Health, Medical Sciences	46	434.50	109.59	114.72	111.76	111.65	112.48	110.30	113.52
25 th percentile	84,844	433	107	115	112	110	110	110	111
Business Administration	9	432.44	110.33	115.78	110.89	109.56	112.78	111.00	114.89
Nursing	22	429.86	108.59	113.86	110.88	109.50	112.05	110.00	112.09
Social Work	12	426.50	108.67	112.50	110.42	107.50	111.08	109.50	111.33
Key									
Programs that may be included in the "Professional" GE package									
Highest three programs on each scale									
Lowest three programs on each scale									
University means									
25 th , 50 th , 75 th percentile for all seniors at all institution types on test (http://www.ets.org/Media/Tests/MAPP/pdf/tested_seniors.pdf)									

Notes:

Majors were self-selected from a list provided by ETS. We asked additional questions about Clinical Laboratory Sciences, Dietetics, Nursing, Physical Therapy, and Speech-Language Pathology and Audiology. We also asked about preparation for a medical/health care related profession other than those above. All answering positively on these two questions were classified into CAS. "Unknown" Majors did not indicate anything for any of the opportunities.

The Senior Exit Test used the Measure of Academic Progress and Proficiency, now titled the ETS® Proficiency Profile (<http://www.ets.org/portal/site/ets/menuitem>). See Comparative Data source above.

The percentile rankings above are compared to seniors at all institution types.