



THE UNIVERSITY *of* NORTH CAROLINA  
**GREENSBORO**

**Continuing Accreditation Report**

**for**

**North Carolina Department of Public Instruction  
National Council for Accreditation of Teacher Education**

**AUDIOLOGY AND/OR SPEECH-LANGUAGE PATHOLOGY**

**Author**

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**JUNE, 2006**

**APPLICATION FOR ACCREDITATION  
EVALUATION OF EDUCATION PROGRAM(S) IN  
AUDIOLOGY AND/OR SPEECH-LANGUAGE PATHOLOGY**

The institution named below desires that its education program leading to a master's degree in speech-language pathology or audiology, or a doctoral degree in audiology be accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA) and hereby applies for an evaluation of this education program. It is understood that the evaluation will be conducted in accordance with the procedures set forth in Section II of the most recent Council on Academic Accreditation (CAA) Accreditation Manual. The institution agrees to cooperate fully in the evaluation procedures therein described; including furnishing such written information to the CAA as shall be required for the evaluation and arranging of a site visit to the education program. The institution further agrees to pay the following costs of evaluation for the initial application: (a) a nonrefundable application fee, payment of which accompanies this application, and (b) an initial site visit fee payable when invoiced upon completion of the site visit. An annual accreditation fee, which includes subsequent (re)accreditation application fees and normal site visit expenses, will be due each year that the program is accredited.

This application may be withdrawn by the program at any time and for any reason before final action by the CAA without prejudice.

The administrative policies of the institution and the program are in compliance with all applicable federal and state law and regulations prohibiting discrimination, including harassment, on the basis of age, race, sex, color, national origin, religion or religious preference, sexual orientation, physical or mental disability or condition, and status as a covered veteran. The institution and program are also committed to ensuring a diverse student body and faculty, and encourage student applicants who have been historically under represented in the professions of audiology and speech-language pathology.

<i>Name of Institution</i>  <i>The University of North Carolina at Greensboro</i>	<i>Date</i>  <i>9/08/05</i>
<i>Signature of President of Institution or Designee</i>	<i>Telephone Number</i>  <i>336-334-5266</i>
<i>Name and Title (Please print or type)</i> <i>Patricia A. Sullivan</i> <i>Chancellor</i>	
<i>Address</i> <i>303 Mossman Building</i>	
<i>City, State, Zip</i> <i>Greensboro, NC 27402</i>	

**AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION**

**COUNCIL ON ACADEMIC ACCREDITATION  
IN AUDIOLOGY AND SPEECH-LANGUAGE PATHOLOGY**

**Application for Accreditation Evaluation of  
Education Programs in Audiology and/or Speech-Language Pathology**

The purpose of the application for (re)accreditation is to provide information as it relates to your program's continued compliance with the standards for accreditation. The outline presented here must be followed when submitting an application. Please submit **one electronic** version of your application, including all appendices, and an **original** and **seven paper copies** to the National Office according to the specific application preparation instructions provided. You may submit the electronic version on a CD or disk when you submit the paper copies, or you may email it separately as a Microsoft Word attachment to [sflesher@asha.org](mailto:sflesher@asha.org)

<b>DATE:</b>	09/08/05	
<b>CAA FILE # :</b>	187	
<b>INSTITUTION:</b>	The University of North Carolina at Greensboro	
<b>SCHOOL, COLLEGE, DIVISION:</b>	Health and Human Performance, Academic Affairs	
<b>DEPARTMENT/PROGRAM:</b>	Communication Sciences and Disorders	
<b>ADDRESS:</b>	300 Ferguson Bldg.	
	Greensboro, NC 27402-6170	
<b>PROGRAM DIRECTOR:</b>	<b>Name:</b> Celia R. Hooper	
	<b>Title:</b> Professor and Department Head	
<b>PROGRAM DIRECTOR PHONE #:</b>	336-256-1499	
<b>PROGRAM DIRECTOR E-MAIL:</b>	crhooper@uncg.edu	
<b>PROGRAM FAX #:</b>	336-334-4475	
<b>PROGRAM MAIN PHONE #:</b>	336-334-5184	
<b>INSTITUTION/PROGRAM WEB ADDRESS:</b>	<a href="http://www.uncg.edu/csd">http://www.uncg.edu/csd</a>	
<b>AREA(S) AND DEGREE LEVEL OF ACCREDITATION HELD:</b>	<input type="checkbox"/> <b>Clinical Doctorate in Audiology</b>	<input checked="" type="checkbox"/> <b>Master's in Speech-Language Pathology</b>
<b>DEGREE(S) DESIGNATOR:</b>	M.A.	
<b>PROGRAM or COMPONENT OFFERED VIA:</b>	<input type="checkbox"/> <b>Consortium (specify)</b> _____ <input type="checkbox"/> <b>Distance Education</b> <input type="checkbox"/> <b>Satellite or Branch Campus (specify)</b> _____	
<b>CURRENT ACCREDITATION CYCLE:</b>	<b>From: 07/97 (mo./yr.)</b>	<b>To: 07/07 (mo./yr.)</b>
<b>REGIONAL ACCREDITATION BY:</b>	Southern Accreditation of Colleges and School's	
<b>CURRENT REGIONAL ACCREDITATION CYCLE:</b>	<b>From: 01/03 (mo./yr.)</b>	<b>To: 01/13 (mo./yr.)</b>

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## APPLICATION FOR ACCREDITATION

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**NOTE: Use the *Comments* space only if additional brief information must be presented to clarify the response or if an explanation is requested. The text boxes will expand to accommodate the information you enter, but please try to make your answers as concise as possible.**

The Self-Evaluation of Compliance (**Appendix I**) must be completed and included with the application. To do so, the program director, in consultation with the faculty and staff, must review the questions on the following pages to inventory the program's degree of compliance with the Standards for Accreditation. The CAA will seek verification in the reports from the program and the site visit that all standards have been met. If the program uses alternative methods of meeting the requirements, these must be described in the application and to the site visitors for subsequent consideration by CAA.

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### STANDARD 1.0 ADMINISTRATIVE STRUCTURE AND GOVERNANCE

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#### 1.1 The applicant institution of higher education holds regional accreditation.

1.1.1. Identify the regional accrediting agency that grants accreditation to the applicant institution and the dates of the current accreditation cycle.

Accrediting Agency	Cycle Dates	
SACS	From: 01/03	To: 01/13

1.1.2. If there are any cooperating or consortium institutions that offer components of the accredited program, or serve as a satellite or branch campus, please explain the extent and terms of the arrangement.

Note: Refer to policy on Substantive Changes to determine if substantive change plan should be submitted. [www.asha.org/about/academia/accreditation/sub\\_change\\_pol.htm](http://www.asha.org/about/academia/accreditation/sub_change_pol.htm)

none

1.1.3. If there are cooperating or consortium institutions, including those that serve as a satellite or branch campus, as described above, identify the regional accrediting agency that governs that component and the dates of the current accreditation cycle.

Cooperating/Consortium Institution(s)	Accrediting Agency	Cycle Dates	
none		From:	To:

*Comments:*

#### 1.2 The program's mission, goals, and objectives are consistent with ASHA-recognized national standards for entry into professional practice and with the mission of the institution.

*Be prepared to show complete documentation of the program's student learning outcomes (behavioral objectives) to site visitors. (Do NOT submit this information with the (re)accreditation application.)*

1.2.1. Provide the mission statements of the institution, the college, and the program(s) seeking (re)accreditation in the chart below.

<p><b>Institution</b> The University of North Carolina at Greensboro is a leading student-centered university, linking the Piedmont Triad to the world through learning, discovery, and service.</p>
<p><b>College</b> The school of Health and Human Performance is a community of academic departments- Communication Sciences and Disorders; Dance; Exercise and Sport Science; Public Health Education; and Recreation, Tourism, and Hospitality Management- that through excellence in teaching, research, and service, enhances the health and well-being of the people of the state, region, and nation.</p>
<p><b>Program</b> The Department of Communication Sciences and Disorders provides opportunities for the study of normal speech, language and hearing and the associated disorders. Faculty and students in Communication Sciences and Disorders provide services to the University Speech and Hearing Center and engage in cooperative work with area schools, hospitals and other human service agencies.</p> <p>The mission of the UNCG Speech and Hearing Center is to provide evaluation and intervention services on campus and in the community to individuals of all ages with hearing and communication disorders and differences. The Center also has a mission to provide clinical education to students, to engage in clinical research, community outreach, and prevention services.</p>

1.2.2. Give three examples of specific student learning outcomes that you have developed for your program and show how they are related to the mission of the program. If you have programs accredited in both audiology and speech language pathology, include at least one example in each area.

<ol style="list-style-type: none"><li>1. CSD graduate students will be able to administer the primary diagnostic tests/protocols in the nine disorder areas;</li><li>2. CSD graduate students will be able to incorporate cultural sensitivity in all treatment programs of communicatively impaired individuals</li><li>3. CSD graduate students will be able to exhibit good professional writing in their reports.</li></ol> <p>Our mission statement is brief/general, but all three relate to the provision of good services to clients.</p>
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1.2.3. What mechanisms are used to assess the program's effectiveness in achieving its mission?

1.2.3. Several mechanisms are used throughout the two year masters program. In 2000-04 with the new ASHA curriculum requirements, the CSD department faculty engaged in a review all knowledge and skills required and examined the employer reviews and student job placements. The faculty decided to redesign the whole curriculum into a "lifespan" curriculum, with five credit courses and supportive three and one credit courses. The first class of students in the new curriculum will graduate in spring 2006. During the fall, 2005, the faculty will be reviewing the knowledge and skills of current students and will spend part of the spring, 2006, and fall, 2007, review of student outcomes. Curricular changes will be adopted at each review. Teaching evaluations are reviewed by the instructor(s) and the Department Head and director of graduate studies and results are analyzed for review. Outside evaluation of academic and clinical programs is done every ten years by SACS. In addition, the university has set up a more frequent cycle of self study and evaluation every five years. For our off campus sites, each supervisor is evaluated by the students placed and the externship coordinator (Mankoff) visits each site or supervisor. In the spring each year, during "Supervisor Appreciation Day," small focus groups evaluate student knowledge and skills in a particular area of practice. At the present time CSD is using an exit interview of graduate students. The UNCG Office of Student Academic Services provides an exit interview of all graduating seniors. Employers of UNCG MA graduates are contacted one year after graduation for student/program effectiveness, although not all return the questionnaire.

UNCG recently (August, 2005) hired a new director of assessment who will be working with CSD in the fall of 2005 on a system of program evaluation. The Department Head is completing a survey for this office in September, 2005.

The Office of the Provost currently evaluates student learning outcomes for undergraduates during their senior capstone course. The office of the HHP Associate Dean for Academic Affairs (Robert Mayo) receives these data for our department.

**1.3 The program's faculty/instructional staff have authority and responsibility for making decisions regarding and for conducting the academic and clinical program, including curriculum, within the institution; and the program's faculty/instructional staff have reasonable access to higher levels of administration.**

1.3.1. What is the organizational structure of the institution relative to the program? Attach an organizational chart that clearly answers this question, or provide an explanation below.

See attachment 1.3.1a, 1.3.1b, 1.3.1c Organizational Charts

1.3.2. Do the program faculty and instructional staff have authority and responsibility for making and implementing decisions regarding the academic program, including curriculum?

X Yes	<input type="checkbox"/> No <i>explain</i>
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*Comments: Each curriculum revision is prepared by a faculty committee, presented to the whole faculty for a vote, and reviewed each year by the CSD curriculum committees, undergraduate and graduate.*

1.3.3. Do the program director and faculty have access to higher levels of administration?

X Yes	<input type="checkbox"/> No <i>explain</i>
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*Comments: The faculty has bimonthly meetings with the Department Head. The Department Head meets weekly with all administrators in the School of Health and Human Performance. The provost visits the Department Head meeting once a semester. The School of HHP has a Faculty Assembly which meets each semester with all Department Heads, all administrators in the Dean's office, and all faculties.*

**1.4 The individual responsible for the program of professional education seeking accreditation holds a graduate degree with a major emphasis in speech-language pathology; in audiology; or in speech, language, or hearing science and holds a full-time appointment in the institution. The individual effectively leads and administers the program.**

*Be prepared to provide evidence of effective leadership to site visitors. (Do NOT submit this information with the (re)accreditation application.)*

1.4.1 Provide the name, degrees, discipline and status of the individual(s) responsible for the program.

Name: \_\_\_\_\_ Celia R. Hooper \_\_\_\_\_

Academic rank: Professor \_\_\_\_\_

CCC status: \_\_\_\_\_ SLP \_\_\_\_\_ Date employed: \_\_\_\_\_ 08/01/03 \_\_\_\_\_

Tenure track? \_\_\_\_\_ Yes \_\_\_\_\_ Tenured? \_\_\_\_\_ YES \_\_\_\_\_ Date: \_\_\_\_\_ 08/01/03 \_\_\_\_\_

Full-time in accredited program  Y  N

Degree	Institution	Year	Major
PhD	Case Western Reserve University	1979	Speech and Hearing Sciences
MA	University of North Carolina at Greensboro	1974	Speech-Language Pathology
BA	Wake Forest University	1973	Drama/Speech, Communication, Classics (Latin)

Comments:  
No comments.

1.4.2. How does the program or institution evaluate the effectiveness of the program director.

(Note CSD is referring to "program director" in this document as the Department Head. We also have a (new) director of graduate studies and a (new) director of undergraduate studies. Each is evaluated by the Department Head.)

The CSD Faculty evaluates the Department Head formally every other year, in a written format, to the Dean. The Dean of HHP evaluates the Department Head yearly, in writing, and in a job performance review meeting each spring. Faculty and the Dean are given the opportunity to give feedback for performance improvement.

**1.5 Students, staff, and clients are treated equitably - that is, without regard to gender, sexual orientation, age, race, creed, national origin, or disability. The institution and program comply with all applicable laws, regulations, and executive orders pertaining thereto.**

*Be prepared to provide evidence of equitable treatment and compliance with regulations to site visitors. (Do NOT submit this information with the (re)accreditation application.)*

1.5.1. How is this information communicated?

Communicated to:	How? (Reference documents or web site as applicable)
Students	Information is provided, in writing and in a presentation, to undergraduates during SOAR, their orientation. Graduate students receive this information during the Graduate School Orientation (required by our students). It is also posted on the Student Academic Services web site, <a href="http://www.uncg.edu/sas">www.uncg.edu/sas</a> and in the Undergraduate Bulletin at <a href="http://www.uncg.edu/reg/Catalog/9697/INTRO.html">http://www.uncg.edu/reg/Catalog/9697/INTRO.html</a> and <a href="http://www.uncg.edu/reg/Catalog/0001/INTRO/UNCGaffirmAct.html">http://www.uncg.edu/reg/Catalog/0001/INTRO/UNCGaffirmAct.html</a> and the Graduate School Web Site: <a href="http://www.uncg.edu/grad">www.uncg.edu/grad</a> and in the Graduate School Bulletin at <a href="http://www.uncg.edu/grs/bulletin/discrimination_policy.html">http://www.uncg.edu/grs/bulletin/discrimination_policy.html</a>
Faculty/Staff	All new faculty and staff receive the university anti discrimination documentation in writing and in new faculty/staff orientation. The School of HHP, the Office of the Provost, and the Human Resources office provide this information during the respective orientations. Similarly, this information is linked on the <a href="http://www.uncg.edu">www.uncg.edu</a> web site under Human Resources at <a href="http://web.uncg.edu/hrs/affaction/">http://web.uncg.edu/hrs/affaction/</a> with four affirmative action documents posted. It appears many other places in policy documents, such as <a href="http://www.uncg.edu/hrs/policy/section1/statemnt.htm">http://www.uncg.edu/hrs/policy/section1/statemnt.htm</a> on the Human Resources page.
Clients	<p>Clients: Statements regarding equitable treatment to clients can be found in the Clinic Director's initial letter to all new clients attending therapy sessions, and on the website of the Department of Communication Sciences and Disorders. When the Speech and Hearing Center brochure is revised, statements regarding equality and nondiscrimination will be included.</p> <p>Our faculty complies with all federal regulations regarding accessibility. The Speech and Hearing Center serves a diverse clientele across the life span, including transgender communication groups and foreign accent modification groups.</p>

**1.6 The program conducts ongoing and systematic assessment of academic and clinical education and performance of its students and graduates. Students have ongoing opportunity to assess their academic and clinical education program. Results of the assessments are used to plan and implement program improvements that promote high-quality educational experiences for students.**

*Be prepared to show the site visitors the instruments and resulting data analysis that the program has accumulated for each outcome measure that is used. (Do NOT submit this information with the (re)accreditation application.)*

1.6.1. Describe the procedures used to assess the program, including assessments completed by students, graduates, and the program. Provide the rationale behind the procedures used. *(Before completing this item, review all items in section 1.6 to avoid duplication of information).*

Assessment of:	Description of Procedure and Rationale
Students	Self-evaluations, undergraduates: All seniors evaluate the program in their second semester by UNCG office of assessment. Faculty teaching a capstone course evaluates students in the senior year. The Department Head meets with representatives of the junior/senior class each semester for feedback, academic and department culture. Graduate students, have formative and summative assessments within each course and the faculty also reviews the curriculum each year. In the current academic year a faculty retreat and special meeting are devoted to review the new graduate curriculum the lifespan curriculum. These evaluations are completed for feedback and possible program change.

Graduates	The employers of graduates are surveyed one year after graduation. In addition, supervisors (on campus and those in externship locations) meet each spring and give feedback about the skills and knowledge base of graduating students who were externs.
Program	The program undergoes self study by UNCG guidelines every five years. Additionally, at the time of the Plan of Study application for the doctoral program (2004), the entire program was reviewed in terms of resources. Each year one faculty retreat is devoted to program review and feedback, and adjustments are made. Additionally, the program compares itself to others in the state and nation, with faculty attending the annual CAPCSD meeting and the ASHA Academic Town Hall meeting. Information from these organizations is used at the retreat/program evaluation.

1.6.2. Provide examples of how the program evaluates students' academic and clinical progress with formative and summative assessments.

Program Evaluates	Formative Assessment	Summative Assessment
Academic education	Example: Class presentation/written paper as part of a concept in a lifespan course (kept in course portfolio).	Example: Class project presented as peer teaching at the conclusion of a lifespan course indicating broad knowledge of content.
Clinical education	Example: Clinical lab evaluation in a lifespan course on a set of clinical skills. Students in practicum courses are evaluated on a regular basis throughout the semester. After each therapy session written feedback sheets are given and at the midterm, a practicum evaluation form is given and discussed	Example: Supervisor evaluation at the conclusion of an externship.  At the end of each semester a final practicum evaluation form is given and discussed (same form that is used at the midterm).

1.6.3. How do students evaluate their academic and clinical education? Provide one (1) example of each.

Academic education	Clinical education
Example: Course Evaluation for each course. Evaluations are returned to each instructor and the Department Head for feedback and discussion.	Example: Students enrolled in CSD 571 (Beginning Clinical Practicum) CSD 678 (Advanced Clinical Practicum) Externship Placements all evaluate the practicum courses, the clinical teaching teams, and individual supervisors.

1.6.4. How do faculty and staff evaluate the quality, currency, and effectiveness of academic and clinical education?

See 1.6.1. Above for procedures used.  
 Students maintain a portfolio of academic and clinical education in which they place evidence of competencies. Faculty review these in comparison to the knowledge and skills needed as provided by a graduate program. Each course in the department is labeled with the knowledge or skill identified in the KASA. The department recently purchased the notebook/CD Rom package from ASHA, *A Guide to Verifying Competencies in Speech-Language Pathology* for a guide in tracking the students' progress. This package also comes with the corresponding technical report to guide the faculty in design of the program. There is a team based approach to ongoing review of lifespan courses and other courses in the SLP masters program.

Clinical educators have ongoing program evaluation meetings at the end of each semester in which they review both the model of instruction and the content.

1.6.5. Provide two recent examples of how the evaluations are used to plan and implement program improvements.

1. In 2003-04 the faculty thought that the curriculum could not handle an "add on" approach to meeting the new ASHA standards. Based on student and supervisor (off campus and employer) evaluations, we needed to add components, such as dysphagia, AAC, autism, etc. Rather than adding courses, the faculty chose to redesign the curriculum around the KASA, with a 5 credit lifespan course each semester and corresponding module or support courses.

2. The faculty responded to self evaluations and student evaluations that there was clinical overload, an inability to have peer teaching in clinic, and general stress in the balance of clinic and coursework. To help this situation the faculty have tried two new innovations in the past year and a half: (1) We brought in a clinical consultant (Jane Wegner, Univ. of Kansas Clinic Director) to help faculty redesign clinical education into Clinical Teaching (CT) teams in which first year students are grouped with peers and a supervisor, given more responsibility for team teaching, and using a more evidence based practice approach in clinic meetings; (2) Each lifespan course now has a clinical component (labs, clinical presentations, case studies) to give more responsibility for clinical teaching in the coursework and to help connect academic and clinical knowledge.

1.6.6. Provide, to the best of your knowledge, the percentage of your graduates in the last 3 years that have been employed in the profession within one year of graduation, using the format shown below.

NOTE: This percentage should include graduates who are either employed or are pursuing further education in the profession.

Academic Year	Employment Rate in Profession (%)	
	Speech-Language Pathology	Audiology
Current year	100%	100% (last class)
Prior year	100%	100%
2 years prior	100%	100%
<b>Average for three years*</b>	100%	100%

\* If the 3-year employment average is below 80%, provide an explanation.

Explanation:

1.6.7. Provide Praxis exam pass rate data below for students in your program during the previous three ETS testing cycles. (Please indicate data source (ETS, Program – one or both may be used).

		Speech-Language Pathology		Audiology	
ETS Testing Cycle		ETS Data	Program Data	ETS Data	Program Data
Current Year	Number of students taking exam		24		5
	Number (and %) passed*		24/100%		5/100%
Prior Year	Number of students taking exam		29		4
	Number (and %) passed*		29/100%		4/100%
2 Years Prior	Number of students taking exam		29		4
	Number (and %) passed*		29/100%		4/100%

In the above data, how many students were multiple test-takers? \_\_\_\_\_

For those students who have taken the test multiple times, please describe remediation measures implemented to improve future success.

Explanation:

*\*Provide an explanation below if the program pass rate for any year falls below the national pass rate.<sup>1</sup>*

Explanation:

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

*Be prepared to show students' and recent graduates' records to the site visitors. (Do NOT submit this information with the (re)accreditation application.) Be prepared to demonstrate how the accuracy of student records is maintained.*

1.7.1. Provide the program completion rates, within the expected time frame identified by your university/program, for the graduation cohorts in each of the last 3 years for each degree program (based on enrollment data).

<sup>1</sup> The national pass rate for the Praxis Examination series is calculated annually by ASHA based on exam takers who indicate ASHA as a score recipient (for 2002-2003 ETS Testing Cycle, the national pass rate was 75% for SLP and 76% for Audiology; for 2003-2004 ETS Testing Cycle, the national pass rate was 75.2% for SLP and 70.6% for Audiology; for the 2004-05 ETS Testing Cycle, test score data are still being collected).

**(NOTE:** The expected completion time is based on the program's or the institution's standards for length of time to degree. It will differ among programs depending on factors such as part-time study options, required internships, and so forth. The current year's completion rate is calculated as the number of students who graduate this year divided by the number who began the program at the point in the past specified by the program's expectation for completion time (e.g., 6 semesters ago). Previous years are calculated in the same manner.)

Academic Year	Number of Students Completing the Program		Program Completion Rate (%)	
	SLP	Audiology	SLP	Audiology
Current year	23	5	100%	100%
Prior year	30	4	100%	100%
2 years prior	30	4	100%	100%
<b>Average*</b>	<b>27.6</b>	<b>4.3</b>	<b>100%</b>	<b>100%</b>

\*If the average rate over 3 years falls below 80%, please explain and describe the activities in which you have engaged to improve the completion rate.

Explanation:

1.7.2. Does the program maintain the following required records and allow for student access?

Program records	Student access
The planned course of study with formative and summative assessments X Yes ___No (explain)	
Progress toward completion of degree requirements X Yes ___No (explain)	How? Students keep a copy of their Plan of Study, completed and signed with the academic advisor, and turned in to the UNCG Graduate School. The Preliminary POS is completed by the end of the second semester, and the final POS is completed during the first week of classes of the last semester.
Progress toward completion of ASHA CCC requirements (2005/2007) X Yes ___No (explain)	How? See below
Progress toward completion of state licensure, state teacher certification, and/or other certifications X Yes ___No (explain)	How? Students' files are maintained with clinical and academic plans and hours, which includes duplication of information for state teacher certification and state license.

Comments:

- 1.7.3. Describe how the accuracy and currency of student records are maintained, including the persons responsible and related timelines.

Undergraduate Student Records are now maintained by Student Academic Services, Curriculum, Advising, and Program Planning Module, (CAPP) program, in terms of course graduation requirements. Graduate School records are maintained in several locations. The Proposed Plan of Study and the Final Plan of Study are filled out by the advisor and the graduate student, turned in to the CSD Director of Graduate Studies, and sent to the Associate Dean of the Graduate School by deadlines each year, posted on the GS web site, sent to all faculty and graduate students, and posted around campus. Additionally, each student maintains, in his/her portfolio, the KASA progression forms, signed by faculty, and the clinical hours forms, sign by clinical supervisors. All forms are provided on the GS website and the CSD website, including the online Clinical Handbook. Each semester the academic and clinical forms are updated. The semester of graduation (typically spring of the second year), the Director of Graduate Studies meets with all students to review paperwork, fill out the ASHA application, the state licensure application, and, if desired, the NC Department of Public Instruction application. All student files are maintained in the CSD Office by the Office Manager.

**1.8 The program provides information about the program and the institution to students and to the public that is current, accurate, and readily available.**

*Be prepared to show all public information (catalogs, brochures, Web site, etc.) to site visitors. (Do NOT submit this information with the (re)accreditation application.)*

- 1.8.1. Describe how public information about your program can be accessed (Web sites, handbooks, catalogs, and similar resources). Please provide the specific Web site address/link.

Website: <http://www.uncg.edu/csd>

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## **STANDARD 2.0 FACULTY/INSTRUCTIONAL STAFF**

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**2.1 Faculty/instructional staff are qualified and competent by virtue of their education, experience, and professional credentials to provide the academic and clinical education for the program seeking accreditation.**

- 2.1.1. Using the format for faculty vitae in **Appendix II**, provide the requested information for each member of the faculty and instructional staff of the entry-level graduate program who are employed by the university (this does not include external supervisors). This must not exceed three pages per person.
- 2.1.2. How does the program ensure that all clinical supervision of clock hours counted for ASHA certification requirements is provided by persons who currently hold the ASHA CCC in the appropriate area?

The Office Manager maintains these records for on campus faculty. Lyn Mankoff, the Externship Coordinator checks credentials each semester for off campus supervisors.

- 2.1.3. Provide the name, area of certification, and ASHA account number of each person who supervises students in **Appendix V**, for all locations listed in Appendix IX – A and/or IX-B (from 3.1.9)
- 2.1.4 How does the program verify that individuals providing supervision hold credentials consistent with state requirements?

The Office Manager maintains a photocopy of each faculty member's North Carolina license in Speech-Language Pathology or Audiology. The Externship Coordinator maintains the license number of each off campus supervisor.

**2.2 The number of full-time doctoral-level faculty in speech-language pathology; audiology; and speech, language, and hearing sciences and other full- and part-time faculty/instructional staff is sufficient to meet the teaching, research, and service needs of the program and expectations of the institution.**

2.2.1. Complete **Appendix III-A** and/or **Appendix III-B: Faculty/Instructional Staff**, as appropriate. Provide all the information requested for each member of the program faculty and supervisory staff.

2.2.2. Complete this table to show the number of students currently enrolled in degree programs.

Degree Program	Under-Graduate	Entry-Level Degree (e.g. Master's or AuD)		Post Entry Level (e.g. PhD)	
		Full-time	Part-time	Full-time	Part-time
Speech-Language Pathology	144	24	2	0	0
Audiology	0	0	0	0	0
SLH Sciences	0	0	0	0	0
Other: (specify)	0	0	0	0	0
<b>Total</b>	<b>144</b>	<b>24</b>	<b>2</b>	<b>0</b>	<b>0</b>

2.2.3. Is the current number of doctoral and other faculty sufficient to provide the curriculum and advising necessary for a quality graduate program?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <i>explain</i>
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*Comments:* The current number of faculty is sufficient for a quality masters program, including our tenured and tenure track faculty, clinical educators, and more permanent part-time faculty. Our undergraduate enrollment has increased in the past two years and if this trend continues, we will need more faculties to relieve the added workload on faculty who work with graduate students. We are watching this trend carefully and thus far have been able to add sections of courses with the dean's approval of a small number of adjunct faculty sections.

2.2.4. What are the institution's expectations regarding faculty workloads and scholarly productivity? Also, briefly summarize the institution's expectations for granting tenure.

UNCG uses a Faculty Workload document, <http://provost.uncg.edu/publications/personnel/facultyworkload.asp> adopted and adapted by the School of Health and Human Performance (HHP), with instructions at <http://www.uncg.edu/hhp/sacs/workload.htm>. The important feature of this document and process is that there is “differential workload,” i.e., some faculty teach more, some (usually doctoral, tenure track) engage in research more, some are clinical educators. No two faculty have identical workloads, but the guidelines are helpful in the formula. The expectations for tenure have changed in the past 10-15 years, according to data presented at Department Head meetings. All forms for this process are located at <http://provost.uncg.edu/publications/personnel/assignment.asp>. Currently a new assistant or non-tenured associate has an expectation of scholarly research or artistic performance for tenure. Faculty can also be promoted/receive tenure with the addition of outstanding, model, clinical service. Recently two audiology faculty members have received tenure. Both had good research and publication records and both had model clinical programs (one for older adults, one for the only statewide Tinnitus Clinic). But the expectations have moved toward an outstanding research agenda beyond the teaching and clinical service expectations.

2.2.5. Is there adequate time for the faculty to engage in scholarly, creative, and administrative activities consistent with the institution’s expectations?

X Yes	<input type="checkbox"/> No <i>explain</i>
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*Comments:* Faculty in CSD has been successful in the past three years with two faculty receiving tenure. A third, an associate professor hired without tenure in 2004-05, has been given a course reduction per semester to help with the establishment of her research agenda. We have some clinical educators who also engage in research and are PIs on training grants and they feel the pressure of work overload. As our program grows and increases in quality, all faculties feel the pressure of time management. We have replaced a faculty member who went on early disability retirement with a senior faculty member, and that is beginning to help. As we move into an expected doctoral program, we will need to increase our senior and junior faculty.

**2.3 The institution demonstrates a commitment to the continuity of the program by maintaining a sufficient number of doctoral-level faculty and other instructional staff with appropriate qualifications to ensure the continued integrity of the program.**

2.3.1. List indicators of institutional commitment to the program (new developments or initiatives, sufficiency of faculty, budget, etc.).

CSD faculty and administrators feel a commitment from our administration—the dean’s office, provost and chancellor. This commitment became very clear when we submitted out Permission to Plan document and completed that process for the Graduate Council of the 16 campus UNC. We receive adequate funding (budget provided at site visit) and are allowed to use some of our clinical revenues to improve the academic and clinical training of students. We have also experienced enrollment growth in the past 4 years and have received benefits of that from the dean’s office. We were able to add a clinical educator and we were able to upgrade all staff to full time. With the dean’s support, we are currently working on a plan to add another half time secretary for academic affairs in CSD. Currently we have a proposal for a satellite clinic, “Healthy Living, Healthy Aging,” in cooperation with related departments in HHP and UNCG, before the UNCG Board of Trustees. If successful, we will be able to hire clinical educators and have an outstanding facility for student placement and faculty research.

The UNCG Graduate School and the dean’s office, along with our clinical contracts, provide almost all of our graduate students with some type of funding. We also have a history of being successful in nominating students for university-wide scholarships at the graduate level.

## 2.4 Faculty and instructional staff maintain continuing competence.

### 2.4.1. Describe the support available for continuing professional development.

For the past two years we have had good support for faculty continuing education from several sources:

1. Buyout money from several faculty performing professional service (ASHA office, ASHA journal editor);
2. Indirect cost money from grants, some of which goes to the Department Head for discretionary funds;
3. Faculty travel money from grants, contracts, UNCG for international travel, and professional service.

These funds have allowed the following policy, in effect as long as faculty can continue this level of activity: each faculty member receives one local/statewide trip, up to \$500 per trip, and each faculty member receives one national trip up to \$1500 (varies by location). Faculty is expected to perform some university function at these meetings, either continuing education, professional service, etc. Additionally, faculty can petition the Department Head and Clinic Director for a special need. And the clinical director and Department Head evaluate the professional development needs of faculty, as they affect clinical and academic training, for any additional professional development needed, on campus or off. We have had support this past year for two consultants for the Ph.D. program planning who also provided professional development on campus, as well as one clinical consultant for our clinical educators. We regularly purchase materials for faculty professional development from our clinical and academic budgets and from the UNCG library budget for CSD.

### 2.4.2. What is the procedure for evaluating the competence of faculty in terms of academic and clinical teaching, scholarship, and other professional expectations?

Faculty evaluated in several ways:

- All faculties engaging in clinical service or supervision are evaluated by students on our departmental supervisor evaluation form/process each semester. These are shared with the faculty member and given to the Clinic Director who shares the results with the Department Head for use during the annual review.
- All faculties who teach a course are evaluated by the HHP course evaluation forms. These include sections for numerical data and comments, both of which are shared with the faculty member and the Department Head for use during the annual review.
- Each year the faculty member, in conjunction with the Department Head (academic faculty) or Clinic Director (clinical educators) completes a workload document. S/he also completes an annual report, now online with the Sedona system ([www.sedona.bz](http://www.sedona.bz)) both of these are used in the annual meeting with faculty to determine if their expected goals were met and if they were successful in teaching, research, and service.
- Since 2004 the CSD faculty has used a process called Peer Mentoring, rather than peer evaluation, to help each other in pairs with the workload and increased competency and support.

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### 3.0 CURRICULUM (ACADEMIC AND CLINICAL EDUCATION)

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#### 3.1 The curriculum (academic and clinical education) is consistent with the mission and goals of the program and is sufficient to permit students to meet ASHA-recognized national standards for entry into professional practice.

*Be prepared to show site visitors evidence that students fulfill the guidelines for supervised clinical practicum specified in CFCC Standard III (Audiology) and/or CFCC Standard IV (Speech-Language Pathology). (Do NOT submit this information with the reaccreditation application.)*

- 3.1.1. Describe how the curriculum is consistent with the mission and goals of the program. What is the process used by your program to develop, validate, and assess student learning outcomes for the knowledge and skills required for entry into professional practice? **Note:** Do not submit the specific student learning outcomes that you have developed (other than those provided in question 1.2.2 above) but be prepared to provide them to the site visitors.)

The mission and goals of the program are to provide opportunities for the study of normal speech, language and hearing and the associated disorders and to provide services to the Univ. Speech and Hearing Center and engage in cooperative work with area schools, hospitals and other service agencies. The curriculum is consistent with this in that the courses and clinical experiences cover the life span in normal speech, language and hearing and different communication disorders. There is a focus on prevention, assessment and intervention. Students for the first year of the graduate program have supervised clinical experience in the Speech and Hearing Center and in local schools, and centers where our faculty supervisors provide services off-site. Students are involved in other clinical activities within the community. In the second year students have internships in many different settings.

The program develops, validates, and assesses student learning outcomes for the knowledge and skills required for entry into professional practice through the use of KASA in designing courses (each course is now designed with outcomes related to current KASA requirements). Students keep a copy of the KASA documents and related documents where faculty sign off on their clinical experiences related to each clinical area. During the student's progression through graduate school, their advisor will help monitor whether they are fulfilling academic and clinical requirements. Each semester, faculty assesses student performance for all students and discusses plans of action for students with academic and/or clinical weaknesses. The program regularly reviews KASA requirements to make sure that the program reflects all areas. The Departmental Chair is closely connected with new developments at ASHA that may impact knowledge and skills required for professional practice especially the need for student learning outcomes in the clinical area to be related to acquiring knowledge in evidence-based practice.

Examples of student outcomes given in question 1.2.2 and how these are assessed is given below: CSD graduate students will be able to administer the primary diagnostic tests/protocols in the nine disorder areas: students have training in clinical and academic coursework in test administration, in clinical team teaching and in supervised clinical practice. Detailed records of the completion of each KASA requirement are kept by each student and each item of experience is signed by the faculty responsible for that experience.

CSD graduate students will be able to incorporate cultural sensitivity in all treatment programs of communicatively impaired individuals: Cultural sensitivity training is included in many courses. They also take a course in multicultural issues in communication disorders. Greensboro is a diverse community, a refugee resettlement area, and has an African-American population of approx.35% and a growing Hispanic population. Students have many opportunities to apply cultural sensitivity with, for example, the diverse client population in the Speech and Hearing Center. Appropriate interaction with different clients is part of their clinical evaluation.

CSD graduate students will be able to exhibit good professional writing in their reports: Student writing is evaluated in writing intensive courses. Their reports are assessed through clinical supervision, and they have practice in some courses with writing reports. There is remedial support through the Writing Center for students with difficulty in this area.

3.1.2. How do students entering the graduate program with degrees from other disciplines complete the prerequisite academic and clinical requirements?

Students with degrees from other disciplines must first complete the prerequisite requirements before applying to the graduate program. In exceptional circumstances they may be accepted into the graduate program before completing these requirements but typically completion of the prerequisite courses does not guarantee admission. The required ten courses.

3.1.3. How does the program assure that students have oral and written communication skills sufficient for professional practice?

Undergraduate requirements at UNCG include speaking and writing-intensive courses. At the graduate level, students are expected to demonstrate appropriate oral and written communication skills in research presentations, case presentations, and reports. All are part of the ongoing evaluation of students in their clinical training and any concerns result in remedial recommendations. For example, any student may be required to take CSD 219 (Communication disorders lab-1 credit) –supervised therapy for students with speech, voice, language, or hearing problems. The research courses include research presentations and reports. Students complete a research project with an advisor.

3.1.4. Explain how graduate credit is earned when a course may be taken for either graduate or undergraduate credit. (Note: A different grading scale would not meet the intent of this standard).

Currently we do not have any dually listed courses.

3.1.5. What are the academic requirements for the degree(s), including the minimum number of graduate semester credit hours required to earn the degree in each professional area in which accreditation is sought?

Area	Degree	Academic Credits (min)	Clinical Credits (min)	Elective Credits (min)	Required Research Credits	Total Credits Required For Degree
SLP	M.A.	35	25	optional	9	60
Audiology	N/A					

Show curriculum offerings for the past two years using the tables in **Appendix IV-A** and/or **Appendix IV-B**.

Note: Provide official course descriptions as: (check one)

Attachment to Appendix IV

X Provide the website link Graduate <http://www.uncg.edu/grs/bulletin/comsciences.html>

Undergraduate <http://www.uncg.edu/reg/Catalog/current/CSD/intro.html>

3.1.6. How does the program coordinate and monitor clinical education placements, and who is responsible for ensuring that these functions are completed?

Placements during students' first year in graduate school are determined and supervised by clinical faculty in Communication Sciences and Disorders and are either in our on-campus clinic or in one of our off-campus sites (2 high schools, 1 elementary charter school, and the Juvenile Structured Day Program).

3.1.7. If your program offers clinical education for undergraduates, complete the following table for the past two years:

	Current Year	Prior Year
Number of UG students	2	2
Average number of clock hours earned per student	15	15

3.1.8. How does the program ensure appropriate supervision of undergraduate clinical education?

We have had summer Honors Clinic for two years. In 2003-04 and 2004-05 we had two undergraduate student clinicians each summer. The students were supervised 75-100% by a clinical educator.

3.1.9. When students are assigned in teams for assessment or intervention, describe how the students count the hours and how this time is verified.

During times when teams of two or more students work together to plan and implement therapy or diagnostic evaluations, hours are counted only when a student is in direct contact with a patient/client. For example, if two students divide the activities of a therapy session, each student would count only the amount of time their particular activity was being implemented. The same would apply in a diagnostic, i.e., if clinicians divided the tests to be administered, they would record only the direct contact time. The time recorded could be verified by the observing clinical supervisor through direct observation or by reviewing the video or audio recording of the therapy or diagnostic session. There are occasions when we have permitted two students on a diagnostic testing or interviewing team to both count the contact hours, eg, when both students planned the interview questions and conducted the interview with active participation throughout the interview.

3.1.10. Provide completed ASHA certification application for two students in each area for which accreditation is being sought (**Appendix VI**). All course work and clinical education must be listed on these sample applications towards meeting the knowledge and skill outcomes identified. If no students have yet completed a program under the new certification standards, submit one completed application (which includes the KASA) for a hypothetical student.

**3.2 Academic and clinical education reflects current knowledge, skills, technology, scope of practice, and the diversity of society. The curriculum is regularly reviewed and updated.**

3.2.1. How is the curriculum (academic and clinical) reviewed and updated to reflect current knowledge, skills, technology, and scope of practice?

As described above, the faculty have recently completed revised the academic and clinical curriculum in line with the new Knowledge and Skills process and have yearly reviews of the curriculum. In each course the KASA item is listed on the syllabus and the gaps in coursework are filled in with guest speakers, workshops, etc. Similarly, each spring the clinical program is evaluated and the off campus supervisors come to campus for a day long program. Faculty retreats are held annually during which the academic and clinical faculty reviews and updates the curriculum. Curricular changes are made in accordance with the demands of ASHA's Standards, the scope of practice and the needs of the students. On-going faculty collaboration ensures that academic knowledge and clinical application are closely aligned and that clinical teaching reflects evidence-based practice. Guest lecturers who are respected community professionals in the field of communication sciences and disorders are regularly invited into the classrooms and into the clinic to share their expertise with faculty and students alike. The department chair, Celia Hooper, who is the current ASHA Vice-President for Professional Affairs, keeps the faculty well informed of proposed changes in ASHA's broad and diverse scope of practice. There are two North Carolina ASHA Legislative Council members on the faculty ( Murray and McCready) who provide current information from ASHA as well.

- 3.2.2 List the ways in which students obtain academic and clinical education pertaining to normal and impaired human development across the life span.

Students must take the undergraduate normal sequence of courses before beginning graduate school. Some take them as "second degree undergraduates," and some (fewer) take them as graduate students before beginning the graduate sequence. Within the graduate lifespan courses we do cover human development across the lifespan. For example, the director of the UNCG Gerontology program covers the information in our summer, older adult class. In the clinical program students take part in screenings for young children at many locations and for adults/older adults at Guilford County Senior Center locations.

- 3.2.3 List the ways in which students obtain academic and clinical education necessary for professional practice in a multicultural society.

For academic education, students have a Multicultural one credit module, a structured independent study. A sample syllabus is provided online at <http://www.uncg.edu/%7Ecrhooper/classes/multicultural/syllabus.html> Students take part in activities all over campus and the community and complete a portfolio which they share in a group breakfast. In addition, faculty infuses multicultural information in our lifespan courses and in some of our modules. These are indicated on the syllabus. In clinical education, supervisors make clinical assignments based on the student's needs in terms of hours, age of clients, type of disorder, and range of diversity. Students keep a "Clinical Experience Diversity Log" each semester on which they indicate the number of clients they saw in the categories of: culture/ethnicity/race; linguistic diversity; gender; area, i.e., rural or urban; and age group. Supervisors use this log to help them assign cases for the following semester.

- The department is committed to the delivery of culturally competent services and offers a graduate level course entitled *Multicultural Issues in Communication Sciences and Disorders*, which is designed to teach students to identify and treat speech and language differences in diverse populations.
- Another graduate level course, *Prevention, Assessment, and Intervention of Communication Disorders: Birth-5* uses *Developing Cross-Cultural Competence* by Lynch and Hanson as one of the assigned texts.
- Students are assigned clinical externships in a public schools, private agencies, hospitals and rehabilitation centers that serve a culturally diverse population.
- Students work under the supervision of the CSD faculty at off-campus sites, such as HeadStart and the Juvenile Structured Day Program, to provide evaluation and treatment services to under-represented populations
- Cultural diversity is represented in the CSD faculty.

- 3.2.4 How are contemporary professional issues (such as reimbursement) and credentialing regulations presented in the curriculum?

CSD 600 Professional Issues and Ethics in Speech-Language Pathology (1:1)  
Issues related to the profession, service delivery, ethics, legal considerations, funding issues, program administration and credentialing. Content is in accordance with the American Speech-Language-Hearing Association Scope of Practice.

### **3.3 The scientific and research foundations of the professions are evident in the curriculum.**

3.3.1. How does the curriculum incorporate the scientific bases of the professions in academic and clinical experiences? Describe how the research component of the program provided to students is appropriate to the degree level.

Clinical: Our clinical program is designed around EBP. The clinical teams receive an introduction to this in the first clinical class, fall first year. Each 90 day treatment plan must have a rationale section that includes references to appropriate research and literature. Throughout the clinical training, through clinical labs and direct clinical service the scientific bases are incorporated with EBP at the forefront. Academic: In coursework the EBP theme continues with infusion in our coursework. Each lifespan course includes prevention, diagnosis and treatment with evidence. The research course sequence begins with the history of research in general and the history of research in CSD. First year students assist on research teams with ongoing faculty projects. (This is a new change for fall 2005; in the past they each completed a somewhat independent project.) In the second year they can continue this assistance or add a component to the research for a thesis. Our MA students are considered future consumers of research and our coursework is geared that way. We have a small group who continue for a Ph.D. (usually after working a few years) each year and that is growing.

### **3.4 The curriculum reflects the interaction and interdependence of speech, language, and hearing in the discipline of human communication sciences and disorders.**

3.4.1. In what ways do the students' academic and clinical experiences reflect the interaction and inter-dependence of speech, language, and hearing?

Students' clinical experiences reflect the interaction and inter-dependence of speech, language, and hearing. Our lifespan courses are not "disorder based" but are based on the developmental pattern from birth to old age. Speech, language and hearing issues are in each lifespan coursework, with SLP and AUD faculty contributing. Since we do not have a clinical audiology program, but have three outstanding doctoral level faculties (two funded researchers and all three teachers), our SLP students have the opportunity to be taught by these faculty. For example, one audiologist teaches in the research sequence, another teaches our neurology course, and a third teaches in the adult/aging sequence.

### **3.5 The academic and clinical curricula reflect an appropriate sequence of learning experiences.**

3.5.1. In **Appendix VII**, provide a typical academic program in each area of accreditation sought, showing the sequence of courses, describing any differences for different tracks, distance education offerings, or in satellite or branch campuses.

**3.6 The nature, amount, and accessibility of clinical supervision are commensurate with the clinical knowledge and skills of each student.**

3.6.1. What are the policies and procedures for clinical supervision for students, supervisors, and placements?

Beginning graduate clinicians in their first semester of graduate school enroll in CSD 571- Beginning Clinical Practice in Speech-Language Pathology; this course that meets on a weekly basis occurs concurrently with students' clinical placements in the on-campus clinic or at one of our four off-campus placements. Students receive ongoing clinical instruction through this course that includes whole class meetings as well as meetings of Clinical Teaching Teams led by a clinical educator. Students have three weeks to prepare for their therapy and diagnostic cases before the clinic opens. They discuss lesson plans and diagnostic preparation with their supervisors and fellow team members and present their written plans to supervisors for feedback. The nature of the supervision in the first half of this first semester is primarily directive and evaluative in nature (Anderson, 1988) and at times may resemble the apprenticeship model (Feeney and Lamparelli, 2002). Supervisors are available on a weekly basis in the 2 hour Clinical Teaching Team meetings and after every session. They typically observe 100% of sessions in the beginning weeks of clinic. By the midterm point they decrease observation time to approximately 50% and by semester's end should be down to 25% depending on the needs of the graduate clinician and client.

Graduate clinicians in the second semester of their first year enroll in CSD 678-Advanced Clinical Practice in Speech-Language Pathology and continue to meet on a weekly basis as an entire class or in Clinical Teaching Team meetings. They are assigned clients "in-house" and are expected to be performing at a more independent level than their first semester. The nature of the supervision slowly evolves into a transitional stage in which the supervisor and student clinician start collaborating more than they did in the evaluation-feedback stage (Anderson, 1988). Supervisors observe 25-50% at the beginning of the semester depending on student and case needs; by the mid-term and until semester's end they observe 25% of all sessions.

As stated earlier in this report clinical placements for first year students are all "in house," i.e., students either do therapy in the on-campus clinic or at one of our four off-campus sites under the supervision of one of our UNCG clinical educators. Ideally students have had the appropriate coursework prior to working with particular disorders or are taking relevant courses concurrently with their clinic assignments. Some sites have course requirements for externship placement and the practicum coordinator is responsible for honoring that.

Beginning in summer, 2004, all graduate students who have completed their first year are required to enroll in Advanced Practicum again in order to accumulate more experience in one of three different intensive summer clinical programs. They usually acquire 15-30 hours direct client contact through one of these programs. By this time, they are operating further along Anderson's continuum of supervision and require collaboration with their supervisors and 25% or more observation.

Second year graduate students who have successfully completed CSD 571 and CSD 678 (on campus clinical courses) enroll in CSD 677-Clinical Externship and are assigned to externship sites by the Externship Coordinator. They must have completed at least 100 clock hours of clinical practicum before placement in medical or educational settings. The placements are considered half-time or on-site 20 hours a week.

3.6.2. How is supervision modified to reflect the competence and growth of each student?

Supervision is modified to reflect the competence and growth of each student by the supervisor's adjustment as to the stage and style of supervision that is needed. Needless to say, not all students progress at the same rate through the continuum of supervision. Even some second semester clinicians who receive a clinical assignment they have never encountered before will require the direct evaluative supervisory style until they feel more comfortable and competent with their new case. Our clinical educators have all been trained in supervision and are knowledgeable about their options as supervisors.

3.6.3. How does the program assess the skills of the student before externship placement?

The first year of practicum is supervised and graded using the Practicum Evaluation Form by CSD clinical educators. All supervisors/clinical educators meet as a group to discuss each student's performance at the midterm and semester's end. Students are required to earn at least a grade of B and acquire 125 hours before receiving an externship placement.

**3.7 The clinical education procedures ensure that the welfare of each client served by students is protected and that the clinical education is in accord with ASHA's Code of Ethics.**

*Be prepared to demonstrate how confidentiality and security of records are maintained in compliance with HIPAA and other regulatory policies. (Do NOT submit this information with the (re)accreditation application.)*

3.7.1. Is ethical decision making, with particular reference to the ASHA Code of Ethics and practices that are effective, legal, and safe, incorporated into the academic and clinical curriculum?

X Yes	<input type="checkbox"/> No <i>explain</i>
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*Comments:* Upon entering the graduate program, all students are given a copy of the ASHA membership book containing the ASHA Code of Ethics. Training in the principles of the code is infused into all academic and clinical practicum courses in the form of case presentations, ethical decision-making exercises and class discussions. A *Professional Issues and Ethics in Speech-Language Pathology* course is taught in the department, the contents of which are in accordance with the ASHA Scope of Practice. Many ASHA web sites are used in this course, including the Ethics Roundtable and the excellent case studies, <http://www.asha.org/about/ethics/roundtable> .

3.7.2. How do students have access to supervisors when providing services to clients in on- and off- campus placements?

The supervisors observe through one way mirrors or participate in the session at least 25% of the total time during a semester and a supervisor is available on the floor anytime services are being rendered at the on campus facility. The supervisor is on site at all times when services are being rendered at the off campus sites. NC state licensing requirements for supervision require on site supervision, even if the supervisor is not directly observing.

**3.8 Clinical education obtained in external placements is governed by agreements between the program and the external facility and is monitored by program faculty/instructional staff.**

3.8.1. Include an example of a typical contract or agreement with a clinical education site in **Appendix VIII**.

3.8.2. Who is responsible for monitoring these agreements?

The standard UNCG Clinical Instructional Agreements automatically renew each year. Some sites have been requiring additional forms and requirements of the students. The UNCG Legal Counsel just revised the standard Agreement. All nonstandard Agreements have to be approved by the UNCG Legal Counsel. The Externship Coordinator is the liaison for the program and procures the required signatures.

**3.9 Academic and clinical education provides students with learning experiences that orient them to providing services in an effective, ethical, legal, and safe manner.**

3.9.1. How does the program prepare students to assess the effectiveness of their services?

Each semester of the student's first year of clinical practicum they must submit two self evaluations based on their observation of their own therapy sessions. The clinical faculty member who supervises the student and their clinical case reviews the submission and provides feedback to the student. Students' proficiency at evaluating their own skills is expected to move forward along a continuum as their clinical skills become more proficient. The faculty member's evaluation of this submission becomes part of the grade for practicum each semester. A similar procedure is followed by externship supervisors when students are off campus for practicum their second year of graduate school.

**3.10 Clinical education includes a variety of clinical settings, client populations, and age groups.**

3.10.1 In **Appendix IX**, provide the requested information using a separate copy of the form for each undergraduate and graduate clinical education site used by the program in the past year, including any on-campus facilities.

## 4.0 STUDENTS

### 4.1 The program criteria for accepting students for graduate study in speech-language pathology and/or audiology are consistent with the institutional policy for admission to graduate study.

Complete table(s) below to show the graduate admission criteria for the university/college and for the program. For example, a common metric is GPA, and the university and program might both require a minimum GPA of 3.0. If additional criteria are used that do not adapt to tabular form, have them available for site visitors to assess and/or provide applicable web page references.

Entry-level master's degree program		
Metric	University Criterion	Program Criterion
GRE	Unwritten minimum	Unwritten minimum
GPA	3.0	3.0
Letter of recommendation	None	Letter ranked by faculty
personal statement	None	Statement ranked by faculty

Entry-level doctoral degree program		
Metric	University Criterion	Program Criterion

### 4.2 The program makes reasonable adaptations in curriculum, policies, and procedures to accommodate differences among individual students.

*Be prepared to demonstrate to site visitors how these adaptations are enacted with regard to admission, field placement, and retention practices. (Do NOT submit this information with the (re)accreditation application.)*

4.2.1. Are there provisions for accommodations of individuals with special needs with respect to curriculum, practicum, policies, and procedures?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <i>explain</i>
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*Comments: We sometimes have students with learning or physical disabilities and they are referred to the Office of Disability Services (ODS) upon admission for testing and/or management. For these students we make adaptations recommended by the ODS and incorporate those into a student's Plan of Study, if appropriate. For any students who may have mental or physical health differences, we take advantage of the university's leave of absence policy for any treatment that may need to occur. For international students with an accent that interferes with communication, we offer CSD 219, a pass/fail course in which they receive accent reduction therapy in our clinic.*

### 4.3 Students are informed about the program policies and procedures, degree requirements, requirements for professional credentialing, and ethical practice. A student complaint process is documented.

*Be prepared to show relevant records (including student complaint files) and student information materials to the site visitors. (Do NOT submit this information with the (re)accreditation application.)*

4.3.1. How are students informed about program policies and procedures, degree requirements, requirements for professional credentialing, ethical practice, and complaint procedures (including contacting the CAA)?

Students receive this information in several ways:

- At orientation, the week before classes start, students attend three important sessions: (1) A half day Graduate School orientation in which university requirements are covered, (2) A CSD academic orientation in which these requirements are covered, and (3) a clinical orientation in which those requirements are covered. In all three areas, the information is posted on the UNCG and CSD web sites.
- Each semester the Department Head meets with four to five graduate students to review any issues, including complaints/problems.
- In their professional skills module, clinic class, CT Teams and in the second semester clinical practicum class, they receive information, case studies and handouts re ethical practice.
- Each semester the graduate students meet with their advisor to review progress toward graduation and the degree requirements re the Plan of Study.

4.3.2 What are the program's policies for dealing with student complaints? Also, how are complaints reviewed to assess their impact on compliance with accreditation standards?

Currently any complaints, in writing or in person, go through the Department Head or Clinic Director. Students can meet with either administrator (their choice) or they can send a letter. Both administrators decide upon any action needed and review the impact on accreditation standards. The Department Head meets with the dean for an hour each month and any complaints are also discussed with him for any impact on HHP or the school.

4.3.3 Is a record of student complaints retained?

X Yes	<input type="checkbox"/> No <i>explain</i>
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*Comments: These are maintained by the Department Head.*

**4.4 Students receive advising on a regular basis that pertains to both academic and clinical performance and progress. Students are also provided information on student support services.**

*Be prepared to provide evidence of advising procedures and documents to the site visitors. (Do NOT submit this information with the (re)accreditation application.)*

4.4.1. Describe the program's advising policies and procedures with respect to academic and clinical instruction, access to adjunct faculty, and student support services.

CSD follows the UNCG policies and procedures of academic advising. Student advisors are tenured or tenure-track faculty who advise approximately 26-30 undergraduates and approximately 8-10 graduate students. Students need to meet with their advisor in order to receive an advising code. They need this code in order to register for the next semester. At least once each semester students meet with their academic advisors to discuss their progress towards their degree and course selection for the next semester. Although advising and assistance in determining courses is available to students, each student is held ultimately responsible for ensuring that the courses they take meet the requirements for the degree they seek. Continuing students have the opportunity to pre-register for the next semester in April (for Fall) and October/November (For Spring). Prior to Pre-Registration they schedule an appointment with their Academic Advisor. Faculty advisors usually have appointment sign-up sheets on their office doors as registration time approaches. At other times during the semester, faculty advisors post office hours when they are available to see students.

Advising related to clinical instruction is conducted individually between clinical supervisor and student during clinical practice with clients (all first year students work with clients mainly on-site in the clinic and only with UNCG faculty) and within Clinical Teaching (CT) Teams. CT Teams consist of one or two clinical faculty and a small group of students who meet weekly to discuss their ongoing progress with clients, evaluation and treatment planning. There are also several clinical advising class meetings as needed throughout the year. Clinical advising also occurs during diagnostic team meetings and activities.

Adjunct (part-time) faculty has office space and office hours and is actively involved in activities within the department such as NCSSHLA. Students have access to such faculty via personal contact, phone and email.

Student support services include access to The Counseling and Testing Center that assists students by providing personal counseling, psychotherapy, and medication management and offers students career, vocational, personal, family, and life planning counseling services. Other support services include Disability Services where alternative testing, adaptive technology, transitional counseling, study skills, time management, and other services are offered as needed. Students who need help with written communication can access the Writing Center for individual consultation, suggestions, and instruction. Students who need help with oral communication skills can access The University Speaking Center that provides reactive and proactive services for students. Assistance is offered in the preparation and delivery of speeches, development of knowledge and skills in interpersonal communication, and overall success in group or team communication situations.

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## 5.0 PROGRAM RESOURCES

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### 5.1 The institution provides adequate financial support to the program so that the program can achieve its stated mission, goals, and objectives.

5.1.1. Using the table below, report the main sources and amounts of support for the program in the current academic year.

Source of Support	Amount
1. Institutional support total	\$ 779,108.00
1a. Faculty and staff salaries (State Funded)	\$ 745,536.00
1b. Supplies and expenses (all non-capital and Non-salary expenditures)	\$ 33,572.00
1c. Capital equipment (Clinic Trust Account)	\$ 42,811.51
2. Grants and contracts total	\$370,475.00
3. Other sources total (Clinic Trust Account)	\$131,690.00
<b>GRAND TOTAL</b>	<b>\$1,324,084.50</b>

5.1.2. Is support adequate?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <i>explain</i>
---	---

*Comments:* The support has been adequate recently. This year (2005-06) three faculty will be receiving salary equity increases of \$2500 or 3000, long term faculty who have been underpaid due to salary compression and who are outstanding performers. We are marginally adequate in terms of academic secretarial staff. Two of our three secretaries are primarily clinical and our Office Manager is the only full time academic secretary. If we add a doctoral program we will need additional help. If it weren't for our Office Manager's competence and productivity we would be experiencing a critical situation.

### 5.2 The program has adequate physical facilities (classrooms, offices, clinical space, research laboratories) that are accessible, appropriate, safe, and sufficient to achieve the program's mission, goals, and objectives.

*Be prepared to provide the site visitors with a tour of on-campus facilities.*

5.2.1 Are all physical facilities (office, classroom, research, and clinical facilities) adequate to achieve the program's mission, goals, and objectives?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <i>explain</i>
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*Comments:* All the facilities used by CSD are handicapped accessible and are adequate to achieve the program's mission, goals, and objectives.

5.2.2 Are all physical facilities (office, classroom, research, and clinical facilities) appropriate, safe, and reasonably accessible to persons with disabilities?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <i>explain</i>
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*Comments:* The Office Manager and Department Head receive a report each fall from the UNCG Health and Safety Office which inspects all areas of CSD. Any deficiencies are corrected for a re-inspection. In fall, 2005, the Department Head met with two representatives in Health and Safety at UNCG to tour the labs and research facilities for safety compliance, including universal precautions. The department was compliant.

**5.3 The program’s equipment and educational/clinical materials are appropriate and sufficient to achieve the program’s mission, goals and objectives.**

*Be prepared to show major equipment and materials to the site visitors, and prepare an inventory of major equipment and materials for the site visitors to review. Also, be prepared to show equipment calibration records to the site visitors. (Do NOT submit this information with the (re)accreditation application.)*

5.3.1. Are the equipment and educational/clinical materials adequate?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <i>explain</i>
---	---

*Comments*

5.3.2. What are the procedures used by the program to ensure proper equipment calibration?

Each lab director is responsible for the research equipment calibration. In addition, the Clinic Director is responsible for assuring that the instrumentation used in clinic is calibrated. Clinic funds are used for this purpose

**5.4 The program has access to clerical and technical staff, support services, and library and computer resources that are appropriate and sufficient to achieve the program’s mission, goals, and objectives.**

5.4.1. Are the clerical and technical staff, support services, and library and computer resources adequate and sufficient to meet the mission, goals and objective of the program? Check below. Use the comment section to explain “no” responses and to describe how resources are sufficient for distance education offerings, as applicable.

Support Component	Adequate and sufficient to support the mission?	Available and accessible?
Clerical and Technical	X Yes ___No	X Yes ___No
Library	X Yes ___No	X Yes ___No
Computer and internet	X Yes ___No	X Yes ___No

*Comments:* The department will soon need another secretary for academic affairs. Our technical support is adequate, but sometimes the staff does not have the skills needed for our instrumentation. Thus far, we have had adequate support from the supplier of the instrumentation (audiology, speech lab, etc.) The UNCG Library staff is very helpful. A librarian, Nancy Fogarty, is assigned to our department. She speaks in undergraduate and graduate classes re literature searches and use of the library, purchases databases for us (such as CommDisDome) and constructs web pages for our department and, if requested, for any CSD class.

Example: <http://library.uncg.edu/departments/ref/bibs/csd.asp>

**5.5 The program has access to a client base sufficiently large and diverse to achieve the program's mission, goals, and objectives and to prepare students to meet the ASHA-recognized national standards for entry into professional practice.**

5.5.1. Is the client base sufficiently large and diverse to meet this standard? Refer to the clinical populations of the practicum facilities listed in **Appendix IX**.

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <i>explain</i>
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*Comments:*

The client base is sufficiently large and diverse at both on-campus clinics as well as off-campus sites to meet the ASHA standards. First year graduate clinicians' possible assignments include : Parkinson's patients using LSVT; a group of language delayed preschoolers in small group learning print awareness; a college student with vocal nodules decreasing vocal abuse; a middle-schooler with a reading impairment learning to segment phonemes; a laryngectomee being fitted with a voice prosthesis; a cochlear implant user working on intelligible speech; an older adult using the Lingraphica; a middle-aged man with aphasia using a computer software program to regain language; an international group of students working on foreign accent modification; a high-schooler struggling with fluency; and a transgendered person striving for a feminine voice.

The second year graduate students have many choices for their externship placements locally and regionally. Some of the most recently assigned types of sites include: skilled nursing facilities, large hospitals, community hospitals, public elementary, middle and high schools, specialized schools, assisted living facilities, and private practices,

## APPENDIX I: SELF-EVALUATION OF COMPLIANCE

INSTRUCTIONS: Evaluate whether your program is in compliance with each of the standards. For each response, note the page number in the application on which supporting information can be found. Do NOT reference page numbers from any previous application or annual report document.

IN COMPLIANCE:	Yes	No	Page	NEEDS IMPROVEMENT (DESCRIBE)
<b>1.0 Administrative Structure and Governance</b>				
1.1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	_____
1.2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	1.2.2. we continue to improve student learning objectives.
1.3	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	_____
1.4	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	_____
1.5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	_____
1.6	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	_____
1.7	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	_____
1.8	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	_____
<b>2.0 Faculty/ Instructional Staff</b>				
2.1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	_____
2.2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	_____
2.3	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	_____
2.4	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	_____
<b>3.0 Curriculum (Academic &amp; Clinical Education)</b>				
3.1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	We need to increase EBP information work on improving our research sequence
3.2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	_____
3.3	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	_____
3.4	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	_____
3.5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	_____
3.6	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	_____
3.7	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	_____
3.8	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	_____
3.9	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	_____
3.10	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	_____
<b>4.0 Students</b>				
4.1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	_____
4.2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	_____
4.3	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	_____
4.4	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	_____
<b>5.0. Program Resources</b>				
5.1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	_____
5.2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	_____
5.3	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	_____
5.4	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	The department needs an increase in staff support and we hope to increase secretarial support in spring or summer semester 2006 to at least one more half time secretary.
5.5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	_____

What is the program's greatest area of strength? Our innovative masters curriculum with the lifespan courses. It is a new experiment and we are fine tuning it, but it fits in with the new standards.

What is the program's greatest area of weakness? Incorporating master's students in our research with limited resources. We are just beginning to build research team's here.

\_\_\_\_\_  
(Signature of Program Director)

**Celia R. Hooper, Professor and Department Head**  
(Name & Title of Program Director) (Please print or type)

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**APPENDIX 11: VITA OUTLINE**

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(3 page maximum)

Name: Sandie Barrie Blackley

Academic rank: PT Lecturer

CCC Status: SLP Date Employed: 2002

Tenure track? No Tenured? No Date: \_\_\_\_\_

Full-time accredited program X Y \_\_\_\_\_ N

1. Degree	Institution	Year	Major
M.A.	University of Missouri-Columbia, 1969,	Speech-Language Pathology/Audiology	
B.A.	University of Missouri-Columbia, 1968,	Speech and Dramatic Arts	

**2. Describe significant professional experience, contributions, and continuing education activities during the past 5 years for each staff member, both full-time and part-time. (If none, so state)**

**A. Research and scholarship**

- o Research Grants/ Proposals
  - Proposed: *STARS: Soaring Toward Achievement in Reading Success*, requesting \$4,076,430.00 from the U.S. Department of Education, Early Reading First, 2005
  - Coordinator of a \$799,497 grant from the U.S. Department of Education for a *Master's Program in Speech-Language Pathology and a Community Partnership to Identify and Serve Language-Literacy Impaired Adolescents in the Juvenile Justice System*, 2002-2006.
  - o Co-Advisor (with McCready) for ten (10) Master's research projects, 2004-2005
  
- o Presentations
  - Barrie-Blackley, S., Walker, M., Givins, G., & Lowe, M. (2001). *The National Reading Panel's Recommendations: What's In It for Us?* Short Course, NCSHLA Convention.
  - Walker, M, Givins, G., Barrie-Blackley, S. & Lowe, M. (2002). *Decoding and a Phonologically-based Reading Curriculum*. Paper, ASHA Convention.
  - McCready, V., Barrie-Blackley, S., Cimorelli, J. (2003). *Serving language literacy impaired adolescents in the juvenile justice system*. Paper, ASHA Convention.
  - Barrie-Blackley, S., McCready, V. & Cimorelli, J. (2003). *Serving Language-Literacy Impaired Juvenile Delinquents: a Training Model*. Seminar, IDA Conference.
  - Cimorelli, J., McCready, V. & Barrie-Blackley, S. (2004). *Serving Language Literacy Impaired Juvenile Delinquents: a Training Model*. Seminar, NCSHLA Convention.
  - McCready, V., Barrie-Blackley, S., Cimorelli, J. (2004). *Structured Language Intervention: A University Personnel Preparatory Model*. Poster Session, IDA Conference
  - Barrie-Blackley, S. *Parents as Change-Agents*.(2004) Seminar, IDA Conference.
  - Hooper, C., Barrie-Blackley, S., Cimorelli, J., McCready, V., Raleigh, L. (2004). *Fostering Innovative Technology and Teaching in CSD at UNCG*. Paper, ASHA Convention.
  - Carson, A., Cimorelli, J., Barrie-Blackley, S., McCready, V. (2004). *Implementation of the Language! Curriculum to Improve Reading Fluency*. Paper, ASHA Convention
  - Barrie-Blackley, S., Hooper, C., McCready, V., Raleigh, L. (2005). *Language, Literacy and Health Outcomes: What's an SLP to do?* Seminar, NCSHLA.
  
- o Publications
  - Barrie-Blackley, S. (2002) *The Clinical Protocol: A Session Plan Written by the SLP, Implemented by the SLPA*. In Mullins, J.M. and McCready, V. *The SLP Assistant ---Supervisor's Companion*. East Moline, IL: LinguiSystems, Inc.

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## APPENDIX II: VITA OUTLINE

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Barrie-Blackley, S. (2003) *Commentary on Craig, D.I. Brain Compatible Learning: Principles and Applications in Athletic Training.* *Journal of Athletic Training*, 200:38 (4): 342-350.

**B. Clinical service delivery:** On the average over the past 3 years at The University, I have supervised approximately 40 language-literacy evaluations, 25-30 language-literacy therapy clients in an off-site juvenile justice site, 3 language-literacy clients in the on-campus clinic, and 15-20 clients per summer at an off-campus site-all per calendar year. In addition, in my private practice (The Language & Learning Clinic, PLLC) I do an average of 24 language-literacy evaluations year and provide approximately 200 hours of therapy services a year.

**C. Clinical supervision:** On the average over the past 3 years, I have supervised 5-10 graduate clinicians per semester (including the summer) and in 2004-05, I co-led one of our Clinical Teaching Teams.

**D. Continuing Education:** I attend national, regional, state, and local conferences, workshops, and presentations on a yearly basis. In 2004-05, I attended, The Annual Meeting of Language!™ Trainers in San Diego, IDA Conference in Philadelphia, the NC Speech-Hearing-Language Association Convention in Winston-Salem, and a 40 Hour Summer Course: Case-Based Teaching in Science at NC A&T University.

**E. Service (professional, community)**

- American Speech-Language-Hearing Association (ASHA)  
-Member, Special Interest Division 1, 1990-2005
- North Carolina Speech Hearing Language Association (NCSHLA)
- North Carolina Association of Supervisors in Speech-Language Pathology and Audiology (NCASSPA)  
-Membership Co-Chair, 2003
- University of North Carolina at Greensboro (UNCG)  
- Member, Dotson-Newton Committee, 2003-2005
- North Carolina State University System  
- Panel Member, Communicating the Trends: The Speech-Language Pathology Workforce in NC, 2001

**F. Courses taught**

- Graduate:
  - CSD 589 -Section 2- The Language! Curriculum
  - CSD 571 - Introduction to Clinical Practicum, Co-instructor
  - CSD 678 -Advanced Clinical Practicum, Co-instructor
  - CSD 589 -Section 1-The Structure of the English Language
  - CSD 631- Structured Language Intervention for Language-Literacy Disorders

**G. Courses Currently Teaching**

- CSD 631- Structured Language Intervention for Language-Literacy Disorders

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**APPENDIX II: VITA OUTLINE**

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(3 page maximum)

Name **Perry Flynn**

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Academic rank **APT Assistant Professor**

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CCC status yes Date employed Dec 98

Tenure track? no Tenured? no Date \_\_\_\_\_

Full-time in accredited program X Y \_\_\_\_\_ N

1. Degree	Institution	Year	Major
<u>BS</u>	<u>UNCG</u>	<u>85</u>	<u>CSD</u>
<u>M.Ed.</u>	<u>UNCG</u>	<u>86</u>	<u>Speech Path.</u>

2. Describe significant professional experience, contributions, and continuing education activities during the past 5 years for each staff member, both full-time and part-time. (If none, so state).

**A. Research and Scholarship**

- Reading and Writing Disorders in Adolescents
- Service delivery models in Public School Speech-Language Pathology.
- Pediatric and adolescent clinical practice in Speech-Language Pathology with disorders including cleft palate, augmented systems, autism, mental retardation, behavioral and emotional disorders, learning disabilities.
- Public School Speech-Language Pathology administration.
- Clinical Supervision in Speech-Language Pathology

**B. Clinical Service Delivery**

- 2 students at Grimsley High School

**C. Clinical Supervision**

- 4 graduate clinicians per semester in CSD 571 or 573

**D. Continuing Education**

- Council of Language, Speech and Hearing Consultants in State Education Agencies 2002, 2003, 2004
- North Carolina Department of Public Instruction Conference on Exceptional Children 2002, 2003, 2004,
- NC Council of Administrators in Special Education 2002, 2003, 2004
- Literary Conference, January 1999, 2000, 2001
- Stuttering Foundation of America, New England Conference on Treatment, June 1997
- TEACCH Training (Autism), January 1996
- Augmented Communication with Maggie Sauer, UNC Chapel Hill and Joy Nance, Rockingham County Schools, November 1995
- Emergent Literacy, Karen Erickson, Center for Learning and Literacy, UNC Chapel Hill, November 1995
- American Speech-Language Hearing Association Convention, 1994, 1996, 1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004
- North Carolina Speech Hearing Language Association Convention, 1993, 1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005
- Cleft Palate Symposium, Scottish Rites Children's Hospital, October 1993
- Stuttering Conference, Stuttering Foundation of America, University of Tennessee, June 1992

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**APPENDIX II: VITA OUTLINE**

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**E. Service**

- Member, American Speech-Hearing –Language Association School Finance Committee 2005-present
- Board Member at Large, North Carolina Speech-Hearing-Language Association 2004-present
- President, Council of State Education Agency Consultants in Speech-Language Pathology and Audiology, Nov. 2003- Nov., 2004
- Member, Operation Smile Team Jordan, May 2002 and December 2003
- Member and Certified Instructor, North American Riding for the Handicapped Assoc., March, 2001-present
- Instructor, Horsepower Therapeutic Riding Center, 2000-present
- Member, Convention Committee, North Carolina Speech, Language, Hearing Association, 2000
- Venue Director, Special Olympics North Carolina Basketball Championships, 2000
- Equestrian Venue Director, World Games of Special Olympics, 1997- 1999
- Chairperson Nominations Committee, North Carolina Speech, Language and Hearing Association, 1999
- Supervisor Of The Year, North Carolina Speech Hearing Language Association, 1997
- Member, Professional Affairs Committee North Carolina Speech Hearing Language Association, 1996-present
- Supervisor, Clinical Fellowship Year, 1999-2000 & 2001-2002, 2002-2003
- Presentation Coordinator, Vicki Lord Larson Adolescent Language Presentation, 1999
- Director of North Carolina Special Olympics Equestrian Sport Development Team, 1995-present
- Head Coach, North Carolina Special Olympics World Games Equestrian Team, 1995
- Head Coach, Rockingham County Special Olympics Equestrian Team, 1992-1994

**University Service**

- Chair, HHP Faculty Assembly 2004-2005
- Chair HHP Executive Committee 2004-2005
- Member, UNCG Committee on Committees 2004-2005
- Chair CSD Committee on Technology 2—3-present
- Member CSD Committee on Student Honors
- Intercollegiate Sports Committee, 2001 – 2004
- Equity, Welfare and Sportsmanship Committee, 2001-2004
- State Employees Combined Campaign, CSD representative, 1999-2003
- Department of Public Instruction accreditation document, author for CSD, 2001
- CSD Literacy Brochure author, 2001
- CSD Clinic Brochure author, 2001
- CSD Graduate School Brochure author, 2001
- CSD Curriculum Committee, 2000 – present
- School of HHP Diversity Committee, 1999-2000

**F. Courses Taught**

Graduate: CSD 637-Prevention, Assessment and Intervention of Communication Disorders, School Age Children  
CSD 605- Reading, Writing and Phonological Disorders in Adolescents  
CSD 605- Adolescent Language Development and Disorders  
CSD 571 - Beginning Clinical Practicum in Speech-Language Pathology  
CSD 573 - Advanced Clinical Practicum in Speech-Language Pathology  
CSD 677 - Internship in Communication Disorders

Other: West Virginia University, Distance Education Course , Special Topics for School Based Speech-Language Pathologists, Fall 2004  
Rockingham County Consolidated Schools, Serving Exceptional Children Within the Regular Classroom. Spring, 1995

**F. Courses Currently Teaching**

CSD 571 - Beginning Clinical Practicum in Speech-Language Pathology

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**APPENDIX II: VITA OUTLINE**

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Name Virginia A. HintonAcademic rank Associate ProfessorCCC status SLP Date employed August 1992Tenure track? Yes Tenured? Yes Date August 1999Full-time in accredited program X Y      N     **1. Degree Institution Year Major**

Ph.D., University of Iowa, Iowa City, Iowa, December, 1989, Speech physiology  
M.A., Northwestern University, Evanston, Illinois, 1979, Speech-language pathology  
B.S., Ed., University of Tennessee, Knoxville, Tennessee, 1978, Sp. & hearing sciences

**2. Describe significant professional experience, contributions, and continuing education activities during the past 5 years for each staff member, both full-time and part-time. (If none, so state).****A. Research and scholarship:**

## 1) Papers and Presentations at Professional Meetings

- Hinton, V.A. (2005). Sensory deficits and communication in the elderly. Invited presentation. AHEC Geriatric Best Practices: Proactive Approaches to Promoting Independence and Function in Elderly Clients. Greensboro, NC, November 9, 2005.
- Hinton, V.A. (2004). Sensory change and communication. Invited presentation. AHEC Geriatric Best Nursing Practices. Greensboro, NC, April 14, 2004
- Hinton, V.A. and Vallino-Napoli, L. (2004). Evidenced based practice in speech-language pathology: What do we really know about treating children with clefts. Annual meeting of the American Cleft Palate Craniofacial Association, Chicago, IL, April 2004
- Kennedy-Malone, L. Jones, E., Hinton, v., Lengyl, C. Wassal, J.I. (2004). Promoting interdisciplinary student clinical activity: Health fairs with older adults. Annual meeting of the Association for Gerontology in Higher Education, Richmond, VA, February 2004
- Hinton, V.A., Leiff, S., Foreman, L., Kame, K., & Sherwin, D. (April 2003). Team Care vs. Non-team Care for the Treatment of Children with Palatal Clefts. American Cleft Palate-Craniofacial Association. Asheville, NC.
- Hinton, V.A., Jones, D.L., Kirshner, R. (April 2003). Case Studies of Velopharyngeal Inadequacy: Assessment and Treatment Options. American Cleft Palate-Craniofacial Association. Asheville, NC
- Williams, K., Hinton, V., Kovacs, C., & Bories, T. (April 2003) Effects of age differences on simultaneous task performance: Walking and talking. Paper presented at the Southern Gerontological Society Conference, Richmond, VA.
- Williams, K., Hinton, V.A., Bories, T., and Kovacs, C.R. (March 2003). Age Differences in Shared Task Performance: Walking and Talking. American Alliance for Health, Physical Education, Recreation and Dance. Philadelphia, PA.
- Williams, K., Hinton, V.A., Bories, T., and Kovacs, C.R., (November 2002). Age Differences in Shared Task Performance: Walking and Talking. Motor Development Research Consortium. Austin, TX.
- Hinton, V.A. (November 2002). Coping with Spasmodic Dysphonia: A Speech Pathology Perspective. Invited panelist. Worldwide Dystonia Patient Symposium. Miami, FL
- Hinton, V.A., Williams, K., Bories, T., and Kovacs, C.R. (June 2002). Walking and Talking: Shared Task Performance in Older Women. North American Society for the Psychology of Sport and Physical Activity. Baltimore, MD.
- Hinton, V.A. and Smith, A.E. (April 2002). How to build a culturally competent team. Study session. American Cleft Palate-Craniofacial Association. Seattle, WA
- Hinton, V.A (2001). Issues related to the management of individuals with craniofacial anomalies.

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## APPENDIX II: VITA OUTLINE

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- Invited short course. North Carolina Speech Language Hearing Association. Wilmington, NC.
- Baldwin, S., Hines, A. & Hinton, V.A. (2001). The effects of caffeine on acoustic characteristics of young adult women. North Carolina Speech Language Hearing Association. Wilmington, NC.
- Hinton, V.A., Bloom, D.M., & Atkins, C.H. (2000). Effects of hormone replacement therapy on voice characteristics of aging women. Gerontological Society of America, Washington, DC, November 11-17, 2000.

### 2) Documents published or accepted for publication

- Williams, K., Hinton, V.A., Bories, T., and Kovacs, C.R. (2005). Age differences in shared task Performance: Walking and Talking.. Accepted by the Research Quarterly in Exercise and Sports Medicine.
- Zajac, D. & Hinton, V.A. (2005). Aerodynamics. In M. McNeil (Ed.), Clinical Management of Sensorimotor Speech Disorders, 2<sup>nd</sup> Edition, New York: Thieme Medical Publishers.
- Hinton, V.A. & Smith, A. E. (2005). Multi-cultural issues. In K. Moller & C. Starr (Eds.). Cleft Palate: Interdisciplinary Issues and Treatment. Austin, TX: PRO-ED.

**B. Clinical service delivery:** Assessment and treatment of speech problems in children and adults through Operation Smile: Nicaragua, Columbia, India, Jordan

**C. Clinical supervision** – one-on-one supervision of beginning and advanced CLP graduate students

1. UNCG Speech and Hearing Center
2. Grimsley and Southeastern High Schools

**D. Continuing education:**

1. Yearly attendance of the annual meeting of the American Cleft Palate Craniofacial Association
2. Periodic attendance of the North Carolina Speech Language Hearing Assoc. annual meetings
3. Periodic attendance of university sponsored workshops pertaining to:
  - Grant writing
  - Use of technology in the classroom
  - Recruitment of international and minority students
  - Issues related to women's health and wellness
  - Teaching and learning skills

**E. Service (professional, community):**

1. Co-Director: Southeastern Symposium on Spasmodic Dysphonia. October 27, 2001.
2. Manuscript Reviewer, Cleft Palate-Craniofacial Journal, 1991-present
3. Manuscript Reviewer, Journal of Speech and Hearing Research, 1994-present
4. Manuscript Reviewer, Am. Journal of Speech Language Pathology, 2000-present
5. Membership in Professional Associations:
  - 1979-present, American Speech Language Hearing Association – member
  - 1992-present, North Carolina Speech-Language-Hearing Association
    - Chair, University Caucus (2002, 2003)
  - 1981-present, American Cleft Palate Association
  - Executive Council (2001-2004) 2005
  - Chair, Scholarship Committee, Cleft Palate Foundation
    - Committee memberships
      - 2003 Program Committee
      - Continuing Education Committee
      - Archives Committee
      - Exhibitors Committee
6. University Committees
  - 2003-2005: Arts Wellness Task Force

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## **APPENDIX II: VITA OUTLINE**

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- 2000-present: Gerontology Advisory Committee
  - 2001-2003: SACS Committee - Student Support Services Subcommittee
- 7. School/ College Committees
  - 2003-2006 Curriculum Committee, HHP (Chair 2005-2006)
  - 2002-2003: Academic Professional Tract Committee, HHP
  - 2001-2002: Alumni Awards Committee, HHP
  - 2000-2001: Chair: Alumni Awards Committee, HHP
- 8. Departmental Service
  - Liaison – International Honors College
  - Representative- HHP Curriculum Committee
  - Chair – Honors and Awards committee: 2003-present
  - Faculty sponsor - UNCG Operation Smile Club: 1995-present

### **G. Courses taught:**

1. CSD 307: Speech and Hearing Science (Fall,1992-2003)
2. CSD 309: Anatomy & Physiology of Speech Production (Fall,1992-present)
3. CSD 338: Voice Disorders (Spring 1992-present)
4. CSD 554: Advanced Speech Science (1993, 1994, 1996, 1998,2000)
5. CSD 573: Advanced Clinical Practicum for SLP (1993, 1995, 1997, 1999)
6. CSD 575: Instrumentation for Comm. Disorders
7. CSD 632: Introduction to Research in Communication Disorders
8. CSD 633: Current Topics in Research in Communication Disorders
9. CSD 634: Research Design in Communication Disorders
10. CSD 639: Prevention, Assessment & Intervention in Late Adolescence & Early Adulthood
11. CSD 640: Prevention, Assessment and Intervention in Middle and Late Adulthood
12. CSD 626: Professional Speaking and Writing
13. CSD 627: Multicultural Aspects of Communication
14. CSD 602: Seminar in Organic Disorders
15. CSD 603: Seminar in Voice
16. CSD 605: Craniofacial Anomalies
17. CSD 608: Seminar in Cleft Palate
18. CSD 698: Experimental Design in Communication Disorders

### **H. Courses currently teaching:**

1. Summer 2005
  - CSD 640: Prevention, Assessment and Intervention in Middle and Late Adulthood
2. Fall 2005
  - CSD 309: Anatomy & Physiology of Speech Production
  - CSD 634: Research Design in Communication Disorders
  - CSD 639: Prevention, Assessment & Intervention in Late Adolescence & Early Adulthood
3. Spring 2006
  - CSD 338: Voice Disorders
  - CSD 627: Multicultural Aspects of Communication
  - CSD 605: Craniofacial Anomalies

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**APPENDIX 11: VITA OUTLINE**

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(3 page maximum)

Name: Vicki McCready

Academic rank: Professor in the Academic Professional Track

CCC Status: SLP Date Employed: 1983

Tenure track? No Tenured? No Date: \_\_\_\_\_

Full-time accredited program X Y \_\_\_\_\_ N

1. Degree	Institution	Year	Major
<u>M.A.</u>	<u>Western Reserve University</u>	<u>1967</u>	<u>Speech Pathology</u>
<u>B.A.</u>	<u>University of Alabama</u>	<u>1965</u>	<u>Speech Pathology</u>

2. Describe significant professional experience, contributions, and continuing education activities during the past 5 years for each staff member, both full-time and part-time. (If none, so state)

**A. Research and scholarship**

- Research Grants/ Proposals
  - Proposed: *STARS: Soaring Toward Achievement in Reading Success*, requesting \$4,076,430.00 from the U.S. Department of Education, Early Reading First, 2005.
  - Recipient with Cimorelli of a \$799,497 grant from the U.S. Department of Education for A *Master's Program in Speech-Language Pathology and a Community Partnership to Identify and Serve Language-Literacy Impaired Adolescents in the Juvenile Justice System*, 2002-2006.
  - Recipient with Cimorelli of a \$400,594 grant from the U.S. Department of Education for *New Master's Level Program Track in Speech-Language Pathology for Adolescents with Language Disorders*, 1998-2000.
- Presentations
  - Cimorelli, J., McCready, V., Brucke, J., & Bushur, T. (2000). *The relationship between literacy impairments and delinquent behavior in adolescents*. Paper presented at ASHA Annual Convention, Washington D.C.
  - Flynn, P., O'Keefe, J., McCready, V., & Cimorelli, J. (2000). *Classroom intervention for language-impaired adolescents*. Paper presented at the NCSHLA Annual Convention, Raleigh.
  - Flynn, P., McCready, V., Cimorelli, J., & O'Keefe, J. (2000). *Classroom based literacy interaction for language learning disabled adolescents*. Paper presented at ASHA Annual Convention, Washington D.C.
  - McCready, V. (2000). *The changing face of the university clinic: Reaching out to community*. Paper presented at the Council of Academic Programs in CSD, San Diego.
  - Flynn, P., Ehlers, T., O'Keefe, J., Cimorelli, J., & McCready, V. (2001). *Math, history, & literacy: A collaborative 'big easy'*. Paper presented at ASHA Annual Convention, New Orleans.
  - Cimorelli, J., McCready, V., Harrington, V., & Stump, V. (2001). *The relationship between literacy impairments and delinquency behaviors in adolescents*. Paper presented at ASHA Annual Convention, New Orleans.
  - Bourgeois, S., McCready, V., & Cimorelli, J. (2001). *Written feedback and personality types in the supervisory process*. Paper presented at ASHA Annual Convention. New Orleans.
  - Bourgeois, S., McCready, V., & Cimorelli, J. (2001). *Written feedback and personality types in the supervisory process*. Paper presented at the NCSHLA Annual Convention, Wilmington.
  - McCready, V. (2002). *Clinical education: Past and present*. Paper presented at the Council of Academic Programs in CSD, Palm Springs.
  - Marek, K., Schwab, K., McCready, V., & Cimorelli, J. (2002). *Written feedback in the supervisory process over an academic year*. Paper presented at ASHA Annual Convention, Atlanta.
  - McCready, V., Barrie-Blackley, S., & Cimorelli, J. (2003). *Preparing master's students to serve language literacy impaired adolescents in the juvenile justice system*. Paper presented at ASHA Annual Convention, Chicago.

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## APPENDIX II: VITA OUTLINE

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- Barrie-Blackley, S., McCready, V., & Cimorelli, J. (2003). *Serving language-literacy impaired juvenile delinquents: A training model*. Paper presented at the International Dyslexia Association, Washington D.C.
- McCready, V., Raleigh, L., Mankoff (2003). *The clinical educator's hats: Choices and challenges*. Paper presented at the ASHA Special Interest Division 11 Leadership Conference, Ft. Lauderdale.
- Hooper, C., Ringwalt, S., McCready, V., & Murray, N. (2003). *Hot topics from ASHA: Report from your vice-president and legislative councilors*. Paper presented at the NCSHLA annual convention, Research Triangle Park.
- Hooper, C., Barrie-Blackley, S., Cimorelli, J., McCready, V., & Raleigh, L. (2004). *Fostering Innovative Technology and Teaching in CSD at UNCG*. Paper presented at ASHA Annual Convention, Philadelphia.
- Carson, A., Cimorelli, J., Barrie-Blackley, S., & McCready, V. (2004). *Implementation of the Language! Curriculum to Improve Reading Fluency*. Paper presented at ASHA Annual Convention, Philadelphia.
- McCready, V., Barrie-Blackley, S., Cimorelli, J. (2004). *Structured Language Intervention: A University Personnel Preparatory Model*. Paper presented at the International Dyslexia Association, Philadelphia.
- McCready, V., & Raleigh, L. (2004). *Generational Gap Between Supervisors and Students*. Paper presented at the Annual Meeting of Southeast University Clinical Educators, Charleston.
- McCrea, L., Bard, B., Estomin, E., McCready, V., O'Rourke, C., Scherz, J., Tepperman, L., Walker, C. (2004). *How to Get ASHA to Work for You*. Paper presented at ASHA Annual Convention, Philadelphia.
- McCready, V. (2004). *Preparing SLPs to serve literacy impaired adolescents in the juvenile justice*. Paper presented at the NCSHLA annual convention. Asheville.
- McCready, V., & Cimorelli, J. (2004). *Preparing SLPs to serve literacy impaired adolescents in the juvenile justice system*. Paper presented at the US Department of Education Office of Special Education Programs (OSEP), Washington D.C.
- McCready, V., & Hooper, C. (2004). *Rock 'n roll to rap: Generational differences in academic and clinical settings*. Paper presented at the Council of Academic Programs in CSD, Ft.Lauderdale.
- Barrie-Blackley, S., Hooper, C., McCready, V., & Raleigh, L. (2005). *Language, Literacy and Health Outcomes: What's an SLP to do?* Paper presented at NCSHLA, Winston-Salem.
- Raleigh, L., McCready, V. (2005). *Empowering Students Through a Team-Based Teaching Model*. Paper presented at the Lilly South Conference, Greensboro.
- o Publications
- McCready, V. (2000). The changing face of the university clinic: Reaching out to the community. In Hargrove, McGuire, O'Rourke, Swisher (Eds.), *Proceedings of the 2000 Annual Conference of the Council of Academic Programs in Communication Sciences and Disorders*.
- McCready, V. (2002). Supervision: More than the tip of the iceberg. In J. Mullins and V. McCready (Eds.) *The companion for supervisors of speech-language pathology assistants*, East Moline, IL: LinguiSystems, Inc.

**B. Clinical service delivery:** On the average over the past 5 years, I have supervised approximately 10 diagnostic evaluations, 25-30 therapy clients in our on-campus clinic, and 15-20 clients per summer at an off-campus site-all per calendar year.

**C. Clinical supervision:** On the average over the past 5 years, I have supervised 5-10 graduate clinicians per semester (including the summer) and in 2004-05, I co-led one of our Clinical Teaching Teams.

**D. Continuing Education:** I attend national, regional, state, and local conferences, workshops, and presentations on a yearly basis. In 2004-05, I attended the ASHA Convention in Philadelphia, the Lilly South Conference in Greensboro, the CAPCSD Conference in Scottsdale, Arizona, the NC Speech-Hearing-Language Association Convention in Winston-Salem, and the Annual Meeting of the S.E. University Clinical Educators in Charleston.

### **E. Service (professional, community)**

- o American Speech-Language-Hearing Association (ASHA)
  - Member, Special Interest Division on Administration and Supervision, 1990-2004
  - Legislative Councilor, 2001-2005

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**APPENDIX II: VITA OUTLINE**

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- Legislative Council Coordinating Committee, 2005
- ASHA Honors Committee, 2004
- o North Carolina Speech Hearing Language Association (NCSHLA)
  - Chair, Nomination Committee, 2000-2001
  - Co-Chair, University Caucus, 2005
- o North Carolina Association of Supervisors in Speech-Language Pathology and Audiology (NCASSPA)
  - Member, Ad Hoc Committee on University Supervision, 1993-2005
  - Executive Board Member, 1989-2005
- o Council of Academic Programs in Communication Sciences and Disorders
  - Facilitator of Clinic Directors' "Swap Shop," at annual conference, San Diego, 2000, and Scottsdale, 2005.
  - Member of four person Planning Committee for Annual Conference, Sarasota, 2001
- o University of North Carolina at Greensboro (UNCG)
  - Member, Search Committee for Associate Provost for Research position, 1999-2000
  - Member, HHP Academic Professional Track Committee, 1999-2001
  - Chair, CSD Search Committee for Flynn position, 2000-2001
  - Member, various CSD Search Committees, 2000-2005
  - Member, Search Committee for Department Head of CSD, 2002-2003
  - Member, CSD Graduate Curriculum Committee, 2004-2005
  - Chair, CSD Clinical Affairs Committee, 2004-2005
  - Member, UNCG Bookstore Advisory Committee 2004-2005
  - Chair, CSD HIPAA Committee 2004-2005

***F. Courses taught***

- o Graduate: CSD 571 – Beginning Clinical Practicum in Speech-Language Pathology
- CSD 573 - Advanced Clinical Practicum in Speech-Language Pathology
- CSD 589 – Minor Area Clinical Practicum for Audiology Majors
- CSD 650 – Independent Study – Supervision in Communication Disorders
- o Other: CSD 219 – Communication Disorders Lab

***G. Courses Currently Teaching***

- o CSD 571 - Beginning Clinical Practicum in Speech-Language Pathology
- o CSD 219-02- Communication Disorders Lab
- o CSD 618 (with Hooper)-Counseling and Interviewing Skills in CSD

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**APPENDIX II: VITA OUTLINE**

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**(3 page maximum)**

Name: Ninevah Wood Murray

Academic rank: APT Assistant Professor/Clinical Educator

CCC status: CCC-SLP

Date employed: 01/01/04

Tenure track? No                      Tenured? \_\_\_\_\_ Date \_\_\_\_\_

Full-time in accredited program  Y     N

Degree	Institution	Year	Major
B.A	Univ. of N C-Greensboro	1974	BA Speech-Language Pathology
M.S.	Univ. of N C-Chapel Hill	1979	M.S. Speech-Language Pathology

**Clinical Service Delivery:**

August 1988-January 2004: Speech-Language Pathologist, Wake County Public Schools, Raleigh, NC.

Responsibilities included the implementation of the speech-language program in two schools (grades K-5), including administration of diagnostics, therapeutic intervention, conducting weekly in-class phonemic awareness lessons for two kindergarten classes, maintenance of required state and federal forms, conducting hearing screening for approximately 200 students yearly, consultation with teachers and parents, and preparation of home programs to aid in the generalization of goals;.

**Clinical Supervision:**

January 2004-present: APT Assistant Professor/Clinical Educator Department of Communication Sciences and Disorders, University of North Carolina at Greensboro, Greensboro, NC.

Responsibilities include: On and off campus supervision of the clinical practicum component for students in the graduate program in Speech and Language Pathology; supervision of diagnostic teams which plan, administer, score, and interpret diagnostic instruments, then develop therapeutic recommendations for patients across the life span; supervision of student interns in the provision of speech and language screening at two private schools in the Greensboro area; responsible for supervision of graduate clinicians in the provision of all speech and language services at Phoenix Academy, a charter school located in High Point, N.C.

August 1993-January 2004: Off-Site Clinical Practicum Supervisor, Wake County Public Schools, Raleigh, NC.

Provided supervision for 18 graduate clinicians from four universities as well as CFY supervision for new employees; from 1993-1995, served as an Assistant Lead Clinician, responsible for the coordination of services and performance review of 12 SLPs in the school system; from 1998-2004, served as a mentor for SLPs who are new to the school setting to guide them in the transition to public school service delivery

**Continuing Education:**

1. You Want Me to Teach What to Whom? Written Language and the Public School SLP, presented at the North Carolina Speech, Hearing, and Language Association Spring Convention, Raleigh, NC, March 2000.
2. OK, I'm in the Classroom- Now What Do I Do?, presented at the North Carolina Speech, Hearing and Language Association Fall Conference, Greensboro, NC, September 2000.
3. Who is IDEA? Why is He Asking Me to Do These Things?, presented at the North Carolina Speech, Hearing and Language Association Spring Convention, Wilmington, NC, March 2001.
4. Lip Poppers... Tongue Tappers: Phonemic Awareness for the School SLP, presented:
  - North Carolina Speech, Hearing, and Language Association Spring Convention, Winston-Salem, NC April 2002
  - Wisconsin Speech-Language Pathology and Audiology Association Annual Convention, Madison, WI,

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## APPENDIX II: VITA OUTLINE

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- March 2003. (Invited)
  - Cumberland County, NC, Public Schools staff education program for
  - Speech-Language Pathologists, February 2005. (Invited)
5. From Lip Poppers to Syllable Tappers: Phonemic and Phonological Awareness for the School SLP, presented at the New Mexico Speech-Language-Hearing Association Annual Convention, Albuquerque, NM, October 2003. (Invited)
  6. A New Day is Dawning: ASHA's Workload Analysis Approach for Establishing Speech-Language Caseload Standards in the Schools,  
Presented:
    - North Carolina Speech, Hearing and Language Association Fall Conference, Greensboro, NC, September 2003
    - New Mexico Speech-Language-Hearing Association Annual Convention, Albuquerque, NM, October 2003. (Invited)
    - Illinois Speech-Language-Hearing Association Convention, Chicago, IL February 2004. (Invited)
    - Cumberland County, NC, Public Schools staff education program for Speech-Language Pathologists, February 2005. (Invited)
  7. Working with Reading and Writing: It's Not As Scary As You Think!  
Presented at North Carolina Speech, Hearing and Language Association Annual Convention, Winston-Salem, N.C., April 2005
  8. Diversity Awareness: It's More Than What You See  
Presented:
    - Mid-Atlantic Conference on the Scholarship of Diversity, Roanoke, VA, March 2005
    - North Carolina Speech, Hearing and Language Association Annual Convention, Winston-Salem, N.C., April 2005
  10. Written Language: The Process, Analysis and Intervention  
presented at North Carolina Speech, Hearing, Language Association Fall Conference, High Point, N.C., September 2005. (Invited)

### **Service to Profession and Community:**

American Speech-Hearing-Language Association (ASHA)

Member, ASHA Committee on Honors 2004-

Vice Chair, ASHA Committee on Honors, 2005

Member, ASHA Committee on Nominations and Elections 2005-

North Carolina Representative to Legislative Council 1999-

ASHA Legislative Council Credentials Committee, 2003-04

Ad Hoc Committee On Long Range Planning for SLP/SLS Assembly, 2003

Invited Member Cadre of Speakers for ASHA Public School Caseload/Workload Document, 2003-

ASHA Special Interest Division 16 Steering Committee 2002-04

ASHA Special Interest Division 16 Membership Chair 2002-04

Served as the Public Schools representative on the Task Force to revise the ASHA Scope of Practice for Speech-Language Pathology, 2000

ASHA/ASPIRE Cadre of Speakers for IDEA Education, 2000

ASHA State Education Advocacy Leader (SEAL) for North Carolina 1999-2001

North Carolina Speech, Hearing and Language Association (NCSHLA)

President-Elect, President, Past President 1995-98

Planning Committee 1999-2003

Chair, Planning Committee 2003-2006

North Carolina Speech, Hearing, and Language Association (NCSHLA)

Coordinate NCSHLA's continued education activities by working with volunteer committees to plan and implement a spring convention and a fall conference. Duties include: negotiation of contracts with hotels; oversight of convention/conference events including coordination of audiovisual equipment, planning food functions, and organizing

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## APPENDIX II: VITA OUTLINE

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exhibits; and serving as a liaison between the Association and member-volunteer committees. July 2000-present:

Whilden Place Condominium Owners Association  
Board of Directors 2005-  
Vice President, Board of Directors, 2005

### **Courses Taught:**

- Adjunct Instructor, University of North Carolina-Chapel Hill.  
Taught SPHS 362, Language and Learning Disabilities, for the Department of Speech and Hearing Sciences at the University of North Carolina-Chapel Hill. (Fall 2003 and Spring 2005)
- Adjunct Instructor, University of North Carolina-Greensboro.  
Taught SES 240, Normal Language Development, for the Department of Special Education Services at the University of North Carolina-Greensboro. (Summer 2001 & 2002)

### **Courses Currently Teaching:**

- Member of the teaching team for CSD 637: *Prevention, Assessment and Intervention of Communication Disorders: School Aged Children*
- Developed course outline and lead graduate interns in teaching CSD 219: *Foreign Accent Modification*
- Serve as a Clinical Teaching Team instructor for CSD 571: *Clinical Practicum*
- Serve as a Clinical Teaching Team instructor for CSD 678: *Advanced Clinical Practicum.*

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**APPENDIX II: VITA OUTLINE**

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Name Celia R. Hooper

Academic rank: Professor

CCC status: CCC-SLP

Date employed: August 1, 2003

Tenure track? Tenured? Yes

Date: August 1, 2003

Full-time in accredited program X Y \_\_\_ N

1. Degree	Institution	Year	Major
Ph.D	Case Western Reserve University	1979	Speech and Hearing Sciences
M.A.	University of North Carolina At Greensboro	1974	Speech-Language Pathology
B.A.	Wake Forest University	1973	Drama/Speech Communication Classics (Latin)

2. Describe significant professional experience, contributions, and continuing education activities during the past 5 years for each staff member, both full-time and part-time. (If none, so state).

**A. Research and scholarship:**

Phillips, S.L., & Hooper, C.R. (2005). Peer mentoring versus peer evaluation: One solution for a department. *The Department Chair*, 15, 20-23.

Hooper, C.R. (2004). Treatment of voice disorders in children, *Language Speech and Hearing Services in the Schools*, 35, 320-326.

Hooper, C.R. (2002). Webmentors: Using a Virtual Expert of the Week. In Blosser, J, Ed., *The Innovative Professor in Communication Sciences and Disorders*. Rockville, MD: ASHA Publications.

Young, L.H., Zajac, D.J., Mayo, R., Hooper, C.R. (2000). Effects of vowel height and vocal intensity on anticipatory nasal airflow in individuals with normal speech. *Journal of Speech-Language-Hearing Research*, in press, publication date Feb., 2000.

Hooper, C.R. (2000). Normal aging: sensory and sensory integrative changes. In Bonder, B. (Ed.), 2<sup>nd</sup> ed. *Occupational performance in the elderly*. F.A. Davis, Publishers.

Hooper, C.R., (1999). Clinical Study: the male-to-female transsexual. In J. Stemple (Ed.) *Voice Therapy: Clinical Studies* (2<sup>nd</sup> ed.) Singular Press.

Hooper, C.R., Naas, J.F., & Carney, A. (1998) ASHA Working Group on Mentoring: A Preliminary Report to Faculty. In *Mentoring in the Academy*, ASHA *Academic Briefing Paper*, 2, 1-2.

**B. Clinical service delivery:**

At UNC-Chapel Hill (previous employment, 16 years, Professor since 1999) provided Geriatric Assessments by consult for UNC Program on Aging, School of Medicine, Provided 6 weeks clinical curriculum in communication skills improvement offered to selected groups within univ. community related to professional speaking, 2 hours per week in Aphasia Center. UNCG: Provided diagnostic evaluations, adult neurogenics (voice, motor speech disorders). 2004-present, one voice clinic slot per week. Voice screenings, school of music students, 2005-06.

**C. Clinical supervision:**

UNC-Chapel Hill, supervised 8-11 hours per week, adult neurogenics. UNCG: supervise transgender group spring semester, 1 voice clinic per week fall semester.

**D. Continuing education:**

Attended the following conferences: yearly; ASHA, Council of Academic Programs in Communication Sciences and Disorders, NC Speech-Hearing-Language Asso., UNC Program on Aging Annual Geriatric Conference. Attend every

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**APPENDIX II: VITA OUTLINE**

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other year or every 3 years; National Black Association of Speech, Language and Hearing, Voice Foundation Conference, Duke Univ. Alzheimer's Disease Conference. Summer 2003, Attended AAC Institute Annual Conference, University of North Carolina Office of the President Workshop for Department Chairs. 2005, attended KayPentax CSL workshop. As ASHA VP attend ASHA Schools Conference, ASHA Health Care Conference.

**E. Service (professional, community):**

2003-2005: ASHA Vice President for Professional Practices in Speech-Language Pathology  
CAPCSD Committee member; NBASLH Student Chapter Co-Advisor

**Service to the University****Departmental assignments: Chair:**

2005-2006: Web Site Committee

2005-2006: Space and Beautification Committee

Department Head, member, Clinical Affairs Committee, Space Committee, Ph.D. Program Working Group, Public Relations, Outreach and Recruiting Committee, HIPPA Committee. School of Health and Human Performance: Dean's Cabinet, Post Tenure Review Committee. University, UNCG Alumni Council, Membership and Recruiting Committee.

**Member:**

2005-2006: HIPAA Committee

2005-2006: Honors, Awards, Scholarships Committee

**Other Institutional Service Activities:**

2005-2006: Selected and served as an Honors Liaison for the Department of Communication Sciences and Disorders.

College/School assignments:**Chair:**

2004-2005: Teaching Awards Committee

Service to the Profession

**Academic Conference: Presentation**

2005: Hawaii Speech-Language-Hearing Association, Part One: Child Voice Disorders, Diagnosis and Treatment Part Two: Care of the Professional Voice, Some Diagnosis and Treatment Models, Honolulu, Hawaii (National).

2005: The Council of Academic Programs in Communication Sciences and Disorders, The Clinical Doctorate in Speech-Language Pathology: Asset or Albatross?, Scottsdale, Arizona (National).

2005: Researcher - Academic Town Meeting at ASHA, Innovative Research Doctoral Program proposal at UNC-G, Philadelphia, Pennsylvania (National).

2005: The University of North Carolina Teaching and Learning with Technology Conference, Online Text Embedded in a Traditional Blackboard Course, Chapel-Hill, North Carolina (Regional).

2005: The University of North Carolina Teaching and Learning with Technology Conference, Fostering Innovative Technology and Teaching with Good Outcomes in CSD at UNCG Chapel-Hill, North Carolina (Regional).

2005: Lilly South Conference on College and University Teaching, Peer Mentoring, Greensboro, North Carolina

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(Regional).

2005: The North Carolina Speech, Hearing and Language Association (NCSHLA), Hot Topics from your ASHA VP, Winston-Salem, North Carolina (Regional).

2005: The North Carolina Speech, Hearing and Language Association (NCSHLA), Language, Literacy and Health Outcomes: What is a SLP to do? Winston-Salem, North Carolina (Regional).

**Other Professional Service Activities**

2005: UNCG Off-Campus Supervisor's Appreciation Forum, Hot Topics from ASHA - Update on Evidence Based Practice, School Issues, IDEA, MediCare Caps, Doctoral Programs, and Minority Enrollment, Greensboro, North Carolina (Local)

**Other Community Service Activities**

2005: Performing Songwriter Magazine, Featured expert in an article that looked at vocal disorders, prevention and treatment, and forms of voice therapy, medication and surgery.

**Speech / Presentation at a Community Meeting**

2005: Evidence-Based Practice Presentation, Presentation on understanding and defining Evidence-Based Practice , Cheshire Center, Community SLP practice.

**I. Courses taught:**

(\*indicates team course): \*Cognitive-Linguistic Disorders in Adults, Aphasia, \*Speech Pathology Instrumentation for Clinical Effectiveness, Voice Disorders (also distance education), Indep.Study--Seminar in Laryngeal Videoendoscopy,\*The Computer as a Research Tool, \*Interdisciplinary Teamwork in Geriatrics. Annual guest lectures to students in: School of Medicine, Nursing, Occupation Therapy, Drama, and Music. Theses supervised, 7, indep research project supervised, 11. UNCG, Aphasia. Advising, 16 graduate students, Interim advising of department majors, 2003-04.

**G. Courses currently teaching:**

CSD 250: Concepts in Comm Dis;

CSD 150: Communication Disabilities and Film;

CSD 640:Prevention, Assessment and Intervention of Communication Disorders in Middle and Older Adults; team teach

CSD 633: Current Topics in CSD Research and team teach CSD 627:

Multicultural Issues in Communication Sciences and Disorders

Team teach ;Professional Speaking workshop

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**APPENDIX II: VITA OUTLINE**

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(3 page maximum)

**Name** Evangeline E. Nwokah  
**Academic Rank** Associate Professor  
**CCC status** CCC-SLP  
**Tenure track? Yes**  
**Full-time in accredited program** x Y N  
**Date employed** 8/1/04  
**Tenured? No**

1. Degree	Institution	Year	Major
Ph.D.	Cambridge Univ. UK	1978	dev. psycholinguistics
M.Sc.	University of London UK	1974	communication sciences
L.C.S.T.	Leeds Polytechnic	1970	speech-language pathology

**2. Describe significant professional experience, contributions, and continuing education activities during the past five years for each staff member, both full-time and part-time. (If none, so state).**

**A. Research and scholarship**

Publications

Nwokah, E. & Gulker, H. (in press) Supporting emergent literacy in children with special needs Focus on Infants and Toddlers.

Nwokah, E. & Ikekeonwu, C. (in press) Games, toys and hobbies. In The Greenwood Encyclopedia of World Popular Culture: Sub-Saharan Africa Westport, Connecticut: Greenwood.

Nwokah, E. (2003) Giggle time in the infant/toddler classroom: Learning and connecting through shared humor and laughter Focus on Infants and Toddlers, 16, 2, 1-8.

Presentations

Nwokah, E. (2005, June) Sibling humor in dyadic bath-time exchanges International Humor Studies Conference, Youngstown, Ohio.

Nwokah, E. (2005, May) Humor and laughter as part of intervention with young children North Carolina Speech, Language and Hearing Association conference Winston Salem, North Carolina

Nwokah, E., & Hsu, H. (2005, February) Are mothers laughing at or with their toddlers in play routines? Association for the Study of Play, Sante Fe, New Mexico

Nwokah, E. (2004, September) Using humor to support learning and interaction in young children. Workshop presented at North Carolina Association for Education of Young Children Greensboro, North Carolina

Nwokah, E. (2004, May) Laughter in maternal toddler-directed speech. In Symposium on Mothers and their toddlers in social context: exploring correlates and outcomes of maternal behavior (with H. Hsu & B. D'Entremont) International Society on Infant Studies Conference, Chicago, Illinois

Nwokah, E. (2003, November) Laughter enhances learning: using humor in early language intervention Poster presented at American Speech-Language Hearing Association Convention, Chicago, Illinois

Nwokah, E., & Hsu, H. (2003, July) Laughter-eliciting games in mother-infant play. Paper presented at International Society for Humor Studies Conference. Northeastern Illinois University, Chicago, Illinois

Nwokah, E. (2003, April) Emotional communication in early intervention: assessment and practical suggestions for shared humor and laughter. Paper/workshop presented at Maryland Speech-Language-Hearing Association Annual Convention, Maritime Institute of Technology and Graduate Studies, Baltimore, Maryland

Nwokah, E. (2002, Dec) Humor and laughter as tools in relationship building in early intervention Poster presented at Zero to Three Conference, Washington DC

Grants

Nwokah, E. (2005) Undergraduate Research Award, UNCG \$2000 Developmental changes in sliding as a motor skill acquisition and the supportive role of dyadic communication

Nwokah, E. (2005) Undergraduate Research Award, UNCG \$2000 The use of the "toy bag" in early intervention services with infants and toddlers with developmental delay and/or disabilities

Nwokah, E. (P.I.) (2005) New Faculty Award, UNCG \$5,000 Temperament, motor and communications skills in average-weight and overweight infants

Nwokah, E. (P. I.) (2005) Summer Excellence Award, UNCG \$4,000 Sibling talk: Linguistic support for the development of conversational skills

**B. Clinical service delivery**

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Parent-child preschool group (weekly) for children with language delay and challenging behaviors (Psych Department & CSD) Spring semester 2005  
Speech-Language Pathologist/Early Intervention Specialist, Family Focused Intervention Services (Private practice- Provider for First Steps, Indiana & Children's Special Health Care Services): 1999 to 2004, West Lafayette, Indiana

### **C. Clinical Supervision**

Two graduate students Spring 2005

### **D. Continuing education**

- More: Integrating the mouth with sensory and postural function (Richter & Oetter). Chicago, August 15-17 2003
- Teaching language to autistic children (ABA/verbal learning) (Sundberg). Indianapolis, Feb 14-15 2002
- Oral-motor, feeding/swallowing and respiratory coordination function. Clinical assessment (Alexander). Indianapolis, Aug 28 2002
- Sensory integration for early intervention (Harper). Indianapolis, Aug 24 2002
- Progressive oral sensory-motor therapy paradigm & procedures (Boshart). Dallas, Texas, April 30 2002
- Language stimulation activities and strategies (Gulker & Miller). Purdue University, West Lafayette, Indiana, Jan 28 2002
- Evaluation and treatment of children with expressive language delay (Jones). Indianapolis, Oct 12 2001
- Promoting functional outcomes in young children with cerebral palsy. Indianapolis, Nov 8 2001
- PECS (Picture Exchange Communication System). Indianapolis, March 6 & 7
- Advanced feeding issues (Meyer-Palmer). Riley Children's Hospital, Indianapolis, June 28 & 29 2001
- Sign Language course. Morton Community Center, West Lafayette, Indiana, Sept-Dec 2000
- Hanen Program: 3 day workshop "Involving parents as language facilitators." Indianapolis, Nov 30-Dec 2 2000 (Hanen Center certified speech-language pathologist renewed 2003)
- Sensory defensiveness and related social/emotional and neurological problems. (Wilbarger & Wilbarger), Cincinnati, Ohio, July 28-29 2000

### **E. Service (professional, community)**

#### University

Director of Graduate Studies, CSD, UNCG, 2005-

#### Local

Indiana First Steps: First Steps Operations Committee, Tippecanoe County, Indiana 1999-2004

State: Indiana Association of Infant and Toddler Mental Health

Certificate of Appreciation for three years of dedication to fostering Infant Mental Health Services for Indiana Families and Children including Children with Special Needs, Indiana Children's Special Health Services, 1998-2001

- Board Member 2000-2002
- Strategic Planning Committee 2000-2002
- Professional Development and Education Subcommittee, Federal SPRANS Grant (Special projects of regional and national significance), Indiana State Department of Health, 1999-2002
- Developing Infant Mental Health Competencies Task Group, Infant Mental Health Program, Federal SPRANS Grant, Indiana State Department of Health, 1999-2002

#### National:

ASHA Mentor Program 2004-2005

Ad-hoc Reviewer-International Journal of Behavioral Development 2004

Journal of the Acoustical Society of America 2001

#### Professional memberships

American Speech-Language-Hearing Association (ASHA)

North Carolina Speech-Language-Hearing Association (ISHA)

Association for Childhood Education International (ACEI)

International Society for Infant Studies (ISIS)

The Association for the Study of Play (TASP)

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**APPENDIX II: VITA OUTLINE**

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International Society of Humor Studies (ISHS)  
Association for Early Intervention  
International Association for the Study of Child Language

**F. Courses taught**

CSD636 Prevention, assessment & intervention: 0-5 (5 credits) Fall 2004  
CSD637 Prev, assess. & intervention: school-aged children (5 credits) Spring 05

**G. Courses currently teaching**

CSD 636 Prevention assessment and intervention: 0-5 (5 credits) Fall 2005

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**APPENDIX II: VITA OUTLINE**

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**(3 page maximum)**

Name Susan L. Phillips

Academic rank Associate Professor

CCC status CCC-A Date employed 8/1/1999

Tenure track? Yes Tenured? Yes Date \_\_\_\_\_

Full-time in accredited program X Y      N

1. Degree	Institution	Year	Major
<u>PhD.</u>	<u>U. of Maryland College Park</u>	<u>1996</u>	<u>Audiology</u>
<u>M.Ed.</u>	<u>Western Md. College</u>	<u>1982</u>	<u>Ed. Of Hearing Impaired</u>
<u>B.A.</u>	<u>Avila College</u>	<u>1975</u>	<u>Montessori Education/EI Ed</u>

2. Describe significant professional experience, contributions, and continuing education activities during the past 5 years for each staff member, both full-time and part-time. (If none, so state).

**A. Research & Scholarship**

External Funding Awarded

R03: "Speech Perception Deficits in Older Listeners with Poor Word Recognition Ability." National Institute on Deafness and other Communication Disorders, Funded beginning January, 2003 for \$150,000.

External Funding Accepted and Scored but not Funded

R03: "Speech Perception Deficits in Older Listeners with Poor Word Recognition Ability." National Institute on Deafness and other Communication Disorders, 2001.

Internal Funding

UWO Faculty Research Grant	1997, 1998
UWO Permanent Property Grants	1996, 1997
UNCG New Faculty Grant	1999
UNCG Summer Excellence Award (\$4000)	2000
UNCG Teaching & Learning Grant	2005

Publications

Phillips, S.L. & Phillips, J.L. (in manuscript) Hearing sensitivity in undergraduate music students. To be submitted to *Music Education Journal*.

Phillips, S.L., Ervin, S., Austin, A. & Robbins, J. (submitted). Sound pressure levels measured in music practice rooms. *Medical Problems in Performing Artists*.

Phillips, S.L. (accepted for publication). Mentoring Graduate Clinicians: Learning from who you are. *Journal on Excellence in College Teaching*.

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Phillips, SL & Hooper, CR. (2005). Peer mentoring. *The Department Chair* 15(3), 20-22.

Tucker, D.A., Phillips, S.L., Ruth, R.A., Clayton, W.A., Royster, E., Todd, A.D. (2005). The effect of silence on tinnitus perception. *Journal of Otolaryngology-Head & Neck Surgery*. 132(1), 20-24

Phillips, S.L., Gordon-Salant, S., Fitzgibbons, P.J., Yeni-Komshian, G.H. (2000). Frequency and temporal resolution in elderly listeners with good and poor word recognition. *Journal of Speech, Language and Hearing Research* 43(1), 217-228.

### Presentations

Hooper, CR, Blackley, SB, Cimorelli, JM, Hinton, VA, Raleigh, LF, McCreedy, CV, Phillips, SL. (2004). Fostering Innovative Technology and Teaching in CSD at UNCG. Presentation at the conference of the American Speech Language and Hearing Association, Philadelphia, November.

Phillips, J.L. & Phillips, S.L. (2004). Hearing acuity in undergraduate music students. Poster presentation at the conference of the American Academy of Audiology, Salt Lake City, April.

Phillips, J.L. & Phillips, S.L. (2004). Hearing acuity in undergraduate music students, Poster presentation at the conference of the National Hearing Conservation Association, February.

Phillips S.L., Craig, C., and Bashford, J. (2001). The effect of speech rate manipulation on speech perception in listeners with good and poor word recognition. Poster presentation at the Ass'n for Res. in Otolaryng. conference, St. Petersburg, January.

Phillips, S.L., Swartwood, J., Swartwood, M., Ley, T. and Shapiro, B. (2000). Acoustic reflexes and the ACPT. Poster presentation at the conference of the American Academy of Audiology, Chicago.

**B. Clinical Service Delivery:** Practicing audiologist on a part-time basis in the UNCG Speech and Hearing Center since 1999.

**C. Clinical Supervision:** Supervised Audiology graduate students from 1999-2004, continue to supervise speech-language pathology students for minor hours.

**D. Continuing Education:** Maintain at least 10 CEU's per year in Audiology. Have offered workshops at the Lilly South conference (2005) and NCSHLA (2005).

**E. Service:** Provide hearing screening services in the Greensboro community. Manage 2 mentoring programs on UNCG campus.

### **F. Courses taught:**

1999-2004: Diagnostic Audiology, Genetics and Hearing Loss, Hearing Aids, Advanced Hearing Aids, Aural Rehabilitation.

### **G. Courses currently teaching:**

2004-present: Speech and Hearing Science and Adult Aural Rehabilitation

### **Honors: 2004: School of Health & Human Performance Teaching Award**

2005 - One of three finalists for the UNCG Teaching Award, The University of North Carolina at Greensboro.

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**APPENDIX II: VITA OUTLINE**

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(3 page maximum)

Name Louise Ferguson Raleigh

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Academic rank Assistant Professor in the Academic Professional Track

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CCC status CCC-SLP Date employed 1998

Tenure track? No Tenured? No Date NA

Full-time in accredited program X Y N

1. Degree	Institution	Year	Major
<u>BS</u>	<u>NC A&amp;T State University</u>	<u>1969</u>	<u>Sociology</u>
<u>M.Ed.</u>	<u>University of NC at Greensboro</u>	<u>1983</u>	<u>Speech Pathology</u>

2. Describe significant professional experience, contributions, and continuing education activities during the past 5 years for each staff member, both full-time and part-time. (If none, so state).

A. Research and scholarship:

-Mentor for grant: *A Master's Program in Speech-Language Pathology and a Community Partnership to Identify and Serve Language-Impaired Adolescents in the Juvenile Justice System*, approved January 2001, U.S. Department of Education for three years for \$799,873 (Submitted by Jacqueline Cimorelli and Vicki McCready).

- Advancement of Teaching and Learning Grant, funded April 14, 2003, \$2796.

**Presentations at professional meetings:**

- Raleigh, L., McCready, V. (2005). "Empowering Students through a Team-Based Teaching Model." Lilly South Conference, Greensboro, NC
- Blackley, S., McCready, V., Raleigh, L., (2005). "Language, Literacy and Health Outcomes: What is a SLP To Do?" Presented at the North Carolina Speech, Hearing and Language Association Annual Convention. Winston-Salem, NC, April 2005.
  - Blackley, S., Cimorelli, J., Hooper, C., McCready, V., Raleigh, L. (2004). "Fostering Innovative Technology and Teaching in CSD at UNCG." Presented at the American Speech-Language-Hearing Association Annual Convention. Philadelphia, PA, November 2004.
  - **Hargraves, T., Kellum, S., Raleigh, L., Stokes, N., Wall, C. (2004). "Rock 'N Roll to Rap: Generational Differences in Clinical Education and the Workplace" Presented at the North Carolina Speech, Hearing and Language Association Annual Convention. Asheville, NC, April 2004.**
  - Mankoff, L., McCready, V., Raleigh, L., (2003) "The Clinical Educator's Hats: Choices and Challenges" Presented at Administration and Supervision 2003 Leadership Conference, ASHA Special Interest Division 11. Fort Lauderdale, FL, June 2003.
  - Raleigh, L., Bowers, L., Hance, S., Hermsen, J., & Izquierdo, P. (2003). "Sticky Supervisory Situations Across Settings." Presented at the North Carolina Speech, Hearing and Language Association Annual Convention. Research Triangle Park, NC, April 2003.
  - **Raleigh, L., (2002). "Identification and Management of Speech and Language Problems in the Classroom for Preschool Teachers." Presented for the Family Life Council of Greater Greensboro, Inc. Greensboro, NC, November 2002.**
  - Barber, W., Braddock, L., Cochenour, L. & Raleigh, L. (2001). "A Five University Consortium for a Distance Education Masters Degree." Presented at the American Speech-Language-Hearing Association Annual

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- Convention. New Orleans, LA, November 2001.
- Raleigh, L.F., Jeffries, C.H., (2001). "To Sample or Not to Sample...That is the Question." Presented at the North Carolina Speech, Hearing and Language Association Annual Convention. Wilmington, NC, March, 2001.

### **B. Clinical Service Delivery:**

Over the past 5 years I have supervised approximately 50 speech-language evaluations and treatment for 80-100 clients in the on-campus clinic and 20-30 clients at off-campus sites.

### **C. Clinical Supervision:**

On the average, over the past 5 years, I have supervised 7-10 graduate clinicians per semester (including summers). Additionally I supervised 5 distance learning graduate clinicians via the North Carolina Consortium for Distance Education in Communication Sciences and Disorders. During the 2004-05 academic year, I co-led a Clinical Teaching Team and for the 2005-06 academic year I am leading a clinical teaching team.

### **D. Continuing Education:**

I attend national, regional, state and local conferences, workshops and presentation on a yearly basis. In 2004-05 I attended the ASHA Convention in Philadelphia, PA, the Lilly South Conference in Greensboro, NC, the CAOCSD Conference in Scottsdale, AZ, the Annual North Carolina Speech-Hearing-Language Association Convention in Winston-Salem, NC and the annual Southeast University Clinical Educators Meeting in Charleston, SC.

### **E. Service (professional, community):**

- NC Speech-Hearing-Language Association Convention Committee member, 2004-'05, 2005-'06
- Board member-at-large of the North Carolina Association of Supervisors in Speech-language Pathology and Audiology 2004- Present
- President of the North Carolina Association of Supervisors in Speech-Language Pathology and Audiology, 2002-03, 2003-'04
- Supervisor of Annual Speech and Language Screening: New Garden Friends School
- Supervisor of Annual Speech and Language Screening: A Child's Garden
- Co-coordinator/Supervisor/of Annual Speech and Language Screening: First Lutheran Church
- Supervisor of Annual Speech and Language Screening: First Christian Academy
- Member of the School of Health and Human Performance Grievance Committee, 2005-'06
- Member of the Faculty Senate Budget Committee, 2001-2004
- Departmental Representative for Annual UNCG Multicultural Student Visitation Program 2000-2005
- Chairperson of School of Health and Human Performance Diversity Committee, 2002-'03
- Panel Moderator: Annual Conference on African-American Experience, University of North Carolina at Greensboro, 1999, 2000, 2005
- Committee Member: Annual Conference on African-American Experience, University of North Carolina at Greensboro, 1999, 2000, 2005
- Co-coordinator of the Annual Retreat of the North Carolina Consortium for Distance Education in Communication Sciences and Disorders
- Departmental Liaison for Preschool Language Program: Scottish Rite of Freemasonry
- UNCG Spartan Connections Faculty Mentor, 2004-'05.
- Volunteer for UNCG Spartans Helping Hand Habitat for Humanity
- Volunteer for Special Olympics of North Carolina Basketball Tournament
- Member of the Board of Directors of the Greensboro Cerebral Palsy Association, Inc., 1999-2003
- Member of the Task Force for Long Range Planning for Adults with Developmental Disabilities/Cerebral Palsy Association, 1999-2001

Membership in Professional organizations

- North Carolina Association of Supervisors in Speech-Language Pathology & Audiology
- North Carolina Speech-Hearing-Language Association
- American Speech-Language-Hearing Association

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**APPENDIX II: VITA OUTLINE**

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- American Speech-Language-Hearing Association: Division 11: Administration and Supervision

**F. Courses taught:***Graduate:*

- CSD 571 Beginning Clinical Practicum in Speech-Language Pathology
- CSD 573 & 678 Advanced Clinical Practicum in Speech-Language Pathology
- CSD 638- Minor Area Clinical Practicum for Audiology Majors

*Other:*

- CSD 219-Communication Disorders Lab

**G. Courses currently teaching:**

- CSD 571 Beginning Clinical Practicum in Speech-Language Pathology
- CSD 638- Minor Area Clinical Practicum for Audiology Majors
- CSD 219-Communication Disorders Lab

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**APPENDIX II: VITA OUTLINE**

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**(3 page maximum)**

Name Denise Anne Tucker

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Academic rank Associate Professor

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CCC status \_\_\_\_\_ Audiology Date: 1982

Employed: University of North Carolina at Greensboro

Tenured? Yes Date: May 2004

Full-time in accredited program  X  Y   N

1. Degree	Institution	Year	Major
B.S.	Brigham Young University	1979	CSD
M.C.D.	Brigham Young University	1891	CSD
Ph.D.	University of Virginia	1993	Audiology

2. Describe significant professional experience, contributions, and continuing education activities during the past 5 years for each staff member, both full-time and part-time. (If none, so state).

**A. Research and Scholarship:**

**Grants:**

CTEP grant: Funding obtained from the Community Foundation of Greater Greensboro for purchase of computer and therapy software for children with Central Auditory Processing disorders and reading problems.

\$3,853

Congressional Earmark award: Grant proposal for congressional earmark money to fund the creation of the UNCG Tinnitus Center for Tinnitus Retraining therapy. Funds were obtained from the Human Resources and Services Administration for renovation of clinic space, creation of Tinnitus counseling room, and purchase of new scientific equipment. Project was supported by Mr. Howard Coble, US House of Representatives.

\$181,010

American Tinnitus Association: Grant proposal for epidemiology study of tinnitus in high school and college age music students.

\$99,934.01 Pending

**Publications:**

Tucker DA, Phillips SL, Clayton WA, Royster E, Todd AD. (2005). The effect of silence on tinnitus perception, Otolaryngol Head Neck Surgery, Jan 132 (1): 20-24.

Tucker D, Dietrich S, Harris S, and Pelletier S. *The effects of stimulus rate and gender on the auditory middle latency response.* Journal of the American Academy of Audiology, 13: Number 3: 143-152, March 2002.

Tucker, D., Dietrich, S., McPherson, D., Salamat, M. *The Effect of Stimulus Intensity Level on AMLR Brainmaps in Human Adults.* Journal of the American Academy of Audiology, 12: 223-232, May 2001.

**Presentations:**

Tucker D, McPherson DL, Salamat MT, Hill S, Redd A, Storie J, Bartlett J. Age-related variations in brainmapped ALR and P300. Poster presentation at the national meeting of the American Academy of Audiology, Washington DC, April 1, 2005.

Tucker D. Tinnitus Management. Invited guest lecture to the Speech and Hearing Association of Virginia (SHAV), March 19, 2005, Charlottesville, Virginia.

Tucker D. *Tinnitus Management.* Invited guest lecture to Au.D. students at the University of North Carolina (UNC)

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## APPENDIX II: VITA OUTLINE

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Chapel Hill, October 29, 2004.

Tucker D. *Trends in Tinnitus Management*. Invited presentation at the Fifth Annual Innovations in Clinical Communication Sciences Conference, James Madison University, Harrisonburg, Virginia, October 16, 2004.

Dietrich S, Tucker D, Clark M, Jones A. Effect of attention and eye position on the AMLR. Accepted poster presentation to the American Speech and Hearing Association National meeting, Chicago, Illinois, November 14, 2003.

Tucker D. *Tinnitus and Insomnia*. Invited presentation as part of a Pre-Conference workshop entitled, "Managing the Tinnitus Patient". National meeting of the American Academy of Audiology, San Antonio, Texas, April 2, 2003.

Tucker D. *The Role of Sound Therapy*. Invited presentation as part of a Pre-Conference workshop entitled, "Managing the Tinnitus Patient". National meeting of the American Academy of Audiology, San Antonio, Texas, April 2, 2003.

Tucker D. *UNCG Model for Tinnitus Management*. Invited presentation as part of a Pre-Conference workshop entitled, "Managing the Tinnitus Patient". National meeting of the American Academy of Audiology, San Antonio, Texas, April 2, 2003.

Tucker D. *Managing the Tinnitus Patient*. Invited workshop presentation given at the state meeting of the Mississippi Speech and Hearing Association, Jackson, Mississippi, April 5, 2002.

Tucker, D., Dietrich, S., Harris, S., and Pelletier, S. *Effect of Stimulus Rate on AMLR in Young Males*. Poster sessions presented at the IERASG meeting in Vancouver, British Columbia, Canada, July 26, 2001.

Tucker, D. *Tinnitus Update*. Invited Presentation given at the North Carolina Association for Hearing Rehabilitation. Wrightsville Beach, North Carolina, April 6, 2001.

Tucker, D. *Tinnitus Management*. Invited Presentation given at the 47<sup>th</sup> Annual Meeting of the North Carolina Speech, Hearing, and Language Association. Wilmington, North Carolina, March 30, 2001

Tucker, D., Dietrich, S., Harris, S., and Pelletier, S. *Effect of Stimulus Rate on AMLR in Young Males*. Mid Winter Meeting of the Association for Research in Otolaryngology, February, 2001.

### B. Clinical Service Delivery

- Work in UNCG Tinnitus Clinic. Set up first full service Tinnitus clinic in North Carolina February 2005.
- Work in UNCG Audiology Clinic

### C. Clinical Supervision

- Supervision of Masters Degree Audiology Students 2000-2004 in on-campus Audiology clinic
- Supervision of SLP graduate students in off campus hearing screenings

### D. Continuing Education

- National meeting of the American Academy of Audiology, March 15-18, 2000, Chicago, Illinois.
- North Carolina Speech Hearing Language and Audiology (NCSHLA) spring state conference, March 24 to 25, 2000, Raleigh, North Carolina.
- Starkey Digital Hearing Aid Workshop, April 6, 2000, Greensboro, NC.
- International Meeting of the Association of Research in Otolaryngology (ARO), Mid Winter Meeting, February 4-8, 2001, St. Petersburg, Florida.
- International Evoked Response Audiometry Study Group, meeting in Vancouver, British Columbia, Canada, July 20-27, 2001.
- National Meeting of the American Academy of Audiology, April 2-5, 2003, San Antonio, Texas.
- National Meeting of the American Academy of Audiology, April, 2005, Washington, DC.
- International Tinnitus Symposium, Pau, France, September 2005.

### E. Service: (Professional, community)

- Secretary UNCG Faculty Senate 2003-2004.

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**APPENDIX II: VITA OUTLINE**

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- HHP Representative to UNCG Faculty Senate 2002-2004.
- Chair G Sam, School HHP
- Chair CSD Undergraduate Curriculum Committee

**F. Courses Taught**

- Introduction to Audiology
- Electrophysiologic Measures (ABR) course
- Pediatric Aural Rehabilitation
- Research in CSD class

**G. Courses Currently teaching**

Research in CSD

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**APPENDIX II: VITA OUTLINE**

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Name: Lisa G. Fox-Thomas

Academic rank: Ph.D.

CCC status: CCC-A

Date Employed: August 2003

Tenure track? No      Tenured? No      Date: N/A

Full-time in accredited program? No

1. Degree	Institution	Year	Major
Ph.D.	University of Virginia (UVa)	May 2003	Communication Disorders
M.A.	University of North Carolina at Greensboro (UNCG)	May 1998	Audiology
B.A.	University of North Carolina at Chapel Hill (UNC-CH)	May 1995	Communication Studies and Psychology

2. Describe significant professional experience, contributions, and continuing education activities during the past 5 years for each staff member, both full-time and part-time. (If none, so state).

North Carolina State License in Audiology, February 2005 (License No. 6172)

North Carolina State Hearing Aid License, December 2004 (License No. 1162)

**A. Research and scholarship:**

**Dissertation Research**, UVa, August 2001 – May 2003.

Collected and analyzed behavioral and electrophysiologic data from 61 children to determine the extent to which waveform characteristics of the auditory late response could be used to predict scores on behavioral tests of auditory processing.

**Directed Research**, UVa, August 1998 – August 2001.

- Analyzed electrophysiologic data using a nontraditional data processing technique (i.e., median method) to examine potential effects on mismatch negativity (MMN) identification rate.
- Collected and analyzed electrophysiologic data from the same adult listeners over multiple sessions to investigate the reliability of the MMN.
- Collected and analyzed electrophysiologic data from normal adults using experimental (i.e., contrast) and control (i.e., no contrast) conditions to determine the performance characteristics of the MMN.

**Master's Research Project**, UNCG, August 1997 – May 1998.

Collected and analyzed electrophysiologic data from normal adult women using three vowel contrasts to investigate the effect of contrast similarity on MMN waveform characteristics.

**Research Assistant**

- August 1998 to May 2002, UVa, Dr. Susan Dalebout, advisor.

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## APPENDIX II: VITA OUTLINE

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Collected and analyzed electrophysiologic data, assisted with research design, and reviewed manuscripts.

- August 1996 to May 1998, UNCG, Dr. Denise Tucker, advisor.

Managed university clinic and organized graduate student internships. Collected data, revised manuscripts, and authored a manuscript entitled, "Using phonemic recognition training in the management of individuals with central auditory processing problems."

- May 1994 to August 1994, UNC-CH, Dr. Carol Rusbult, employer.

**Transcribed and analyzed videotapes depicting individual's communicative strategies. Assisted with data entry and review.**

### PRESENTATIONS

Fox, L. G. (2000, June). *AEPs in audiology*. UVa Audiology Conference 2000, Charlottesville, Virginia.

Fox, L. G. (2000, April). *Identification of the mismatch negativity in individual responses*. Auditory Study Group, UVa, Charlottesville, Virginia.

Fox, L. G., & Dalebout, S. D. (2000, March). *Replicability of individual MMN responses*. Poster session presented at the 12<sup>th</sup> annual convention of the American Academy of Audiology, Chicago.

Tucker, D. A., Fox, L. G., McPherson, D. L., Hinton, V. A., & Herr, D. G. (1999, February). *Elicitation of the mismatch negativity (MMN) with three vowel pairs in normal adult women*. Poster session presented at the 22<sup>nd</sup> midwinter research meeting of the Association for Research in Otolaryngology, St. Petersburg Beach, Florida.

### CURRENT RESEARCH INTERESTS

- Differential diagnosis of auditory processing disorder
- Efficacy of therapeutic intervention for auditory processing disorders

#### B. Clinical service delivery:

- **UNCG Speech and Hearing Center; Greensboro, North Carolina; August 2003 – present**
- Hearing Care Center (private practice); Winston-Salem, North Carolina; August 2004 – present

#### Graduate Practicum Sites:

- *University of North Carolina Hospitals; Chapel Hill, North Carolina, Spring 1998.*
- Greensboro Ear, Nose, and Throat; Greensboro, North Carolina, Fall 1997.
- Durham Veterans Affairs Medical Center; Durham, North Carolina, Summer 1997.

#### Clinical Skills

- Audiological assessment including acoustic immittance testing, pure-tone and speech audiometry, otoacoustic emissions, auditory evoked potentials, and central auditory processing assessment
- Hearing aid selection, fitting, and counseling

#### C. Clinical supervision:

Hearing screenings (322 three- and four-year old children across 10 regional Head Start centers)

#### D. Continuing education:

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## APPENDIX II: VITA OUTLINE

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- Working with Children with Auditory Processing Disorders (September 2005)
- North Carolina Association of Hearing Rehabilitation (NCAHR) annual meeting (April 2005)
- Various manufacturers sponsored workshops (Widex, Siemens)
- UNC-Ch Pediatric conference (October 2003)

### E. Service (professional, community):

- Assistant Editor of the *Journal of the American Academy of Audiology*, February 2002 to February 2005.
- Ph.D. Planning Committee, UNCG, 2003 – 2004.
- Vice-president of the National Student Speech, Language, and Hearing Association, UNCG Chapter, 1996-1997.

### J. Courses taught:

- Aural Rehabilitation
- Neurology of Speech, Language, and Hearing
- Introduction to Audiology
- Concepts in Communication Sciences
- Graduate Seminar in Pediatric Audiology
- Graduate Seminar in Hearing Aids and Residual
- Diagnostic Audiology I

### K. Courses currently teaching:

- Neurology of Speech, Language, and Hearing
- Introduction to Audiology

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**APPENDIX II: VITA OUTLINE**

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Name Terri Ramsey

Academic rank PT Lecturer

CCC status SLP Date employed 08/01/1999

Tenure track? no Tenured? no Date n/a

Full-time in accredited program Y X N

1. Degree	Institution	Year	Major
M.Ed.	The University of Virginia	1993	Communication Disorders
B.A.	The University of Virginia	1991	Psychology

**2. Describe significant professional experience, contributions, and continuing education activities during the past 5 years for each staff member, both full-time and part-time. (If none, so state).**

**A. Research and Scholarship**

None in past 5 years

**B. Clinical Service Delivery**

None in past 5 years

**C. Clinical Supervision**

On campus supervision of 6 graduate students during April and May of 2005

**D. Continuing Education**

Annual attendance at North Carolina Speech Language and Hearing Association Annual Conference, – attended sessions focusing on child reading and phonological disorders and curriculum based language intervention in the public schools

“Recent Advances in Treatment of Phonological Disorders”, Greensboro, NC, April 2005

“Update on Childhood Apraxia of Speech”, March 2005

**E. Service (professional, community)**

Member, ASHA 1991-2005

Member, NC Speech Language Hearing Association 2000-2005

Advisor for UNCG NSSLHA group 2003-2005

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**APPENDIX II: VITA OUTLINE**

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Developed and supervised tutoring partnership between UNCG NSSLHA chapter and Morehead Elementary School; organized weekly assignments for UNCG students to be paired with school-aged students. The program has grown from 21 students in 2003 to currently 37 students.

Coordinate guest speakers for graduate CSD Birth to 5 and School Age Language classes

Member and Vice President PTA, Morehead Elementary School

Chair, Children's Committee, College Park Church, Greensboro, NC

**F. Courses Taught**

Introduction to Phonetics

Language Development and Disorders

Articulation Disorders

Diagnostic Procedures I

Diagnostic Procedures II

**G. Courses Currently Teaching (Fall 2005)**

Introduction to Phonetics

Diagnostic Procedures I

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**APPENDIX II: VITA OUTLINE**

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**(3 page maximum)**

Name Lyn B. Mankoff

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Academic rank Assistant Professor in the Academic Professional Track

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CCC status SLP  
FT \_\_\_\_\_

Date employed 1992-PT,1996-

Tenure track? No

Tenured? NA Date \_\_\_\_\_

Full-time in accredited program X Y \_\_\_\_\_ N

1. Degree	Institution	Year	Major
<u>M.A.</u>	University North Carolina at Greensboro	1985	Speech Pathology
<u>B.A.</u>	University North Carolina at Greensboro	1974	Speech Pathology

2. Describe significant professional experience, contributions, and continuing education activities during the past 5 years for each staff member, both full-time and part-time. (If none, so state).

**A. Research and scholarship**

Research-none

Publication

Mankoff,L.(2002). On the job: You can make it work. In J. Mullins and V. McCready (Eds.) *The companion for supervisors of speech-language pathology assistants*.East Moline, IL: LinguiSystems, Inc.

Presentations

Mankoff, L.(2000). "Where Have All the SLP Assistants Gone?" Panel Member at NCSHLA Convention.

Mankoff, L.& McCready, V. (2000)."Clinical Education for the Millennium." Presentation at Externship Supervisors' Appreciation Luncheon/Forum.

Mankoff, L.(2001)."Supervision of SLP-Assistants: Training the Trainers." Workshop at UNCG.

Mankoff, L.(2002)."Supervision of the SLPA." Presentation at Forsyth Tech Community College.

Mankoff, L. & McCready, V.(2001)."Professional Hot Topics: Implications for Clinical Education." Presentation at Externship supervisors' Appreciation Luncheon/Forum.

Mankoff, L.,McCready, V.& Raleigh, L. (2003). *The clinical educator's hats: Choices and challenges*. A paper presented at the ASHA Special Interest Division 11 Leadership Conference, Ft. Lauderdale.

Mankoff, L.(2004)."The State of SLPAs in Your State." Panel Member at ASHA's Council for State Association Presidents (CSAP).

Hooper, C & Mankoff, L.(2005)"ASHA and Clinical Education." Presentation at Externship Supervisors' Appreciation Luncheon/Forum.

Mankoff, L.(2005). Computer software for aphasia. Presentation at the Guilford County Stroke Support Group.

**B. Clinical service delivery:** On the average over the past 5 years, I have supervised approximately 10 diagnostic evaluations, and 30-35 therapy clients in our on-campus clinic per calendar year. I have supervised an average of 50 clients at our off-campus screenings per calendar year.

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## APPENDIX II: VITA OUTLINE

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- C. **Clinical supervision:** On the average over the past 5 years, I have supervised 5-10 graduate clinician per semester (including the summer). I co-led one of our Clinical Teaching Teams in 2004-2005.
- D. **Continuing education :** I attend national, regional, state, and local conferences, workshops, and presentations on a yearly basis. In 2004-05, I attended the ASHA Convention in Philadelphia, The North Carolina Speech-Hearing-Language Association Convention in Winston-Salem, ASHA's State Policy Workshop and Council for State Association Presidents and the Annual Meeting of the SouthEast University Clinical Educators in Charleston, SC.
- E. **Service:**(professional, community)

### American Speech-Language-Hearing Association (ASHA)

-Member, Special Interest Division on Administration and Supervision, 1992-2005

North Carolina Speech-Language-Hearing Association

-President-Elect, 2003-2004

-President, 2004-2005

-Past president, 2005-2006

-Chair, Nominations committee, 2002-2003

North Carolina Association of Supervisors in Speech-Language pathology and Audiology (NCASSPA)

-Board member at Large, 2002-2005

-Chair of Honors, 2000-2001

Council of Academic Programs in Communication Sciences and Disorders

-Facilitator for "Externship Sites" at Annual meeting

University North Carolina at Greensboro (UNCG)

-Center for Womens Health and Wellness

-Member of Advisory Board ,2004-present

-Member of Search Committee for Murray position ,2003-2004

-HHP Teaching Excellence Award Committee,

-Chair,2001, Member, 2000-2004-

CSD HIPAA Committee,2004-2005

Guilford County Coalition of Assistive Technology Systems(GCATS)

-Member

### F. Courses taught:

Graduate: CSD 571- Beginning Clinical Practicum in Speech-Language Pathology

CSD 678- Advanced Clinical Practicum in Speech-Language Pathology

CSD 219 -Communication Disorders Lab

CSD 677- Internship in Communication Disorders

### G. Courses currently teaching:

CSD 571 Beginning Clinical Practicum in Speech-Language pathology

CSD 210 Communication Disorders Lab

CSD 677 –Internship in Communication Disorders

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**APPENDIX II: VITA OUTLINE**

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Name Alan G. Kamhi

Academic rank Professor

CCC status CCC-SLP Date employed 8/1/05

Tenure track? \_\_\_\_\_ Tenured? YES

Full-time in accredited program X Y \_\_\_ N

1. Degree	Institution	Year	Major
B.A.	University of Wisconsin	1972	Psychology
M.A.	Indiana University	1976	Speech and Hearing Science
Ph.D.	Indiana University	1979	Language Development and Disorders

2. Describe significant professional experience, contributions, and continuing education activities during the past 5 years for each staff member, both full-time and part-time. (If none, so state).

**A. Research and scholarship:**

**Books:**

Harris, A. Kamhi, & K. Pollock (Eds.)(2001). Literacy in African-American communities. Mahwah, NJ: Erlbaum.

Kamhi, A., & Pollock, K. (Eds.)(2005). Phonological disorders in children: Clinical decision making in assessment and intervention. Baltimore: Brooks.

Catts, H., & Kamhi, A. (Eds.)(2005). Language and reading disabilities (2<sup>nd</sup> ed.). Boston: Allyn & Bacon.

Catts, H., & Kamhi, A. (Eds.)(2005). The connections between language and reading disabilities. Mahwah, NJ: Erlbaum.

**Book Chapters:**

Kamhi, A., & Catts, H. (1999, 2005). Language and reading: Convergences and divergences. In H. Catts & A. Kamhi (Eds.), Language and reading disabilities. Boston: Allyn & Bacon.

Kamhi, A., Catts, H. (1999, 2005). Reading development. In H. Catts & A. Kamhi (Eds.), Language and reading disabilities. Boston: Allyn & Bacon.

Catts, H., & Kamhi, A. (1999, 2005). Defining reading disabilities. In H. Catts & A. Kamhi (Eds.), Language and reading disabilities. Boston: Allyn & Bacon.

Catts, H., & Kamhi, A. (1999, 2005). Classification of reading disabilities. In H. Catts & A. Kamhi (Eds.), Language and reading disabilities. Boston: Allyn & Bacon.

Catts, H., & Kamhi, A. (1999, 2005). Causes of reading disabilities. In H. Catts & A. Kamhi (Eds.), Language and reading disabilities. Boston: Allyn & Bacon.

Kamhi, A., & Laing, S. (2001). The path to reading success or failure: A choice for the new millenium. In J. Harris, A. Kamhi, & K. Pollock (Eds.). Literacy in African-American communities (pp. 127-147). Mahway NJ: Erlbaum.

Kamhi, A., & Catts, H. (2002). The language basis of reading: Implications of classification and treatment of children with reading disabilities. In K. Butler & E. Silliman (Eds.), Speaking, reading, and writing in children with language and learning disabilities: New paradigms in research and practice (pp. 45-73 Mahwah, NJ: Erlbaum.

Kamhi, A. (2005). Finding beauty in the ugly facts about reading comprehension. In H. Catts & A. Kamhi (Eds.), The connections between language and reading disabilities (pp. 201-212). Mahwah, NJ: Erlbaum.

Kamhi, A. (2005). Summary, reflections, and future directions. In A. Kamhi & K. Pollock (Eds.), Phonological disorders in children: Clinical decision making in assessment and intervention (pp. 211-228). Baltimore: Brookes.

#### **Referred Journal Articles**

Kamhi, A., & Hinton, L. (2000). Explaining individual differences in spelling ability. Topics in Language Disorders, 20, 37-50.

Kamhi, A. (2000). Practice makes perfect: The incompatibility of practicing speech and meaningful communication. Language, Speech, and Hearing Services in Schools, 31, 182-186

Kamhi, A., & Laing, S. (2000). The role of analogies in learning to read. Logopedics Phoniatrics Vocology, 25, 29-35.

Kamhi, A., Allen, J., & Catts, H. (2001). The role of the SLP in improving decoding skills. Seminars in Speech and Language, 22, 175-185.

Laing, S., & Kamhi, A. (2002). The use of think-aloud protocols to compare inferencing abilities in good and poor readers. Journal of Learning Disabilities, 35, 436-438.

Laing, S., & Kamhi, A. (2003). Alternative assessment of language and literacy in culturally and linguistically diverse populations. Language, Speech, and Hearing Services in Schools, 34, 44-56.

Kamhi, A. (2003). Two paradoxes in stuttering treatment. Journal of Fluency Disorders, 28, 187-196.

Kamhi, A. (2004). A meme's eye view of speech-language pathology. Language, Speech, and Hearing Services in Schools, 35, 105-112.

#### **Invited Articles and Edited Volumes**

Kamhi, A. (April, 2003). Creating a fluent reader. The ASHA Leader, 8,

**B. Clinical service delivery:** None

**C. Clinical supervision:** None

**D. Continuing education:** ASHA, ISHA, SRCLD

**E. Service (professional, community):**

#### **CONFERENCE PRESENTATIONS**

**Larsen, J., & Kamhi, A. (2001). Narrative perspective-taking in children with language disorders. Poster presented at ASHA, New Orleans.**

Kamhi, A. (Dec., 2003). Assessing and treating school-age children with reading disabilities. Workshop presented at Grundy County School District, Morris, IL.

Kamhi, A. (Jan., 2004). Creating a Fluent Reader. Workshop presented to the Lombard School District, Chicago.

Kamhi, A. (April, 2004). The role of SLPs in reading disabilities. Workshop sponsored by the NSSLHA in Peoria,

#### **MINISEMINARS, SHORTCOURSES, AND INVITED PRESENTATIONS**

Kamhi, A., (2000). Assessment and treatment of school-age reading problems. Workshop presented to the Green Mountain Speech and Hearing Center, Montpelier, VT.

Kamhi, A. (2001). The role of the SLP in creating fluent and proficient readers. Invited presentation to the Illinois Speech-Language-Hearing Association, Chicago.

Kamhi, A. & Scarborough, H. (2001). Linking oral language to literacy: Recent research and a model for literacy development. Invited miniseminar presented at ASHA, New Orleans.

Kamhi, A. (2003). The elusive phoneme: Why SLPs should target words not sounds. Invited presentation to the Illinois Speech-Language-Hearing Association, Chicago.

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**APPENDIX II: VITA OUTLINE**

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Kamhi, A. (2003). Creating proficient and fluent readers. Invited presentation to the Northeastern Speech and Hearing Association of Pennsylvania.

Kamhi, A. (2003). Causes and consequences of reading disabilities: Assessment and treatment implications. Baylor Scottish Rite Conference on Literacy, Waco, TX.

Kamhi, A. (2003). Creating a Fluent Reader. Invited presentation to the 19th Annual Conference on Children with Language Disorders, Elmhurst, IL.

Ryan, J., & Kamhi, A. (2003). Auditory processing disorders: A sudden epidemic, (mis)diagnosis, or a good meme? Miniseminar presented at ASHA, Chicago.

Kamhi, A. (2003). How to decide which speech treatment approach to use. Miniseminar presented at ASHA, Chicago.

Kamhi, A., & Newman-Ryan, J. (March, 2004). Auditory Processing Disorders as a Misdiagnosed Language-Learning Disability: Implications for Assessment and Treatment. Workshop presented at the Houston Medical Center, Houston, TX.

**L. Courses taught:**

Language Development	Case Western Reserve University (CWRU)
Language and Cognition	CWRU
Psycholinguistics	CWRU
Intro to Communication Disorders	CWRU
Phonetics	Indiana University
Stuttering	Indiana University
Child Language Disorders	Arizona State University,
Developmental Communication Disorders	University of Oregon, NIU
Graduate	
Child Language Disorders	CWRU, University of Memphis, University of Oregon
Seminar in Language Intervention	University of Memphis, University of Oregon
Seminar in Language Disorders	University of Memphis, University of Oregon, NIU
Speech and Language Development	University of Memphis, University of Oregon
Learning Disabilities	University of Memphis
Language Disorders in School-Age Children	Arizona State University, University of Oregon, NIU
Seminar in School-Age Language Disorders	University of Arizona
Psycholinguistics	University of Memphis, University of Oregon
Articulation and Phonology Disorders	CWRU, University of Oregon, NIU
Fluency Disorders	CWRU
Seminar in Auditory Processing Disorders	CWRU
Workshop in Stuttering Therapy	CWRU

**G. Courses currently teaching:** Speech and Language Development, Research Methods

**APPENDIX III-A: FACULTY AND INSTRUCTIONAL STAFF SUMMARY - FOR AUDIOLOGY GRADUATE PROGRAM (Entry Level Degree)**

Name, degree, academic rank, and title of current faculty/staff (List full-time faculty first, followed by part-time, using full name, order of: Last, first, M.I.)	CCC Area (SLP, A, Dual, or N/A)	Tenure status (Y or N) and year appointed	Full-time or part-time	FTE in audiology graduate program	Graduate didactic courses taught in the current academic year (listed by course #, name, semester)	Breakout of FTE contributions to:  • classroom teaching • administration • supervision • research mentoring • other (NOTE: Total should equal reported FTE in graduate program)
<i>Example: Doe, Jane R., PhD Assoc. Professor Graduate Program Director</i>	A	Y	Full	.70	510-Aud Assess S05 S06 530-Vestibular-Su05	Admin= .25 Research mentor =.10 Supervision=.10 Classroom teaching = .25
Phillips, Susan, PhD. Associate Professor. Coordinator of Undergraduate students	A	Y 1999	Full	0	307-Speech & Hearing Scncs, F 05 650-Indpndt Study F 05, Sp 06 556-Aural Rehab, Sp 06	• classroom teaching • administration • supervision • research mentoring =.10 • other
Tucker, Denise A., PhD. Associate Professor	A	Y 1993	Full	0	334-Intro to Audiology Su 05 333-Special Problems Sp 06, 557-Piediatric Aural Rehab Sp 06 632-Intro to Research F 05 650-Independent Study, Su 05, F 05, Sp 06	• classroom teaching=.25 • administration • supervision • research mentoring=.10 • other
Fox-Thomas, Lisa G. PhD. PT Lecturer	A	N 2003	PT	0	334-Intro to Audiology F 05, 556-Adult Aural Rehab Sp 06 588-Neurology F 05	• classroom teaching • administration • supervision=.10 • Screenings for SLP's • research mentoring • other

**APPENDIX III-B: FACULTY AND INSTRUCTIONAL STAFF SUMMARY – FOR SLP GRADUATE PROGRAM**  
(Entry Level Degree)

Name, degree, academic rank, and title of current faculty/staff (List full-time faculty first, followed by part-time, using full name, order of: Last, first, M.I)	CCC Area (SLP, A, Dual, or N/A)	Tenure status (Y or N) and year appointed	Full-time or part-time	FTE in SLP graduate program	Graduate didactic courses taught in the current academic year (listed by course #, name, semester)	Breakout of FTE contributions to: • classroom teaching • administration • supervision • research mentoring • other (NOTE: Total should equal reported FTE in graduate program)
<i>Example: Doe, Jane R., PhD Assoc. Professor SLP Graduate Program Director</i>	SLP	Y 1980	Full	.70	520-Voice-S05 S06 540-Neuro Lang Dis-Su05	Admin= .25 Research mentor=.10 Supervision=.10 Classroom teaching = .25
Flynn, Perry, M.ED. AP Assistant Professor	SLP	N 1998	Full	.50	678-Adv Clinical Practicum, Su 05	• classroom teaching=.10 • administration • supervision=.40 • research mentoring
Hinton, Virginia PhD. Associate Professor	SLP	Y 1992	Full	.75	309-Anatomy Phy of Spch F 05 333-Special Prblms Sp 06 338-Voice Dis. Sp 06 608-Cleft Palate Sp 06 627-Multi Cult. Sp 06 633-Current Topics Sp 06 639-Prev. Assmnt., intr. Late Adolescnc F 05 640-Prev. Assmnt, Intrv, Mid/Oldr Adlt Su 05 650-Indpndt Study F 05, Sp 06 699-Thesis F 05,Sp 06	• classroom teaching=.55 • administration • supervision • research mentoring=.20 • other
Hooper, Celia R. PhD. Professor	SLP	Y 2003	Full	.75	150-Comm Dis in Film F 05 219-CSD Lab F 05 Sp 06 250-Concepts in CSD F 05 600-Ethics F 05 618-Intrvwng Skills F 05 626-Prof. Wrt/rd in Comm Dis Sp 06 627-Issue in Comm Dis Sp 06 639-Prev Assmnt Intr Late Adolescnc F 05 640-Prev Asmnt Intrv Mid/Oldr Adults Su 05 650-Indndt Study F 05 Sp 06 699-Thesis Sp 06	• classroom teaching=..25 • administration=.25 • supervision • research mentoring=.25 • other

**APPENDIX III-B: FACULTY AND INSTRUCTIONAL STAFF SUMMARY – FOR SLP GRADUATE PROGRAM**  
(Entry Level Degree)

Kamhi, Alan G. PhD. Professor	SLP	Y 2005	Full	.75	308-Lang & Spch Dvlpmnt, F 05 637-Prev Asmnt Intrvn School Age Sp 06 632-Intro to Research F 05	<ul style="list-style-type: none"> <li>• classroom teaching=.50</li> <li>• administration</li> <li>• supervision</li> <li>• research mentoring=.25</li> <li>• other</li> </ul>
Mankoff, Lyn B. M.ED. AP Assistant Professor	SLP	N 1991	Full	1.0	677-Internship in Comm Dis. Sp 06	<ul style="list-style-type: none"> <li>• classroom teaching=.05</li> <li>• administration=.25</li> <li>• supervision=.70</li> <li>• research mentoring</li> <li>• other</li> </ul>
McCready, Carolyn Vick, M.A. AP Professor	SLP	N 1983	Full	1.0	219-CSD Lab F 05 Sp 06 571-Beg Clncl Prac Sp. Lang. F 05 618-Cnsing Intrvwng Skills CSD F 05 678-Adv Clncl Pract. Sp 06	<ul style="list-style-type: none"> <li>• classroom teaching=.15</li> <li>• administration=.60</li> <li>• supervision=.10</li> <li>• research mentoring=.20</li> <li>• other</li> </ul>
Murray, Ninevah W. M.ED. AP Assistant Professor	SLP	N 2004	Full	1.0	219-CSD Lab F 05, Sp 06	<ul style="list-style-type: none"> <li>• classroom teaching</li> <li>• administration=.10</li> <li>• supervision=.75</li> <li>• research mentoring</li> <li>• other=.15</li> </ul>
Nwokah, Evangeline E. PhD. Associate Professor	SLP	N 2004	Full	.75	337-Lang Disorders Sp 06 636-Prev, Assmnt, Birth-5yrs, F 05 650-Indp. Study, F 05, Sp 06	<ul style="list-style-type: none"> <li>• classroom teaching=.25</li> <li>• administration=.25</li> <li>• supervision</li> <li>• research mentoring=.25</li> <li>• other</li> </ul>
Raleigh, Louise M.ED. AP Assistant Professor	SLP	N 1998	Full	1.0	638-Minor Area Clinical Prac for Speech F 05, Sp 06 678-Adv Clinical Prctcm Su 05	<ul style="list-style-type: none"> <li>• classroom teaching=.10</li> <li>• administration=.10</li> <li>• supervision=.75</li> <li>• research mentoring</li> <li>• other=.05</li> </ul>
Ramsey, Terri M.A. PT Lecturer	SLP	N 1999	PT	0	306-Intro to Phonetics, F 05 336-Artic Disorders Sp 06 550-Diag. Procedures F 05 551-Sp Lang. Dis. Sp 06	<ul style="list-style-type: none"> <li>classroom teaching</li> <li>• administration</li> <li>• supervision</li> <li>• research mentoring</li> <li>• other</li> </ul>
Total FTE in entry level graduate SLP program(s):						

**APPENDIX IV: CURRICULUM OFFERINGS AND COURSE DESCRIPTIONS**

	<b>CSD: Curriculum Offerings and Course Description Fall 2003-Summer 2004</b>
550-01	Diagnostic Procedures: Inquiry, Observation and Measurement
	<b>Processes and techniques of data acquisition and analysis for the diagnosis, assessment, and evaluation of communication disorders.</b>
551-01	Speech and Language Disorders: Diagnostic Procedures
	<b>Differential diagnosis of speech, language, voice, and rhythm problems</b>
556-01	Aural Rehabilitation
	<b>Principles and methods of aural rehabilitation with the hearing impaired and deaf. Hearing aids; cochlear implants; speech reading; education techniques; and auditory training</b>
571-01	Beginning Clinical Practice in Speech-Language Pathology
	<b>Beginning clinical practice in diagnosis of and therapy for communication disorders. (Graded on S-U basis)</b>
588-01	Neurology of Speech, Language and Hearing
	<b>Neuroanatomy and neurophysiology with a concentration on neurological mechanisms related to speech, language and hearing.</b>
589-81	Management of cleft palate; School age
	<b>Management of school-aged children with cleft palate</b>
589-01	The Language! Curriculum
	<b>This course will cover the use of the language curriculum, a multi-sensory, explicit, systematic, structured language intervention method designed for students struggling with language and basic literacy skills</b>
589-02	The Structure of English language
	<b>This course will cover the basic linguistic structures that support written English, including phonetics and phonology, morphology, orthography, semantics, and syntax</b>
602-01	Seminar in Speech Pathology: Organic Disorders
	<b>Study of organic disorders of communication</b>
603-01	Seminar in voice problems
	<b>Investigation of current literature and theories of vocal anomalies. Organic deviations.</b>
605D-01	Seminar in Dysphagia
	<b>Selected topics in dysphagia</b>
605E-01	Seminar : Adolescent Language Development and Disorders
	<b>Investigation of language development and disorders in the adolescent population</b>
605F-01	Seminar in Reading, Writing, and Phonological Disorders in Adolescents
	<b>Investigation of reading, writing and phonological disorders</b>
605J-51	Counseling in CSD & families
	<b>Selected topics in counseling clients and their families</b>
606-01	Seminar in Aphasia

	<b>Investigation of language problems arising from cardio-cerebro-vascular and associated anomalies. Pathology, diagnosis, and rehabilitation.</b>
608-01	Seminar in Cleft Palate
	<b>Investigation of current literature and theories in cleft palate. Speech and hearing aspects; controversial procedures in repair and rehabilitation</b>
610-01	Seminar in Clinical Audiology
	<b>Selected topics in clinical audiology. May be repeated for credit when topic varies</b>
611-01	Hearing Aids and Residual Hearing
	<b>Acoustic measurement of the hearing aid. Use as a rehabilitative device</b>
620-01	Seminar in Peripheral Auditory Electrophysiology
	<b>Anatomy and physiology of the inner ear and auditory nerve, method of electrophysiologic measurement of the peripheral auditory system, clinical applications in diagnosis and evaluation of peripheral auditory disorders</b>
622-01	Seminar in Medical Audiology
	<b>Anatomy and physiology of the central auditory nervous system, methods and techniques of measurement and interpretation for the assessment, diagnosis, evaluation, and rehabilitation of individuals with central auditory processing disorders</b>
624-01	Seminar in Pediatric Audiology
	<b>Development of the auditory system in human infants and young children, methods of assessment of hearing in children, pathologies associated with hearing loss in children</b>
638-01	Minor Area Clinical Practicum for Speech-Language Pathology Majors
	<b>Instruction for speech-language pathology majors in performing hearing screenings. Helps obtain the 20 clock hours in the minor area required by the American Speech-Language-Hearing Association (ASHA). (Graded on S-U basis)</b>
650-01	Independent Study
	<b>Topic to be determined by faculty advisor and student.</b>
650-02	Independent Study
	<b>Topic to be determined by faculty advisor and student</b>
650-03	Independent Study
	<b>Topic to be determined by faculty advisor and student</b>
650-04	Independent Study
	<b>Topic to be determined by faculty advisor and student</b>
650-05	Independent Study
	<b>Topic to be determined by faculty advisor and student</b>
650-11	Independent Study
	<b>Topic to be determined by faculty advisor and student</b>
650-12	Independent Study
	<b>Topic to be determined by faculty advisor and student</b>
650-13	Independent Study
	<b>Topic to be determined by faculty advisor and student</b>
650-14	Independent Study
	<b>Topic to be determined by faculty advisor and student</b>
650-15	Independent Study

	<b>Topic to be determined by faculty advisor and student</b>
670-01	Diagnostic Audiology I
	<b>Basic diagnostic procedures in audiology. Includes anatomy, physiology, and disorders of the hearing mechanism, basic evaluation and interpretation of auditory function</b>
672-01	Minor area in Clinical Practicum for Audiology Majors
	<b>Instruction for audiology majors in performing speech and language screenings. Helps obtain the 20 clock hours in the minor area required by the American Speech-Language-Hearing Association</b>
676-01	Clinical Practice in Audiology
	<b>Supervised clinical practice in evaluation of hearing and management of hearing impairment</b>
676-41	Clinical Practice in Audiology
	<b>Supervised clinical practice in evaluation of hearing and management of hearing impairment</b>
677-01	Internship in Communication Disorders
	<b>Clinical experience under supervision of a certified speech-language pathologist in an off-campus facility.</b>
677-02	Internship in Communication Disorders
	<b>Clinical experience under supervision of a certified speech-language pathologist in an off-campus facility</b>
678-01	Advanced clinical practice in speech-language pathology
	<b>Advanced clinical practice in diagnosis of and therapy for communication disorders. May be repeated for credit</b>
678-21D	Advanced clinical practice in speech-language pathology
	<b>Advanced clinical practice in diagnosis of and therapy for communication disorders. May be repeated for credit</b>
688-01	Research Design in Communication Disorders
	<b>Development of research proposals, from generation of hypothesis through data analysis and interpretation. Includes pilot study project.</b>
698-01	Experimental design in communication disorders
	<b>Research of normal communication processes and speech, language, and hearing disorders. Preparation of research for presentation or publication</b>
699-01	Thesis
801-01	Thesis Extension
801-11	Thesis Extension
801-31	Thesis Extension
803-01	Research Extension
803-11	Research Extension
803-31	Research Extension

<b><u>CSD: Curriculum Offerings and Course Description Fall 2004 &amp; Spring and Summer 2005</u></b>	
550-01	Diagnostic Procedures: Inquiry, Observation and Measurement
	<b>Processes and techniques of data acquisition and analysis for the diagnosis, assessment, and evaluation of communication disorders.</b>
551-01	Speech and Language Disorders: Diagnostic Procedures
	<b>Differential diagnosis of speech, language, voice, and rhythm problems.</b>
556-01	Aural Rehabilitation
	<b>Principles of aural rehabilitation with hearing impaired adults and their significant others</b>
556-02	Aural Rehabilitation
	<b>Principles of aural rehabilitation with hearing impaired adults and their significant others</b>
571-01	Beginning Clinical Practice in Speech-Language Pathology
	<b>Beginning clinical practice in diagnosis of and therapy for communication disorders.</b>
588-01	Neurology of Speech, Language and Hearing
	<b>Neuroanatomy and neurophysiology with a concentration on neurological mechanisms related to speech, language and hearing.</b>
608-01	Seminar in Cleft Palate
	<b>Investigation of current literature and theories in cleft palate. Speech and hearing aspects; controversial procedures in repair and rehabilitation</b>
623-01	Seminar in Central Auditory Processing
	<b>Anatomy and physiology of the central auditory nervous system, methods and techniques of measurement and interpretation for the assessment, diagnosis, evaluation, and rehabilitation of individuals with central auditory processing disorders.</b>
627-01	Multicultural Issues in Communication Sciences and Disorders
	<b>Identification and treatment of speech and language differences in diverse populations.</b>
629-01	Dysphagia
	<b>Anatomical bases of normal and disordered swallowing; evaluation and treatment of swallowing disorders.</b>
631-01	Structured Language Intervention for Language-Literacy Impairments
	<b>Certification course in the Language!™ Curriculum (Sopris West, Inc.), an intervention curriculum for individuals at risk for literacy problems.</b>
632-01	Introduction to Research in Communication Sciences and Disorders
	<b>Introduction to research procedures in the study of normal communication and its disorders.</b>
633-01	Current Topics in Communication Sciences and Disorders Research

	<b>Research in selected topics of various areas of communication sciences and disorders.</b>
634-01	Research Design in Communication Sciences and Disorders
	<b>Development of research proposal, from generation of hypothesis through data analysis and interpretation.</b>
635-01	Advanced Phonetic Transcription
	<b>Detailed transcription of normal and disordered speech using the International Phonetic Alphabet.</b>
636-01	Prevention, Assessment, and Intervention of Communication Disorders: Birth – 5 yrs
	<b>Communication development and disorders (speech, language, and hearing) in infants, toddlers, and preschoolers.</b>
637-01	Prevention, Assessment, and Intervention of Communication Disorders: School Age
	<b>Communication development and disorders (speech, language, and hearing) in school age children and adolescents from 5 to 18 years of age.</b>
638-01	Minor Area Clinical Practicum for Speech-Language Pathology Majors (1 credit) Required (G) Fall Semester Year 1 Raleigh (students enrolled= 28)
	<b>Instruction for speech-language pathology majors in performing hearing screenings. Helps obtain the 20 clock hours in the minor area required by the American Speech-Language-Hearing Association (ASHA). (Graded on S-U basis)</b>
640-01	Prevention, Assessment, and Intervention of Communication Disorders: Late Adolescence and Early Adulthood
	<b>Communication development and disorders (speech, language, and hearing) in late adolescents and young adults.</b>
639-01	Prevention, Assessment, and Intervention of Communication Disorders: Middle and Older Adults
	<b>Communication development and disorders (speech, language, and hearing) in middle aged and older adults.</b>
650-01	Independent Study
	<b>Topic to be determined by faculty advisor and student</b>
650-02	Independent Study
	<b>Topic to be determined by faculty advisor and student</b>
650-03	Independent Study
	<b>Topic to be determined by faculty advisor and student</b>
650-04	Independent Study
	<b>Topic to be determined by faculty advisor and student</b>
650-05	Independent Study
	<b>Topic to be determined by faculty advisor and student.</b>
672-01	Minor Area Clinical Practicum: Audiology Major

	<b>Instruction for audiology majors in performing speech and language screenings. Helps obtain the 20 clock hours in the minor area required by the American Speech-Language Hearing Association</b>
676-01	Clinical Practice in Audiology
	<b>Supervised clinical practice in evaluation of hearing and management of hearing impairment</b>
673-01	Communication Disorders: Clinical Supervision
	<b>Supervision in speech-language pathology Theoretical models of supervision, pertinent research and clinical practice. Opportunities for observation.</b>
677-01	Internship in Communication Disorders
	<b>Clinical experience under supervision of a certified speech-language pathologist in an off-campus facility.</b>
677-02	Internship in Communication Disorders
	<b>Clinical experience under supervision of a certified speech-language pathologist in an off-campus facility</b>
678-01	Advanced Clinical Practice in Speech-Language Pathology
	<b>Advanced clinical practice in diagnosis of and therapy for communication disorders. May be repeated for credit.</b>
688-01	Research Design in Communication Disorders
	<b>Development of research proposals, from generation of hypothesis through data analysis and interpretation. Includes pilot study project.</b>
698-01	Experimental Design in Communication Disorders Required
	<b>Research of normal communication processes and speech, language, and hearing disorders. Preparation of research for presentation or publication.</b>
699-01	Thesis
699-02	Thesis
801-01	Thesis Extension
801-02	Thesis Extension
801-11	Thesis Extension
803-01	Research Extension
803-02	Research Extension
803-11	Research Extension

	<b>CSD: Curriculum Offerings and Course Description Fall 2005</b>
550-01	Diagnostic procedures: inquiry, observation and measurement
	<b>Processes and techniques of data acquisition and analysis for the diagnosis, assessment, and evaluation of communication disorders.</b>
571-01	Beginning Clinical Practice in Speech-Language Pathology
	<b>Beginning clinical practice in diagnosis of and therapy for communication disorders.</b>
588-01	Neurology of Speech, Language and Hearing
	<b>Neuroanatomy and neurophysiology with a concentration on neurological mechanisms related to speech, language and hearing.</b>
600-01	Professional Issues and Ethics in Speech-Language Pathology
	<b>Issues related to the profession, service delivery, ethics, legal considerations, funding issues, program administration and credentialing. Content is in accordance with the American Speech-Language-Hearing Association Scope of Practice.</b>
618-01	Counseling & Interviewing Skills in communication sciences and disorders
	<b>Instruction and practice in counseling and interviewing skills during the assessment and treatment of speech, language and hearing disorders</b>
631-01	Structured Language Intervention for Language-Literacy Impairments
	<b>Certification course in the Language! TMCurriculum (Sopris West, Inc.), an intervention curriculum for individuals at risk for literacy problems.</b>
632-01	Introduction to Research in Communication Sciences and Disorders
	<b>Introduction to research procedures in the study of normal communication and its disorders.</b>
634-01	Research Design in Communication Sciences and Disorders
	<b>Development of research proposal, from generation of hypothesis through data analysis and interpretation.</b>
636-01	Prevention, Assessment, and Intervention of Communication Disorders: Birth - 5
	<b>Communication development and disorders (speech, language, and hearing) in infants, toddlers, and preschoolers.</b>
638-01	Minor Area Clinical Practicum for Speech-Language Pathology Majors
	<b>Instruction for speech-language pathology majors in performing hearing screenings. Helps obtain the 20 clock hours in the minor area required by the American Speech-Language-Hearing Association (ASHA). (Graded on S-U basis)</b>
640-01	Prevention, Assessment, and Intervention of Communication Disorders: Late Adolescence and Early Adulthood
	<b>Communication development and disorders (speech, language, and hearing) in late adolescents and young adults.</b>
650-01	Independent Study

	<b>Topic to be determined by faculty advisor and student.</b>
650-02	Independent Study
	<b>Topic to be determined by faculty advisor and student</b>
650-03	Independent Study
	<b>Topic to be determined by faculty advisor and student</b>
650-04	Independent Study
	<b>Topic to be determined by faculty advisor and student</b>
650-05	Independent Study
	<b>Topic to be determined by faculty advisor and student</b>
677-01	Internship in Communication Disorders
	<b>Clinical experience under supervision of a certified speech-language pathologist in an off-campus facility.</b>
678-01	Advanced Clinical Practice in Speech-Language Pathology
	<b>Advanced clinical practice in diagnosis of and therapy for communication disorders. May be repeated for credit.</b>
699-01	Thesis
699-02	Thesis

*Prerequisite Knowledge & Skills*

**1. Biological Sciences**

COURSE #	TITLE	E/R	G/U	credits	S/Q	TERM	# Enrolled	Instructor

**2. Physical Sciences**

COURSE #	TITLE	E/R	G/U	credits	S/Q	TERM	# Enrolled	Instructor

**3. Mathematics**

COURSE #	TITLE	E/R	G/U	credits	S/Q	TERM	# Enrolled	Instructor

**4. Behavioral Sciences**

COURSE #	TITLE	E/R	G/U	credits	S/Q	TERM	# Enrolled	Instructor

**5. Courses Concerning Foundations of Practice, Prevention & Identification, Evaluation, & Treatment**

COURSE #	TITLE	E/R	G/U	credits	S/Q	TERM	# Enrolled	Instructor

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**APPENDIX IV-B: SPEECH-LANGUAGE PATHOLOGY CURRICULUM**

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**1. Biological Sciences (students have a choice of courses to fulfill the requirements below)**

COURSE #	TITLE	E/R	G/U	credits	S/Q	TERM	# Enrolled	Instructor

**2. Physical Sciences**

COURSE #	TITLE	E/R	G/U	credits	S/Q	TERM	# Enrolled	Instructor

**3. Mathematics**

COURSE #	TITLE	E/R	G/U	credits	S/Q	TERM	# Enrolled	Instructor

**4. Behavioral/Social Sciences**

COURSE #	TITLE	E/R	G/U	credits	S/Q	TERM	# Enrolled	Instructor

**5. Courses Concerning Basic Human Communication and Swallowing Processes**

COURSE #	TITLE	E/R	G/U	credits	S/Q	TERM	# Enrolled	Instructor
306-01+	Introduction to Phonetics	R*	U	3	S	Fall	43	Ramsey
307-01+	Speech and Hearing Science	R*	U	3	S	Fall	49	Phillips
308-01+	Language and speech development	R*	U	3	S	Fall	42	Kamhi
309-01+	Anatomy and Physiology of Speech and Hearing Mechanism	R*	U	3	S	Fall	46	Hinton

588-01+	Neurology of Speech, Language and Hearing	R*	G/U	3	S	Fall	25	Fox-Thomas
250-01	Concepts in communication sciences	R*	U	3	S	Fall	38	Hooper
333-01	Special Problems in child speech	E	U	1	S	Fall	2	

+Prerequisite courses

\*if needed for licensure

**6. Courses Concerning the Nature of Speech, Language, Hearing, & Communication Disorders & Differences; Swallowing Disorders; Principles & Methods of Prevention, Assessment, & Intervention; Standards of Ethical Conduct; Research Processes & Principles; Contemporary Professional Issues; Professional Credentials**

COURSE #	TITLE	E/R	G/U	credits	S/Q	TER M	# Enrolled	Instructor
Prerequisite courses:								
	Language disorders	R	U	3	S	Spring		Nwokah
	Voice disorders	R	U	3	S	Spring		Hooper
	Articulation disorders	R	U	3	S	Spring		Ramsey
	Fluency disorders	R	U	3	s	Spring		Mayo
	Aural Rehabilitation (see below)	R	G/U	3	S	Spring		Fox-Thomas
551-01	Speech and Language Disorders: Diagnostic Procedures	R	G	3	S	Spring 1	7(Spring 05)	Ramsey
556-01	Aural Rehabilitation	R *	G	3	S	Spring	25 (Spring 05)	Fox-Thomas
556-02 571-01	Aural Rehabilitation Beginning Clinical Practice in Speech-Language Pathology	R* R	G G	3 3	S S	Spring Fall 1	18 (Spring 05) 24 (Fall 05)	Phillips McCready
588-01	Neurology of Speech, Language and Hearing	R	G	3	S	Fall 1	25 (Fall 05)	Fox-Thomas
589-01	Hearing Technologies	E	G	3	S	Spring 2	14 (Spring 05)	Tucker
589-81	Management of Cleft Palate	E	G	1	S	Spring 2	0	Hinton
600-01	Professional ethics in SLP	R	G	1	S	Fall 1	27 (Fall 05)	Hooper

603-01	Seminar in Voice problems	E	G	3	S	Spring 2	26 (Spring 04)	Hooper
608-01	Seminar in cleft palate	E	G	3	S	Spring 2	3 (Spring 05)	Hinton
618-01	Counseling & interviewing skills	R	G	1	S	Fall	28 (Fall 05)	Hooper
602-01	Seminar in Sp Path: organic disorders	E	G	3	S	Summer	16 (summer 04)	Hinton
605J-51	Counseling in CSD	R	G	3	S	Summer	18 (summer 04)	Cimorelli
605D-01	Seminar in dysphagia#	R	G	3	S	Spring	21 (Spring 04)	Butler
605F-01	Seminar in reading, writing and phono. Dis. In adolescents	E	G	3	S	Spring 2	6 (Spring 04)	Flynn
610-01	Seminar in audiology	E	G	3	S	Spring 2	5 (Spring 04)	Phillips
620-01	Seminar in per Aud Elec physiol	E	G	3	S	Spring 2	7 (Spring 04)	Tucker
623-01	Seminar in Central Auditory Processing	E	G	3	S	Fall 2	8 (Fall 04)	Delagrang e
624-01	Seminar in pediatric audiology	E	G	3	S	Spring 2	4 (Spring 04)	Tucker
626-01	Prof Writing/speaking in CSD	R	G	1	S	Spring 1	28 (Spring 05)	Hinton
627-01	Multicultural Issues in Communication Sciences and Disorders	R	G	1	S	Spring 1	26 (Spring 05)	Hooper
629-01	Dysphagia# (see 605D-01)	R	G	1	S	Spring 1	28 (spring 05)	Butler
631-01	Structured Language Intervention for Language-Literacy Impairments	R	G	3	S	Fall 1	24 (Fall 05)	Barrie-Blackley
632-01	Introduction to Research in Communication Sciences and Disorders	R	G	2	S	Fall 1	24(Fall 05)	Tucker
633-01	Current Topics in Communication Sciences and Disorders Research	R	G	2	S	Spring 1	28 (Spring 05)	Hinton

634-01	Research Design in Communication Sciences and Disorders	R	G	2	S	Spring 1	26	Hinton
635-01	Advanced Phonetic Transcription	R	G	2?	S	Fall 2	0	
636-01	Prevention, Assessment, and Intervention of Communication Disorders: Birth - 5	R	G	5	S	Fall 1	28 (Fall 04)	Nwokah
637-01	Prevention, Assessment, and Intervention of Communication Disorders: School Age	R	G	5	S	Spring 1	28 (Spring 05)	Nwokah
638-01	Minor Area Clinical Practicum for Speech-Language Pathology Majors	R	G	1	S	Fall 1	24 (Fall 05)	Raleigh
639-01	Preve, Assess & Interv in late Adolesc	R	G	3	S	Fall 2	28 (Fall 05)	
640-01	Prev Asses Interv in Mid/Older Adults	R	G	5	S	Summer 1	27 (Summer 05)	Hooper/Hinton
672-01	Minor Area Clinical practicum for Audiology Majors	R	G	1	S	Spring 1	0	Phillips
676-01	Clinical practice in audiology	R	G	3	S	Spring	0	Phillips
677-01/677-02	Internship in CD	R	G	3	S	Fall & Spring 2	23 (Spring 05)	Mankoff
678-01	Advanced clinical Practice in SLP	R	G	3	S	Spring	26 (Spring 05)	McCready
678-21	Advanced clinical practice SLP	R	G	3	S	Summer1	10 (summer 05)	Flynn
678-21D	Advanced clincila practice SLP	R	G	3	S	Summer	6 (Summer 04)	McCready
678-31	Advanced clinical practice SLP	R	G	3	S	Summer 1	17(Summer 05)	Raleigh

650-01 650-02 650-03 650-04 650-05 650-11 650-12 650-13 650-14 650-15	Independent Study	E	G	1-3	S	any	4 (Spring 05)	Phillips, Hinton, Cooper, Tucker
698-01	Experimental design in communication disorders	R	G	3	S	Spring 1	26 (Spring 05)	Cimorelli
699-01	Thesis	E	G	1	S	any	2 (Spring 05)	Hinton
699-02	Thesis	E	G	1	S	any	0	Hooper
801-01, 801-11, 803-01,803-02 803-11,803-31	Thesis extension/research extension	E	G	1	S	any	0	Tba staff

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**APPENDIX V: PRACTICUM SUPERVISOR CERTIFICATION REPORT**


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**INSTRUCTIONS: Attach current Practicum Supervisor Certification Report that was generated by ASHA National Office, with modifications noted**

In the space below, provide information **only for those individuals to be added** to this report. Information to be provided must include:

- Supervisor's ASHA account number (or social security number)
- Area(s) of ASHA CCC
- Practicum Setting/Facility (Name, city, state)

<b>Name</b>	<b>Account Number</b>	<b>Valid Through</b>	<b>Home State</b>	<b>CCC Area</b>	<b>Supervised Fall 04-Spring 05</b>
Adams, Susan P	00954297	12/2005	NC	SLP	No
Ambro, Lilli M	01007289	12/2005	NC	SLP	No
Arquello, Lisa C	01110596	12/2005	NC	AUD	No
Ashby Belding, Amanda	12003434	12/2005	VA	SLP	No
Atkins, Karen A	01105980	12/2005	NC	SLP	No
Babcock, Sara A	12024648	12/2005	NC	SLP	No supervision in 2004-2005
Bailey, Andrea	01109530	12/2005	NC	SLP	No
Baker, Marcia T	01061581	12/2005	NC	SLP	No
Barlaan, Debra M	01031515	12/2005	NC	SLP	Yes
Bartoli-Izquierdo, Paula	00120170	12/2005	NC	SLP	No
Batten, Milisa K T	09134277	12/2005	NC	SLP	No
Beck, Tamyra Michele	09144580	12/2005	NC	SLP	No
Berry, Emily R	09124927	12/2005	NC	SLP	Yes
Bird, Leslie C	01084909	12/2005	NC	AUD	No
Blackmen, Yvette R	12024718	12/2005	NC	SLP	No
Blair, Owena A	01011188	12/2005	NC	SLP	No
Blalock, P D	00016634	12/2005	NC	SLP	Yes
Blank, Janet L	01037154	12/2005	NC	AUD	No
Blumenthal, Ida L	00698225	12/2005	NC	SLP	No
Booth, Mae D	01105960	12/2005	NC	SLP	No
Bradshaw, Wendy M	01102176	12/2005	NC	SLP	Yes
Brauna, Karen G	01094912	12/2005	NC	SLP	No
Brewer, Mary L	00792077	12/2005	NC	SLP	Certification last valid on 12/31/2004/no supervision 04-05
Brooks, Maria P	01089398	12/2005	NC	SLP	Yes
Broos, Jennifer	12013806	12/2005	NC	SLP	Yes
Brown, Jody R	01124206	12/2005	NC	SLP	No
Bruner, Valerie S	01117388	12/2005	NC	SLP	No
Bryant, Shelby R	01042669	12/2005	NC	SLP	Yes
Burkhart, Brain P	01061649	12/2005	NC	DUAL	No
Burnette, Lara C	09144039	12/2005	NC	SLP	No
Butler, Susan G	01101783	12/2005	NC	SLP	Yes
Byrd, Diane M	12013794	12/2005	NC	SLP	Yes
Cahoon, Ginger B	09145804	12/2005	NC	SLP	Yes
Callahan-Mandulak, Kerry F	12009048	12/2005	NC	SLP	No
Carlton, Janet C	00950360	12/2005	NC	SLP	No
Cavanaugh, Nancy H	01011787	12/2005	NC	SLP	No
Chastain, Alice Y	00576116	12/2005	NC	AUD	Yes

Christopher, Patricia A	00724823	12/2005	NC	SLP	Yes
Cline, Kristen Greth	09144023	12/2005	NC	SLP	No
Collins, James J	01087550	12/2005	NC	AUD	No
Compton, Gayle R	00191411	12/2005	NC	SLP	No
Copeland, Linda S	00092841	12/2005	NC	SLP	No
Cormell, Elizabeth A	01087720	12/2005	NC	SLP	Yes
Crutchley, Sena D	12034719	12/2005	NC	SLP	No
Currin, Kathleen K	01110960	12/2005	NC	SLP	No
Davis, Andrea	09106131	12/2005	NC	SLP	No
Davis, Virginia W	01083799	12/2005	FL	SLP	No
Davis-Lieeeki, Lu Ann M	01034204	12/2005	NC	SLP	No
Delagrange, Teryl N	00463489	12/2005	NC	AUD	Yes
Dev Vaughn, Vida R	01094459	12/2005	NC	SLP	Yes
Diggs, Anna Maria G	12009380	12/2005	NC	SLP	Yes
Dohner, Tiffany W	12039749	12/2005	NC	SLP	No
Downes, Karen M	01077289	12/2005	NC	SLP	Yes
Dugger, Cynthia J	09141446	12/2005	FL	SLP	Yes
Duke, Kathryn	00534750	12/2005	NC	DUAL	No
Duncan, Jordana B	12038350	12/2005	NC	SLP	No
Duncan-Campbell, Adria	09126974	12/2005	NC	SLP	Yes
Eanes, Martha R	01032922	12/2005	NC	SLP	Yes
Edward, Colette Ledford	00586057	12/2005	NC	SLP	Yes
Edwards, Valeria W	00768895	12/2005	NC	SLP	No
Elledge, Deborah H	09116041	12/2005	KY	SLP	No
Elliott, Jamelle L	12052737	12/2005	NC	SLP	Yes
English Milburn, Heather LeAnne	12032182	12/2005	NC	SLP	No
Evans, Robert S	09115965	12/2005	NC	SLP	No
Everhart, Danita C	01117013	12/2005	NC	SLP	No
Fahning, Melinda C	011107285	12/2005	NC	AUD	Yes
Falk, Melynee M	01107411	12/2005	NC	AUD	No
Farmer, Marian T	01009415	12/2005	NC	SLP	No
Farrow, Judy L	01019963	12/2005	NC	SLP	No
Flinn, Mary P	00903072	12/2005	NC	SLP	No
Flynn, Perry F	01042961	12/2005	NC	SLP	Yes
Forbes, Vivian K	01109600	12/2005	NC	SLP	No
Foster, Wayne A	00903914	12/2005	NC	DUAL	No
Fowler, Carolyn C	01043809	12/2005	NC	SLP	No
Freeman, Pamela S	00184424	12/2005	NC	SLP	No
Fulkerson, Kimberly B	01009063	12/2005	NC	SLP	No
Furr, Tracy M	01118858	12/2005	NC	SLP	No
Gaylord, Franita B	01097301	12/2005	NC	SLP	No
Gidley, Lewis B	00653386	12/2005	NC	AUD	No
Gilbert, Laura M	01078626	12/2005	NC	SLP	Yes
Gingery, Amy L	09146121	12/2005	NC	SLP	No
Goodman, Melissa	12021896	12/2005	NC	SLP	Yes
Gravley, Patricia M	00185439	12/2005	NC	SLP	Yes
Guin, Janet T	01123507	12/2005	NC	SLP	No
Hall, Sherye M	01032722	12/2005	NC	SLP	No
Hammond, Carol A	01103400	12/2005	NC	SLP	No
Hampton, Karen S	09148887	12/2005	NC	SLP	Yes
Hanvey, Sharon E	00097931	12/2005	NC	SLP	No

Harris, Margaret S	00863761	12/2005	NC	SLP	
Haynes, Dawn J	09138859	12/2005	NC	SLP	Yes
Haynes, Whintey B	09130716	12/2005	NC	SLP	No
Haythorn, Mark M	00213652	12/2005	NC	AUD	No
Helms, Karyn B	01103681	12/2005	NC	SLP	Yes
Henderson, Denette F	00787986	12/2005	NC	SLP	No
Henry, Bonnie S	00367219	12/2005	NC	SLP	No
Herman, Cheryl J	01073893	12/2005	NC	SLP	No
Hinton, Virginia A	00800649	12/2005	NC	SLP	Yes
Hobbs, Maria L	01100530	12/2005	VA	SLP	Yes
Hodge, Jill Campbell	01108648	12/2005	NC	SLP	No
Hoffman, Ann F	01060237	12/2005	NC	DUAL	Yes
Holloway, Ellen E	12034571	12/2005	NC	SLP	No
Holman-McCutchen, Leslie	01098844	12/2005	NC	SLP	No
Holt, Catherine R	01097848	12/2005	NC	SLP	Yes
Howerton, Elizabeth A	01116873	12/2005	NC	SLP	No
Huffman, Julie A	01127069	12/2005	NC	SLP	Yes
Hunter, Carol R	09130818	12/2005	NC	SLP	No
Hunter, Renee B	01087743	12/2005	NC	SLP	Yes
Irby, Kimberly W	09144096	12/2005	NC	SLP	No
Ison Ragsdale, Lisa	01077064	12/2005	NC	SLP	No
James, Chanel W	12028416	12/2005	NC	SLP	Yes
Jennings, Lynnae R	09144897	12/2005	NC	SLP	No
Jett, Jeannine Stutts	09115454	12/2005	TN	SLP	No
Jones Kolbe, Jennifer	12007299	12/2005	NC	SLP	No
Jones, Harrison N IV	09146485	12/2005	FL	SLP	Yes
Jones, Nancy G	01115729	12/2005	NC	AUD	No
Keeling, Sandra D	00450486	12/2005	NC	AUD	Yes
Kelly, Louise E	01031923	12/2005	NC	SLP	No
Kelly, M Charmaine	0112044	12/2005	NC	SLP	No
Kelly, Melissa T	09121220	12/2005	NC	SLP	No
Kendall, Melody W	01003905	12/2005	NC	SLP	Yes
Kilgo, Deborah C	01002176	12/2005	MS	SLP	No
Kimball, Tamara Ann	12036873	12/2005	NC	SLP	Yes
King Smith, Mary	01064628	12/2005	NC	SLP	Yes
King, Layne B	12039888	12/2005	NC	SLP	No
Kirkland, Amy M	09112433	12/2005	NC	AUD	Yes
Kirkpatrick, Kellie P	09137828	12/2005	NC	SLP	No
Kiser Kiger, Mary T	01089071	12/2005	NC	SLP	Yes
Klein, Jennifer A	09128157	12/2005	NC	SLP	Yes
Koenig, Maria W	09141022	12/2005	NC	SLP	Yes
Lawrence, Pamela L	12012787	12/2005	NC	SLP	Yes
Leach, Carol N	00579458	12/2005	NC	SLP	No
Leventhal, Erin J	12049726	12/2005	NC	SLP	No
Levine, Sharon W	00553750	12/2005	NC	SLP	No
Lewis, Kimberly S	01114576	12/2005	NC	SLP	Yes
Ling, Cindy D	00778332	12/2005	NC	SLP	Yes
Malone, Ashley D	09126301	12/2005	NC	SLP	Yes
Malone, James C	01021418	12/2005	NC	AUD	No
Mankoff, Susan B	01107325	12/2005	NC	SLP	Yes
Manser, Pamela S	01027793	12/2005	NC	SLP	Yes

Marsh, Leon W Jr	00380899	12/2005	NC	SLP	Yes
Markus, Ellen S	01077844	12/2005	NC	SLP	Yes
Martin, Julia Bowman	00405928	12/2005	TN	SLP	Yes
Masdon, Sherrie	01124316	12/2005	NC	AUD	Yes
Mathis, Jennifer Z	12024779	12/2005	NC	SLP	Yes
Matthews, Beth Ann	12114809	12/2005	NC	SLP	No
Mayfield, Susan	01090788	12/2005	NC	SLP	No
Mayo, Robert	00803791	12/2005	NC	SLP	Yes
McCarty, Deborah L	09141294	12/2005	NC	SLP	Yes
McCready, Carolyn V	00135004	12/2005	NC	SLP	Yes
McDonald, Lisa G	09144507	12/2005	NC	SLP	Yes
McMillan, Wendi H	01085860	12/2005	NC	SLP	Yes
Menudier, Meredith F	09143621	12/2005	NC	SLP	Yes
Meyers, Carol A	00452417	12/2005	NC	SLP	Yes
Mikol, Page N	01066384	12/2005	NC	SLP	Yes
Mitchell, Laura A	01080797	12/2005	AR	SLP	No
Monfalcone, Kerri C	12045822	12/2005	NC	SLP	No
Murphy, Stacey M	09135920	12/2005	NC	SLP	No
Murray, Ninevah W	00903674	12/2005	NC	SLP	Yes
Myrick, Cynthia K	01078245	12/2005	NC	SLP	No
Nixon, Lisa W	01065103	12/2005	NC	SLP	No
Nixon, Sheri L	09124715	12/2005	NC	SLP	No
Norwood, Phyllis L	01032691	12/2005	NC	SLP	No
Novak, Michelle K	12009269	12/2005	NC	SLP	Yes
Novakovich, Michelle A	12022162	12/2005	NC	AUD	Yes
O'Connell, Lisa O	01088581	12/2005	NC	SLP	No
Oldland, Karen E	00211508	12/2005	DE	SLP	Yes
Osl, Heather S	09148029	12/2005	NC	SLP	Yes
Overstreet, Sherri D	01088916	12/2005	NC	SLP	No
Owens, Byron	00166207	12/2005	NC	DUAL	No
Pahel, Carey W	00573360	12/2005	NC	AUD	Yes
Palmer, Melissa J	09134943	12/2005	NC	AUD	Yes
Palmer, Renee U	09138956	12/2005	NC	SLP	Yes
Parker, Jennifer P	12013721	12/2005	NC	SLP	No
Parrish, Karen J	00963496	12/2005	NC	SLP	Yes
Pearce, Shawna M	09133891	12/2005	NC	SLP	Yes
Pfouts, Kathy C	01134179	12/2005	KY	AUD	No
Phillips, Susan L	01106257	12/2005	NC	AUD	Yes
Phipps, Leslie D	01095795	12/2005	NC	SLP	No
Pickard, J C	09145522	12/2005	NC	SLP	Yes
Pillsbury, David C	00560805	12/2005	NC	AUD	No
Pleasants, Donna M	01095120	12/2005	NC	AUD	Yes
Plummer, Jennifer R	09136263	12/2005	NC	SLP	No
Pons, Shayna K	01042621	12/2005	NC	SLP	No
Rakoczy Anderson, Sandra	09130304	12/2005	NC	AUD	No
Raleigh, Louise F	01019125	12/2005	NC	SLP	Yes
Ramsey, Jerry D	12037323	12/2005	NC	AUD	No
Ramsey, Terri H	01099266	12/2005	NC	SLP	Yes
Raynor, Marcia L	01087958	12/2005	NC	SLP	Yes
Reed, Margaret A	01041398	12/2005	NC	SLP	No
Reed, Shannon R	09149689	12/2005	FL	SLP	No
Robbins, Rosalyn J	00183772	12/2005	NC	SLP	No

Roberson, Jenny K	09144105	12/2005	AR	SLP	No
Roberts, Julie P	12075178	12/2005	NC	SLP	Yes
Roberts, Sharon R	01070982	12/2005	NC	SLP	No
Robinson, Mary Anne	01070097	12/2005	NC	SLP	No
Robinson, Sarah B	01046272	12/2005	NC	SLP	Yes
Rodden, Janet L	01102136	12/2005	NC	SLP	Yes
Rowland, Karen F	01084254	12/2005	NC	SLP	Yes
Russo, Denise	01133811	12/2005	NY	SLP	No
Sabo, Denise R	00129650	12/2005	NC	SLP	No
Scharver, Candice H	00191742	12/2005	NC	SLP	No
Schinke, Carl B	09136750	12/2005	NC	SLP	Yes
Schultze, Adrienne D	09144652	12/2005	NC	SLP	No
Schwartz, Heather H	12046128	12/2005	NC	SLP	Yes
Schwengel, Bonnie Y	12010067	12/2005	NC	SLP	No
Shannon, Jeanette M	00128207	12/2005	NC	SLP	Yes
Sherrill, Melissa P	12009200	12/2005	NC	SLP	No
Silberman, Judith Lee	00200006	12/2005	DC	SLP	No
Slingerland, Barbara	01030967	12/2005	NC	SLP	No
Smith, Vanessa L	09117043	12/2005	NC	SLP	Yes
Smithwick, Connie G	00421636	12/2005	NC	SLP	No
Sparks, Michele Gaeto	01124358	12/2005	NC	SLP	Yes
Spencer, Amy R	01095402	12/2005	NC	SLP	No
Stapleton, Christy L	01123448	12/2005	NC	SLP	No
Steele, Elizabeth	00519595	12/2005	NC	SLP	No
Stevens, Nancy S	01078557	12/2005	NC	SLP	No
Stevens, Sheila R	00904896	12/2005	NC	SLP	No
Stokes, Natalie Slade	01102573	12/2005	NC	SLP	Yes
Stone, Rebecca W	01002312	12/2005	NC	SLP	Yes
Stonestreet-Pugh, Rebecca V	00909176	12/2005	NC	DUAL	Yes
Strickland, Lori Murray	01105568	12/2005	NC	SLP	No
Sutton Curtiss, Sherry L	01124109	12/2005	NC	SLP	No
Tarrant-Hartness, Shelina M.	12027584	12/2005	TX	SLP	No
Tebow, Laura S	00050369	12/2005	NC	SLP	No
Thompson, J Kristin M	12008392	12/2005	NC	SLP	No
Tillman, Shannon D	09144596	12/2005	NC	SLP	Yes
Tollerson, Kristin E	01088915	12/2005	NC	SLP	No
Trautman Pearson, Julianne	12051817	12/2005	CO	SLP	No
Tucker, Denise A	01007467	12/2005	NC	AUD	Yes
Vail, Tracy L	00028688	12/2005	NC	SLP	Yes
Van Fossen, Linda	00691022	12/2005	NC	AUD	No
Walker, Melanie P	01089097	12/2005	NC	SLP	No
Walther McAdams, Stephanie L.	01094817	12/2005	NC	SLP	Yes
Watson, Katherine D	12041119	12/2005	NC	SLP	Yes
Whittington, Lynda J	01106581	12/2005	NC	SLP	Yes
Widenhouse, Betty L	01044221	12/2005	NC	SLP	No
Wilkoff, Margaret A	00623260	12/2005	NC	SLP	No
Williams, Martha S	01043007	12/2005	NC	SLP	Yes
Williford, Amy O	01107441	12/2005	NC	SLP	No

Willis, Lori T	01043512	12/2005	NC	SLP	Yes
Wilson, Kathryn S	01114268	12/2005	NC	SLP	No
Witt, Mary E	01031259	12/2005	NC	SLP	No
Wright, Leigh Boyd	01030292	12/2005	NC	SLP	Yes
Wright, Simone R	01134948	12/2005	NC	SLP	No
Young, Karen W	00903369	12/2005	NC	SLP	No
<b>ADD</b>					
Barrie Blackley, Sandra	00096540	12/2005	NC	SLP	UNCG
Campbell, Michael F.	01007807			SLP	UNCG
Fox-Thomas, Lisa	09144366			AUD	UNCG
King, Allison Hope	09148938	12/2005	NC	SLP	River Landing, Colfax, NC

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**APPENDIX VI: COMPLETED ASHA CERTIFICATION APPLICATIONS FOR TWO (2)  
STUDENTS IN EACH AREA OF ACCREDITATION SOUGHT**

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**See Appendix VI-a & VI-b attachments**

*INSTRUCTIONS: All course work and clinical education must be listed on these sample applications towards meeting the knowledge and skill outcomes identified. If no students have yet completed a program under the new certification standards, submit one completed application (which includes the KASA) for a hypothetical student.*

**APPENDIX VII: A TYPICAL ACADEMIC PROGRAM, INCLUDING COURSE SEQUENCE, IN EACH AREA OF ACCREDITATION SOUGHT**

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Prerequisite Courses

Summer:

CSD 334 Intro to Audiology (3 hours) (optional)

Fall:

CSD 307 Speech and Hearing Science (3 hours)

CSD 308 Language Development (3 hours)

CSD 309 Anatomy and Physiology (3 hours)

CSD 588 Neurology or CSD 334 Intro to Audiology

Spring:

CSD 336 Articulation Disorders (3 hours)

CSD 337 Language Disorders (3 hours)

CSD 338 Voice Disorders (3 hours)

CSD 339 Fluency Disorders (3 hours)

CSD 556 Aural Rehab (3 hours)

Graduate Courses

Fall Year 1 (14 credit hours)

CSD 631-01: Structured Intervention for Language-Literacy Impairments (3 hours)

CSD 632-01: Introduction Research in Communication Sciences and Disorders (2 hours)

CSD 636-01: Prevention, Assessment and Intervention: Birth-4 (5 hours)

CSD 638-01: Minor Area clinical practicum for SLP majors (1 hour)

CSD 571-01: Beginning Clinical Practicum (3 hours)

Spring Year 1 (13 credit hours)

CSD 626-01: Professional speaking and writing (1 hour)\*

CSD 627-01: Multicultural issues in Communication Sciences and Disorders (1 hour)

CSD 629-01: Dysphagia (1hour)

CSD 633-01: Current topics in Communication Sciences and Disorders (2 hours)

CSD 637-01: Prevention, Assessment and Intervention: School Age (5 hours)

CSD 678-01: Advanced Clinical Practicum (3 hours)

Graduate level statistics course (3 hours)-optional

Summer Year 1 (5-11 hours)

CSD 639-01: Prevention, Assessment & Intervention: Middle and Older Adults (5 hours)

CSD 678-01: Advanced Clinical Practicum (3 hours)

CSD 677-01: Internship in Communication Disorders (3-6 hours)

Fall Year 2 (16 hours)

CSD 600-01: Professional Issues & Ethics (1 hour)\*

CSD 618-01: Counselling and Interviewing Skills in CSD (1 hour)\*

CSD 634-01: Research Design in Communication Sciences and Disorders (2 hours)

CSD 640-01: Prevention, Assessment & Intervention: Late Adolescence & Early Adulthood (3 hours)

CSD 677-01: Internship in Communication Disorders (9 hours)

Spring Year 2 (9+ hours)

CSD 677-01: Internship in Communication Disorders (9 hours)

Electives (Students can take craniofacial seminar, independent study, thesis or other CSD courses)

\* Courses currently taught as workshops, structured independent study or alternative mode

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**APPENDIX VIII: SAMPLE CONTRACT OR AGREEMENT WITH A CLINICAL EDUCATION  
SITE**

**See Appendix VIII attachment**

**APPENDIX IX-A: AUDIOLOGY CLINICAL POPULATION N/A**

Name and type of facility:	
Location and distance from campus:	
Supervisors' full names:	
Academic and clinical prerequisites for student placement at this facility:	
Typical number of students per supervisor:	
Number of terms your program has used this facility in past two years:	
Types of activities students typically engage in:	

CATEGORY	AVERAGE NUMBER OF CLIENTS PER ACADEMIC TERM		
	Total	Children *	Adults *
<b>AUDITORY DISORDERS</b>			
Prevention & Identification			
Evaluation			
Treatment			
<b>VESTIBULAR DISORDERS</b>			
Prevention & Identification			
Evaluation			
Treatment			
<b>RELATED COMMUNICATION DISORDERS</b>			
Prevention & Identification			
Evaluation			
Treatment			

\* Age range for adults: \_\_\_\_\_, children: \_\_\_\_\_

**APPENDIX IX-B: SLP CLINICAL POPULATION – Alamance Regional Medical Center**

Name and type of facility:	Alamance Regional Medical Center
Location/distance from campus:	1240 Huffman Mill Rd, Burlington, NC27215 538-7500, 5387520(30 miles)
Supervisors' full names:	Ms. Jennifer Klein (09128157) Ms. Michelle Novak (12009269)
Academic and clinical prerequisites for student placement at this facility:	Standard course of study, minimum 100 hours
Typical number of students per supervisor:	1
Number of terms your program has used this facility in past two years:	3
Types of activities students typically engage in:	Screening, evaluation, therapy for speech, language and dysphagia

CATEGORY	AVERAGE NUMBER OF CLIENTS PER ACADEMIC TERM		
	Total	Children *	Adults *
<b>ARTICULATION</b>			
Evaluation			10
Intervention			10
<b>VOICE &amp; RESONANCE</b>			
Evaluation			15
Intervention			5
<b>FLUENCY</b>			
Evaluation			3
Intervention			1
<b>LANGUAGE DISORDERS (Receptive &amp; Expressive)</b>			
<b>Evaluation</b>			50
<b>Intervention</b>			50
<b>SWALLOWING DISORDERS</b>			
Evaluation			60
Intervention			30
<b>COGNITIVE ASPECTS OF COMMUNICATION</b>			
Evaluation			20
Intervention			10
<b>SOCIAL ASPECTS OF COMMUNICATION</b>			
Evaluation			5
Intervention			5
<b>COMMUNICATION MODALITIES</b>			
Evaluation			5
Intervention			5
<b>HEARING</b>			
Evaluation			0
Intervention			0
<b>Other (specify)</b>			

\*Age range for adults: 20-90 , children: \_\_\_\_\_

**APPENDIX IX-B: SLP CLINICAL POPULATION-Blumenthal Jewish Nursing & Rehab Center**

Name and type of facility:	Blumenthal Jewish Nursing & Rehab Center(private SNF)
Location/distance from campus:	3724 Wireless Dr., Greensboro, NC 27455 336-540-9991 x 321(5 miles)
Supervisors' full names:	Ms. Wendy Bradshaw (01102176)
Academic and clinical prerequisites for student placement at this facility:	Standard course of study, minimum 100 hours
Typical number of students per supervisor:	1
Number of terms your program has used this facility in past two years:	4
Types of activities students typically engage in:	Rehab, cognitive retraining,aphasia,dysphagia

CATEGORY	AVERAGE NUMBER OF CLIENTS PER ACADEMIC TERM		
	Total	Children *	Adults *
<b>ARTICULATION</b>			
Evaluation			10
Intervention			10
<b>VOICE &amp; RESONANCE</b>			
Evaluation			10
Intervention			5
<b>FLUENCY</b>			
Evaluation			2
Intervention			0
<b>LANGUAGE DISORDERS (Receptive &amp; Expressive)</b>			
<b>Evaluation</b>			60
<b>Intervention</b>			40
<b>SWALLOWING DISORDERS</b>			
Evaluation			100
Intervention			75
<b>COGNITIVE ASPECTS OF COMMUNICATION</b>			
Evaluation			20
Intervention			10
<b>SOCIAL ASPECTS OF COMMUNICATION</b>			
Evaluation			5
Intervention			5
<b>COMMUNICATION MODALITIES</b>			
Evaluation			10
Intervention			10
<b>HEARING</b>			
Evaluation			0
Intervention			0
<b>Other (specify)</b>			

\*Age range for adults: 18-90 , children: \_\_\_\_\_

**APPENDIX IX-B: SLP CLINICAL POPULATION - Cheshire Center**

Name and type of facility:	Cheshire Center(large private practice)
Location/distance from campus:	319 West Wendover Ave., Greensboro, NC 27408; 336-373-1099(5 Miles)
Supervisors' full names:	Heather Osl (09148029) Natalie Stokes (01102573) J. Chris Pickard (9145522) Ashley Malone (9126301)
Academic and clinical prerequisites for student placement at this facility:	Standard course of study, minimum 100 hours
Typical number of students per supervisor:	1
Number of terms your program has used this facility in past two years:	3
Types of activities students typically engage in:	Head Start, home health, voice, co-treatments,screenings,parent education

CATEGORY	AVERAGE NUMBER OF CLIENTS PER ACADEMIC TERM		
	Total	Children *	Adults *
<b>ARTICULATION</b>			
Evaluation		<b>500</b>	
Intervention		<b>100</b>	
<b>VOICE &amp; RESONANCE</b>			
Evaluation		20	5
Intervention		20	5
<b>FLUENCY</b>			
Evaluation		<b>10</b>	
Intervention		<b>10</b>	
<b>LANGUAGE DISORDERS (Receptive &amp; Expressive)</b>			
<b>Evaluation</b>		<b>500</b>	
<b>Intervention</b>		<b>100</b>	
<b>SWALLOWING DISORDERS</b>			
Evaluation		5	
Intervention		5	
<b>COGNITIVE ASPECTS OF COMMUNICATION</b>			
Evaluation		<b>5</b>	
Intervention		<b>5</b>	
<b>SOCIAL ASPECTS OF COMMUNICATION</b>			
Evaluation		20	
Intervention		10	
<b>COMMUNICATION MODALITIES</b>			
Evaluation		<b>20</b>	
Intervention		<b>20</b>	
<b>HEARING</b>			
Evaluation		<b>0</b>	
Intervention		<b>0</b>	
<b>Other (specify)</b>			

\*Age range for adults: 18-90 , children: birth-18

**APPENDIX IX-B: SLP CLINICAL POPULATION - Colfax Elementary**

Name and type of facility:	Colfax Elementary(Guilford co public school)
Location/distance from campus:	9112 US 421, Colfax, NC 27235 336-275-4332 x 2133(10 miles)
Supervisors' full names:	Leigh Boyd Wright (01030292)
Academic and clinical prerequisites for student placement at this facility:	Standard course of study, minimum 100 hours
Typical number of students per supervisor:	1
Number of terms your program has used this facility in past two years:	3
Types of activities students typically engage in:	PreK,screenings,phoneme awareness,

CATEGORY	AVERAGE NUMBER OF CLIENTS PER ACADEMIC TERM		
	Total	Children *	Adults *
<b>ARTICULATION</b>			
Evaluation		<b>200</b>	
Intervention		<b>50</b>	
<b>VOICE &amp; RESONANCE</b>			
Evaluation		4	
Intervention		4	
<b>FLUENCY</b>			
Evaluation		<b>5</b>	
Intervention		<b>5</b>	
<b>LANGUAGE DISORDERS (Receptive &amp; Expressive)</b>			
<b>Evaluation</b>		<b>200</b>	
<b>Intervention</b>		<b>50</b>	
<b>SWALLOWING DISORDERS</b>			
Evaluation		0	
Intervention		0	
<b>COGNITIVE ASPECTS OF COMMUNICATION</b>			
Evaluation		<b>5</b>	
Intervention		<b>3</b>	
<b>SOCIAL ASPECTS OF COMMUNICATION</b>			
Evaluation		10	
Intervention		5	
<b>COMMUNICATION MODALITIES</b>			
Evaluation		<b>10</b>	
Intervention		<b>10</b>	
<b>HEARING</b>			
Evaluation		<b>0</b>	
Intervention		<b>0</b>	
<b>Other (specify)</b>			

\*Age range for adults: \_\_\_\_\_, children: **4-13**

**APPENDIX IX-B: SLP CLINICAL POPULATION - Dillard Drive Elementary**

Name and type of facility:	Dillard Drive Elementary(Wake co public school)
Location/distance from campus:	5018 Dillard Dr., Raleigh, NC 27606 919-233-4200(90 miles)
Supervisors' full names:	Ms. Melody Kendall (01003905)
Academic and clinical prerequisites for student placement at this facility:	Standard course of study, minimum 100 hours
Typical number of students per supervisor:	1
Number of terms your program has used this facility in past two years:	1
Types of activities students typically engage in:	IEP meetings, screenings,therapy

CATEGORY	AVERAGE NUMBER OF CLIENTS PER ACADEMIC TERM		
	Total	Children *	Adults *
<b>ARTICULATION</b>			
Evaluation		100	
Intervention		40	
<b>VOICE &amp; RESONANCE</b>			
Evaluation		5	
Intervention		2	
<b>FLUENCY</b>			
Evaluation		5	
Intervention		5	
<b>LANGUAGE DISORDERS (Receptive &amp; Expressive)</b>			
<b>Evaluation</b>		100	
<b>Intervention</b>		50	
<b>SWALLOWING DISORDERS</b>			
Evaluation		0	
Intervention		0	
<b>COGNITIVE ASPECTS OF COMMUNICATION</b>			
Evaluation		2	
Intervention		2	
<b>SOCIAL ASPECTS OF COMMUNICATION</b>			
Evaluation		10	
Intervention		5	
<b>COMMUNICATION MODALITIES</b>			
Evaluation		5	
Intervention		5	
<b>HEARING</b>			
Evaluation		0	
Intervention		0	
<b>Other (specify)</b>			

\*Age range for adults: \_\_\_\_\_, children: 4-13 \_\_\_\_\_

**APPENDIX IX-B: SLP CLINICAL POPULATION – Durham VA Medical Center**

Name and type of facility:	
Location/distance from campus:	
Supervisors' full names:	
Academic and clinical prerequisites for student placement at this facility:	
Typical number of students per supervisor:	
Number of terms your program has used this facility in past two years:	
Types of activities students typically engage in:	

CATEGORY	AVERAGE NUMBER OF CLIENTS PER ACADEMIC TERM		
	Total	Children *	Adults *
<b>ARTICULATION</b>			
Evaluation			
Intervention			
<b>VOICE &amp; RESONANCE</b>			
Evaluation			
Intervention			
<b>FLUENCY</b>			
Evaluation			
Intervention			
<b>LANGUAGE DISORDERS (Receptive &amp; Expressive)</b>			
<b>Evaluation</b>			
<b>Intervention</b>			
<b>SWALLOWING DISORDERS</b>			
Evaluation			
Intervention			
<b>COGNITIVE ASPECTS OF COMMUNICATION</b>			
Evaluation			
Intervention			
<b>SOCIAL ASPECTS OF COMMUNICATION</b>			
Evaluation			
Intervention			
<b>COMMUNICATION MODALITIES</b>			
Evaluation			
Intervention			
<b>HEARING</b>			
Evaluation			
Intervention			
<b>Other (specify)</b>			

\*Age range for adults: \_\_\_\_\_, children: \_\_\_\_\_

**APPENDIX IX-B: SLP CLINICAL POPULATION - Eastway Elementary**

Name and type of facility:	Eastway Elementary (Durham Co public)
Location/distance from campus:	610 N. Alston Ave., Durham, NC 27701(40 miles) 919-560-3910 x 10402
Supervisors' full names:	Jamelle Elliot (12052737)
Academic and clinical prerequisites for student placement at this facility:	Standard course of study, minimum 100 hours
Typical number of students per supervisor:	1
Number of terms your program has used this facility in past two years:	1
Types of activities students typically engage in:	Screenings, IEP meetings, individual&group tx

CATEGORY	AVERAGE NUMBER OF CLIENTS PER ACADEMIC TERM		
	Total	Children *	Adults *
<b>ARTICULATION</b>			
Evaluation		<b>100</b>	
Intervention		<b>50</b>	
<b>VOICE &amp; RESONANCE</b>			
Evaluation		2	
Intervention		2	
<b>FLUENCY</b>			
Evaluation		<b>2</b>	
Intervention		<b>2</b>	
<b>LANGUAGE DISORDERS (Receptive &amp; Expressive)</b>			
<b>Evaluation</b>		<b>100</b>	
<b>Intervention</b>		<b>50</b>	
<b>SWALLOWING DISORDERS</b>			
Evaluation		0	
Intervention		0	
<b>COGNITIVE ASPECTS OF COMMUNICATION</b>			
Evaluation		<b>0</b>	
Intervention		<b>0</b>	
<b>SOCIAL ASPECTS OF COMMUNICATION</b>			
Evaluation		5	
Intervention		5	
<b>COMMUNICATION MODALITIES</b>			
Evaluation		<b>5</b>	
Intervention		<b>2</b>	
<b>HEARING</b>			
Evaluation		<b>0</b>	
Intervention		<b>0</b>	
<b>Other (specify)</b>			

\*Age range for adults: \_\_\_\_\_, children: **4-13**

**APPENDIX IX-B: SLP CLINICAL POPULATION - Evergreens Senior Healthcare Services**

Name and type of facility:	Evergreens Senior Healthcare Services(private SNF)
Location/distance from campus:	4007 W. Wendower Ave., Greensboro, NC 27407; 336-292-8620(5miles)
Supervisors' full names:	Pat Christopher (00724823)
Academic and clinical prerequisites for student placement at this facility:	Standard course of study,minimum 100 hours
Typical number of students per supervisor:	1
Number of terms your program has used this facility in past two years:	1
Types of activities students typically engage in:	dementia, dysphagia,aphasia

CATEGORY	AVERAGE NUMBER OF CLIENTS PER ACADEMIC TERM		
	Total	Children *	Adults *
<b>ARTICULATION</b>			
Evaluation			50
Intervention			40
<b>VOICE &amp; RESONANCE</b>			
Evaluation			10
Intervention			10
<b>FLUENCY</b>			
Evaluation			5
Intervention			2
<b>LANGUAGE DISORDERS (Receptive &amp; Expressive)</b>			
<b>Evaluation</b>			50
<b>Intervention</b>			50
<b>SWALLOWING DISORDERS</b>			
Evaluation			100
Intervention			50
<b>COGNITIVE ASPECTS OF COMMUNICATION</b>			
Evaluation			30
Intervention			20
<b>SOCIAL ASPECTS OF COMMUNICATION</b>			
Evaluation			5
Intervention			5
<b>COMMUNICATION MODALITIES</b>			
Evaluation			30
Intervention			20
<b>HEARING</b>			
Evaluation			0
Intervention			0
<b>Other (specify)</b>			

\*Age range for adults: 18-90 , children: \_\_\_\_\_

**APPENDIX IX-B: SLP CLINICAL POPULATION- Fairview Elementary**

Name and type of facility:	Fairview Elementary(Guilford co public school)
Location/distance from campus:	608 Fairview St.; High Point; NC 27260(25 miles) 336-819-2890
Supervisors' full names:	Ms. Mimi Williams (01043007)
Academic and clinical prerequisites for student placement at this facility:	Standard course of study,minimum 100 hours
Typical number of students per supervisor:	1
Number of terms your program has used this facility in past two years:	2
Types of activities students typically engage in:	Lang/literacy,screenings,

CATEGORY	AVERAGE NUMBER OF CLIENTS PER ACADEMIC TERM		
	Total	Children *	Adults *
<b>ARTICULATION</b>			
Evaluation		<b>100</b>	
Intervention		<b>50</b>	
<b>VOICE &amp; RESONANCE</b>			
Evaluation		5	
Intervention		5	
<b>FLUENCY</b>			
Evaluation		<b>5</b>	
Intervention		<b>5</b>	
<b>LANGUAGE DISORDERS (Receptive &amp; Expressive)</b>			
<b>Evaluation</b>		<b>100</b>	
<b>Intervention</b>		<b>50</b>	
<b>SWALLOWING DISORDERS</b>			
Evaluation		0	
Intervention		0	
<b>COGNITIVE ASPECTS OF COMMUNICATION</b>			
Evaluation		<b>0</b>	
Intervention		<b>0</b>	
<b>SOCIAL ASPECTS OF COMMUNICATION</b>			
Evaluation		10	
Intervention		5	
<b>COMMUNICATION MODALITIES</b>			
Evaluation		<b>2</b>	
Intervention		<b>2</b>	
<b>HEARING</b>			
Evaluation		<b>0</b>	
Intervention		<b>0</b>	
<b>Other (specify)</b>			

\*Age range for adults: \_\_\_\_\_, children: **4-13** \_\_\_\_\_

**APPENDIX IX-B: SLP CLINICAL POPULATION – General Greene Elementary**

Name and type of facility:	General Greene Elementary(Guilford co public school)
Location/distance from campus:	1501 Benjamin Parkway, Greensboro, NC (5 miles)27408; 336-545-2015
Supervisors' full names:	Lisa McDonald (09144507)
Academic and clinical prerequisites for student placement at this facility:	Standard course of study, minimum 100 hours
Typical number of students per supervisor:	1
Number of terms your program has used this facility in past two years:	3
Types of activities students typically engage in:	Screenings,lang/literacy,IEP meetings

CATEGORY	AVERAGE NUMBER OF CLIENTS PER ACADEMIC TERM		
	Total	Children *	Adults *
<b>ARTICULATION</b>			
Evaluation		100	
Intervention		40	
<b>VOICE &amp; RESONANCE</b>			
Evaluation		2	
Intervention		2	
<b>FLUENCY</b>			
Evaluation		3	
Intervention		3	
<b>LANGUAGE DISORDERS (Receptive &amp; Expressive)</b>			
<b>Evaluation</b>		100	
<b>Intervention</b>		50	
<b>SWALLOWING DISORDERS</b>			
Evaluation		0	
Intervention		0	
<b>COGNITIVE ASPECTS OF COMMUNICATION</b>			
Evaluation		0	
Intervention		0	
<b>SOCIAL ASPECTS OF COMMUNICATION</b>			
Evaluation		2	
Intervention		2	
<b>COMMUNICATION MODALITIES</b>			
Evaluation		2	
Intervention		2	
<b>HEARING</b>			
Evaluation		0	
Intervention		0	
<b>Other (specify)</b>			

\*Age range for adults: \_\_\_\_\_, children: 4-13

**APPENDIX IX-B: SLP CLINICAL POPULATION - High Point Regional Medical Center**

Name and type of facility:	High Point Regional Medical Center(Hospital&Rehab&Ped Outpt)
Location/distance from campus:	600 N. Elm Street, High Point, NC 27262 336-878-6915 x 2986(30 miles)
Supervisors' full names:	Melissa Goodman (12021896) Shelby Bryant (01042669) Heather Schwartz (12046128) Pat Gravley (00185439) Jules Roberts (12075178)
Academic and clinical prerequisites for student placement at this facility:	Standard course of study, minimum 100 hours0
Typical number of students per supervisor:	1
Number of terms your program has used this facility in past two years:	4
Types of activities students typically engage in:	Screenings, dyphagia,FEES, Vital Stim,acute, rehab, ped op

CATEGORY	AVERAGE NUMBER OF CLIENTS PER ACADEMIC TERM		
	Total	Children *	Adults *
<b>ARTICULATION</b>			
Evaluation	30	20	10
Intervention	15	10	5
<b>VOICE &amp; RESONANCE</b>			
Evaluation	14	4	10
Intervention	12	2	10
<b>FLUENCY</b>			
Evaluation	7	5	2
Intervention	7	5	2
<b>LANGUAGE DISORDERS (Receptive &amp; Expressive)</b>			
<b>Evaluation</b>	<b>130</b>	<b>50</b>	<b>80</b>
<b>Intervention</b>	<b>105</b>	<b>30</b>	<b>75</b>
<b>SWALLOWING DISORDERS</b>			
Evaluation	205	5	200
Intervention	155	5	150
<b>COGNITIVE ASPECTS OF COMMUNICATION</b>			
Evaluation	40	10	30
Intervention	40	10	30
<b>SOCIAL ASPECTS OF COMMUNICATION</b>			
Evaluation	20	10	10
Intervention	10	5	5
<b>COMMUNICATION MODALITIES</b>			
Evaluation		5	20
Intervention		5	20
<b>HEARING</b>			
Evaluation		0	0
Intervention		0	0

\*Age range for adults: 18-90 , children: birth-18

**APPENDIX IX-B: SLP CLINICAL POPULATION - Kindred Hospital/People First**

Name and type of facility:	Kindred Hospital/People First(private hospital)
Location/distance from campus:	2401 Southside Blvd. Greensboro, NC 27406(5 miles)
Supervisors' full names:	Lonnie Marsh (00380899) Katherine Watson (12041119)
Academic and clinical prerequisites for student placement at this facility:	Standard course of study, minimum 100 hours)
Typical number of students per supervisor:	1
Number of terms your program has used this facility in past two years:	3
Types of activities students typically engage in:	Screening,evals,MBS,Bedsides,TBI,ALS,

CATEGORY	AVERAGE NUMBER OF CLIENTS PER ACADEMIC TERM		
	Total	Children *	Adults *
<b>ARTICULATION</b>			
Evaluation			5
Intervention			5
<b>VOICE &amp; RESONANCE</b>			
Evaluation			5
Intervention			5
<b>FLUENCY</b>			
Evaluation			0
Intervention			0
<b>LANGUAGE DISORDERS (Receptive &amp; Expressive)</b>			
<b>Evaluation</b>			30
<b>Intervention</b>			30
<b>SWALLOWING DISORDERS</b>			
Evaluation			100
Intervention			100
<b>COGNITIVE ASPECTS OF COMMUNICATION</b>			
Evaluation			30
Intervention			20
<b>SOCIAL ASPECTS OF COMMUNICATION</b>			
Evaluation			0
Intervention			0
<b>COMMUNICATION MODALITIES</b>			
Evaluation			10
Intervention			10
<b>HEARING</b>			
Evaluation			0
Intervention			0
<b>Other (specify)</b>			

\*Age range for adults: 18-90 , children: \_\_\_\_\_

**APPENDIX IX-B: SLP CLINICAL POPULATION - Lake Norman Medical Center**

Name and type of facility:	Lake Norman Regional Medical Center (hospital)
Location/distance from campus:	156 Center Church Rd. Ste 101, Mooresville, NC 28117; 704-660-4760(100 miles)
Supervisors' full names:	Ms. Pam Manser (01027793)
Academic and clinical prerequisites for student placement at this facility:	Standard course of study, minimum 100 hours
Typical number of students per supervisor:	1
Number of terms your program has used this facility in past two years:	1
Types of activities students typically engage in:	Screening, evals, dysphagia, aphasia, artic&lang

CATEGORY	AVERAGE NUMBER OF CLIENTS PER ACADEMIC TERM		
	Total	Children *	Adults *
<b>ARTICULATION</b>			
Evaluation	30	20	10
Intervention	15	10	5
<b>VOICE &amp; RESONANCE</b>			
Evaluation	25	5	20
Intervention	13	3	10
<b>FLUENCY</b>			
Evaluation	10	5	5
Intervention	4	2	2
<b>LANGUAGE DISORDERS (Receptive &amp; Expressive)</b>			
<b>Evaluation</b>	<b>120</b>	<b>40</b>	<b>80</b>
<b>Intervention</b>	<b>80</b>	<b>20</b>	<b>60</b>
<b>SWALLOWING DISORDERS</b>			
Evaluation	105	5	100
Intervention	85	5	80
<b>COGNITIVE ASPECTS OF COMMUNICATION</b>			
Evaluation	30	10	20
Intervention	20	5	15
<b>SOCIAL ASPECTS OF COMMUNICATION</b>			
Evaluation	10	5	5
Intervention	7	2	5
<b>COMMUNICATION MODALITIES</b>			
Evaluation	15	5	10
Intervention	12	2	10
<b>HEARING</b>			
Evaluation		0	0
Intervention			
<b>Other (specify)</b>			

\*Age range for adults: 18-90 , children: birth-18

**APPENDIX IX-B: SLP CLINICAL POPULATION LAUGHLIN PRIMARY**

Name and type of facility:	Laughlin Primary
Location/distance from campus:	7911 Summerfield Rd. Greensboro, NC 27358(15 miles)
Supervisors' full names:	Renee B. Hunter (01087743)
Academic and clinical prerequisites for student placement at this facility:	Standard course of study, minimum 100 hours
Typical number of students per supervisor:	1
Number of terms your program has used this facility in past two years:	1
Types of activities students typically engage in:	Self-contained class +preK+ K-5, screening, evaluation, therapy

CATEGORY	AVERAGE NUMBER OF CLIENTS PER ACADEMIC TERM		
	Total	Children *	Adults *
<b>ARTICULATION</b>			
Evaluation		<b>90</b>	
Intervention		<b>20</b>	
<b>VOICE &amp; RESONANCE</b>			
Evaluation		2	
Intervention		1	
<b>FLUENCY</b>			
Evaluation		<b>4</b>	
Intervention		<b>2</b>	
<b>LANGUAGE DISORDERS (Receptive &amp; Expressive)</b>			
<b>Evaluation</b>		<b>50</b>	
<b>Intervention</b>		<b>30</b>	
<b>SWALLOWING DISORDERS</b>			
Evaluation		0	
Intervention		0	
<b>COGNITIVE ASPECTS OF COMMUNICATION</b>			
Evaluation		<b>0</b>	
Intervention		<b>0</b>	
<b>SOCIAL ASPECTS OF COMMUNICATION</b>			
Evaluation		5	
Intervention		5	
<b>COMMUNICATION MODALITIES</b>			
Evaluation		<b>3</b>	
Intervention		<b>3</b>	
<b>HEARING</b>			
Evaluation		<b>0</b>	
Intervention		<b>0</b>	
<b>Other (specify)</b>			

\*Age range for adults: \_\_\_\_\_, children: 4-12

**APPENDIX IX-B: SLP CLINICAL POPULATION LET'S TALK SPEECH & LANGUAGE Svcs**

Name and type of facility:	Let's Talk Speech & Language Services/Private Practice
Location/distance from campus:	1611 Jones Franklin Rd. Suite 109 Raleigh, NC 27606(90 miles)
Supervisors' full names:	Tracey A. Vail (00028688)
Academic and clinical prerequisites for student placement at this facility:	Standard course of study, minimum 100 hours
Typical number of students per supervisor:	1
Number of terms your program has used this facility in past two years:	1
Types of activities students typically engage in:	Evaluation+therapy individual

CATEGORY	AVERAGE NUMBER OF CLIENTS PER ACADEMIC TERM		
	Total	Children *	Adults *
<b>ARTICULATION</b>			
Evaluation		5	
Intervention		10	
<b>VOICE &amp; RESONANCE</b>			
Evaluation		1	
Intervention		1	
<b>FLUENCY</b>			
Evaluation		5	
Intervention		5	
<b>LANGUAGE DISORDERS (Receptive &amp; Expressive)</b>			
<b>Evaluation</b>		5	
<b>Intervention</b>		15	
<b>SWALLOWING DISORDERS</b>			
Evaluation		0	
Intervention		0	
<b>COGNITIVE ASPECTS OF COMMUNICATION</b>			
Evaluation		1	
Intervention		1	
<b>SOCIAL ASPECTS OF COMMUNICATION</b>			
Evaluation		2	
Intervention		6	
<b>COMMUNICATION MODALITIES</b>			
Evaluation		2	
Intervention		5	
<b>HEARING</b>			
Evaluation		0	
Intervention		0	
<b>Other (specify)</b>			

\*Age range for adults: \_\_\_\_\_, children: Birth-5 \_\_\_\_\_

**APPENDIX IX-B: SLP CLINICAL POPULATION McIVER EDUCATION CENTER**

Name and type of facility:	McIver Education Center-Public school for mod-severe functioning-
Location/distance from campus:	1401 Summit Ave, Greensboro, NC 27405(5 miles0
Supervisors' full names:	Rozalyn Robbins (00183772) Marcia Lynn Raynor (01087958)
Academic and clinical prerequisites for student placement at this facility:	Standard course of study, minimum 100 hours
Typical number of students per supervisor:	1
Number of terms your program has used this facility in past two years:	3
Types of activities students typically engage in:	Individual+group, inclusion and pullout, authentic testing,variety of syndromes

CATEGORY	AVERAGE NUMBER OF CLIENTS PER ACADEMIC TERM		
	Total	Children *	Adults *
<b>ARTICULATION</b>			
Evaluation		20	
Intervention		20	
<b>VOICE &amp; RESONANCE</b>			
Evaluation		3	
Intervention		3	
<b>FLUENCY</b>			
Evaluation		3	
Intervention		3	
<b>LANGUAGE DISORDERS (Receptive &amp; Expressive)</b>			
<b>Evaluation</b>		40	
<b>Intervention</b>		30	
<b>SWALLOWING DISORDERS</b>			
Evaluation		3	
Intervention		3	
<b>COGNITIVE ASPECTS OF COMMUNICATION</b>			
Evaluation		5	
Intervention		5	
<b>SOCIAL ASPECTS OF COMMUNICATION</b>			
Evaluation		10	
Intervention		10	
<b>COMMUNICATION MODALITIES</b>			
Evaluation		10	
Intervention		10	
<b>HEARING</b>			
Evaluation		0	
Intervention		0	
<b>Other (specify)</b>			

\*Age range for adults: \_\_\_\_\_, children: 3-21 \_\_\_\_\_

**APPENDIX IX-B: SLP CLINICAL POPULATION MONROETON ELEMENTARY**

Name and type of facility:	Monroeton Elementary-Rockingham public
Location/distance from campus:	120 Monroeton Rd. Reidsville, NC 27320(50 miles)
Supervisors' full names:	Colette Edwards (00586057)
Academic and clinical prerequisites for student placement at this facility:	Standard course of study, minimum 100 hours
Typical number of students per supervisor:	1
Number of terms your program has used this facility in past two years:	1
Types of activities students typically engage in:	Screening,evaluation,therapy,inclusion, Pre-K+

CATEGORY	AVERAGE NUMBER OF CLIENTS PER ACADEMIC TERM		
	Total	Children *	Adults *
<b>ARTICULATION</b>			
Evaluation		<b>90</b>	
Intervention		<b>40</b>	
<b>VOICE &amp; RESONANCE</b>			
Evaluation		2	
Intervention		2	
<b>FLUENCY</b>			
Evaluation		<b>4</b>	
Intervention		<b>4</b>	
<b>LANGUAGE DISORDERS (Receptive &amp; Expressive)</b>			
<b>Evaluation</b>		<b>90</b>	
<b>Intervention</b>		<b>50</b>	
<b>SWALLOWING DISORDERS</b>			
Evaluation		0	
Intervention		0	
<b>COGNITIVE ASPECTS OF COMMUNICATION</b>			
Evaluation		<b>0</b>	
Intervention		<b>0</b>	
<b>SOCIAL ASPECTS OF COMMUNICATION</b>			
Evaluation		5	
Intervention		5	
<b>COMMUNICATION MODALITIES</b>			
Evaluation		<b>2</b>	
Intervention		<b>2</b>	
<b>HEARING</b>			
Evaluation		<b>400</b>	
Intervention		<b>2</b>	
<b>Other (specify)</b>			

\*Age range for adults: \_\_\_\_\_, children: 4-12

**APPENDIX IX-B: SLP CLINICAL POPULATION MOORE TRADITIONAL ELEMENTARY**

Name and type of facility:	Moore Elementary-Forsyth Co. public magnet
Location/distance from campus:	451 Knollwood St. Winston-Salem, NC 27103(50 miles)
Supervisors' full names:	Diane Byrd(12013794)
Academic and clinical prerequisites for student placement at this facility:	Standard course of study, minimum 100 hours
Typical number of students per supervisor:	1
Number of terms your program has used this facility in past two years:	2
Types of activities students typically engage in:	Pre-K to 5, deaf ed class, individual+group

CATEGORY	AVERAGE NUMBER OF CLIENTS PER ACADEMIC TERM		
	Total	Children *	Adults *
<b>ARTICULATION</b>			
Evaluation		20	
Intervention		30	
<b>VOICE &amp; RESONANCE</b>			
Evaluation		5	
Intervention		5	
<b>FLUENCY</b>			
Evaluation		5	
Intervention		5	
<b>LANGUAGE DISORDERS (Receptive &amp; Expressive)</b>			
<b>Evaluation</b>		30	
<b>Intervention</b>		40	
<b>SWALLOWING DISORDERS</b>			
Evaluation		0	
Intervention		0	
<b>COGNITIVE ASPECTS OF COMMUNICATION</b>			
Evaluation		0	
Intervention		0	
<b>SOCIAL ASPECTS OF COMMUNICATION</b>			
Evaluation		5	
Intervention		5	
<b>COMMUNICATION MODALITIES</b>			
Evaluation		10	
Intervention		10	
<b>HEARING</b>			
Evaluation		100	
Intervention		10	
<b>Other (specify)</b>			

\*Age range for adults: \_\_\_\_\_, children: 4-12

**APPENDIX IX-B: SLP CLINICAL POPULATION MOREHEAD MEMORIAL HOSPITAL**

Name and type of facility:	Morehead Memorial Hospital-Rockingham Co
Location/distance from campus:	117 East Kings Highway, Eden, NC 27412 (45 miles)
Supervisors' full names:	Shannon D. Tillman (09144596)
Academic and clinical prerequisites for student placement at this facility:	Standard course of study, minimum 100 hours
Typical number of students per supervisor:	1
Number of terms your program has used this facility in past two years:	2
Types of activities students typically engage in:	Evaluation and treatment of inpt and SNF, Parkinson's ,larygectomees

CATEGORY	AVERAGE NUMBER OF CLIENTS PER ACADEMIC TERM		
	Total	Children *	Adults *
<b>ARTICULATION</b>			
Evaluation			20
Intervention			10
<b>VOICE &amp; RESONANCE</b>			
Evaluation			30
Intervention			20
<b>FLUENCY</b>			
Evaluation			3
Intervention			3
<b>LANGUAGE DISORDERS (Receptive &amp; Expressive)</b>			
<b>Evaluation</b>			40
<b>Intervention</b>			20
<b>SWALLOWING DISORDERS</b>			
Evaluation			50
Intervention			50
<b>COGNITIVE ASPECTS OF COMMUNICATION</b>			
Evaluation			10
Intervention			5
<b>SOCIAL ASPECTS OF COMMUNICATION</b>			
Evaluation			5
Intervention			5
<b>COMMUNICATION MODALITIES</b>			
Evaluation			5
Intervention			5
<b>HEARING</b>			
Evaluation			0
Intervention			0
<b>Other (specify)</b>			

\*Age range for adults:16-90 \_\_\_\_\_, children:\_\_\_\_\_

**APPENDIX IX-B: SLP CLINICAL POPULATION MOSES CONE HEALTHCARE SYSTEM**

Name and type of facility:	Moses Cone Healthcare System-hospital
Location/distance from campus:	1200 N. Elm Street, Greensboro, NC 27401(5 miles)
Supervisors' full names:	Pam Lawrence (12012787) Adria Duncan-Campbell (09126974) Cathy R. Holt (01097848) Janet L Rodden (01102136)
Academic and clinical prerequisites for student placement at this facility:	Standard course of study, minimum 100 hours
Typical number of students per supervisor:	1-2
Number of terms your program has used this facility in past two years:	4
Types of activities students typically engage in:	Team meetings(TBI) family meetings, acute, rehab, peds,MBS,

CATEGORY	AVERAGE NUMBER OF CLIENTS PER ACADEMIC TERM		
	Total	Children *	Adults *
<b>ARTICULATION</b>			
Evaluation	25	15	10
Intervention	15	10	5
<b>VOICE &amp; RESONANCE</b>			
Evaluation	20	5	15
Intervention	15	3	10
<b>FLUENCY</b>			
Evaluation	10	5	5
Intervention	10	5	5
<b>LANGUAGE DISORDERS (Receptive &amp; Expressive)</b>			
<b>Evaluation</b>	<b>120</b>	<b>40</b>	<b>80</b>
<b>Intervention</b>		<b>25</b>	<b>70</b>
<b>SWALLOWING DISORDERS</b>			
Evaluation	110	10	100
Intervention	60	5	55
<b>COGNITIVE ASPECTS OF COMMUNICATION</b>			
Evaluation	40	5	35
Intervention	40	5	35
<b>SOCIAL ASPECTS OF COMMUNICATION</b>			
Evaluation	20	15	5
Intervention	15	10	5
<b>COMMUNICATION MODALITIES</b>			
Evaluation	10	5	5
Intervention	10	5	5
<b>HEARING</b>			
Evaluation	10	5	5
Intervention	0	0	0
<b>Other (specify)</b>			

\*Age range for adults: \_\_ 16-90 \_\_\_\_\_, children: \_birth-15\_\_\_\_\_

**APPENDIX IX-B: SLP CLINICAL POPULATION MT MOURNE ELEMENTARY**

Name and type of facility:	Mt Mourne Elementary(Rowan Co school)
Location/distance from campus:	1431 Mecklenberg Highway Mooresville, NC 28115(100 miles)
Supervisors' full names:	Debra M. Barlaan (01031515)
Academic and clinical prerequisites for student placement at this facility:	Standard course of study, minimum 100 hours
Typical number of students per supervisor:	1
Number of terms your program has used this facility in past two years:	2
Types of activities students typically engage in:	Individual+group, IEP meetings

CATEGORY	AVERAGE NUMBER OF CLIENTS PER ACADEMIC TERM		
	Total	Children *	Adults *
<b>ARTICULATION</b>			
Evaluation		60	
Intervention		30	
<b>VOICE &amp; RESONANCE</b>			
Evaluation		2	
Intervention		2	
<b>FLUENCY</b>			
Evaluation		2	
Intervention		2	
<b>LANGUAGE DISORDERS (Receptive &amp; Expressive)</b>			
<b>Evaluation</b>		60	
<b>Intervention</b>		40	
<b>SWALLOWING DISORDERS</b>			
Evaluation		0	
Intervention		0	
<b>COGNITIVE ASPECTS OF COMMUNICATION</b>			
Evaluation		2	
Intervention		2	
<b>SOCIAL ASPECTS OF COMMUNICATION</b>			
Evaluation		5	
Intervention		2	
<b>COMMUNICATION MODALITIES</b>			
Evaluation		3	
Intervention		3	
<b>HEARING</b>			
Evaluation		0	
Intervention		0	
<b>Other (specify)</b>			

\*Age range for adults: \_\_\_\_\_, children: 4-12

**APPENDIX IX-B: SLP CLINICAL POPULATION MURPHEY TRADITIONAL ACADEMY**

Name and type of facility:	Murphey Traditional Academy (Public-Magnet school)
Location/distance from campus:	2306 Ontario St. Greensboro, NC 27403 (2 miles)
Supervisors' full names:	Carl B. Schinke (09136750)
Academic and clinical prerequisites for student placement at this facility:	Standard course of study, minimum 100 hours
Typical number of students per supervisor:	1
Number of terms your program has used this facility in past two years:	1
Types of activities students typically engage in:	Screening, evaluation, therapy of elementary children with speech and language disorders

CATEGORY	AVERAGE NUMBER OF CLIENTS PER ACADEMIC TERM		
	Total	Children *	Adults *
<b>ARTICULATION</b>			
Evaluation		<b>60</b>	
Intervention		<b>25</b>	
<b>VOICE &amp; RESONANCE</b>			
Evaluation		2	
Intervention		2	
<b>FLUENCY</b>			
Evaluation		<b>5</b>	
Intervention		<b>2</b>	
<b>LANGUAGE DISORDERS (Receptive &amp; Expressive)</b>			
<b>Evaluation</b>		<b>60</b>	
<b>Intervention</b>		<b>30</b>	
<b>SWALLOWING DISORDERS</b>			
Evaluation		0	
Intervention		0	
<b>COGNITIVE ASPECTS OF COMMUNICATION</b>			
Evaluation		<b>0</b>	
Intervention		<b>0</b>	
<b>SOCIAL ASPECTS OF COMMUNICATION</b>			
Evaluation		2	
Intervention		2	
<b>COMMUNICATION MODALITIES</b>			
Evaluation		<b>2</b>	
Intervention		<b>2</b>	
<b>HEARING</b>			
Evaluation		<b>150</b>	
Intervention		<b>2</b>	
<b>Other (specify)</b>			

\*Age range for adults: \_\_\_\_\_, children: 4 - 13

**APPENDIX IX-B: SLP CLINICAL POPULATION OAK RIDGE ELEMENTARY**

Name and type of facility:	Oak Ridge Elementary-Guilford Co school
Location/distance from campus:	2050 Oak Ridge Rd., Oak Ridge, NC 27310(15 miles)
Supervisors' full names:	Maria Harrell (01089398)
Academic and clinical prerequisites for student placement at this facility:	Standard course of study, minimum 100 hours
Typical number of students per supervisor:	1
Number of terms your program has used this facility in past two years:	2
Types of activities students typically engage in:	Individual, group, literacy, IEP meetings

CATEGORY	AVERAGE NUMBER OF CLIENTS PER ACADEMIC TERM		
	Total	Children *	Adults *
<b>ARTICULATION</b>			
Evaluation		<b>60</b>	
Intervention		<b>40</b>	
<b>VOICE &amp; RESONANCE</b>			
Evaluation		1	
Intervention		1	
<b>FLUENCY</b>			
Evaluation		<b>4</b>	
Intervention		<b>4</b>	
<b>LANGUAGE DISORDERS (Receptive &amp; Expressive)</b>			
<b>Evaluation</b>		<b>60</b>	
<b>Intervention</b>		<b>30</b>	
<b>SWALLOWING DISORDERS</b>			
Evaluation		0	
Intervention		0	
<b>COGNITIVE ASPECTS OF COMMUNICATION</b>			
Evaluation		<b>0</b>	
Intervention		<b>0</b>	
<b>SOCIAL ASPECTS OF COMMUNICATION</b>			
Evaluation		0	
Intervention		0	
<b>COMMUNICATION MODALITIES</b>			
Evaluation		<b>0</b>	
Intervention		<b>0</b>	
<b>HEARING</b>			
Evaluation		<b>0</b>	
Intervention		<b>0</b>	
<b>Other (specify)</b>			

\*Age range for adults: \_\_\_\_\_, children:4-12

**APPENDIX IX-B: SLP CLINICAL POPULATION RANDOLPH HOSPITAL**

Name and type of facility:	Randolph Hospital(county hospital)
Location/distance from campus:	PO Box 1048 Asheboro, NC 27204(20 miles)
Supervisors' full names:	Maria Koenig (09141022)
Academic and clinical prerequisites for student placement at this facility:	Standard course of study, minimum 100 hours
Typical number of students per supervisor:	1
Number of terms your program has used this facility in past two years:	1
Types of activities students typically engage in:	Inpt, outpt, home health, Vital Stim

CATEGORY	AVERAGE NUMBER OF CLIENTS PER ACADEMIC TERM		
	Total	Children *	Adults *
<b>ARTICULATION</b>			
Evaluation	20	15	5
Intervention	11	10	1
<b>VOICE &amp; RESONANCE</b>			
Evaluation	8	3	5
Intervention	4	1	3
<b>FLUENCY</b>			
Evaluation	7	5	2
Intervention	5	5	0
<b>LANGUAGE DISORDERS (Receptive &amp; Expressive)</b>			
<b>Evaluation</b>	<b>50</b>	<b>20</b>	<b>30</b>
<b>Intervention</b>	<b>50</b>	<b>20</b>	<b>30</b>
<b>SWALLOWING DISORDERS</b>			
Evaluation	53	3	50
Intervention	43	3	40
<b>COGNITIVE ASPECTS OF COMMUNICATION</b>			
Evaluation	13	3	10
Intervention	7	2	5
<b>SOCIAL ASPECTS OF COMMUNICATION</b>			
Evaluation	10	5	5
Intervention	4	2	2
<b>COMMUNICATION MODALITIES</b>			
Evaluation	10	5	5
Intervention	7	2	5
<b>HEARING</b>			
Evaluation		0	0
Intervention		0	0
<b>Other (specify)</b>			

\*Age range for adults: 18-90 , children: birth-18

**APPENDIX IX-B: SLP CLINICAL POPULATION RANKIN ELEMENTARY**

Name and type of facility:	Rankin Elementary(Guilford Co school)
Location/distance from campus:	3301 Summit Ave. Greensboro, NC 27405 (10 miles0
Supervisors' full names:	Sarah Robinson (01046272)
Academic and clinical prerequisites for student placement at this facility:	Standard course of study, minimum 100 hours
Typical number of students per supervisor:	1
Number of terms your program has used this facility in past two years:	1
Types of activities students typically engage in:	Screenings, evaluations,IEP meetings

CATEGORY	AVERAGE NUMBER OF CLIENTS PER ACADEMIC TERM		
	Total	Children *	Adults *
<b>ARTICULATION</b>			
Evaluation		<b>60</b>	
Intervention		<b>20</b>	
<b>VOICE &amp; RESONANCE</b>			
Evaluation		1	
Intervention		1	
<b>FLUENCY</b>			
Evaluation		<b>1</b>	
Intervention		<b>1</b>	
<b>LANGUAGE DISORDERS (Receptive &amp; Expressive)</b>			
<b>Evaluation</b>		<b>60</b>	
<b>Intervention</b>		<b>20</b>	
<b>SWALLOWING DISORDERS</b>			
Evaluation		0	
Intervention		0	
<b>COGNITIVE ASPECTS OF COMMUNICATION</b>			
Evaluation		<b>0</b>	
Intervention		<b>0</b>	
<b>SOCIAL ASPECTS OF COMMUNICATION</b>			
Evaluation		0	
Intervention		0	
<b>COMMUNICATION MODALITIES</b>			
Evaluation		<b>0</b>	
Intervention		<b>0</b>	
<b>HEARING</b>			
Evaluation		<b>0</b>	
Intervention		<b>0</b>	
<b>Other (specify)</b>			

\*Age range for adults: \_\_\_\_\_, children: 4-12

**APPENDIX IX-B: SLP CLINICAL POPULATION REBECCA STONE AND ASSOCIATES**

Name and type of facility:	Rebecca Stone and Associates(Private practice)
Location/distance from campus:	1600 E. Wendover Ave., Greensboro, NC 27405 (5 miles)
Supervisors' full names:	Rebecca Stone (01002312)
Academic and clinical prerequisites for student placement at this facility:	Standard course of study, minimum 100 hours
Typical number of students per supervisor:	1
Number of terms your program has used this facility in past two years:	2
Types of activities students typically engage in:	Home health

CATEGORY	AVERAGE NUMBER OF CLIENTS PER ACADEMIC TERM		
	Total	Children *	Adults *
<b>ARTICULATION</b>			
Evaluation			5
Intervention			5
<b>VOICE &amp; RESONANCE</b>			
Evaluation			510
Intervention			
<b>FLUENCY</b>			
Evaluation			0
Intervention			0
<b>LANGUAGE DISORDERS (Receptive &amp; Expressive)</b>			
<b>Evaluation</b>			15
<b>Intervention</b>			40
<b>SWALLOWING DISORDERS</b>			
Evaluation			10
Intervention			50
<b>COGNITIVE ASPECTS OF COMMUNICATION</b>			
Evaluation			5
Intervention			20
<b>SOCIAL ASPECTS OF COMMUNICATION</b>			
Evaluation			0
Intervention			0
<b>COMMUNICATION MODALITIES</b>			
Evaluation			5
Intervention			10
<b>HEARING</b>			
Evaluation			0
Intervention			0
<b>Other (specify)</b>			

\*Age range for adults: 16-90 , children: \_\_\_\_\_

**APPENDIX IX-B: SLP CLINICAL POPULATION REX HEALTHCARE**

Name and type of facility:	Rex Healthcare(Hospital)
Location/distance from campus:	4420 Lake Boone Trail, Raleigh, NC 27607(90miles)
Supervisors' full names:	Julie A. Huffman (01127069)Beth Cornell(01087720)
Academic and clinical prerequisites for student placement at this facility:	Standard course of study, minimum 100 hours
Typical number of students per supervisor:	1
Number of terms your program has used this facility in past two years:	2
Types of activities students typically engage in:	FEES, bedsides,cognitive evals

CATEGORY	AVERAGE NUMBER OF CLIENTS PER ACADEMIC TERM		
	Total	Children *	Adults *
<b>ARTICULATION</b>			
Evaluation			10
Intervention			10
<b>VOICE &amp; RESONANCE</b>			
Evaluation			5
Intervention			5
<b>FLUENCY</b>			
Evaluation			5
Intervention			5
<b>LANGUAGE DISORDERS (Receptive &amp; Expressive)</b>			
<b>Evaluation</b>			50
<b>Intervention</b>			50
<b>SWALLOWING DISORDERS</b>			
Evaluation			150
Intervention			100
<b>COGNITIVE ASPECTS OF COMMUNICATION</b>			
Evaluation			10
Intervention			10
<b>SOCIAL ASPECTS OF COMMUNICATION</b>			
Evaluation			0
Intervention			0
<b>COMMUNICATION MODALITIES</b>			
Evaluation			5
Intervention			5
<b>HEARING</b>			
Evaluation			0
Intervention			0
<b>Other (specify)</b>			

\*Age range for adults: 16-90 , children: \_\_\_\_\_

**APPENDIX IX-B: SLP CLINICAL POPULATION RIVER LANDING AT SANDY RIDGE**

Name and type of facility:	River Landing at Sandy Ridge(Assisted Living)
Location/distance from campus:	1575 John Knox Dr. Colfax, NC 27235(10 miles)
Supervisors' full names:	A. Hope King (09148938)
Academic and clinical prerequisites for student placement at this facility:	Standard course of study, minimum 100 hours
Typical number of students per supervisor:	1
Number of terms your program has used this facility in past two years:	1
Types of activities students typically engage in:	Evaluations, co-treatments, bedsides

CATEGORY	AVERAGE NUMBER OF CLIENTS PER ACADEMIC TERM		
	Total	Children *	Adults *
<b>ARTICULATION</b>			
Evaluation			10
Intervention			10
<b>VOICE &amp; RESONANCE</b>			
Evaluation			10
Intervention			10
<b>FLUENCY</b>			
Evaluation			2
Intervention			2
<b>LANGUAGE DISORDERS (Receptive &amp; Expressive)</b>			
<b>Evaluation</b>			40
<b>Intervention</b>			25
<b>SWALLOWING DISORDERS</b>			
Evaluation			75
Intervention			50
<b>COGNITIVE ASPECTS OF COMMUNICATION</b>			
Evaluation			30
Intervention			20
<b>SOCIAL ASPECTS OF COMMUNICATION</b>			
Evaluation			20
Intervention			10
<b>COMMUNICATION MODALITIES</b>			
Evaluation			5
Intervention			5
<b>HEARING</b>			
Evaluation			0
Intervention			0
<b>Other (specify)</b>			

\*Age range for adults: 18-90 , children: \_\_\_\_\_

**APPENDIX IX-B: SLP CLINICAL POPULATION SPECIAL CHILDREN'S SCHOOL**

Name and type of facility:	Special Children's School(private)
Location/distance from campus:	4505 Shattalon Dr. Winston-Salem, NC 27106(35 miles)
Supervisors' full names:	Shawna M. Pearce (09133891)
Academic and clinical prerequisites for student placement at this facility:	Standard course of study, minimum 100 hours
Typical number of students per supervisor:	1
Number of terms your program has used this facility in past two years:	2
Types of activities students typically engage in:	Inclusion,co-treatments, medically fragile group time,feeding

CATEGORY	AVERAGE NUMBER OF CLIENTS PER ACADEMIC TERM		
	Total	Children *	Adults *
<b>ARTICULATION</b>			
Evaluation		30	
Intervention		20	
<b>VOICE &amp; RESONANCE</b>			
Evaluation		5	
Intervention		5	
<b>FLUENCY</b>			
Evaluation		5	
Intervention		5	
<b>LANGUAGE DISORDERS (Receptive &amp; Expressive)</b>			
<b>Evaluation</b>		50	
<b>Intervention</b>		50	
<b>SWALLOWING DISORDERS</b>			
Evaluation		20	
Intervention		20	
<b>COGNITIVE ASPECTS OF COMMUNICATION</b>			
Evaluation		20	
Intervention		20	
<b>SOCIAL ASPECTS OF COMMUNICATION</b>			
Evaluation		20	
Intervention		20	
<b>COMMUNICATION MODALITIES</b>			
Evaluation		20	
Intervention		20	
<b>HEARING</b>			
Evaluation		0	
Intervention		0	
<b>Other (specify)</b>			

\*Age range for adults: \_\_\_\_\_, children birth-3 \_\_\_\_\_

**APPENDIX IX-B: SLP CLINICAL POPULATION THE CHILDREN'S CENTER**

Name and type of facility:	The Children's Center(Forsyth Co public school for handicapped)
Location/distance from campus:	2315 Coliseum Dr. Winston-Salem, NC 27106(35 miles)
Supervisors' full names:	Ginger Cahoon (09145804)
Academic and clinical prerequisites for student placement at this facility:	Standard course of study, minimum 100 hours
Typical number of students per supervisor:	1
Number of terms your program has used this facility in past two years:	1
Types of activities students typically engage in:	Aug com ,dysphagia, speech&language

CATEGORY	AVERAGE NUMBER OF CLIENTS PER ACADEMIC TERM		
	Total	Children *	Adults *
<b>ARTICULATION</b>			
Evaluation		20	
Intervention		30	
<b>VOICE &amp; RESONANCE</b>			
Evaluation		5	
Intervention		5	
<b>FLUENCY</b>			
Evaluation		3	
Intervention		3	
<b>LANGUAGE DISORDERS (Receptive &amp; Expressive)</b>			
<b>Evaluation</b>		20	
<b>Intervention</b>		30	
<b>SWALLOWING DISORDERS</b>			
Evaluation		10	
Intervention		10	
<b>COGNITIVE ASPECTS OF COMMUNICATION</b>			
Evaluation		10	
Intervention		10	
<b>SOCIAL ASPECTS OF COMMUNICATION</b>			
Evaluation		5	
Intervention		5	
<b>COMMUNICATION MODALITIES</b>			
Evaluation		15	
Intervention		15	
<b>HEARING</b>			
Evaluation		100	
Intervention		10	
<b>Other (specify)</b>			

\*Age range for adults: \_\_\_\_\_, children: 3-22

**APPENDIX IX-B: SLP CLINICAL POPULATION THE OAKES AT FORSYTH/REHAB DEPT**

Name and type of facility:	The Oakes at Forsyth/Rehab Dept(SNF with contracted services)
Location/distance from campus:	901 Bethesda Rd. Winston-Salem, NC 27103(35 miles)
Supervisors' full names:	Karen S. Hampton (09148887) Maria Hobbs (01100530)
Academic and clinical prerequisites for student placement at this facility:	Standard course of study, minimum 100 hours0
Typical number of students per supervisor:	1
Number of terms your program has used this facility in past two years:	1
Types of activities students typically engage in:	Evaluation, treatment, co-treatments

CATEGORY	AVERAGE NUMBER OF CLIENTS PER ACADEMIC TERM		
	Total	Children *	Adults *
<b>ARTICULATION</b>			
Evaluation			10
Intervention			5
<b>VOICE &amp; RESONANCE</b>			
Evaluation			10
Intervention			5
<b>FLUENCY</b>			
Evaluation			2
Intervention			2
<b>LANGUAGE DISORDERS (Receptive &amp; Expressive)</b>			
<b>Evaluation</b>			50
<b>Intervention</b>			40
<b>SWALLOWING DISORDERS</b>			
Evaluation			75
Intervention			75
<b>COGNITIVE ASPECTS OF COMMUNICATION</b>			
Evaluation			20
Intervention			10
<b>SOCIAL ASPECTS OF COMMUNICATION</b>			
Evaluation			0
Intervention			0
<b>COMMUNICATION MODALITIES</b>			
Evaluation			5
Intervention			5
<b>HEARING</b>			
Evaluation			0
Intervention			0
<b>Other (specify)</b>			

\*Age range for adults: 18-90 , children: \_\_\_\_\_

**APPENDIX IX-B: SLP CLINICAL POPULATION UNC CHAPEL HILL HOSPITALS**

Name and type of facility:	UNC Chapel Hill Hospitals(acute, rehab)
Location/distance from campus:	GO 303 Neurosciences Hospital 101 Manning Dr. Chapel Hill, NC 27514(45 miles)
Supervisors' full names:	Stephanie Walther McAdams (01094817)
Academic and clinical prerequisites for student placement at this facility:	Standard course of study, minimum 100 hours
Typical number of students per supervisor:	1
Number of terms your program has used this facility in past two years:	3
Types of activities students typically engage in:	FEES, bedside, team meetings,

CATEGORY	AVERAGE NUMBER OF CLIENTS PER ACADEMIC TERM		
	Total	Children *	Adults *
<b>ARTICULATION</b>			
Evaluation			40
Intervention			40
<b>VOICE &amp; RESONANCE</b>			
Evaluation			40
Intervention			40
<b>FLUENCY</b>			
Evaluation			5
Intervention			5
<b>LANGUAGE DISORDERS (Receptive &amp; Expressive)</b>			
<b>Evaluation</b>			50
<b>Intervention</b>			50
<b>SWALLOWING DISORDERS</b>			
Evaluation			100
Intervention			100
<b>COGNITIVE ASPECTS OF COMMUNICATION</b>			
Evaluation			30
Intervention			30
<b>SOCIAL ASPECTS OF COMMUNICATION</b>			
Evaluation			5
Intervention			5
<b>COMMUNICATION MODALITIES</b>			
Evaluation			10
Intervention			10
<b>HEARING</b>			
Evaluation			10
Intervention			0
<b>Other (specify)</b>			

\*Age range for adults: 18-90 , children: \_\_\_\_\_

**APPENDIX IX-B: SLP CLINICAL POPULATION UNC CHAPEL HILL VOICE WELLNESS CTR**

Name and type of facility:	UNC Chapel Hill Voice Wellness Ctr(part of Speech and Hearing Dept)
Location/distance from campus:	10616 Neurosciences Chapel Hill, NC 27514(45 Miles0
Supervisors' full names:	Dr. Ellen Markus (01077844)
Academic and clinical prerequisites for student placement at this facility:	Standard course of study, minimum 100 hours, able to match pitch
Typical number of students per supervisor:	1
Number of terms your program has used this facility in past two years:	3
Types of activities students typically engage in:	LSVT, voice specialist, singers' tx

CATEGORY	AVERAGE NUMBER OF CLIENTS PER ACADEMIC TERM		
	Total	Children *	Adults *
<b>ARTICULATION</b>			
Evaluation			
Intervention			
<b>VOICE &amp; RESONANCE</b>			
Evaluation			70
Intervention			100
<b>FLUENCY</b>			
Evaluation			
Intervention			
<b>LANGUAGE DISORDERS (Receptive &amp; Expressive)</b>			
<b>Evaluation</b>			
<b>Intervention</b>			
<b>SWALLOWING DISORDERS</b>			
Evaluation			
Intervention			
<b>COGNITIVE ASPECTS OF COMMUNICATION</b>			
Evaluation			
Intervention			
<b>SOCIAL ASPECTS OF COMMUNICATION</b>			
Evaluation			
Intervention			
<b>COMMUNICATION MODALITIES</b>			
Evaluation			
Intervention			
<b>HEARING</b>			
Evaluation			
Intervention			
<b>Other (specify)</b>			

\*Age range for adults: 18-90 , children: \_\_\_\_\_

**APPENDIX IX-B: SLP CLINICAL WAKE FOREST UNIV BAPTIST HOSPITAL MED CTR**

Name and type of facility:	Wake Forest University Baptist Hospital Medical Center
Location/distance from campus:	Medical Center Blvd., Winston-Salem, NC 27157(45 miles)
Supervisors' full names:	Karen Downes (01077289) Laura Gilbert (01078626) Julia B. Bowman (00405928) Susan G. Butler (01101783) David Blalock (00016634)
Academic and clinical prerequisites for student placement at this facility:	Standard course of study, minimum 100 hours
Typical number of students per supervisor:	1
Number of terms your program has used this facility in past two years:	3
Types of activities students typically engage in:	Voice Center, NICU, Rehab, Speech&Hearing Center,evaluation&treatment,dysphagia

CATEGORY	AVERAGE NUMBER OF CLIENTS PER ACADEMIC TERM		
	Total	Children *	Adults *
<b>ARTICULATION</b>			
Evaluation	40	20	20
Intervention	30	10	20
<b>VOICE &amp; RESONANCE</b>			
Evaluation	175	75	100
Intervention	175	75	100
<b>FLUENCY</b>			
Evaluation	50	30	20
Intervention	30	20	10
<b>LANGUAGE DISORDERS (Receptive &amp; Expressive)</b>			
<b>Evaluation</b>	<b>150</b>	<b>50</b>	<b>100</b>
<b>Intervention</b>	<b>105</b>	<b>30</b>	<b>75</b>
<b>SWALLOWING DISORDERS</b>			
Evaluation	215	15	200
Intervention	160	10	150
<b>COGNITIVE ASPECTS OF COMMUNICATION</b>			
Evaluation	60	10	50
Intervention	35	5	30
<b>SOCIAL ASPECTS OF COMMUNICATION</b>			
Evaluation	30	20	10
Intervention	15	10	5
<b>COMMUNICATION MODALITIES</b>			
Evaluation	50	20	30
Intervention	30	10	20
<b>HEARING</b>			
Evaluation			
Intervention			
<b>Other (specify)</b>			

\*Age range for adults: 18-90 , children: birth-18

**APPENDIX IX-B: SLP CLINICAL POPULATION**

Name and type of facility:	Grimsley High School
Location/distance from campus:	Westover Terrace, Greensboro,NC (2 miles)
Supervisors' full names:	Perry F. Flynn (01042961)
Academic and clinical prerequisites for student placement at this facility:	Standard course of study, enrolled in CSD 571 or CSD 678
Typical number of students per supervisor:	2
Number of terms your program has used this facility in past two years:	4
Types of activities students typically engage in:	Evaluations, inclusion, IEP meetings, individual tx

CATEGORY	AVERAGE NUMBER OF CLIENTS PER ACADEMIC TERM		
	Total	Children *	Adults *
<b>ARTICULATION</b>			
Evaluation			0
Intervention			2
<b>VOICE &amp; RESONANCE</b>			
Evaluation			0
Intervention			0
<b>FLUENCY</b>			
Evaluation			1
Intervention			1
<b>LANGUAGE DISORDERS (Receptive &amp; Expressive)</b>			
<b>Evaluation</b>			2
<b>Intervention</b>			14
<b>SWALLOWING DISORDERS</b>			
Evaluation			0
Intervention			0
<b>COGNITIVE ASPECTS OF COMMUNICATION</b>			
Evaluation			1
Intervention			5
<b>SOCIAL ASPECTS OF COMMUNICATION</b>			
Evaluation			0
Intervention			3
<b>COMMUNICATION MODALITIES</b>			
Evaluation			2
Intervention			2
<b>HEARING</b>			
Evaluation			0
Intervention			0
<b>Other (specify)</b>			

\*Age range for adults: 16-22 , children: \_\_\_\_\_

**APPENDIX IX-B: SLP CLINICAL POPULATION**

Name and type of facility:	Juvenile Structured Day Program-Guilford Co Public school for adjudicated middle schoolers
Location/distance from campus:	Greensboro, NC (3 miles)
Supervisors' full names:	Sandie Barrie-Blackley (00096540)
Academic and clinical prerequisites for student placement at this facility:	Standard course of study, enrolled in CSD 571 or CSD 678
Typical number of students per supervisor:	3-5
Number of terms your program has used this facility in past two years:	4+summer session
Types of activities students typically engage in:	Language-literacy testing and intervention

CATEGORY	AVERAGE NUMBER OF CLIENTS PER ACADEMIC TERM		
	Total	Children *	Adults *
<b>ARTICULATION</b>			
Evaluation			
Intervention			
<b>VOICE &amp; RESONANCE</b>			
Evaluation			
Intervention			
<b>FLUENCY</b>			
Evaluation			
Intervention			
<b>LANGUAGE DISORDERS (Receptive &amp; Expressive)</b>			
<b>Evaluation</b>		<b>25-35</b>	
<b>Intervention</b>		<b>15-25</b>	
<b>SWALLOWING DISORDERS</b>			
Evaluation			
Intervention			
<b>COGNITIVE ASPECTS OF COMMUNICATION</b>			
Evaluation			
Intervention			
<b>SOCIAL ASPECTS OF COMMUNICATION</b>			
Evaluation			
Intervention			
<b>COMMUNICATION MODALITIES</b>			
Evaluation			
Intervention			
<b>HEARING</b>			
Evaluation			
Intervention			
<b>Other (specify)</b>			

\*Age range for adults: \_\_\_\_\_, children: 12-16

**APPENDIX IX-B: SLP CLINICAL POPULATION**

Name and type of facility:	Phoenix Academy-Guilford Co Public Charter School Grades K-8
Location/distance from campus:	High Point, NC( 17 miles)
Supervisors' full names:	Ninevah W. Murray (00903674)
Academic and clinical prerequisites for student placement at this facility:	Standard course of study, enrolled in CSD 571 or CSD678
Typical number of students per supervisor:	2
Number of terms your program has used this facility in past two years:	4
Types of activities students typically engage in:	Evaluations, therapy, IEP conferences

CATEGORY	AVERAGE NUMBER OF CLIENTS PER ACADEMIC TERM		
	Total	Children *	Adults *
<b>ARTICULATION</b>			
Evaluation		6	
Intervention		10	
<b>VOICE &amp; RESONANCE</b>			
Evaluation		0	
Intervention		1	
<b>FLUENCY</b>			
Evaluation		0	
Intervention		2	
<b>LANGUAGE DISORDERS (Receptive &amp; Expressive)</b>			
<b>Evaluation</b>		4	
<b>Intervention</b>		7	
<b>SWALLOWING DISORDERS</b>			
Evaluation		0	
Intervention		0	
<b>COGNITIVE ASPECTS OF COMMUNICATION</b>			
Evaluation		0	
Intervention		0	
<b>SOCIAL ASPECTS OF COMMUNICATION</b>			
Evaluation		0	
Intervention		3	
<b>COMMUNICATION MODALITIES</b>			
Evaluation		0	
Intervention		0	
<b>HEARING</b>			
Evaluation		0	
Intervention		1	
<b>Other (specify)</b>			

\*Age range for adults: \_\_\_\_\_, children: 5-14

**APPENDIX IX-B: SLP CLINICAL POPULATION**

Name and type of facility:	UNCG Speech&Hearing Center- open to public on campus
Location/distance from campus:	300 Ferguson Building, UNCG
Supervisors' full names:	Carolyn Vicki McCreedy, Sandie Barrie-Blackley, Perry F. Flynn, Virginia A. Hinton, Celia Hooper, Lyn B. Mankoff, Ninevah W. Murray, Eva Nwokah, Louise F. Raleigh, Michael F. Campbell, Terri Ramsey`
Academic and clinical prerequisites for student placement at this facility:	Standard course of study, enrolled in CSD 571 or CSD 678
Typical number of students per supervisor:	7-9 for FT
Number of terms your program has used this facility in past two years:	all
Types of activities students typically engage in:	Evaluations and therapy

CATEGORY	AVERAGE NUMBER OF CLIENTS PER ACADEMIC TERM		
	Total	Children *	Adults *
<b>ARTICULATION</b>			
Evaluation	8	5	3
Intervention	13	4	9
<b>VOICE &amp; RESONANCE</b>			
Evaluation	12	0	12
Intervention	10	0	10
<b>FLUENCY</b>			
Evaluation	5	2	3
Intervention	5	2	3
<b>LANGUAGE DISORDERS (Receptive &amp; Expressive)</b>			
<b>Evaluation</b>	<b>17</b>	<b>13</b>	<b>4</b>
<b>Intervention</b>	<b>25</b>	<b>16</b>	<b>9</b>
<b>SWALLOWING DISORDERS</b>			
Evaluation	0	0	0
Intervention	0	0	0
<b>COGNITIVE ASPECTS OF COMMUNICATION</b>			
Evaluation	1	0	1
Intervention	1	0	1
<b>SOCIAL ASPECTS OF COMMUNICATION</b>			
Evaluation	8	4	4
Intervention	8	4	4
<b>COMMUNICATION MODALITIES</b>			
Evaluation	4	2	2
Intervention	5	3	2
<b>HEARING</b>			
Evaluation	( audiologists)		
Intervention	2		2
<b>Other (specify)</b>			

\*Age range for adults: 16 and up , children: 18 mos-16

**APPENDIX IX-B: SLP CLINICAL POPULATION**

Name and type of facility:	Southeast Guilford High School(Guilford Co public school)
Location/distance from campus:	12 miles
Supervisors' full names:	Perry F. Flynn (01042961)
Academic and clinical prerequisites for student placement at this facility:	Standard course of study,enrolled in CSD 571 or CSD 678
Typical number of students per supervisor:	1
Number of terms your program has used this facility in past two years:	4
Types of activities students typically engage in:	Evaluations,individual &group tx, IEP meetings

CATEGORY	AVERAGE NUMBER OF CLIENTS PER ACADEMIC TERM		
	Total	Children *	Adults *
<b>ARTICULATION</b>			
Evaluation			0
Intervention			1
<b>VOICE &amp; RESONANCE</b>			
Evaluation			0
Intervention			0
<b>FLUENCY</b>			
Evaluation			1
Intervention			1
<b>LANGUAGE DISORDERS (Receptive &amp; Expressive)</b>			
<b>Evaluation</b>			1
<b>Intervention</b>			5
<b>SWALLOWING DISORDERS</b>			
Evaluation			0
Intervention			0
<b>COGNITIVE ASPECTS OF COMMUNICATION</b>			
Evaluation			0
Intervention			3
<b>SOCIAL ASPECTS OF COMMUNICATION</b>			
Evaluation			0
Intervention			0
<b>COMMUNICATION MODALITIES</b>			
Evaluation			0
Intervention			0
<b>HEARING</b>			
Evaluation			0
Intervention			0
<b>Other (specify)</b>			

\*Age range for adults: 16-22 , children: \_\_\_\_\_