

Fall 2013

# Speech & Hearing Sciences 2013 APR Self-Study & Documents

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Department of Speech and Hearing Sciences

Academic Program Review

Self-Study

June, 2013

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## **Department of Speech and Hearing Sciences Self-Study 2013**

### **0A. Executive summary**

The Department of Speech and Hearing Sciences at the University of New Mexico offers the BA and MS degrees, and its graduate program was re-accredited in 2012 by the Council on Academic Accreditation (CAA) of the American Speech-Language and Hearing Association (ASHA) through 2020. The department serves 105 undergraduate majors and 48 graduate students, graduated 26 students with the BA in Academic Year (AY) 2011-12 and 13 students with an MS. Over a ten-year period (2002-2012), the average number of BA degrees awarded was 23 and MS degrees was 20. The department includes 7 tenured/tenure-track faculty, 5 clinical faculty members, and 2 full-time administrative staff members. Despite being a relatively small department, we have maintained high quality academic and clinical programs.

The mission and goals of the department have focused on offering unique opportunities for research and clinical applications with individuals from culturally and linguistically diverse backgrounds and on improving the integration of academic and clinical curriculum to further enhance the department's clinical education component. The tenured/tenure-track faculty have maintained active programs of research targeting the unique characteristics of the state's population. Research is being conducted in bilingual language acquisition, bilingual language screening, bilingual phonological assessment, features of oculopharyngeal muscle dystrophy (OPMD), environmental and genetic influences on child language development, speech intelligibility of accented speech, and treatment efficacy in pediatric populations who use augmentative and alternative communication devices. The clinical faculty are actively engaged in clinical teaching and mentorship, as well as the development of specialized clinical programs (e.g., social skills groups for adolescents with autism; speech and language treatment group for transgender individuals; language therapy group for individuals with aphasia; preschool language group for young children with a variety of language impairments).

Since the department's last Academic Program Review, we moved into newly renovated facilities, which include research laboratory, teaching, and clinical spaces. The department has benefited from excellent leadership from former department chairs—Dr. Amy Wohlert, Dr. Janet Patterson, and Dr. Philip Dale—which resulted in the promotion and tenure of the junior faculty members (Binger, Neel, Palmer, and Rodriguez) and a significant rise, according to U.S. News and World Report, in national ranking from 81<sup>st</sup> in 2000 to 62<sup>nd</sup> in 2013.

The ability of the department to continue to progress will depend upon several mutually dependent factors—the retention of tenured, tenure-track and clinical faculty, the successful mentoring of junior faculty, the hiring of tenure-track faculty to replace senior faculty who retire, and the improved collaborative interactions with units and programs in the Health Sciences Center.

### ***0B. Brief description of the history of each program within the unit.***

The Department of Speech and Hearing Sciences (formerly, Department of Communicative Disorders) at the University of New Mexico has a long and distinguished history. The current Department of Speech and Hearing Sciences began as the Division of Speech Correction in the Department of Speech in 1947. The first bachelor's degrees with the

speech concentration were given in 1952, and master's degrees began to be awarded in 1960. The first master's degrees with a concentration in audiology were awarded in 1970. The division became the Department of Communicative Disorders in 1972. The first bachelor's and master's degrees from the department were awarded in 1973.

The Department of Speech and Hearing Sciences is located just north of main campus in the John and June Perovich Business Center. Currently the 7 tenure-track/tenured faculty and 5 non-tenure track (clinical) faculty members currently serve approximately 105 undergraduate and 48 master's students. The Department of Speech and Hearing Sciences offers two programs – the undergraduate program in Speech and Hearing Sciences and the graduate program in speech-language pathology. The undergraduate courses are at the 300 and 400 (upper division) levels and emphasize content on the biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases of human communication and swallowing processes. As currently designed, the undergraduate major is a pre-professional program aimed at preparing students to enter graduate programs in speech-language pathology and audiology. Over the past five years an average of 99 full-time and 19 part-time undergraduate students have majored in Speech and Hearing Sciences.

The department offers the Master of Science degree with a concentration in speech-language pathology. The Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) accredits the graduate program. Over the past five years an average of 35 full-time and 3 part-time graduate students have been enrolled in the master's program in speech-language pathology. Recent additions to the faculty (1 tenure-track and 1 non-tenure track clinical faculty member) resulted in increased capacity in the graduate program; hence, graduate student enrollment will increase by 53% beginning Fall 2013 semester. Whereas a graduate degree in audiology was previously offered, it was discontinued in 2000 because of unsuccessful faculty searches and national changes in the training requirements for audiologists. The clinical doctoral degree in audiology (Au.D.) is the current educational requirement to enter the practice of audiology. Prior to 2007, the master's degree was the educational requirement for audiology.

An active speech and language clinic (UNM Speech Language and Hearing Center; UNMSLHC) is run on site and the department takes advantage of a diverse set of community partnerships for clinical practicum placements and internships. UNM SLP graduate students, under the direct supervision of non-tenure track clinical faculty members, develop and implement speech and language assessment and intervention plans for adult and pediatric clinical populations at UNMSLHC. UNM SLP graduate students are also assigned clinical rotations at a variety of placements in the greater Albuquerque area. Clinical sites include several hospitals (e.g., Christus St. Vincent Regional Medical Center, HealthSouth Rehabilitation Hospital, Lovelace Rehabilitation Hospital, NM Veteran's Administration Medical Center, University of New Mexico Hospital), public schools (e.g., Eldorado High School, Governor Bent Elementary School, John Adams Middle School), private practices (e.g., Bilingual Multicultural Services, Inc., Christina Brown and Associates, Inc.), and residential healthcare facilities (e.g., Center for Development and Disability, Advantage Home Care and Rehabilitation, RCI, Inc.).



***OC. Brief description of the organizational structure and governance of the unit, including a diagram of the organizational structure.***

The Department of Speech and Hearing Sciences resides within the College of Arts and Sciences and has a shared governance structure and style. There is a department chair (currently Associate Professor Barbara Rodriguez), appointed to a four-year term by the Dean on the basis of a majority vote of the department faculty. Dr. Rodriguez also serves as the CAA Program Director for the master's program in speech-language pathology. Dr. Sandra Nettleton is the Director of Clinical Services and is responsible for the UNMSLHC operations as well as the clinical education component of the graduate SLP program. Dr. Janet Patterson, Associate Professor, is the graduate student advisor and is appointed by the department chair. For the purpose of monitoring the department's fiscal well being, we have an Executive Committee made up of the department chair, one senior faculty member (Dr. Janet Patterson) and the director of clinical services (Dr. Sandra Nettleton).

There is a department administrator (Ms. Tracy Wenzl) and administrative assistant (Ms. Angelica Lopez). Ms. Wenzl handles all purchasing; coordinates searches; manages mid-probationary and tenure and promotion reviews; handles inventories; manages graduate program admissions process; completes all financial reporting; and oversees the operations of the department, including the supervision of the administrative assistant. Ms. Lopez manages student records; provides undergraduate advisement (on a limited basis); provides clerical support to the entire department faculty; receives and deposits payments for clinical services; and provides front office/reception for the department and the UNM Speech Language and Hearing Clinic. Ms. Wenzl reports to the department chair, and Ms. Lopez reports to Ms. Wenzl.

Faculty members hold regularly scheduled monthly department meetings and bimonthly UNMSLHC meetings. On all matters of policy, as well as hiring, the department's faculty, including non-tenure track faculty, functions as a committee of the whole. For example, faculty search committees make recommendations, but then the department faculty as a whole determines whom to hire based on a majority vote. For mid-probationary review, as well as tenure decisions, only tenured faculty participate and make recommendations to the department chair. An acting chair is appointed any time the chair is out of the department for more than 3 business days. SHS faculty members volunteer to serve on all other departmental committees (e.g., admissions committee; curriculum committee; business plan committee) with representation of clinical and research faculty on each committee.

**DEPARTMENT OF SPEECH AND HEARING SCIENCES – ORG Codes 903A, 903B  
ORGANIZATIONAL CHART**

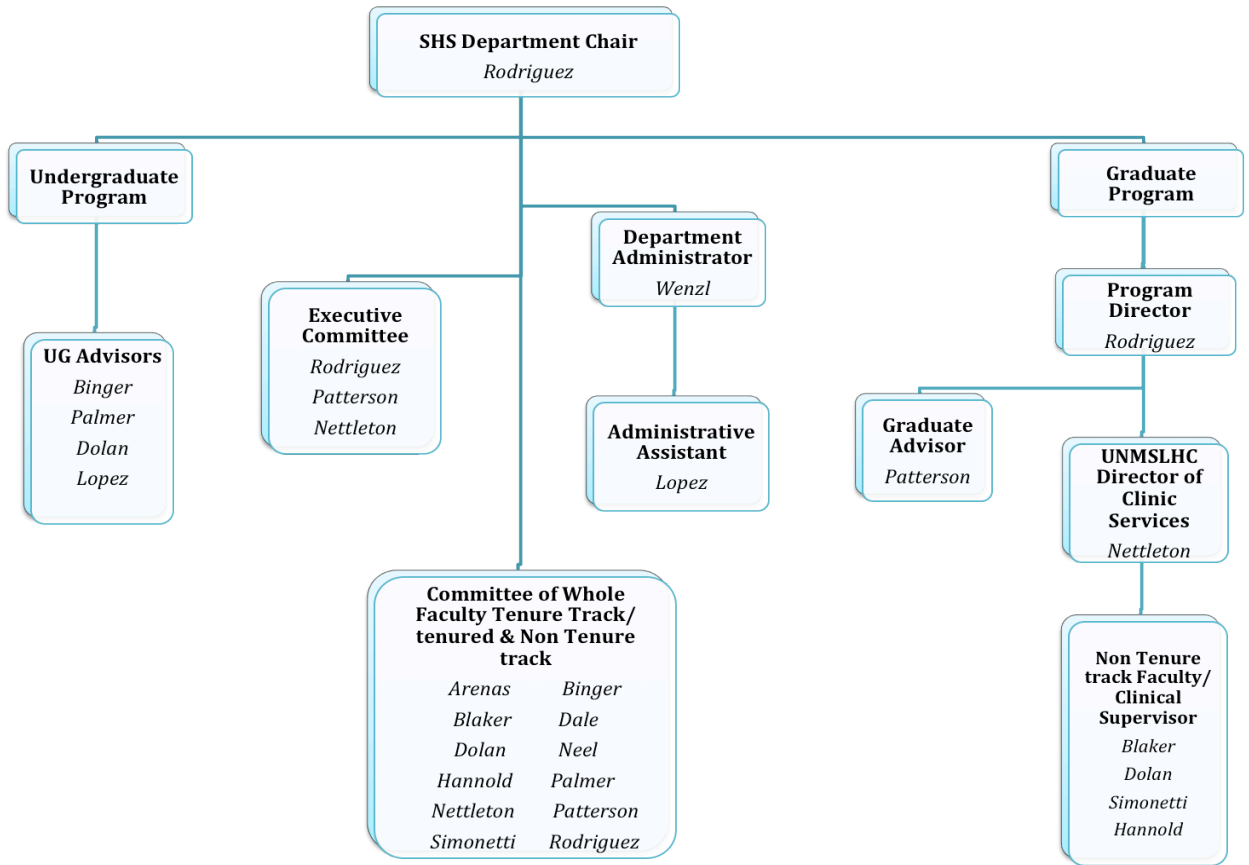


Figure 1. SHS Department Organizational/Governance chart.

***OD. Information regarding specialized/external program accreditation associated with the unit including a summary of findings from the last review.***

The unit’s graduate program in speech-language pathology is accredited by Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA). The CAA is guided by a set of principles first developed in 1994 by the Ad Hoc Joint Committee on Academic Accreditation Issues, which included representatives of ASHA, the Council on Academic Program in Communications and Disorders (formerly the Council on Graduate Programs in Communication Sciences and Disorders) and representatives from the ASHA standard committees. The specific purposes of the CAA are to formulate standards for the accreditation of graduate education programs that provide entry-level professional preparation in speech-language pathology and/or audiology; evaluate programs that voluntarily apply for accreditation; and grant certificates and recognize those programs deemed to have fulfilled requirements for accreditation.

The Department of Speech and Hearing Sciences received accreditation for the *full eight-year cycle* of April 1, 2012 – March 31, 2020 from CAA-ASHA. A CAA evaluation visit team conducted a visit on September 15-16, 2011, which included interviews with faculty, undergraduate and graduate students, alumni, employers, UNMSLHC clients and families, and the public. The report of the site visit team was quite positive but there were a number of concerns identified. Table 1 presents a list of the relevant ASHA standards, the review team’s concerns, and the Department of Speech and Hearing Sciences’ response and/or action:

**Table 1. Summary of 2012 ASHA re-accreditation findings and SHS Department’s response.**

<i><b>ASHA Standard</b></i>	<i><b>CAA Site Visit Team-- Concern</b></i>	<i><b>SHS Department--Response and/or plan</b></i>
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 is sufficient to meet the teaching, research, and service needs of the program and the expectations of the institution. The institution provides stable support and resources for the program’s faculty.	Faculty not sufficient to meet all of the teaching needs of the program (SHS 531 and decision to not proceed with developing a separate Fluency Disorders course because of insufficient faculty)	Requested an additional faculty member in the hiring proposal/plan submitted Spring 2012.  Received approval to hire Assistant Professor (Dr. Arenas) with an August 2013 start date.
2.3 Faculty members maintain continuing competence.	Institution not able to financially support faculty development to a degree the site visitors consider sufficient.	Request submitted to A&S Dean for additional professional development funds.  Decision re: F&A funds to focus on research infrastructure, including travel for the purpose of dissemination.  Formation of a Business Plan committee to develop goals and objectives to increase clinic revenue. The increased revenue would provide resources for faculty development.

<b><i>ASHA Standard</i></b>	<b><i>CAA Site Visit Team-- Concern</i></b>	<b><i>SHS Department--Response and/or plan</i></b>
<p>3.1B The curriculum (academic and clinical education) is consistent with the mission and goals of the program and prepares students in the full breadth and depth of the scope of practice in speech-language pathology.</p>	<p>SHS 531 Stuttering and Motor Speech Disorders: Having a single course was not sufficient to cover the breadth and depth of both disorder areas. Little opportunity in the area of fluency to augment classroom learning in practicum. Thus, in the area of fluency, the site visitors determined that the depth of the curriculum is compromised.</p>	<p>Request additional tenure-track faculty member in the hiring proposal/plan submitted Spring 2012.</p> <p>Received approval to hire Assistant Professor with an August 2013 start date.</p> <p>Re-examine graduate curriculum (Fall 2013) to integrate new faculty member's expertise and address the site visit team's concern about the graduate course in motor speech and stuttering.</p> <p>Expand graduate students clinical training opportunities to include working with clients who have fluency disorder.</p>
<p>3.2B Academic and clinical education reflects current knowledge, skills, technology and scope of practice. The curriculum is regularly reviewed and updated. The diversity of society is reflected throughout the curriculum.</p>	<p>The program has not implemented its desired update due to insufficiency of faculty.</p>	<p>Request additional tenure-track faculty member in the hiring proposal/plan submitted Spring 2012.</p> <p>Received approval to hire Assistant Professor with an August 2013 start date.</p>
<p>3.5B Clinical supervision is commensurate with the clinical knowledge and skills of each student and clinical procedures ensure that the welfare of each person served by students is protected, in accord with recognized standards of ethical practice and relevant federal and state regulations.</p>	<p>Site visitors were not able to verify procedures to ensure client confidentiality and security of records. The program needs to implement a more rigorous procedure to ensure confidentiality when students are using their own laptop computers for clinical activities.</p>	<p>Clinical faculty implemented a numerical code system to ensure client confidentiality and security of clinical records.</p>

<b><i>ASHA Standard</i></b>	<b><i>CAA Site Visit Team-- Concern</i></b>	<b><i>SHS Department--Response and/or plan</i></b>
6.1 The institution provides adequate financial support to the program so that the program can achieve its stated mission and goals.	Clinical staff and faculty reported having to buy their own everyday office supplies. Site visitors also noted the inability of the program to offer separate courses in stuttering and motor speech disorders due to lack of funds for adequate personnel.	Request additional tenure-track faculty member in the hiring proposal/plan submitted Spring 2012.  Received approval to hire Assistant Professor with an August 2013 start date.  Re-examine graduate curriculum (Fall 2013) to accommodate new faculty member's expertise and address the site visit team's concern about the graduate course in motor speech and stuttering.
6.3 The program's equipment and educational/clinical materials are appropriate and sufficient to achieve the program's mission and goals.	One clinical audiometer housed in a sound booth, and according to clinical staff, used "rarely," was not recently calibrated.	Equipment calibrated.  SHS Department Administrator is carefully monitoring timeline for equipment calibration.
6.4 The program has access to clerical and technical staff, support services, and library and technology resources that are appropriate and sufficient to achieve the program's mission and goals.	Adequate of support and resources is not addressed in the final version of the program's current strategic plan.	Faculty and staff will discuss modifications to the program's strategic plan to include a focus on resources.  Resources will be integrated as a component of the current strands of the strategic plan--integration of clinic and academic and bilingual emphasis.

### ***OE. Summary of last APR***

The last APR was conducted in 2001 with the reviewers' team comprised of Dr. Kathryn Bayles (University of Arizona), Dr. Nancy A. Creaghead (University of Cincinnati), Dr. David L. McPherson (Brigham Young University), and Dr. Michael Dougher (Department of Psychology, UNM). The APR report summarized the department's strengths as exemplifying the mission of the university by providing critically needed professionals to serve the diverse citizenry of New Mexico. The department was characterized as uniquely poised to continue to serve a

multicultural population both as a program in higher education and as a service-oriented program. Training speech-language pathologists to serve a multicultural population has been the focus of the department and it was noted to be well situated to do so having diversity of faculty and exceptional diversity of clinical training sites for graduate students. Student quality was also identified as a departmental strength.

The report described a number of department weaknesses that “primarily reflected the neglect of this department by the college and higher administration for more than a decade”. The inattention resulted in inadequate departmental facilities, including a lack of research facilities and infrastructure to develop a program consistent with a Research I university. Another weakness noted by the review team was the faculty size. Seven faculty (academic and clinical faculty) were insufficient to both offer the curriculum required by the American Speech-Language-Hearing Association for accreditation and to develop a dynamic research program. Junior faculty members were assigned several course preps making it virtually impossible to initiate a successful research program. The department faculty’s low salaries compared to peer institutions in the southwest and nationally was another weakness noted by the review team.

The APR site review team made a number of specific recommendations:

1) Major recommendations for support of the Department:

- a. obtain funding for a building,
- b. renovate existing facilities in the interim,
- c. increase academic faculty from 7 to 9 FTE (to attract strong new faculty, starting salaries were recommended to be competitive with those in peer institutions),
- d. increase clinical supervisor (non-tenure track) lines from 1.7 to 3 FTE and give priority to hiring at least one bilingual-bicultural individual
- e. do not expand the audiology program, and
- f. postpone consideration of a Ph.D. program in speech-language pathology until the department has a more established research program.

2) Major recommendations for the Department:

- a. encourage and reward research productivity and extramural grant funding,
- b. explore unique opportunities with Hispanic and multi-lingual populations,
- c. consider moving to a greater full-time focus for the master’s program in addition to maintaining a part-time master’s program,
- d. develop better coordination of academic course content and clinical practica, and
- e. reduce teaching preparations and loads to free up research time.

Bayles et. al. made specific recommendations in response to the department’s queries:

- 1) *In the context of directions in the disciplines of the Speech and Hearing Sciences, including sources of funding, academic specialties, clinical experiences, and departmental missions, what endeavors most important for the department to pursue to achieve national prominence?*

The APR team recommended that the department faculty and available research populations provided potential for national prominence in the areas of multicultural and multilingual research; however, at the time, the program did not have the resources for achieving this goal. The recommendations for support of the department were necessary before the faculty could effectively work toward this goal.

- 2) *How can the department increase its research productivity – both the quantity and the quality of research?*

The APR team indicated that for the faculty to increase their research efforts and secure external funding, both resources and time for research will be required. Examples of resources needed to achieve this goal were research space, research equipment, access to space and equipment in the University Hospital, technical resources (computers, software, support personnel), funding support (funding source information and budgeting help) and release time for research (reduction of teaching, service and advising loads).

- 3) *What are the most promising strategies the department can employ in order to become an outstanding program in the area of multicultural education?*

A bilingual professional staff member (clinical SLP supervisor) was recommended for both clinical and research activities. The team added that collaborative partnerships with local school districts and participation in federally funded projects would support the achievement of this goal.

- 4) *Is there a demonstrable need for a Ph.D. program in Speech and Hearing Sciences at UNM and, if so, what should be its focus?*

Bayles et. al. emphasized the critical national need for doctoral level faculty in Communication Sciences and Disorders and suggested that UNM was well positioned to develop a doctoral program to help alleviate the critical shortages in the state and in other regions. However, in 2001, the review team's response clearly stated that developing a Ph.D. program was not feasible at the time because of the lack of faculty and other resources. The report went on to suggest that, with the move to the clinical doctorate (AuD) as the entry level degree for audiologists, an AuD program is needed in the state of New Mexico, but it was not currently feasible in light of current faculty and physical resources.

- 5) *How can the department maximize the benefits of its community partnerships and outreach activities, e.g., the APS cooperative agreement and the department's clinical services?*

In 2001, the APS cooperative agreement supported 4 of 6 clinical SLP supervisors as well as \$60,000 in additional funding for departmental operations. The total from the contract was approximately a quarter of a million dollars. The Bayles team recommended that the department explore other ways of working with APS in the event the cooperative agreement be reduced or eliminated. Other ways of working with APS suggested by the team included the consideration of a contract that includes fee for

service to APS and the development of collaborative research efforts between the department and APS.

*Summary of actions taken as a result of the previous academic program review:*

The single most important result of the previous academic program review was the construction of the Speech and Hearing Sciences Department at 1700 Lomas NE. The new facilities include research laboratory space for all tenure-track/tenured faculty, a classroom, clinic facilities for individual and group speech and language assessment and intervention services. The new facilities have contributed to the department's success in faculty searches (Binger, Dale, and Arenas) and most importantly to individual faculty member's achievement of tenure and promotion (Rodriguez, Neel, Palmer, Patterson, and Binger). The clinical facilities are easily accessible to the community with designated parking for the UNMLSHC clients and visitors, which enhance the clinical education opportunities afforded our graduate students and the speech and language assessment and intervention services provided to members of the community.

Also in response to the previous academic program review, the department revised the curriculum to reduce course offerings and allow faculty the possibility of course load reductions for research. Monthly meetings for faculty and staff to promote research in the department, particularly aimed to creating research partnerships, were created following the APR. Efforts were made to retain two faculty members who were experts in multicultural and multilingual research. Interactions between research and clinical faculty to create better links between standards of practice in our clinic and the course content presented to students were instituted.

**Criterion 1. Program Goals.**

The overall mission and purpose of our work within the Department of Speech and Hearing Sciences is two-fold: 1) to prepare and support speech-language pathologists to provide high quality speech and language therapy services to the state's population with communication disorders; and 2) to create and disseminate new knowledge about communication sciences and disorders.

***1A. UNM SHS Department Mission and Vision Statements***

It is the mission of the University of New Mexico's Department of Speech and Hearing Sciences to support the missions of the University and the College of Arts and Sciences by:

- creating and disseminating basic science, assessment, and intervention knowledge about communication sciences and disorders within our own academic discipline, and in collaboration with other disciplines;
- providing quality educational experiences in both academic and clinical contexts to prepare students to become effective professionals in speech-language pathology and related professions;



- providing excellence in clinical service through the University of New Mexico Speech-Language Clinic and affiliated professionals and agencies in the community and by providing continuing education and serving as a model for clinical services; and
- serving the unique needs of the state of New Mexico by increasing the participation of culturally diverse populations in our disciplines, preparing our students to be leaders in a multicultural and multilingual society, and collaborating with other disciplines to ensure our graduates are prepared to provide comprehensive and effective services.

The department's vision is to be a national leader in providing educational excellence in master's level education. Our program will be firmly grounded in research, and in the integration of research with academic and clinical education. In serving the needs of New Mexico as a multilingual and multicultural state, it will also be a leader in addressing issues of diversity in communication and communication disorders.

***Each program's contributions to the unit's mission and vision.*** The undergraduate Speech and Hearing Sciences program and the graduate speech-language pathology program each uniquely contribute to the department's mission and vision statements. The undergraduate program serves the first goal of the mission statement through a curriculum that explores the mechanisms and processes of human communication and that prepares students to pursue graduate education in speech-language pathology or audiology. The importance of cultural and linguistic diversity is infused throughout the undergraduate curriculum and is of special emphasis in a required course titled SHS 459 Multicultural Considerations in Communication in which the unique needs of the state of New Mexico's population are explored and linked to improved service delivery in a multicultural and multilingual community.

The undergraduate program also contributes to the second goal of the mission statement by engaging undergraduate students in the department's research activities. Each year, SHS undergraduates and McNair scholars volunteer in the bilingual language, voice and swallowing, AAC, or speech science laboratories and assist in research participant recruitment, data collection, and data analyses. Much of the research in the department focuses on the unique characteristics of the state's population. For example, Drs. Neel and Palmer examine the speech and swallowing characteristics of individuals diagnosed with oculopharyngeal muscular dystrophy (OPMD), which occurs among people of Hispanic ancestry. The largest known geographic cluster of individuals with OPMD in the United States is in New Mexico. Drs. Patterson and Rodriguez study bilingual language acquisition in preschool children to develop language screening and phonological assessment tools to improve the accurate diagnosis of speech and language impairment in bilingual (English/Spanish) preschoolers.

The graduate program in speech-language pathology also contributes to the first goal of the department's mission through a curriculum that is designed so that students can complete all academic and clinical credentialing requirements of the American Speech-Language and Hearing Association and the New Mexico Speech-Language Pathology Practices Board. Graduate students receive high quality education in academic and clinical contexts during the two-year program of graduate study. Aspects of multiculturalism and multilingualism are infused throughout the academic and clinical components of the graduate curriculum. For example, a graduate elective course, shared with New Mexico State University, in bilingual language

acquisition is offered via an online format, and graduate student clinicians are routinely placed in clinical settings, which serve patients and clients from culturally, socioeconomically, and linguistically diverse backgrounds. The UNMSLHC is an important part of our mission. Students who are enrolled in our master's degree program develop clinical skills by providing assessment and intervention for speech and language disorders under the close supervision of certified and licensed speech-language pathologists. The UNMSLHC clinic offers services to a diverse clientele, including individuals who are Spanish-speaking or bilingual with a range of speech and language impairments, adults seeking accent modification services, children with severe motor speech disorders, and male-to-female and female-to-male clients seeking voice and communication therapy.

The graduate program also contributes to the second goal of the department's mission through the participation of graduate students in research. Graduate students engage in research activities by serving as graduate assistants and research assistants, completing thesis projects, exploring topics through enrollment in independent study credits, or volunteering to participate in the activities of a research laboratory. UNM speech-language pathology graduate students have co-authored manuscripts submitted for publication and poster presentations for annual conventions of the American Speech-Language and Hearing Association and New Mexico Speech and Hearing Association.

### ***1B. Relationship of the UNM SHS mission and vision to UNM's mission and vision.***

The UNM "Strategic Framework for 2008 and Beyond" outlines UNM's most recent statement of mission and vision: The mission of the University of New Mexico is to serve as New Mexico's flagship institution of higher learning through demonstrated and growing excellence in teaching, research, patient care, and community service." Elements of the university's vision include: strength through diversity; student success through collaboration; vital academic climate; excellence through relevance; research for a better world; health and wellness leadership; and international engagement.

The Department of Speech and Hearing Sciences' mission and vision statements are strongly related to the University's mission and vision. We provide *high-quality academic and clinical instruction* to prepare students for careers in speech-language pathology. Our UNMSLHC offers *high-quality patient care* to individuals diagnosed with a variety of communication disorders. Both our undergraduate and graduate education programs offer opportunities for student collaboration in *research*. The SHS faculty focus on questions are that critically important to the *health and wellness* of state's population, including, to cite a few examples: how OPMD affects a patient's oral, pharyngeal and laryngeal motor function; how to support the expressive grammar development of children who use augmentative and alternative communication (AAC) and teaching key communication partners to support the language development of young children who require AAC; and how bilingual language acquisition is influenced by a variety of environmental and cultural factors. The increasing research productivity of the faculty is appropriate to a *flagship* university. Our faculty are nationally recognized experts in child language development, AAC, bilingual language acquisition, swallowing disorders, and speech intelligibility. Published reports of the faculty's research routinely appear in high-quality journals, including the Journal of Speech Language Hearing Research, American Journal of Speech-Language Pathology, and Developmental Science. The department maintains a *vital academic climate* through opportunities for faculty and students

to engage in collaborative research projects and presentation of research findings and state-of-the-art speech-language therapy service delivery to the *community*.

### ***1C. Overall learning goals for undergraduate and graduate programs within the unit***

#### ***Bachelor of Arts in Speech and Hearing Sciences: Broad Learning Goals***

A. Our graduates should have an ability to relate normal structure and function of human communication to selected communication disorders.

B. Our graduate should have the skills to record, analyze, and report on communicative behaviors.

C. Our graduates should be critical thinkers on the impact of linguistic and cultural diversity on human communication.

D. Our graduates should be prepared to apply treatment principles for selected speech and language disorders.

#### ***Master of Science in speech-language pathology: Broad Learning Goals***

A. Our graduates should have sufficient knowledge to effectively diagnose an individual with a communication disorder.

B. Our graduates should have sufficient knowledge to effectively develop an intervention plan for an individual with a communication disorder.

C. Our graduates should have a thorough grasp of the principles of evidence-based practice and incorporate these principles in service delivery.

### ***1D. Describe the manner learning goals are communicated to undergraduate and graduate students.***

The broad learning goals for the undergraduate program are posted on the department's web site (<http://shs.unm.edu/programs/undergraduate/index.html>); however, at present the department's faculty is more likely to communicate with undergraduate students about specific learning outcomes for each undergraduate course through the course syllabi. For example, the course syllabus for SHS 310 – Anatomy and Physiology in Human Communication includes the student learning outcome as follows: Students will compare and contrast normal structure and function of speech, language, or hearing with the structure and function for a given communication disorder. We have not placed an emphasis on the communication of broad learning goals with our undergraduate students; however, several opportunities to communicate the undergraduate broad learning goals exist and include undergraduate advisement meetings, NSSLHA meetings, and transfer sessions that are scheduled as undergraduate students transition from University College to the College of Arts and Sciences.

Similarly, the broad learning goals for the graduate program in the unit appear on the department's web site (<http://shs.unm.edu/programs/graduate/index.html>). Again, the

department's faculty tend to communicate specific learning outcomes associated with each graduate course and clinical practica rather than broad learning goals. As is the case with the undergraduate program's overall learning goals, we can do a better job of communicating these learning goals to our graduate students in speech-language pathology. A few opportunities for communicating these goals to graduate students come to mind – a) new graduate student orientation; b) clinical lab courses (sections 001, 002, etc.); and c) mid-program reviews.

### ***1E. The unit's primary constituents and stakeholders.***

The primary constituency of the unit consists of undergraduate and graduate students, as well as their future employers. Although we do not have resources to formally track undergraduates' post-graduation placements, anecdotal evidence points to a wide range of placements including graduate school admission in audiology or speech-language pathology programs, graduate school admission in related fields such as counselor education and physician assistant programs, and apprentice positions in speech-language pathology. Additional undergraduate constituencies consist of undergraduates completing the SHS/SPCD 302 Introduction to Communication Disorders course through the College of Education and the SHS/LING 303 English Phonetics course through the Department of Linguistics.

Graduate students, along with their employers, are also primary constituents of the department. Graduate students receive multiple job offers, in medical settings (hospitals, rehabilitation centers, assisted living centers), private practices (Laurie Ross Brennan and Associates, Bilingual Multicultural Services, Inc., Christina Brown and Associates), schools (Rio Rancho Public Schools, Albuquerque Public Schools, Taos Public Schools, Santa Fe Public Schools), and early intervention agencies (Alta Mira, ExplorAbilities, KidPower) prior to completion of the program. NMSU graduate students enrolled in the bilingual program in communication disorders through the College of Education are important constituents of the UNM graduate program because of the NMSU-UNM course sharing and collaborative effort in preparing bilingual speech-language pathologists to serve the state of New Mexico.

Clients who receive speech and language assessment and intervention services at the UNMSLHC are also important constituents of the department. We serve pediatric and adult populations from the Albuquerque metropolitan area. Each year, we provide speech and language therapy services for 80 children (778 visits) and 70 adults (483 visits), and complete 28 diagnostic evaluations.

### ***1F. Examples of how satisfaction of the program goals serves constituents.***

Many former undergraduate and graduate students of the department apply the skills they obtained through the BA and MS degrees in service to the public in New Mexico and beyond. Here are a just a few examples:

Laura Mendoza (MS 2013) accepted a position with La Vida Felicidad in Los Lunas, New Mexico.

Trinidad Maez (BA 2012) accepted into the University of Washington's Au.D. program.

Hannah Hughes (BA 2012) accepted into the University of New Mexico's speech-language pathology graduate program.

Kim Davis (MS 2012) accepted a position with Bilingual Multicultural Services LLC.

Julia Jarrard (MS 2012) accepted a position with Laurie Ross Brennan and Associates LLC.

Joshua McDowell (MS 2011) accepted a position at the University of New Mexico Hospital.

Shannon Troutman (MS 2011) accepted a position with the Rio Rancho Public Schools.

Shawna Gaffney (BA 2010) accepted into Florida State University's speech-language pathology graduate program.

Leigh Evans (BA 2010) accepted into the University of New Mexico's speech-language pathology program.

### ***1G. Examples of outreach or community activities offered by the unit.***

SHS faculty lead and participate in a number of outreach and community activities. In Albuquerque, faculty (Rodriguez, Binger) collaborate with local school districts (Albuquerque Public Schools, Rio Rancho Public Schools) and preschool programs (Youth Development Incorporated—Even Start and Head Start programs) to provide in-service/continuing education offerings for speech-language pathologists and classroom teachers. Dr. Phyllis Palmer leads a Journal Club for local speech-language pathologists with expertise in medical speech-language pathology. A few years ago, Dr. Amy Neel served as a consultant to the local Children's Museum in setting up its children science exhibits. The department sponsors a professional continuing education opportunity for local clinicians. Last year, over 90 individuals attended a day-long presentation by Dr. Gregory Lof, of Massachusetts General Hospital, titled: For clinicians: An evidence-based speech sound disorders update. This year, we will host Dr. Kelly Cordero, of the University of Minnesota, who will present on the management of cleft palate and craniofacial abnormalities in culturally and linguistically diverse populations. Nationally, faculty organize symposia at national conferences (Binger—ASHA SIG 12 and ASHA Topic Chair 2013; Rodriguez – ASHA SIG 14) and edit prominent scholarly journals (Dale – Previous Editor, *Journal of Child Language*; Rodriguez – Associate Editor, *American Journal of Speech-Language Pathology*). Internationally, clinical faculty (Nettleton) lead clinical service activities in Mexico City at Comunidad Crecer to provide treatment for students with communication difficulties resulting from cerebral palsy and a variety of genetic syndromes.

## **Criterion 2. Teaching and Learning: Curriculum.**

### ***2A. Description of the curriculum for each program.***

The Department of Speech and Hearing Sciences offers two degrees: a) Bachelor of Arts in Speech and Hearing Sciences; and b) Master of Science in Speech-Language Pathology.

**Undergraduate Program.** The undergraduate program in Speech and Hearing Sciences is a pre-professional program aimed at preparing students to enter graduate programs in speech-language pathology and audiology.

The SHS major study requirements include:

1. Thirty-six hours in the following required courses:

*SHS 302 Introduction to Communication Disorders:* The nature of speech, language and hearing disorders in children and adults; overview of speech and hearing anatomy and physiology; multicultural issues; emphasizes the impact of communication disorders on individuals and families.

*SHS 303 English Phonetics:* An introduction to the physiological mechanisms underlying speech production, linguistic classification and transcription of speech sounds, acoustic properties of speech sounds, relationship between phonetics and phonology, and applications to speech pathology.

*SHS 310 Anatomy and Physiology of Communication:* Introduction to basic anatomy and physiology for speech, language, hearing and swallowing. Covers five systems: respiratory, phonatory, articulatory, auditory and neurological.

*SHS 321 Introduction to Audiology:* Basic hearing sciences, pathological conditions of the auditory system, audiometric testing.

*SHS 330 Introduction to Communication Sciences:* Introduction to speech and hearing science. Covers basic science of sound, acoustic theory of speech production, acoustic and physiologic phonetics, sound transmission through the auditory system, acoustic and physiologic consequences of speech and hearing disorders.

*SHS 425 Aural Rehabilitation:* Appraisal and management of individuals with impaired hearing.

*SHS 428 Phonological Disorders in Children:* Assessment and treatment of articulation and phonological disorders.

*SHS 430 Language Development:* Developmental sequence of language acquisition and changes in communication behavior across the life span from birth to adulthood. Covers specific areas of phonology, morphology, semantics, syntax, pragmatics, literacy and metalinguistics.

*SHS 431 Language Disorders in Children:* A survey of language disorders in children and intervention. Topics include descriptions of clinical populations, intervention principles and methods, and linguistic, medical, developmental and cultural issues in intervention.

*SHS 450 Neural Basis of Communication:* Structure and function of the central and peripheral nervous systems as they relate to normal and disordered communication.

*SHS 458 Preclinical Training:* Course content includes behavioral objectives, program design, data collection, client/family counseling, ethnographic interviewing with multicultural families, behavioral management and professional issues including

certification and licensure requirements, ethical conduct and federal laws protecting individuals with disabilities.

*SHS 459 Multicultural Considerations in Communication:* Knowledge and understanding of how the cultural and linguistic diversity of clients affect communication. Appropriate assessment procedures and intervention strategies will be discussed.

2. Twenty-one hours in required support courses:
  - a. Three credit hours in basic human communication processes. Required: Linguistics 301 Introduction to Linguistic Analysis
  - b. Three credit hours in biological sciences. Recommended: Biology 123 Biology for Health Related Sciences and Non-Majors
  - c. Three credit hours in physical sciences. Recommended: Physics 108 Introduction to Musical Acoustics
  - d. Three credit hours in college level mathematics. Required: Math 121 College Algebra or more advanced (e.g., Math 123, 150, 162, 180)
  - e. Three credit hours in college level statistics. Required: Psychology 200
  - f. Six credit hours in behavioral and/or social sciences. Recommended: Psychology 105, 220; Sociology 101; Anthropology 110, 130, 160.
3. A grade of at least C must be earned in all required SHS courses and required support courses.
4. Recommended minors include American Studies (Southwest Culture Studies), Anthropology, Art, Communication and Journalism, Computer Science, Criminology, Family Studies, Human Services, Latin American Studies, Linguistics, Management, Physics, Psychology, Sociology, Spanish and Teaching English to Speakers of Other Languages (TESOL).

**Graduate Program.** The Department of Speech and Hearing Sciences awards Master of Science degrees in speech-language pathology under Plan 1 (thesis) and Plan II (non-thesis). Students must fulfill the academic and clinical requirements for the Certificate of Clinical Competence set forth by the American-Speech-Language-Hearing Association and specified by the department.

**Academic requirements.** Students entering the graduate program with undergraduate degrees in other disciplines and who have not completed the undergraduate SHS coursework (listed above) are required to complete it within the first 3 semesters of graduate enrollment, with a grade of at least B. In addition to the 300- and 400-level courses listed above, SHS graduate students are required to complete 54 graduate credit hours.

The 500-level academic requirements are:

*SHS 500 Clinical Practicum* – at least 4 enrollments (total of 12 credits): Practicum assignment and seminar covering a variety of topics in clinical practice including diagnostics and evaluation, practice in school and hospital settings, and supervised practice in off-campus sites.

*SHS 506 Reading and Writing in Research* (3 credits): Based on a scientist-practitioner model, this course is an introduction to research design with an emphasis on conceptual foundations and critical evaluation.

*SHS 507 Adult Neurogenic Communicative Disorders* (3 credits): Comprehensive survey of predominant adult neurogenic communication disorders. Content includes theoretical issues, etiology, differential diagnosis, symptomatology, prognosis and recovery.

*SHS 517 Dysphagia* (3 credits): Acquire knowledge relevant to the identification, evaluation, treatment of infant and adult swallowing disorders.

*SHS 525 Voice Disorders* (3 credits): Based on knowledge of normal voice production, various voice disorder are surveyed and approaches to evaluation and treatment are discussed.

*SHS 531 Motor Speech Disorders and Stuttering* (3 credits): Overview of symptomatology of child and adult neurogenic speech disorders and fluency disorders with a focus on assessment and treatment.

*SHS 532 Augmentative and Alternative Communication* (3 credits): Overview and/or hands-on-experience with non-electronic and electronic aids and devices used for augmentative communication. Focus may be on particular disabilities, assessment, therapeutic and/or research issues.

*SHS 533 Assessing Language in Children* (3 credits): Principles and procedures of assessment for language disorders in children.

*SHS 534 Intervention: Child Language Disorders* (3 credits): Principles and intervention procedures for child language disorders from early childhood through adolescence. Methods for examining treatment efficacy in clinical and research contexts are examined.

*SHS 535 Medical Speech-Language Pathology* (3 credits): Topics relevant to practice in a medical setting are reviewed including evaluation and treatment of children with birth defects (cleft palate) and other special populations; professional and administrative concerns are discussed.

*SHS 539 Bilingual Language Acquisition: Clinical Implications* (3 credits --elective): An examination of contemporary theories of bilingual language acquisition. Principles and intervention for children who are acquiring two (or more) languages are explored.



*SHS 539 Reading and Language Disorders* (3 credits --elective): An examination of reading and language disorders in children. Assessment and intervention issues are discussed.

*SHS 558 Clinical Internship* (9 credits)

*500-level elective* (6 credits required for Plan II)

*SHS 599 Thesis* (6 credits required for Plan I)

A grade of B or better must be achieved in the required SHS graduate courses and electives. If a student's grade point average falls below 3.0, he/she is placed on probation by the Office of Graduate Studies. A student who receives a B- or lower in SHS 500 Clinical Practicum must enroll in additional semesters of Clinical Practicum in order to meet the criterion of four enrollments with at least a grade of B.

#### *Thesis Credits*

Students who decide to complete a thesis must complete all of the required courses listed above (except for electives) and must also enroll for a minimum of 6 thesis credits (SHS 599). Thesis credits are taken on a Progress/No Progress basis. Once initiated, enrollment in 599 must be continuous (fall, spring, and summer) until the completed thesis is accepted by the Office of Graduate Studies. The total required minimum graduate credits with thesis is 54.

#### *Elective Credits*

Elective courses may be chosen from offerings within SHS or in any other department of the university. If the elective is not offered within SHS, students submit a petition requesting approval of the course. The course(s) selected must be 500-level, 3-credits each, offered by UNM, and must relate to the student's graduate studies and career goals in a reasonable way.

#### *Comprehensive Examination*

Students on Plan II (Non-Thesis option) will take a written comprehensive examination covering the material presented in the undergraduate and graduate programs. The examination is administered in two 3-hour sessions during a single day: one 3-hour session in the morning (8:30-11:30 a.m.) and one 3-hour session in the afternoon (12:30-3:30 p.m.). Students receive three questions in the morning session and select and answer two of those questions. The same procedures are used in the afternoon session. Students prepare responses to a total of four questions.

The outcome of the examination can be: 1) Pass all questions; 2) Pass two or three questions; or 3) Pass one question or no questions. Students who fail one or two questions rewrite their responses. Students are provided with a copy of the exam question and brief feedback from the graders. Students who fail three or four questions on the initial examination or who fail any questions on a rewrite must retake the exam

the following year. The student must enroll for and complete graduate credit during the semester in which the exam is taken. Failure to pass the comprehensive exam will result in dismissal from the program.

***Clinical Requirements.*** A minimum of 400 clinical clock hours of supervised clinical experience in the practice of speech-language pathology must be completed, including 25 hours of observation of a variety of clinical cases, 375 hours of practicum in speech and language evaluation and intervention within the ASHA scope of practice, practicum experience with a wide variety of age groups, and practicum experience with a wide variety of types and severities of communication disorders, differences and disabilities. The clinical requirements are met through enrollment in SHS 458 Preclinical Training, SHS 500 Clinical Practicum, and SHS 558 Clinical Internship.

Students who have not completed 25 hours of clinical observation by the time they enter the graduate program must complete all 25 observation hours by his/her first rotation of clinic practicum.

In order for a student to earn 3 credit hours in a clinic assignment, the student must be available to accrue a minimum of 40 clock hours during the semester. This is equivalent to the number of hours required for a 3-credit hour academic course. If the student earns fewer than 40 hours due to the student's unavailability, he or she will receive a grade of incomplete (I) for the semester and will be required to make up the difference in hours during the following semester in order to remove the incomplete. This also may require that the student register for an additional clinic in a subsequent semester.

### *Clinical Internship*

During the final semester in the program, students complete an internship. The internship is a full time placement at an off-campus clinical site. Many internship sites are available in Albuquerque, but the internship may be arranged anywhere in the U.S., provided that appropriate supervision and contract relationship are available. Duration of the internship is a minimum of 10 weeks with the student accruing clock hours to meet the 400 total clock hour ASHA requirement.

In order for students to begin their internship, they must have the following qualifications:

- Successful completion (grade B or better) of all academic coursework and all academic competencies on KASA at "meets standards"
- Completion of 25 observation hours
- Accrual of at least 250 clinical clock hours (in addition to observation hours)
- Completion of all clock hour categories that cannot be addressed at the internship site
- Clear potential to complete any of those deficient categories during the internship semester

## ***2B. Contributions of unit to other internal units within UNM.***

The Department of Speech and Hearing Sciences does not offer general education core courses for undergraduate students, courses that fulfill pre-requisites for other programs, or common courses for other graduate programs. However, our introductory courses are popular for students planning on entering a variety of allied health, human services, and education programs such as nursing, psychology, and special education. Each semester, two undergraduate SHS courses are cross-listed: a) SHS 303 *English Phonetics* is cross-listed as LING 303; and b) SHS 302 *Introduction to Communication Disorders* is cross-listed as SPCD 302 in the College of Education, Special Education Program.

## ***2C. Modes of delivery used for teaching courses.***

The SHS faculty employ a variety of modes for teaching undergraduate and graduate courses, including classroom lecture, lecture supplemented with experiential in-class activities, and lecture supplemented with on-line lectures or discussion boards. A limited selection of undergraduate and graduate on-line courses are offered through UNM's Extended University, including SHS 302 *Introduction to Communication Disorders*, SHS 430 *Language Development*, and SHS 539 *Bilingual Language Acquisition: Clinical Implications*. The *Bilingual Language Acquisition: Clinical Implications* course is shared with the Communication Disorders graduate students at New Mexico State University (NMSU). That is, NMSU students enroll at UNM as non-degree graduate students and complete the Bilingual Language Acquisition course to fulfill the requirements of the NMSU bilingual clinical training program. Likewise, UNM students are afforded the opportunity to enroll as non-degree graduate students at NMSU to complete the Bilingual Language Assessment course taught by NMSU faculty.

## **Criterion 3. Teaching and Learning: Continuous Improvement.**

### ***3A. Assessment process and evaluation of learning goals for each program.***

#### ***B.A. in Speech and Hearing Sciences***

The following student learning outcomes (SLOs) are assessed as students progress through our undergraduate program.

**A.1.** Students will explain the impact of a given disorder on speech using the framework of the source-filter theory of speech production.

*Direct assessment:* acceptable or better performance by 75% of students on SHS 330 Communication Sciences essay question using scoring rubric.

*Results:* Fall 2008 – 75% met – Mastery achieved. The students successfully applied the source-filter theory to clinical scenarios.

**A.2.** Students will compare and contrast normal structure and function of speech, language, or hearing with the structure and function for a given communication disorder.

*Direct assessment:* acceptable or better performance by 75% of students on SHS 310 Anatomy & Physiology case study using scoring rubric.

*Results:* Spring 2009 – 96% met – Mastery achieved. The students successfully compared and contrasted normal anatomy and physiology with a given communication impairment. Students were able to begin to think in terms of clinical cases and how understanding normal processes are important in delineating disordered performance.

**B.1.** Students will identify phonological processes in a child’s speech corpus.

*Direct assessment:* acceptable or better performance by 75% of students on SHS 428 assignment using scoring rubric.

*Results:* Fall 2009 -- 87% met – Mastery achieved. The students successfully listened to a speech corpus to identify phonological processes.

**B.2.** Students will describe morphologic, syntactic, semantic, and pragmatic behaviors of typically-developing children.

*Direct assessment:* acceptable or better performance by 75% of students on SHS 430 Language Development assignment using scoring rubric.

*Results:* Fall 2010 -- 80% met – Overall, the benchmark was achieved. The students successfully evaluated aspects of language in a typically developing child. In depth error analysis, which was performed on a subset of student data, revealed the following information: (1) Although minor confusion occurred in at least one aspect of language in 60% of the students, there were no consistent patterns to the confusion. The concept of pragmatics was understood by 100% of the students. (2) 50% of the student sample had at least minor difficulties understanding/explaining Brown’s morphemes. (3) 40% of the student sample had at least minor difficulties with understanding/explaining Brown’s stages. For both (2) and (3) the learning outcome was clearly emerging for all students.

**C.1.** Students will apply systems theory in explaining communicative and social issues in their lives.

*Direct assessment:* acceptable or better performance by 75% of students on SHS 459 Multicultural Considerations in Communication assignment using scoring rubric.

*Results* – This SLO has not been assessed.

**D.1.** Students will justify treatment targets for a child with a speech sound disorder using clinical principles.

*Direct assessment:* acceptable or better performance by 75% of students on SHS 428 Phonological Disorders in Children assignment using scoring rubric.

*Results* – This SLO has not been assessed.

**D.2.** Students will write behavioral objectives for a given speech or language disorder.

*Direct assessment:* acceptable or better performance by 75% of students on SHS 458 Preclinical Training assignment using scoring rubric.

*Results:* Spring 2011 – 80% met – Overall, the benchmark was achieved. The learning objective successfully provided practice writing a client-specific treatment objective. A detailed error analysis was performed on a subset of the students. The analysis revealed that students are excellent at clarifying do statements and criteria in treatment goal writing. However, students displayed weakness in clearly articulating all the aspects of a condition statement especially with respect to cues, materials and person present during the treatment.

*M.S. in Speech-Language Pathology*

The following SLOs are assessed for students in our speech-language pathology program (Table 2).

1. Students will demonstrate academic and clinical knowledge and skills (KASA) as specified by the Council on Academic Accreditation of the American Speech-Language Hearing Association.
2. Students will demonstrate global understanding of all the material presented across the graduate curriculum as evidenced by a passing grade (score of 600 or higher) on the PRAXIS exam.
3. Students will demonstrate a global understanding of all the material presented across the graduate curriculum as evidenced by a passing grade on the comprehensive exam.

To assess our graduate students, we measure their progress each semester of their graduate program. First, our students’ learning is assessed through the achievement of knowledge and skill standards (KASA) associated with each course and clinical practicum. Second, students take the PRAXIS exam toward the end of their graduate program. The PRAXIS exam assesses beginning practitioners’ understanding of essential content and current speech-language pathology practices. Successful completion of the exam is a requirement for state credentialing and ASHA certification. Third, the graduate students who select Plan II (non-thesis) take a comprehensive exam. The comprehensive exam is designed to probe the graduate students’ integration of clinical and academic information to formulate evidence-based assessment and intervention plans for patients with a variety of communication disorders. The comprehensive exam is scheduled during the 2<sup>nd</sup> year of a student’s graduate program.

**Table 2. SLOs, measures, and student sample for the M.S. in speech-language pathology.**

SLO	Measure Used	Student sample	Semester collected	Setting
1	Course and clinical performance/achievement forms of the KASA	All graduate students	Each semester	Academic and clinical settings

SLO	Measure Used	Student sample	Semester collected	Setting
2	Passing grade on PRAXIS (score of 600 or higher)	All graduate students who took the exam during the evaluation period	Fall 2010-Spring 2011	Testing Center
2	Passing grade on 4 out of 4 comprehensive exam questions	All graduate students who took the exam during the evaluation period.	Fall 2010-Spring 2011	On campus examination

The results of the SLOs for the graduate program are included in Tables 3, 4, 5, and 6. The assessment data for SLO 1 are presented for the two most recent academic years – 2011-12 and 2012-13. The speech-language pathology graduate students experience a high level of success in meeting the knowledge standards associated with the graduate courses. Only a few students each academic year do not meet a standard for a course. In these instances, the remediation strategy is formulated by the instructor and is based on resources and opportunities available at the time the remediation is required. Remediation strategies must be completed within one semester following the end of the semester in which the standard was addressed. Students are given two chances to demonstrate knowledge that meets KASA requirements. The first time is during the course when the instructor presents the class material. The second time is when remediation opportunities are employed.

**Table 3. Academic Year 2011-12: SLO 1 -- KASA standards, graduate courses, semester and achievement.**

<b>SLO 1</b>				<b>Number of students needing remediation</b>
<b>KASA Standard</b>	<b>Course(s)</b>	<b>Semester</b>	<b>% achieved</b>	
IIIB Biological, Neurological, & Developmental	SHS 517	Fall 2011	90	1
IIIC – Etiologies & Characteristics	SHS 507	Summer 2012	80	2
	SHS 517	Fall 2011	90	1
	SHS 532	Spring 2012	100	
	SHS 525	Spring 2012	100	
	SHS 531	Fall 2011	100	
	SHS 535	Spring 2012	100	

<b>SLO 1</b>				<b>Number of students needing remediation</b>
<b>KASA Standard</b>	<b>Course(s)</b>	<b>Semester</b>	<b>% achieved</b>	
IIID – Assessment & Intervention	SHS 507	Summer 2012	100% Assessment	2
	SHS 507	Summer 2012	80% Intervention	
	SHS 525	Spring 2012	90% Assessment	1
	SHS 525	Spring 2012	100% Intervention	
	SHS 533	Spring 2012	100%	
	SHS 532	Spring 2012	100%	
	SHS 535	Spring 2012	100%	
	SHS 534	Fall 2011	100%	
	SHS 517	Fall 2011	100%	
	SHS 532	Spring 2012	100%	
	SHS 535	Spring 2012	100%	
SHS 531	Fall 2011	100%		
IIIF – Research principles	SHS 506	Fall 2011	100%	

**Table 4. Academic Year 2012-13: SLO 1 -- KASA standards, graduate courses, semester and achievement.**

<b>SLO 1</b>				<b>% of students needing remediation</b>
<b>KASA Standard</b>	<b>Course(s)</b>	<b>Semester</b>	<b>% achieved</b>	
IIIB Biological, Neurological, & Developmental	SHS 517	Fall 2012	100%	0%
IIIC – Etiologies & Characteristics	SHS 507	Summer 2013	100%	0%
	SHS 517	Fall 2012	89%	
	SHS 532	Spring 2013	100%	11%
	SHS 525	Spring 2013	95%	
	SHS 531	Fall 2012	100%	
SHS 535	Spring 2013	100%	5%	

<b>SLO 1</b>				<b>% of students needing remediation</b>
<b>KASA Standard</b>	<b>Course(s)</b>	<b>Semester</b>	<b>% achieved</b>	
IIID – Assessment & Intervention	SHS 507	Summer 2013	100% --Assessment	11% 5% 5%      5%
	SHS 507	Summer 2013	100% --Intervention	
	SHS 517	Fall 2013	89% --Assessment	
	SHS 517	Fall 2013	95% --Intervention	
	SHS 525	Spring 2013	95% --Assessment	
	SHS 525	Spring 2013	100% --Intervention	
	SHS 533	Spring 2013	100%	
	SHS 532	Spring 2013	100%	
	SHS 532	Spring 2013	95%	
	SHS 535	Spring 2013	100%	
	SHS 534	Fall 2012	100%	
	SHS 517	Fall 2012	100%	
	SHS 532	Spring 2013	100%	
	SHS 535	Spring 2013	100%	
SHS 531	Fall 2012	100%		
IIIF – Research Principles	SHS 506	Fall 2012	100%	

Six years (2008-2013) of assessment data are presented for SLO 2 in Table 5. The speech-language pathology graduate students experience a high level of success in demonstrating an understanding of essential content and current SLP practices knowledge as measured by the PRAXIS exam. The UNM speech-language pathology graduate students' average PRAXIS score is significantly higher than the national median score (mdn = 680) for each year reported below (2008-2013).

**Table 5. Results of the assessment – SLO 2 for M.S. in speech-language pathology.**

<b>SLO 2</b>	<b>Year</b>	<b>% acceptable or better</b>	<b>Average PRAXIS Score</b>	<b>Range of Scores</b>
<b>Passing grade on PRAXIS (score of 600 or higher)</b>	2008	100%	780	760-780
	2009	100%	721	680-790
	2010	100%	735	690-790
	2011	100%	735	710-780
	2012	100%	724	670-790
	2013	100%	765	710-810

The results of the assessment for SLO 3 indicate a variable success rate over the 6-year period. Student learning is assessed through direct assessment – the comprehensive examination, which is designed to probe a graduate student's integration of academic and clinical knowledge and skills to formulate evidence-based clinical plans for patients with a variety of communication disorders. SLP graduate students are required to pass four questions to meet graduation requirements. Only 37% of the students pass all four questions during the first round of administration, 33% pass 3 of 4 questions, 27% pass 2 of 4 questions, and 8%



pass fewer than 2 questions. These data suggest graduate students may require more practice with academic-clinical integration within didactic and clinical experiences throughout the 2-year program.

**Table 6. Results of the assessment – SLO 3 for M.S. in speech-language pathology.**

<b>SLO 3 Comprehensive exam</b>	<b>Year</b>	<b>Passed 4 of 4 questions on first administration</b>	<b>Passed 3</b>	<b>Passed 2</b>	<b>Passed &lt;2</b>
	2006	53%	20%	50%	--
	2007	27%	36%	23%	14%
	2008	50%	31%	13%	6%
	2009	36%	43%	13%	6%
	2010	36%	21%	36%	7%
	2011	18%	45%	27%	9%

An additional analysis examined graduate students' performance by content area over the 6-year period. The results of this analysis are presented in Table 7. The highest percentage of passing responses were questions covering content in dysphagia and voice (83%), while the lowest percentage of passing responses were related to questions in child efficacy. Although the faculty have been engaged in discussions about the variability of performance by content area, no significant modifications to instruction in that area have been explored.

**Table 7. Comprehensive examination analysis by content area.**

<b>Content area</b>	<b>Total number of questions passed</b>	<b>% passed</b>	<b>Rounds in which &gt;50% of students passed</b>
Child language	113/187	71%	13/20 = 65%
Child speech	44/68	65%	5/7 = 71%
Child discourse/literacy	16/25	65%	2/3 = 67%
Child efficacy	19/30	63%	2/3 = 67%
AAC	20/26	77%	3/3 = 100%
Motor speech	70/92	76%	9/9 = 100%
Dysphagia and Voice	70/84	83%	9/9 = 100%

***3B. Evidence of actions taken to improve programs based upon the assessment process.***

*Undergraduate program.* Results of the program assessment of student learning associated with the undergraduate program are routinely shared with individual faculty members. For example, although the benchmark was achieved for SLO D2, the error analysis data supports the need for further experience writing the condition statement section of treatment objectives. The relevant faculty member was consulted and a number of strategies were discussed, include the use of handouts containing samples of goals from a variety of sub-disciplines (e.g., articulation, language, voice, swallowing, etc.). This handout could be reviewed

and students could parse the completed objective into the 3 components – do, condition, and criterion—to further improve their understanding of the complexity and detail of a condition statement. It should be noted, that proficiency of this skill is further developed in the graduate curriculum. At the undergraduate level, students become familiar with the objective writing style and begin to draft objectives for less complex clinical cases. Thus far, discussions in department meetings have not focused on the student assessment data and corresponding adjustments to the curriculum.

*Graduate program.* The quality of the graduate program in the Department of Speech and Hearing Sciences is adequately assessed at present. In order for our program to remain accredited by the American Speech-Language and Hearing Association and for our graduate students to become ASHA certified after graduation, we maintain extensive documentation in which accomplishment of academic and clinical knowledge and skills standards are documented.

Results of the graduate student outcomes assessment are routinely shared with the faculty. For example, following the analysis of assessment for SLO 3 (comprehensive examination), at the February 2009 faculty meeting, Dr. Cathy Binger lead a faculty discussion concerning student performance and the format and procedures of the comprehensive examination. From 2006-2009, graduate students were given 2 exam questions during each session (morning and afternoon). Following the analysis of student performance (between 2006 and 2009) and faculty discussion of alternate procedures, two substantive changes to the comprehensive exam procedures were instituted. First, graduate students are given 3 questions during each session (morning and afternoon) from which they select two questions. This change reflected the need to provide students flexibility in selecting questions by presenting a pool of exam questions. Second, the comprehensive exam procedures were modified to involve the department's clinical faculty members in the formulation of the examination questions and in the evaluation of the students' responses. This modification acknowledged the importance of the clinical education component of the program in achieving the goal of academic and clinical integration across the curriculum. As a result of these modifications, the preliminary data, presented in Table 6, for 2010 and 2011 do not reveal a significant change in students' performance. The data for this time period (2010 and 2011) were averaged to examine the effect of the modifications. Specifically, an average of 27% of graduate students passed all 4 questions on the first administration, an average of 33% passed 3 questions, an average of 31% passed 2 questions, and an average of 8% passed 2 or fewer questions for this time period. Additional data need to be collected and further faculty discussions need to be held to address improvements in the graduate program that will foster students' integration of academic and clinical skills. To date, faculty discussions have primarily focused on the examination process and strategies to enhance students' integration of clinic and academic knowledge and skills.

#### **Criterion 4. Students (Undergraduate and Graduate)**

##### ***4A. Student recruitment and admission (including transfer articulation)***

*Undergraduate and Graduate programs.* The department has a designated recruitment and retention committee comprised of tenure-track and non-tenure track faculty; however, recently the department's service needs in other areas have limited our recruitment efforts. Fortunately, Ms. Lopez volunteered to represent the department at the CNM-UNM

transfer day Fall 2012 semester. The faculty recognizes the need for recruitment because undergraduate students typically are unfamiliar with the Speech and Hearing Sciences major and the profession of speech-language pathology. Future recruitment efforts should be targeted toward public school students (e.g., local high school clubs such as Project Smile participants) and UNM underclassmen with support provided by UNM's Enrollment Management office. Undergraduate students who are transferring from other institutions contact the College of Arts and Sciences for evaluation of transfer credits and subsequently are instructed to contact the department for further advisement. Dr. Amy Neel handles all undergraduate transfer credit approvals by evaluating the documentation on courses taken at other institutions.

Graduate student recruitment activities are somewhat limited. The primary recruitment tool is the department website which includes instructions on how to apply to our program and information about graduate course programming. The web site also includes bios for each faculty member and efforts are underway to include research pages for their laboratory. This will allow prospective students to learn about the various research programs, including faculty members' publications and recent accomplishments. Despite limited recruitment activities targeting potential graduate students, the department has not experienced a decrease in applications to the graduate program in speech-language pathology.

**4B. Analysis of enrollment trends, persistence, and graduation trends**

**Undergraduate program.** The number of undergraduate students in Arts and Sciences with an SHS major remained relatively stable from 2003 through 2009 with a slight increase in 2011 and 2012. More specifically, the number of undergraduate students hovered around 80 students with a recent increase of approximately 20 students per year. A similar pattern was observed in the number of undergraduate students in University College (UC) with an SHS major. That is, there was a minimal number of students in UC with an expressed interest in SHS from 2003 through 2009 with growth beginning in 2010. Table 8 below reveals the increase in total undergraduate student credit hours from 2002-03 to 2011-12 with 1439 student credit hours completed in 2002-03 and 2049 in 2011-12.

**Table 8. Total student credit hours completed: Undergraduate.**

Course Level	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Junior	660	990	870	804	885	900	939	966	1,080	1,011
Senior	779	836	933	1,106	884	901	888	1,049	999	1,038

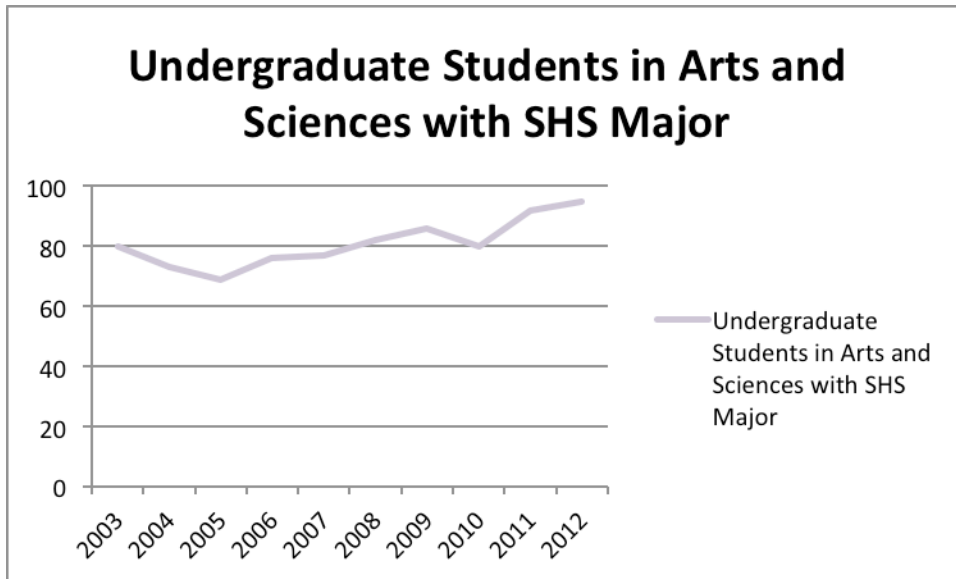


Figure 2. Number of undergraduate students in Arts and Sciences with SHS major.

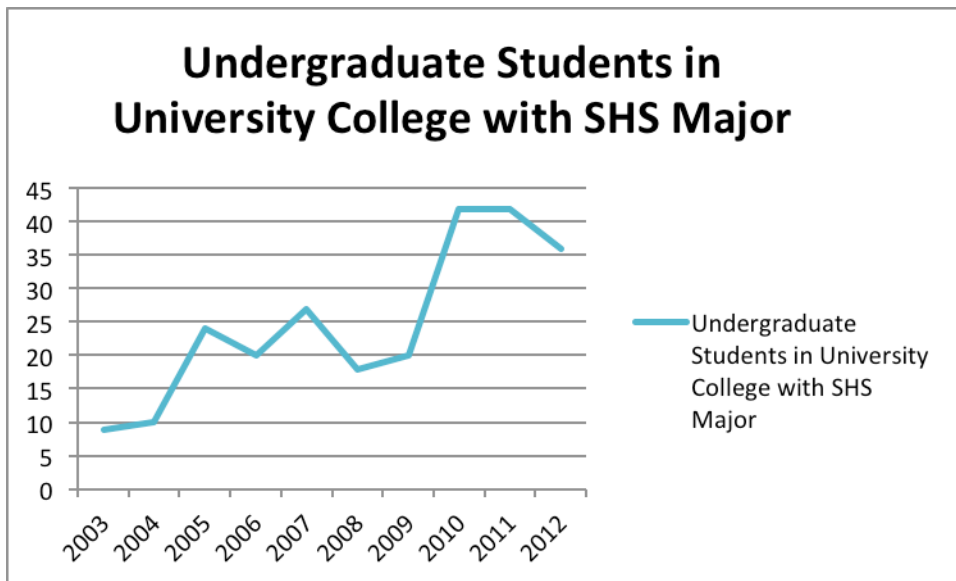


Figure 3. Number of undergraduate students in University College with SHS major.

Although there has been an increasing trend in undergraduate enrollment, the number of undergraduate degree recipients has been disappointing (Table 9). Over a ten-year period (2002-2012), the average number of BA degrees awarded was 23. One of the most significant concerns in the undergraduate program is the retention of undergraduate students to degree completion. The data suggest an annual loss of close to 60 undergraduate students. There are no formal mechanisms within the unit to determine the variables associated with the poor retention of undergraduate students or the alternate pathways of academic study they select.

**Table 9. Total number of degree of BA and MS recipients.**

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-2011	2011-12
Undergraduate	18	25	31	24	25	29	17	22	22	26
Graduate	26	22	18	26	21	28	22	14	16	13
Total	44	47	49	50	46	57	39	36	38	39

A closer examination of the undergraduate degree recipients reveals a disappointing trend with a respect to the total number of undergraduate degrees by ethnic minority group (Table 10). Only 8 undergraduate degree recipients in 2011-12 were from ethnic minority backgrounds. Of these, 100% were of Hispanic background. From 2002 to 2011, only 11 American Indian, 5 Asian, and 1 African-American student received a bachelor's degree in Speech and Hearing Sciences as displayed in Table 11. Over a ten-year period (2002-2012), an average of 10 undergraduate degree recipients were of Hispanic background.

**Table 10. Total number of BA degrees by ethnicity and gender.**

		2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-2011	2011-12
Ethnic Minority	F	13	10	16	13	8	12	9	15	10	8
Ethnic Minority	M	0	2	1	0	0	2	1	0	0	0
Ethnic Minority	<b>Total</b>	13	12	17	13	8	14	10	15	10	8
White	F	3	13	13	11	17	13	7	5	12	15
White	M	2	0	1	0	1	1	0	2	0	1
White	<b>Total</b>	5	13	14	11	18	14	7	7	12	16

**Table 11. Total number of BAs by ethnic minority group.**

		2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-2011	2011-12
Hispanic	<b>Total</b>	12	9	16	11	6	12	10	12	6	8
American Indian	<b>Total</b>	1	3	1	1	1	2	0	0	2	0
Asian	<b>Total</b>	0	0	0	1	1	0	0	2	1	0
Black or Afro American	<b>Total</b>	0	0	0	0	0	0	0	1	0	0

Despite the department's mission, which places importance on the ethnic and cultural diversity of our student population, these data indicate that we are falling short of fulfilling the mission. With a limited operating budget, the department is unable to sponsor initiatives targeting undergraduate student success and, therefore, we are dependent upon the university's initiatives, such as the Office of Student Academic Success Early Alert and Graduation Express programs (<http://success.unm.edu>). An important goal for the department is to seek external funding to support student recruitment activities and formal mentorship programs to improve the number of undergraduate degree recipients and further explore

university resources while simultaneously increasing the number of degrees received by students from traditionally underrepresented backgrounds.

**Graduate program.**

Two significant patterns characterize enrollment in the graduate program in speech-language pathology. As outlined in Table 9, from 2003-2009 an average of 23 students received a master’s of science degree. Following this period, the number of graduate degree recipients sharply declined to an average of 14 from 2009-10 to 2011-12. The enrollment decline occurred at the same time the department suffered from the budgetary rescission during the ‘great recession’. Prior to 2008 the department had a collaborative partnership with the Albuquerque Public Schools (APS), which provided support in clinical supervision and hence flexibility to admit greater numbers of applicants to the graduate program. In 2007, the partnership with APS was dissolved directly affecting the number of students admitted to the graduate program. Table 12 below provides further evidence of the dip in enrollment that occurred following the discontinuation of the APS contract in 2007. With recent investments in departmental faculty (addition of non-tenure track and tenure track), provided by the College of Arts and Sciences, the department will return to APS-contract enrollment levels increasing the number of students admitted from the mid-teens to mid- to high-twenties.

**Table 12. Total number of student credit hours: Graduate.**

Course Level	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Graduate	1025	1271	1260	1411	1260	1138	892	784	753	802

As displayed in Table 13, 40% of the total number of graduate degree recipients, over a ten-year period, were from ethnic minority backgrounds. In 2002, only 20% of the degree recipients were ethnic minorities, while 54% of the recipients in 2004 were from under-represented groups. Speech-language pathology is a female-dominated profession; yet an increasing number of male students received the graduate degree beginning in 2004-05.

**Table 13. Percentage of total graduate degree recipients by ethnicity and gender.**

		2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-2011	2011-12
Ethnic Minority	F	20%	35%	41%	46%	50%	41%	47%	6%	31%	23%
Ethnic Minority	M	0%	0%	18%	7%	0%	4%	0%	24%	0%	8%
Ethnic Minority	<b>Total</b>	20%	35%	59%	54%	50%	44%	47%	29%	31%	31%
White	F	80%	60%	59%	43%	50%	56%	42%	71%	69%	69%
White	M	0%	5%	0%	4%	0%	0%	11%	0%	0%	0%
White	<b>Total</b>	80%	65%	59%	46%	50%	56%	53%	71%	69%	69%

A closer examination of the graduate degree recipients reveals that the majority of degree recipients of ethnic minority background are Hispanic (n=71) and a strikingly low number of students from other groups are represented (Table 14). For example, over a ten-year period only 2 graduate degree recipients were American-Indian, 1 was African-American, and 4 were Asian.

**Table 14. Total number of graduate degree recipients by ethnic minority group.**

		2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-2011	2011-12
Hispanic	<b>Total</b>	4	6	9	10	10	10	9	5	5	3
American Indian	<b>Total</b>	0	1	0	0	0	0	0	0	0	1
Asian	<b>Total</b>	1	0	1	1	0	1	0	0	0	0
Black or Afro American	<b>Total</b>	0	0	0	0	0	1	0	0	0	0

These data do not include another important subset of students who enroll in SHS undergraduate and graduate courses. That is, the subset of non-degree students who have completed undergraduate degrees in other disciplines and subsequently complete SHS courses for admission into the speech-language pathology graduate program. Non-degree students are required to complete 9 credit hours in Speech and Hearing Sciences prior to applying to the graduate program in speech-language pathology. Each year a sizeable percentage of applicants to the graduate program are non-degree students ranging from 13% to 40% of the applicant pool.

#### **4C. Description of program advisement for students**

**Undergraduate program.** Typically, the first contact undergraduate students have with the department is through *SHS 302 Introduction to Communication Disorders*. Often undergraduate students enrolled in SHS 302 will contact an SHS undergraduate advisor for assistance in developing an academic plan with SHS as a major area of study. Three faculty members have previously been assigned to serve as undergraduate advisors: Dr. Cathy Binger, Dr. Phyllis Palmer, and Melinda Dolan. They received assistance from the department's Administrative Assistant, Angelica Lopez, who of late assumed increased advising responsibilities. During the Spring 2013 semester, the department instituted a pilot project in which Ms. Lopez served as the primary undergraduate advisor with assistance and guidance from an SHS faculty member. The pilot project was quite successful in reducing faculty members' time commitment to advisement responsibilities and meeting the undergraduate students' needs in an efficient manner. Ms. Lopez received several messages from undergraduate students expressing their satisfaction with her advisement. She also represented the department at the university's Advisors' Institute each semester. The department is examining the process for a reclassification of Ms. Lopez's current position to formally include advisement responsibilities in her job description.

More recently, the department chair and the Director of Arts and Sciences Undergraduate Advisement have agreed to institute centralized advisement services by engaging Ms. Cameron Langner, Sr. Academic Advisor, in undergraduate SHS advisement. That

is, each week Ms. Langner will be advising our students in the department on specific days and times. Fall 2013 semester, Ms. Langner will advise students on Wednesday afternoons from 1:00-4:00 p.m. and Friday mornings from 8:30 a.m.-noon. This arrangement is scheduled to begin Fall 2013 semester.

**Graduate program.** Dr. Janet Patterson is the department's graduate student advisor and receives a course release for this duty. Dr. Patterson meets with each graduate student upon admission to the program and formulates an individualized program of graduate study. The department's administrative staff members (Lopez and Wenzl) support her in completing the processes required by the Office of Graduate Studies (OGS). Together with the Director of Clinical Services (Nettleton), Dr. Patterson meets with graduate students at the end of their second semester of graduate study (mid-program review) to discuss their progress and identify resources to support or enhance their graduate education experience.

#### ***4D. Description of student support services provided by the unit***

The department does not provide student support services; however, faculty members consistently monitor undergraduate and graduate students' progress and routinely refer students to appropriate university support services (e.g., Center for Academic Program Support – CAPS; Graduate Resource Center – GRC; Writing Across Communities – WAC; Career Services). Faculty also provide individual mentorship to undergraduate and graduate students through formal programs such as the McNair Scholars Program, Research Opportunity Program, individual advisement and career mentoring meetings, and participation in research and clinical training initiatives.

#### ***4E. Student success and retention initiatives in which the unit participates***

The department does not currently participate in student success or retention initiatives for undergraduate or graduate students.

#### ***4F. Describe where graduates of each program are typically placed. Describe efforts to measure the success of program graduates and the results of those measures.***

**Undergraduate program.** We do not have adequate resources to systematically track our BA degree recipients after graduation with regard to admission to SLP or AuD graduate programs or professional success. However, an examination of our graduate admissions data found that 58% of the UNM undergraduates who apply to the UNM SLP graduate program are offered admission.

**Graduate program.** Exit interviews are conducted with each graduate student following his/her completion of the internship semester. Graduates typically receive multiple job offers upon completion of the program and all are employed within 2 months of graduation. In the last year, 38% of the graduates are employed in private practices, 46% in medical settings, and 16% in early intervention settings.

Focus groups are held periodically with employers of our graduates to assess the success of program graduates. Representatives from local private practice agencies, public schools and medical settings have attended. The information gleaned from the focus group discussions



indicated UNM SLP graduates are excellent clinicians, with solid training in assessment and intervention processes, and are adept at handling large client caseloads. The employers did suggest enhanced clinical training opportunities in employing various service delivery models (e.g., inclusion; classroom intervention), working with developmentally disabled populations, formulating intervention and assessment plans for individuals who speak languages other than English (e.g., Vietnamese), and serving populations with reading impairments.

The success of our program graduates is also evidenced by the leadership roles many assume within the local and regional SLP professional community. Many graduates of the program have received special recognition from the New Mexico Speech and Hearing Association, the American Speech-Language and Hearing Association, and serve in a leadership capacity in local public school districts.

## **Criterion 5. Faculty**

### ***5A. Describe the composition of the faculty and their credentials.***

The Department of Speech and Hearing Sciences has 7 tenure track and 5 non-tenure track faculty members. Temporary part-time instructors (TPTs) are routinely hired to teach undergraduate and graduate courses in content that is currently outside the expertise of the SHS faculty. Funds for TPTs are obtained through research or administrative buy-outs of regular faculty or revenue received from the College of Arts and Sciences provided to small departments in support of the department's instructional needs when faculty members are awarded sabbatical semesters. In the fall semester 2012, we employed three TPTs, spring semester 2013 two TPTs, and summer 2013 one TPT.

All of our tenure-track/tenured faculty members hold the doctorate in Speech and Hearing Sciences or an allied field (Psychology). Five of the 7 tenure-track/tenured faculty members also hold a Certificate of Clinical Competence (CCC) in speech-language pathology. The non-tenure track faculty members include 4 Lecturer IIs who possess a Master of Science/Arts degree in speech-language pathology and 1 Lecturer III who holds a doctorate in speech-language pathology and all hold their CCCs.

In the coming academic year (2013-14), the composition of the department's tenure-track faculty will change when Assistant Professor, Dr. Rick Arenas, begins his faculty appointment fall 2013 semester and Professor, Dr. Philip Dale retires at the end of the 2013-14 academic year. These changes will result in a loss of the only full professor in the department and the addition of a junior faculty member in a department comprised largely of associate professors.

**Table 15. Speech and Hearing Sciences Faculty Gender, Ethnicity, and Education, by Rank.**

**2012-2013 Academic Year**

<b>FULL PROFESSOR</b>			
<b>Ethnicity</b>	<b>Male</b>	<b>Female</b>	<b>Education</b>
White	1	0	Ph.D.
<b>ASSOCIATE PROFESSOR</b>			
<b>Ethnicity</b>	<b>Male</b>	<b>Female</b>	<b>Education</b>
White	0	4	Ph.D./CCC-SLP
Hispanic	0	1	Ph.D./CCC-SLP
<b>LECTURER II</b>			
<b>Ethnicity</b>	<b>Male</b>	<b>Female</b>	<b>Education</b>
White	0	3	M.S./CCC-SLP
Hispanic	0	1	M.S./CCC-SLP
<b>LECTURER III</b>			
<b>Ethnicity</b>	<b>Male</b>	<b>Female</b>	<b>Education</b>
White	0	1	Ph.D./CCC-SLP

Departmental standards for promotion and tenure are rigorous and appropriate for the discipline and to UNM's status as a research-intensive university. The standard teaching load for tenure-track/tenured faculty with active programs of research in the department is two courses per semester. Faculty members with funded research project are allowed a reduction in teaching load (one course/semester) using grant funds to buy out a course at the cost of 12.5% of their 9-month base salary. Current departmental administrative buy-outs include a course release (spring semester) for the department's graduate student advisor and a course release each semester (fall and spring semester) for the department chair.

A concern of the department's faculty is the size of the current faculty with an increasing graduate study body and the anticipated retirement of the sole full professor. Areas of particular need include adult neurogenic communication disorders (currently taught by a TPT), audiology and aural rehabilitation (currently taught by TPTs), and any of the following areas – speech sound disorders, autism and developmental disabilities.

***5B. Professional development activities for faculty within the unit.***

The primary mechanism for professional development is the university's sabbatical policy, which allows a one-semester release from teaching (with full pay) or a full academic year's release at 2/3 pay after each six years of full time service. Recently, three SHS faculty members have been awarded sabbatical leave: Dr. Cathy Binger – Spring 2012; Dr. Philip Dale – Fall 2012 and Spring 2013; Dr. Janet Patterson – Fall 2013. Drs. Neel, Palmer and Rodriguez will submit sabbatical leave requests in the coming semesters. The university's policy indicates that the number of concurrent sabbatical leaves in any department must not exceed one-seventh of the tenured members of the department. Moreover, the policy recognizes that small departments often are penalized by their inability to absorb the academic loads of faculty on leave; therefore, the UNM administration will establish a mechanism to permit appointment of

temporary or part-time faculty in departments with seven or fewer faculty FTE at such times as members of the department may be granted sabbatical leave.

The department has provided a minimal allotment (\$500) in travel funding for faculty to present at conferences and attend continuing education activities. This amount falls significantly below the actual cost of most continuing education participation but provides some, albeit quite limited, support for continued participation in national and regional conferences.

### ***5C. Summary and examples of research/creative work of faculty members within the unit.***

**Rick Arenas, Ph.D.**, is an assistant professor with research interest in developmental stuttering. In particular, he is interested in the contextual variability of stuttering: Why is it that stuttering occurs more frequently in particular contexts? His research aims to understand the biological mechanisms that underlie this variability and to learn how this contextual variability develops over time. Dr. Arenas utilizes a variety of research methods, including measuring autonomic arousal, brain imaging, and computational modeling. The overall goal is to translate research findings in to more effective treatments for stuttering in order to lessen the social and emotional impacts of the disorder.

**Arenas, R.** & Zebrowski, Z. (2013, in press). The effects of autonomic arousal on speech production in adults who stutter: A preliminary study. *Speech, Language and Hearing*.

**Arenas, R.**, Zebrowski, P., & Moon, J. (2012). Phonetically governed voicing onset and offset behavior in preschool children who stutter. *Journal of Fluency Disorders*, 37, 179-187.

Zebrowski, P., & **Arenas, R.** (2011). The "Iowa Way" revisited. *Journal of Fluency Disorders*, 36, 144-157.

**Cathy Binger, Ph.D., CCC-SLP**, is an associate professor who specializes in augmentative and alternative communication (AAC). She has been a speech-language pathologist for 20 years and has expertise in building functional communication skills with children who use AAC. Dr. Binger is an active researcher who focuses on evaluating the effectiveness of intervention programs designed to enhance the language skills of children who use AAC. Her work also focuses on developing partner instruction programs – that is, programs designed to teach educators and families how to communicate more effectively with children who use AAC. Dr. Binger has co-authored two books and one book chapter on AAC and has published numerous research articles in both peer-reviewed journals and clinician-oriented newsletters. Examples of her publications include:

**Binger, C.**, Ball, L., Dietaz, A., Kent-Walsh, J., Lasker, J., Lund, S., McKelvey, M., & Quach, W. (2012). Personnel roles in the AAC assessment process. *Augmentative and Alternative Communication*, 28, 278-288.

**Binger, C.**, Maguire-Marshall, M., & Kent-Walsh, J. (2010). Using aided AAC models, recasts, and contrastive targets to teach grammatical morphemes to children with developmental delays who use AAC. *Journal of Speech, Language, and Hearing Research*, 54, 160-176.

**Binger, C.,** Kent-Walsh, J., Ewing, C., & Taylor, S. (2010). Teaching educational assistants to facilitate the multi-symbol message productions of young students who require AAC. *American Journal of Speech-Language Pathology, 19,* 108-120.

**Philip Dale, Ph.D.,** is a professor with research and teaching interests in child language development and disorders. His recent research has focused on the assessment, causes and outcomes of early individual differences in language development, including language delay; twin studies of the role of genetics and environment in language and literacy development; the relationship of language development to early literacy development; evaluation of interventions for communicative disorders; and cross-linguistic studies of language development, especially those using adaptations of the MacArthur-Bates Communicative Development Inventories, of which he was a co-developer. He is a collaborator on the Twins Early Development Study, a large, population-based study of genetic and environmental influences on development, based at Kings College, London, and also on the project SPELL: Structured preschool effort for language, a large randomized control study of language and emergent-literacy based preschool programs in Denmark. Examples of his recent publications include:

Lescorla, Leslie A., & **Dale, Philip S.,** Eds. (2013). *Late talkers: Language development, interventions, and outcomes.* Baltimore: Paul H. Brookes.

**Dale, Philip S.,** & Hayden, Deborah A. (in press). Treating speech subsystems in Childhood Apraxia of Speech with tactual input: The PROMPT approach. *American Journal of Speech-Language Pathology.*

Hayiou-Thomas, Marianna E., **Dale, Philip S.,** & Plomin, Robert. (2012). The etiology of variation in language skills changes with development: A longitudinal twin study of language from 2 to 12 years. *Developmental Science, 15,* 233-249.

**Amy Neel, Ph.D., CCC-SLP** is an associate professor with research interests that center on speech intelligibility and acoustic analysis of normal and disordered speech. She has studied the acoustic cues related to vowel identifiability in normal speakers and the effects of amplification and increased vocal effort on sentence, vowel, and word intelligibility in persons with Parkinson Disease. She is currently developing a rating scale that identifies which speech components (rate, rhythm/prosody, articulation, nasality, voice quality/breath support) relate to speech intelligibility deficits in disordered speech and in speech produced by second-language learners of English. In collaboration with Dr. Phyllis Palmer, Dr. Neel is examining the relation between tongue strength and speech production in normal speakers across the adult lifespan and the impact of orofacial weakness on speech production and swallowing in individuals with oculopharyngeal muscular dystrophy.

**Neel, A.T.,** & Palmer, P.M. (2012). Is tongue strength an important influence on rate of articulation in diadochokinetic and reading tasks? *Journal of Speech, Language, and Hearing Research, 55,* 235-246.

**Neel, A.T.** (2009). Intelligibility of loud, amplified, and habitual speech in Parkinson Disease, *Journal of Speech, Language, and Hearing Research, 52,* 1021-1033.

**Neel, A.T.** (2008). Vowel space characteristics and vowel identification accuracy. *Journal of*

**Phyllis Palmer, Ph.D., CCC-SLP** is an associate professor with a research focus on understanding and documenting normal and disordered oral motor function relative to voice and swallowing and the impact of healthy aging and neuromuscular disease. The goals of this research is two-fold: (a) to continue to grow the above database further describing the course of aging and disease, and (b) to explore treatment efficacy for patients with neuromuscular disease who also exhibit voice and/or swallowing disorders.

Sprouls, G., **Palmer, P.M.**, & Luschei E.S. (in press). Effortful swallow in patients with Oculopharyngeal Muscular Dystrophy. *Journal of Medical Speech Language Pathology*.

Neel, A.T., & **Palmer, P.M.** (2012). Is tongue strength an important influence on rate of articulation in diadochokinetic and reading tasks? *Journal of Speech-Language-Hearing Research, 55*(1), 235-46.

**Palmer, P.M.**, Neel, A.T., Sprouls, G., & Morrison, L. (2010) Swallow characteristics in patients with oculopharyngeal muscular dystrophy. *Journal of Speech Language and Hearing Research, 53*, 1567-1578.

**Janet Patterson, Ph.D., CCC-SLP** is an associate professor with a research focus is on developing valid language screening and assessment for bilingual preschool children. This focus includes related basic questions about bilingual children's language development and perspectives of others regarding bilingual children's abilities and limitations. Research projects have included examining parent reports of the vocabulary and word combinations of two-year-olds with bilingual experience, parents' and preschool teachers' perspectives on bilingual preschool children's language and communication skills, and patterns of performance among bilingual children on tasks presented within a dynamic assessment framework.

**Patterson, J. L.**, Rodríguez, Barbara L. & Dale, Philip S. (2013). Response to dynamic language tasks among typically developing Latino preschool children with bilingual Experience. *American Journal of Speech-Language Pathology, 22*, 103-112.

**Patterson, J. L.** (2012). Teacher perceptions of preschool children's communication in a bilingual setting. *Journal of Interactional Research in Communication Disorders, 3*(1), 71-90.

**Patterson, J. L.** & Pearson, B. Z. (2012). Bilingual lexical development, assessment, and intervention. In B. Goldstein (Ed.), *Bilingual Language Development and Disorders in Spanish-English Speakers, 2<sup>nd</sup> edition* (pp. 113-129) Baltimore, MD: Brookes.

**Barbara L. Rodriguez, Ph.D., CCC-SLP** is an associate professor who specializes in bilingual language acquisition. Her recent research focuses on the language and literacy development of bilingual (English/Spanish) preschool children and the development of speech/language assessment and screening measures for bilingual children. She is a collaborator on the Bilingual Phonology Assessment (BiPA) project, a study designed to develop a phonological assessment tool

for bilingual children from Mexican, Puerto Rican, and Cuban backgrounds. A sample of her recent publications includes:

Guiberson, M. & **Rodriguez, B. L.** (2013). Classification accuracy of nonword repetition when used with Spanish-speaking preschool age children. *Language Speech and Hearing Services in the Schools, 44*, 121-132.

Patterson, J., **Rodriguez, B. L.**, & Dale, P. (2013). Responses to graduated prompting on dynamic language tasks among typically developing Latino/Hispanic children with bilingual experience. *American Journal of Speech-Language Pathology, 22*, 103-112.

Guiberson, M. & **Rodriguez, B. L.** (2013). False belief understanding in language impaired and typical Spanish-speaking preschoolers from lower income backgrounds. *Early Education and Development, 24*, 517-535.

**Table 16. SHS tenure-track/tenured faculty research areas and journals in which recent publications have appeared.**

<b>Faculty</b>	<b>Research Focus</b>	<b>Journals in which recent publications have appeared</b>
Dr. Richard Arenas, Assistant Professor	Developmental stuttering	<b>Speech Language &amp; Hearing JFD</b>
Dr. Cathy Binger, Associate Professor	Augmentative and alternative communication	<b>AAC JSLHR AJSLP</b>
Dr. Philip Dale, Professor	Individual difference in language development; genetic and environmental influences on development	<b>JSLHR  AJSLP Developmental Science</b>
Dr. Amy Neel, Associate Professor	Speech intelligibility in normal speech and dysarthric speakers	<b>JSLHR  JMSLP</b>
Dr. Phyllis Palmer, Associate Professor	Swallowing function in healthy individuals and individuals with various disorders, including OPMD	<b>JSLHR  JMSLP</b>
Dr. Janet Patterson, Associate Professor	Language development and assessment of young children from diverse linguistic and cultural backgrounds	<b>JIRCD  AJSLP</b>

Faculty	Research Focus	Journals in which recent publications have appeared
Dr. Barbara Rodriguez, Associate Professor	Language and literacy development in bilingual (English/Spanish) children, and cultural and environmental influences on language development of children from diverse backgrounds	<b>JSLHR</b>  <b>ECEJ</b>  <b>LSHSS</b>

**\*JFD – Journal of Fluency Disorders**

**AAC – Augmentative Alternative Communication**

**JSLHR – Journal of Speech Language Hearing Research**

**AJSLP – American Journal of Speech Language Pathology**

**JIRCD – Journal of Interactional Research in Communication Disorders**

**ECEJ – Early Childhood Education Journal**

**LSHSS – Language Speech and Hearing Services in Schools**

***5D. Abbreviated vitae for each faculty member.***

Vitae for each tenure-track/tenured and non-tenure track faculty are provided in Appendix A.

**Criterion 6. Resources and Planning.**

***6A. Resource allocation and planning.***

The Department of Speech and Hearing Sciences does not have an advisory board. Significant commitments of recurring funds are first discussed by the Executive Committee and then presented to the entire faculty. The decision about the allocation and planning of departmental resources are held with the entire faculty (tenure-track/tenured and non-tenure track), usually during a faculty meeting. Less significant resource allocation decisions (e.g., purchase of computers) are made by the Department chair in consultation with the Department Administrator.

***6B. Unit's budget.***

In Tables 17-19 below, the Department's funding from institutional and external sources has been provided from 2006-2012. (Our reporting system, Hyperion, only contains data back to fiscal year 2006.)

## 1. Institutional Funding

**Table 17. Institutional Funding**

INDEX	2006	2007	2008	2009	2010	2011	2012
Salary/903009	\$569,964	\$658,723	\$734,698	\$752,007	\$738,745	\$695,825	\$733,186
Operating/903054	\$18,292	\$20,562	\$20,562	\$20,562	\$18,162	\$15,677	\$22,849
EU /903095	-	-	-	-	-	\$2,664	\$16,969
F&A share/903020	\$4,553	\$2,466	\$6,978	\$7,273	\$3,657	\$867	\$751
SHS Equipment/903036	\$5,000	\$9,860	\$11,225	\$4,004	\$0	\$0	\$0
Student paid							
Course fees/903048	-	-	\$1,638	\$1,486	\$2,375	\$7,020	\$6,390
UNM grants							
RAC Patterson/903089	-	-	-	-	\$3,749	-	-
RAC Binger/903094	-	-	-	-	-	\$4,000	-
<b>Total Institution Funding</b>	<b>\$597,809</b>	<b>\$691,611</b>	<b>\$775,101</b>	<b>\$785,332</b>	<b>\$766,688</b>	<b>\$726,053</b>	<b>\$780,145</b>

The biggest portion of the Department's budget is salaries (903009), as provided by the College of Arts and Sciences. Following that, the Department's operating budget (903054) has a base of \$16,162 until 2012, when a salary diversion donated by a faculty member increased the base to \$18,849. Additional funds each year represent professional development funds provided to support faculty travel and conference attendance. The dip in 2011 in both indices was caused by a 3.2% budget rescission; departments in the College of Arts and Sciences were given the budget amount to cut, but left with the flexibility to decide how to do it. Speech and Hearing Sciences achieved this through two full-time equivalency (FTE) reductions; then-department chair Philip Dale reduced his FTE from 1.0 to .875, and the administrative assistant voluntarily reduced her FTE from 1.0 to .75. That position was vacated later in the fiscal year, and the FTE on the position was further reduced to .50 before it was filled again. The Extended University (EU) index (903095) is funded through tuition sharing on online classes offered in Speech and Hearing Sciences – the College receives a portion of money, and returns some of that to the department. The formula determining how much revenue we receive changes every year, but directly correlates to the online classes we offer.

Facilities and Administrative (F&A) share (903020) is funding the department receives from the F&A cost charged to grants. A portion of this goes to the College, and a smaller portion is returned to the department.

The equipment fund (903036) is one-time funding provided by the College for equipment needs; funding for this was ended in 2010 when budgets no longer supported this additional funding.

Course fees (903048) are paid by graduate students enrolled in clinic (SHS 500) courses; the fee amount was increased in 2011 to help cover costs in the department. This money is used by the department to buy testing and therapy materials for student use in our in-house training clinic.



RAC grants (903089, 903094) are small, one-time grants provided by UNM's Research Allocations Committee. Priority is decided on three factors: 1) faculty in the early stage of their careers, 2) faculty embarking upon new directions, or 3) faculty in fields and disciplines where there is limited external funding. Dr. Janet Patterson received funding in 2011, and Dr. Cathy Binger in 2010.

## 2. External Funding

**Table 18. External Funding**

INDEX	2006	2007	2008	2009	2010	2011	2012
<b>External Grants</b>							
CASANA/903090	-	-	-	-	\$12,000	-	-
BIPA RODRIGUEZ/903041 + 903091	\$54,082	\$108,074	\$145,215	\$128,132	\$45,000	\$0	-
SDSU MacArthur/903092	-	-	-	-	-	\$5,024	-
SDSU Survey/903093	-	-	-	-	-	\$1,523	-
NIH R03/903096	-	-	-	-	-	-	\$141,371
Skyline/903025*	-	-	-	\$4,000	-	-	-
<b>Clinic revenue</b>							
Clinic/903023	\$31,614	\$40,733	\$44,646	\$39,281	\$38,485	\$34,799	\$34,991
<b>Donations to department</b>							
Foundation donations/903025*	\$25,479	\$920	\$1,019	\$471	\$470	\$565	\$615
Lough client/903084	\$1,000	\$0	\$2,290	\$665	\$160	\$1,827	\$125
<b>Total External Funding</b>	<b>\$112,175</b>	<b>\$149,727</b>	<b>\$193,170</b>	<b>\$172,549</b>	<b>\$96,115</b>	<b>\$43,738</b>	<b>\$177,102</b>

A fair share of the department's funding comes from external grant funding. From multi-year projects like Dr. Barbara Rodriguez' NIH R01 Subcontract with Temple and Pennsylvania State University for the BIPA project and Dr. Cathy Binger's NIH R03 grant, to smaller one-time funding, there is usually externally funded research taking place in the Department.

Our in-house training clinic offers discounted speech-language therapy to the community, and collects modest fees for these services. The clinic index (903023) supports a small portion of the clinic director's salary. In prior years, it also supported part of another clinic instructor's salary, but this was moved off the index in 2012.

The department also receives modest donations from year to year; the Foundation account (903025) is funded by direct donations to the department, often from program graduates. The Lough Client Fund (903084) was started by former clinic director Charlotte Lough to provide supplemental "scholarship" funding for clinic clients who can't otherwise afford clinic services. The Lough account is entirely donor funded, with a primary donor being our student NSSLHA chapter – they hold annual fundraisers, like yard sales and volleyball tournaments, donating their profits to the client scholarship fund.

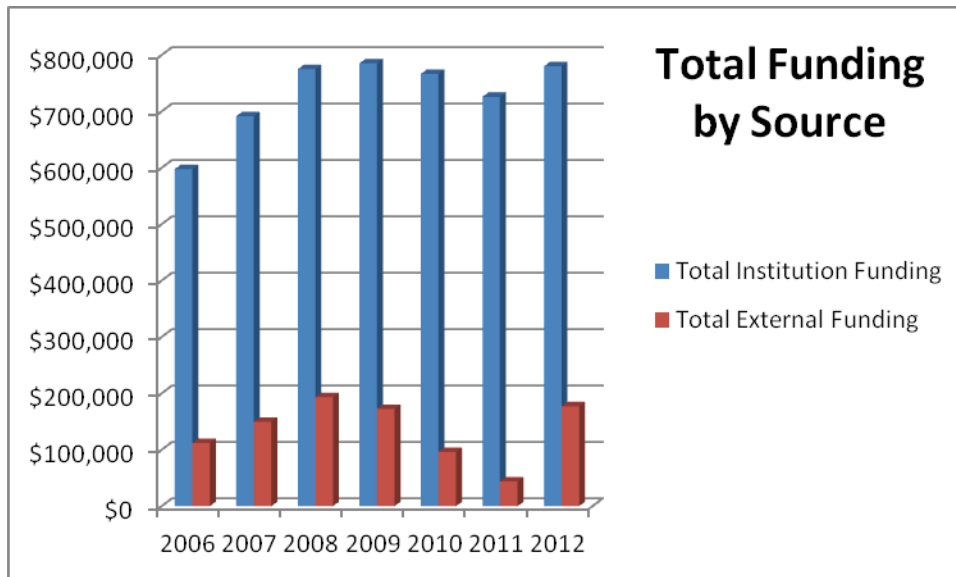


Figure 4. Comparison of Institution and External Funding.

### 3. Scholarship Funding

The Department also has five scholarship indices, used to support graduate students. Four of these are endowments (we receive quarterly spending distributions), and the fifth is a direct spending account (the money deposited in it is all available for use.)

**Table 19. Student Scholarships (donor funded)**

INDEX	2006	2007	2008*	2009*	2010	2011	2012
Crossman/903029	\$774	\$892	-\$91	\$903	\$848	\$773	\$699
Chreist/903030	\$1,746	\$1,960	\$488	\$0	\$3,800	\$1,683	\$1,522
Porch/903031	\$760	\$891	-\$87	\$0	\$1,755	\$775	\$701
Hood/903032	\$9,504	\$10,230	\$12,156	-\$13,828	\$26,891	\$12,588	\$11,590
Chen/903046	-	\$1,500	\$3,000	\$1,500	\$0	\$1,500	\$1,500
<b>Total Scholarship Funding</b>	<b>\$12,784</b>	<b>\$15,473</b>	<b>\$15,466</b>	<b>-\$11,425</b>	<b>\$33,294</b>	<b>\$17,319</b>	<b>\$16,012</b>

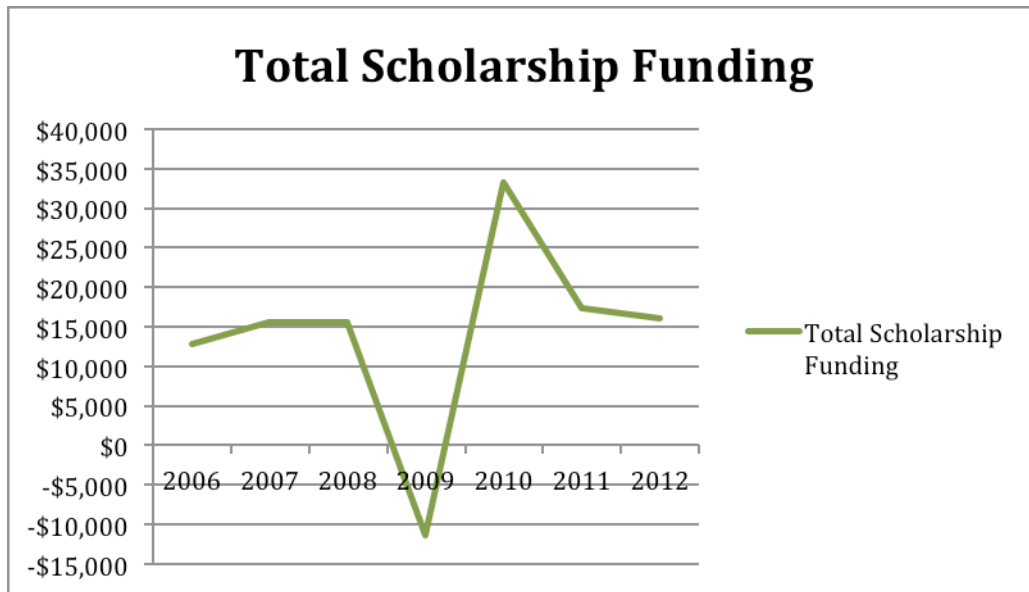


Figure 5. Scholarship funding over time.

**6C. Composition of the staff assigned to the unit and their responsibilities.**

The Department has two full-time staff, a Department Administrator, and an Administrative Assistant.

1. Department Administrator A1, 1.0 FTE

The Department Administrator (DA) is responsible for the maintenance of 22 accounts (indices) with a combined budget of over \$1.14 million; duties include monitoring purchasing/spending, budgeting, and reconciling. The DA also manages all processes with regard to hiring, including posting positions, managing applications, and completing hiring paperwork for all student, staff and faculty hires. The DA is responsible for annual inventory of equipment, space management, records and resource management, and course scheduling. The DA works with the Chair and senior departmental faculty in strategic and operational decision making as a member of the department's leadership team.

The DA manages the annual admissions process through calculating GPAs, creating and managing application files, providing data and reports to the Admissions Chair and committee, and organizing financial aid applications. The DA oversees other various student processes, such as advising, pre-requisite and program overrides, completion of graduate student program plans, graduation lists, comps announcements, and other documentation. The Department currently has 140 undergraduate students, 40 graduate students (to increase to 62 in Fall 2013), and about 30 non-degree students completing SHS coursework with plans to apply to the graduate program in the future.

2. Administrative Assistant I, 1.0 FTE

The Administrative Assistant is primarily responsible for clinic front desk operations, including client file set-up, client check-in and parking, collecting and depositing payments,

billing for Medicaid DD Waiver clients, and invoicing as needed. The AA1 answers the phone and responds to student and visitor inquiries. She purchases office supplies and other items as requested by department faculty.

Additionally, the AA1 tracks graduate student progress and assists with the development of program plans, programs of study, and test announcements. She assists the clinic director with clinic student preparation, collecting pre-requisite documentation from students and sending off background check paperwork. The AA1 also assists with undergraduate advisement and transfer sessions.

#### ***6D. Library resources that support the unit's academic and research initiatives.***

The department's academic and research initiative are supported by the University of New Mexico's library system by providing high quality research sources, both in print and online, to all our students and faculty. The library promotes use of library resources and contributes to student learning and success through an array of services designed to reach our users wherever they are.

The primary UNM library units are the Health Sciences Library and Informatics Center and the University Libraries (UL). The UL, a member of the Association of Research Libraries, was ranked 83<sup>rd</sup> out of 115 member libraries (latest data available – 2009/2010). The UL is comprised of four facilities: Zimmerman Library, the education, social sciences, and humanities library; Centennial Science and Engineering library; Parish Business and Economics Memorial; and the Fine Arts and Design Library. The UL system provides general and specialized help in person and remotely by subject specialists who act as liaisons to academic departments. Liaisons manage print and electronic collections, and provide instruction in research skills (e.g., a class regularly offered for SHS 506 Reading and Writing in Research) and information literacy, thereby improving students' critical thinking abilities and promoting student success.

Library services provided by UL include the following:

*Combined Services Point:* A one-stop service desk providing answers on all library-related topics, combining traditional Reference Service with Circulation Services and Reserves. Professional librarians help with research problems, devising search strategies using various print and electronic resources.

*Ask-a-Librarian:* A function of the Virtual Service Desk, this service provides a one-stop avenue in reference and technical help for remote users via phone, text, email, chat, or referral to subject specialists.

*Study Facility:* Parish Library is open overnight to UNM students, faculty and staff five nights a week. Zimmerman Library is open weekdays from 7:30 A.M. to midnight.

*Library Instruction:* All English 102 students, College Enrichment Program and Freshman Learning Community students receive a library orientation and research skills instruction. This is supplemented by workshops tailored to specific upper division and graduate courses, taught by subject specialist librarians (library liaisons) upon request by instructors. These workshops are offered in computer classrooms for hands-on experience.

*Alice Clark Room:* A facility with adaptive software for students with disabilities.

*Reserves, eReserves:* Provides access to electronic or print documents and books for use by students in any course.

*Interlibrary Loan/Library Express:* Provides, free, virtually unlimited borrowing of books and electronic delivery of journal articles, etc. from other libraries. It also provides electronic delivery of journal articles and book chapters from the libraries' own print collections. Most journal articles are delivered within 24 hours and books within 4 days.

*Library Liaisons:* Subject specialist librarians act as liaisons to academic departments. They are available for research skills instruction sessions in faculty courses upon request; book and video purchase suggestions; journal and database suggestions will also be considered (budget permitting); reference consultations for faculty and students; citation management software and training; help with ScholarGuides; and any library-related questions or problems.

*Research Guides:* Online research guides created by subject specialist librarians, featuring help for beginning and more advanced researchers, tutorials, important links, and personalized help. The Speech and Hearing Sciences Guide may be viewed at: [http://library.unm.edu/find/databases.php?sub\\_id=42](http://library.unm.edu/find/databases.php?sub_id=42)

*Institutional Repository (LoboVault):* A freely accessible online library of UNM scholarly publications, dissertations and theses, administrative records, etc.

*Center for Southwest Research:* Provides primary and secondary sources, including archival collections and manuscripts on all areas of research concerning the Southwestern U.A. Also includes University Achieves.

*Government Information:* UNM is a Regional Repository for government information in all formats, accessible through many databases including LexisNexis Congressional, Statistical Universe, and LIBROS.

*Inter-American Studies Programs:* These programs provide outstanding research collections and outreach to students to increase retention in the following areas: Indigenous Nationals Library Program—collections include business, legal, and historical resources which have a Native American/Indigenous emphasis; CHIPOTLE—Chicano, Hispano, and Latino Studies—collections include business, legal, literary, and historical resources

UNM's Health Sciences Library and Informatics Center (HSLIC) uses advanced information systems and a state-of-the-art collection of electronic, print and audiovisual materials to serve the needs of UNM's Health Sciences Center (HSC) faculty, staff, students and health care providers. In addition to offering reference services, online literature searches and document delivery, our librarians and IT professionals provide instruction in the use of health-related resources and information technologies. HSLIC offers Help Desk services for HSC's academic and research components, maintains the network and email/file-management system, provides support to 3,000+ workstations and manages HSC's desktop website (<http://hsc.unm.edu>) and mobile-optimized website (<http://m.health.unm.edu/>).

HSLIC also strives to provide easily accessible biomedical and health care information to New Mexicans. Through grant-supported initiatives, HSLIC has developed databases on Native American health issues, identified and translated research on Latin American social medicine and created consumer collections. HSLIC's special archives highlight the history of medicine and health care in New Mexico through oral histories, records, photograph collections and memorabilia. HSLIC is the only federally designated resource library to serve New Mexico's health-information needs, including those of the state's 22 Native nations. HSLIC serves as the official resource library for New Mexico in the National Network of Libraries of Medicine, a program of the National Library of Medicine.

**Research databases.** The UL system offers over 300 specialized and cross-disciplinary research databases, available online 24/7, to support research across the curriculum. Among the 300+ specialized databases are several that are especially relevant to research and teaching in the Speech and Hearing Sciences:

ASA (Acoustical Society of America) Digital Library

ArticleFirst

Atlas of North American English

LLBA-Linguistics and Language Behavior Abstracts

BioMedCentral

EBSCO Host:

Academic Service Complete;

CINAHL Plus with full text;

Education Research Complete;

Education Statistics

Health and Psychosocial Instruments;

Humanities International Complete;

PsycARTICLES; PsychINFO

Hispanic-American Periodicals Index

JSTOR

MEDLINE

WorldCat

PubMed

PubMed Central

Web of Science

WorldCat Dissertations and Theses

## **Criterion 7. Facilities.**

### ***7A. Facilities associated with the unit.***

The Speech and Hearing Sciences Department is housed in the west wing of the John and June Perovich Business Center at 1700 Lomas Blvd NE, Suite 1300 and occupies approximately 13,824 square feet. The construction of the department's current facilities was completed in 2005. The department's facilities include faculty offices; research laboratories; UNMSLHC with reception and waiting area, individual and group therapy rooms and audio booths; a classroom;

and multiple spaces designated for student use, including a lounge, small computer pod, and study area.

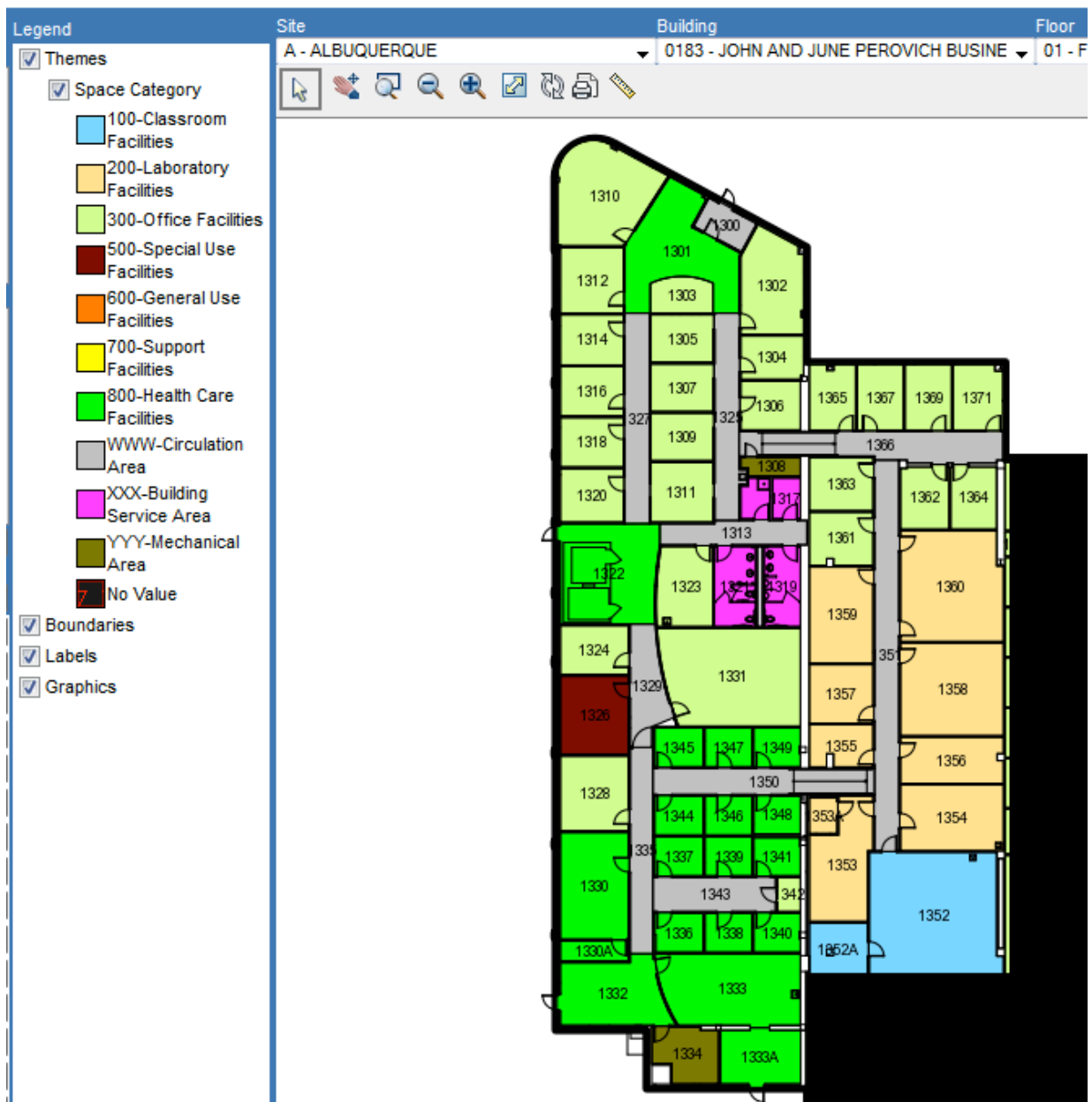


Figure 6. UNMSLHC floor plan.



Lab space is sometimes shared among faculty, and graduate assistants complete their work within the lab work spaces.



Figure 7. Dr. Binger's lab.



Figure 8. Drs. Palmer and Neel lab.

The Department has one classroom, equipped with a computer, projector, speakers and videoconferencing technology. Most of the Department's graduate classes are held there, with 30 seats available, while the undergraduate classes are held in Dane Smith Hall on main campus.



Figure 9. SHS classroom.



Figure 10. Graduate student lounge.

The Department has a conference room, a file storage room, various student study and work spaces, and copy room which houses the copy machine, fax machine, shredder and recycling bins.

The Department also houses the Speech-Language-Hearing Clinic, with a several designated spaces for assessment and intervention services. The clinic is comprised of a large multipurpose room for treatment groups, a small group room, four therapy rooms suited for adult clients, and four therapy rooms furnished for children. The individual therapy rooms have two adjoining observation rooms for the families and clinical faculty to view clinical sessions. The Clinic also includes a preschool room with a playground behind the building. There is also an audiology booth, and a materials library, which contains the testing materials and equipment students might need to use during their practicum experience in the clinic.





Figure 11. Clinic observation room.



Figure 12. Clinic playground.

### ***7B. Computing facilities maintained by unit.***

The department maintains a small computer pod (three computers) in room 1307, for graduate student use, for clinic and course-related activities. The department also recently purchased a color printer (not pictured) that is networked to all computers in the pod, and can also be accessed via flash drive, for printing clinic therapy materials.

The department does not have an information technologies (IT) technician on staff; however, the College of Arts and Sciences provides IT support to units within the college. The services are requested on an as-needed basis with rapid responses to service requests. Although the department has received high-quality services from the A&S IT team and endorse in concept a recent Arts and Sciences proposal that the department contribute financially to supporting the College's IT staff, it is not clear where financial support from a limited operating budget may be identified.



Figure 13. Graduate students' computer pod.

## Criterion 8. Program Comparisons.

### 8A. Distinguishing characteristics of the programs within the unit.

Of the 16 Higher Education Department peer institutions, 13 have programs in speech-language pathology. The University of New Mexico's Department of Speech and Hearing Sciences ranks 8<sup>th</sup> in faculty size with 12 tenure-track and non-tenure track faculty members combined (Table 20). The average size of faculty at our peer institutions is 19 faculty members (tenure-track and non-tenure track combined). Only Oklahoma State University, New Mexico State University, Florida International University, and the University of Missouri-Columbia have fewer faculty members.

**Table 20. Comparison of UNM SLP program with regional and national peer institutions.**

Institution	Faculty					U.S. News & World Report Ranking	AuD	PhD	Comments
	Total	Asst	Assoc	Full	NTT/CI				
University of New Mexico	12	1	5	1	5	62	No	No	Bilingual/multicultural emphasis
Arizona State University	32	1	11	6	14	21	Yes	Yes	ASL program; SLPA certification; courses in bilingual SLP
Florida International University	6	2	1	2	1	229	No	No	Focus on cultural/linguistic diversity and bilingualism (specialties in Eng/Spanish and Eng/Haitian-Creole)
New Mexico State University	8	4	1	1	2	106	No	No	Supplementary programs in SLP for ESL and SLP for bilingual clients
Oklahoma State University	10	5	1	0	4	106	No	No	
Texas A&M University-College Station	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	No SLP/Aud program offered at this campus
Texas Tech University	17	6	5	1	5	62	Yes	Yes	

<b>Institution</b>	<b>Total</b>	<b>Asst</b>	<b>Assoc</b>	<b>Full</b>	<b>NTT/CI</b>	<b>U.S. News &amp; World Report Ranking</b>	<b>AuD</b>	<b>PhD</b>	<b>Comments</b>
University of Arizona	26	5	5	4	12	5	Yes	Yes	Bilingual certification; SLPA certification
University of Cal-Riverside	N/A	N/A	N/A	N/A	N/A				No SLP/Aud program offered at this campus
University of Iowa	33	3	5	13	12	1	Yes	Yes	Separate M.A. programs for students pursuing clinical career or PhD
University of Kansas	27	5	4	6	12	8	Yes	Yes	Early intervention center for deaf/hard-of-hearing
University of Missouri-Columbia	9	1	3	0	5	106	No	Yes	Offers combined Masters/PhD program
University of Nebraska-Lincoln	26	6	6	9	5	17	Yes	Yes	
University of Nevada-Las Vegas	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	No SLP/Aud program offered at this campus
University of Oklahoma	18	9	3	3	3	35	Yes	Yes	Clinic-oriented M.A. and research-oriented M.S.
University of Tennessee	31	4	6	2	19	45	Yes	Yes	
University of Texas-Arlington	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	No SLP/Aud program offered at this campus

Among regional and national peer institutions, UNM is only one of 4 institutions (Florida International University, New Mexico State University, Oklahoma State University) that does not offer a doctoral program in speech-language pathology and one of 6 (Florida International University, New Mexico State University, Oklahoma State University, University of Missouri-Columbia) that does not offer an AuD program. Although the University of New Mexico's, Department of Speech and Hearing Sciences does not offer doctoral or AuD programs, it is ranked by U.S. News and World Report significantly higher (62<sup>nd</sup>) than other programs without

doctoral and AuD programs (e.g., New Mexico State University 106<sup>th</sup>, Florida International University 229<sup>th</sup>). In contrast, institutions with larger numbers of tenure-track and non-tenure track faculty members and doctoral and AuD programs are ranked much higher than UNM. For example, the University of Iowa has 33 faculty members and is ranked 1<sup>st</sup>; Arizona State University has 32 faculty members and is ranked 21<sup>st</sup>; and University of Tennessee has 31 faculty members and is ranked 45<sup>th</sup>. Interestingly, UNM and Texas Tech are ranked 62<sup>nd</sup> yet Texas Tech has fewer faculty members but offers doctoral and AuD programs.

### ***Regional Peer Institution: New Mexico State University***

New Mexico State University (NMSU) offers an undergraduate program that is a pre-professional Bachelor of Science degree that prepares students for graduate work and a graduate program in speech-language pathology.

For the 2012-13 academic year, the NMSU department consisted of 8 faculty members, which included 4 Assistant Professors, 1 Associate Professor, 1 Professor, and 2 non-tenure track clinical faculty members. The faculty include only two tenured professors (Salas Provance – Department Head, and Rhein). NMSU's current program director, Dr. Linda Spencer, is an Assistant Professor. The faculty hold expertise in neurogenic disorders (Dr. Ortega), bilingualism (Dr. Rhein), articulation/phonology and deafness (Dr. Spencer), language and cognition (Dr. Valdez), voice disorders and head and neck anomalies (Dr. Bae), and cleft lip and palate and resonance disorders (Dr. Salas-Provance).

NMSU's undergraduate program in communication disorders involves a series of courses that must be taken in the required sequence. Each block in the block sequence must be completed successfully to progress to the next block. features 39 required credit hours. They include introduction to communication disorders (3 credit hours), language acquisition (3 credit hours), professional reasoning and scientific thinking (3 credit hours), clinical methods (3 credit hours), anatomy and physiology of speech mechanisms (3 credit hours), phonetics (3 credit hours), speech science (3 credit hours), language disorders (3 credit hours), clinical procedures (3 credit hours), speech disorders (3 credit hours), audiology (3 credit hours), neural bases of communication disorders (3 credit hours), and aural rehabilitation (3 credit hours). Undergraduate students must also complete courses in human growth and behavior, survey of programs for exceptional learners, and introduction to counseling.

The graduate program in speech-language pathology at NMSU is accredited by the American Speech-Language-Hearing Association's, Council on Academic Accreditation (CAA). The graduate program consists of 53 graduate credit hours and includes coursework in research methods, assessment, pediatric language and disorders, aphasia, school age language and disorders, articulation and phonological disorders, dysphagia, fluency disorders, motor speech disorders, voice disorders/head and neck anomalies, professionalism in CD, cognitive/linguistic communication disorders, and cleft palate and syndromes.

NMSU offers a Bilingual Program in Communication Disorders to provide bilingual students with additional expertise in the areas of bilingual assessment and intervention. The program consists of three additional courses, offered through a collaboration with ***UNM's SHS Department***. The courses are offered either online or hybrid-online. Two are taught through NMSU (Spanish 599 – Spanish Linguistics for Educators, and CD 548 Bilingual Assessment for

Practitioners) and one through ***UNM (SHS 539 Bilingual Language Acquisition: Clinical Implications)***. In addition, students who are in the bilingual program are required to have a minimum of 100 hours of the 400 clock hours working with clients who speak languages other than English. Students must apply to NMSU's Bilingual Program and demonstrate oral language proficiency in a language other than English by receiving a minimum of 'intermediate high' on an Oral Proficiency Index (OPI) as specified by the American Council on the Teaching of Foreign Languages (ACTFL).

### ***Regional Peer Institution: University of Texas – El Paso (UTEP)***

The University of Texas – El Paso (UTEP) offer an undergraduate pre-speech-language pathology major and a graduate program in speech-language pathology.

For the 2012-13 academic year, UTEP's program consisted of 5 tenure-track/tenured faculty members—all except one are Assistant Professors. The one tenured faculty member (Dr. Salvatore) serves as the head of the program. The faculty hold expertise in neurogenic communication disorders (Dr. Salvatore), speech and neural science (Dr. Biswas), traumatic brain injury and medical speech-language pathology (Dr. Fjordbak), child language disorders (Dr. Mueller), and bilingual language acquisition (Dr. Summers). Dr. Valles serves as the clinical coordinator and Ms. Crow as a clinical supervisor.

UTEP's program includes 97 semester hours of undergraduate course work and 33 hours of graduate course work plus five semesters of clinical practicum. Upon completion of the undergraduate courses, students must qualify for acceptance to the graduate program. Undergraduate students are required to complete 44 semester hours in university core courses, including mathematics, natural sciences, humanities, social and behavioral sciences. There are 34 semester hours in pre-professional required courses. They include: general phonetic (with laboratory), survey of speech, hearing and language disorders, hearing science, language development, anatomy and physiology of the speech mechanism, disorders of articulation and phonology, language disorders in pre-school children, principles of clinical management, audiology, aural rehabilitation, and neural bases of speech and language.

The graduate program requirements include 36 semester hours of academic coursework and five semesters of clinical practicum. The required academic courses (36 hours) are research design in communication disorders, differential diagnosis of communication disorders, fluency disorders, aphasia and related disorders, disorders of language in school-age children, disorders of voice, motor speech disorders, communication disorders and literacy, dysphagia, programs and projects in SLP, treatment efficacy, and augmentative and alternative communication. There are 15 credit hours required in graduate clinical practicum courses – university setting, school setting, and hospital/agency. Elective courses include independent study, articulation and phonological disorder, multicultural/multilingual issues in CD: An Hispanic focus. The academic and clinical credit hour requirements total 51 required graduate credit hours.

UTEP offers a certificate in bilingual SLP (English/Spanish) for students who are interested in additional educational and practicum experiences in the diagnosis and treatment of Spanish only and Spanish/English individuals with speech-language-voice-swallowing

disorders. The certification is designed for individuals seeking a master's degree in speech-language pathology. Student must earn a passing score in the English and Spanish test of proficiency administered at UTEP's Testing Center and complete at least 75 contact hours with bilingual clients during diagnostic and treatment clinical activities.

***Regional Peer Institution: Texas Tech University***

Texas Tech University offers an undergraduate degree in speech, language and hearing sciences, a master's degree in speech-language pathology, and a doctor of audiology.

For the 2012-13 academic year, the Texas Tech department consisted of 12 faculty members, which included 5 tenure-track/tenured SLP and 7 tenure-track/tenured audiology faculty members. The SLP faculty hold expertise in voice, motor speech, and dysphagia (Dr. Bogschutz); aphasia and dementia (Dr. Corwin); speech science and acoustic phonetics (Dr. Dembowski); augmentative and alternative communication (Dr. Koul); and phonological development and bilingualism (Dr. Lee). The audiology faculty hold expertise in unilateral hearing loss and auditory processing disorders (Dr. Gustafson); optimal listening conditions and amplification/assistive devices for children in school environments (Dr. Hicks); monaural and binaural processes and computational models of speech stream segregation and speech enhancement (Dr. Paschall); auditory attention, listener and competing signal characteristics on selective auditory attention (Dr. Reel); and electrophysiological measures of cochlear implant performance (Dr. Zupancic).

Undergraduate students at Texas Tech must apply for admission to the undergraduate program in speech, language and hearing sciences. Applicants must complete courses in natural sciences (6-8 hours), communication (technical writing required; 9 hours), U.S. History (6 hours), social and behavioral science (24 hours), mathematics (statistics required; 6 hours), humanities (3 hours), individual or group behavior (12 hours), multicultural (3 hours), visual and performing arts (3 hours), general elective (variable). Once admitted, undergraduate students complete courses in phonetics, anatomy and physiology, speech science, hearing science, language development, clinical audiology, language disorders, neural bases of speech and language disorders, articulation and phonological disorders, multicultural issues, basic sign language for health professionals and assessment procedures in SLP for a total of 56 credit hours.

Texas Tech University's graduate program in speech-language pathology requires successful completion of 61 graduate credit hours. Required courses include research design, adult language assessment and intervention, pediatric language assessment and intervention, childhood speech disorders, dysphagia, motor speech disorders, professional issues in SLP, speech science: clinical applications; aural rehabilitation, voice, fluency disorders, and clinical practicum (I, II, and III). Students complete externships at a variety of settings including public schools, hospitals, early childhood intervention programs, rehabilitation facilities, or home health agencies in the Lubbock, Texas area.

The doctor of audiology (AuD) program at Texas Tech University is accredited by the American Speech-Language and Hearing Association's Council on Academic Accreditation (CAA). There are 109 credit hours required taken over four years of study. Some of the coursework includes psychoacoustics and auditory perception, diagnostic audiology,

fundamentals of sound and the auditory system, pediatric audiology, amplification, advanced concepts in audiology, counseling, introduction to clinical research, implantable devices in audiology, and auditory electrophysiology. The academic coursework is completed in the first three years of the Au.D. program with clinical experiences beginning in the first year of the program. Students are required to complete an advanced clinical placement in their fourth year of the program.

### ***Reflections based on Review of Regional Peer Institutions***

The University of New Mexico's Department of Speech and Hearing Sciences, like regional peer institutions, aims to meet the needs of the region's population. NMSU and UTEP offer formal programs in bilingual SLP. While UNM does not have a formalized program, Dr. Rodriguez has collaborated with NMSU's faculty on the implementation of bilingual language acquisition courses. In addition, Dr. Rodriguez and Dr. Rhein (NMSU) recently submitted an OSEP personnel preparation training grant (CFDA 84.325K Combined Personnel Preparation: Part D. Minority-Serving Institutions) to develop a joint SLP graduate training program to increase the number of highly qualified bilingual speech-language pathologists. If the grant were funded, NMSU and UNM would provide specialized training and support graduate students in completing the requirements for bilingual speciality licensure in SLP.

A unique feature of UNM's SLP graduate program is the outreach service activity and affiliation with Comunidad Crecer in Mexico City. Since 1990, SHS graduate students, clinical faculty members, and affiliated faculty (e.g., occupational therapy, physical therapy) travel to Mexico City to provide treatment for students with severe communication difficulties resulting from cerebral palsy and a variety of genetic syndromes.

### **Criterion 9. Future Directions.**

#### ***9A. Summary of strengths and challenges for the unit.***

The strengths of the department include a collegial and collaborative culture with high standards for academic and clinical teaching and research. Service to the community is a strength of the department as evidenced by the active speech, language and hearing clinic and the engagement of the faculty in important local, regional, and national service activities. The clinical services and clinical training provided through the UNMSLHC are robust components of the department. Clients and their families express high levels of satisfaction with the services provided, and graduate students receive outstanding guidance in the delivery of speech and language assessment and intervention services. New clinical programs are being added to the clinic's menu of services. For instance, a preschool language intervention group was initiated Summer 2013 semester. The community's response to the group was overwhelming and prompted the need for not one but two preschool intervention groups. Similarly, a social skills group for adolescence with autism was introduced Summer 2013. Within a few days, the social skills group had reached capacity. The collaborative relationship with Comunidad Crecer in Mexico City is a strength of our clinical program which draws interest from prospective graduate students from around the country. These initiatives are critically important in filling a gap in the need for services within the Albuquerque community, but they also provide graduate students with clinical experiences that will better prepare them for their professional careers. The department's facilities are an additional strength of the unit. Our facilities include space for

research laboratories, therapy rooms for individual and small and large group sessions, audiology booth, offices for research and clinical faculty and staff, conference room, classroom, and student lounge and computer work areas.

The department is also actively engaged in research that uniquely responds to the state of New Mexico's needs. The department has established strong programs of research in augmentative and alternative communication (AAC), child language acquisition, and bilingual language acquisition. Recent success in securing external grant funding in AAC and bilingualism support this claim. We have established strength in programs of research that focus on medical aspects of speech-language pathology and are excited about the continued expansion of research in this area with the addition of Dr. Richard Arenas and Ms. Cynthia Simonetti, M.S., CCC-SLP. Together with Dr. Phyllis Palmer, Dr. Amy Neel, and Ms. Katharine Blaker, M.S., CCC-SLP, we have every expectation that innovative research and clinical programs will continue and expand.

The department's weaknesses derive from its small size and limit our capacity to achieve its long-range goals. Our course offerings are limited to once a year, with only two exceptions, SHS 303 English Phonetics, which is cross-listed with the Linguistics Department, and SHS 302 Introduction to Communication Disorders, which is cross-listed with the College of Education's Special Education Program. The limited course offerings significantly impact student success and progress to degree completion. That is, if a student is unable to enroll in SHS 458 Preclinical Training because it is at capacity, he/she would have to wait an entire calendar year to enroll in the course to fulfill graduation requirements. Despite the recent additions to the faculty, the unit continues to rely on part-time instructors for several undergraduate and graduate courses, including SHS 321 Introduction to Audiology, SHS 425 Aural Rehabilitation, SHS 507 Adult Neurogenic Communication Disorders, and SHS 535 Medical Speech-Language Pathology. Our size also extensively restricts the faculty's participation in creative and collaborative UNM enterprises that are external to the SHS Department (e.g., Center for Development and Disability; Project ECHO—Extension for Community Healthcare Outcomes; Brain and Behavioral Health Institute). This limitation is due in large part to the significantly heavy departmental service responsibilities assigned to the SHS faculty. The traditional faculty workload configuration is 40% teaching, 40% research, and 20% service. Several, if not all, tenure-track/tenured faculty devote more than 20% of their effort to service activities, including professional service responsibilities such as serving on grant review panels and the like. Our department size restricts the number of opportunities we can engage in to address student recruitment and, most importantly, undergraduate student retention. Finally, maintaining our current high quality of instruction is vulnerable to the loss of faculty to retirement. With the impending retirement of Dr. Philip Dale, the SHS Department will lose its only full professor and without an approved hiring plan to fill this position, the size of the department's faculty will be reduced and the maintenance of current academic, clinical and research programs is of significant concern to the department's future.

### ***9B. Summary of strategic planning efforts.***

Our primary strategic planning efforts in the past two years has been to develop a strategic plan in preparation for the CAA-ASHA re-accreditation site visit. Through this strategic planning process, the department's faculty identified strengths, weaknesses, opportunities and threats. The current strategic plan includes two focus areas: 1) to develop a center of excellence



in research and academic/clinical preparation in bilingual speech-language pathology, and 2) to have a well-integrated academic and clinical curriculum that improves the Department's clinical education component. Although the department's strategic plan was developed in 2011, the strategies associated with each focus area are frequently addressed in the monthly faculty meetings. Moreover, we recognize the need to further revise the strategic plan due to the recent addition of faculty members and the accomplishment of several strategies. Further strategic planning efforts will take place at the 2013-14 faculty retreat. Additional strategic planning efforts occur at least once per year when we discuss our hiring plan for the following year, since faculty hiring is a critical mechanism by which we can affect the future direction of the department.

### ***9C. Strategic directions and priorities for the unit.***

The unit's priorities are aligned with the missions of the University of New Mexico and the College of Arts and Sciences. Specifically, our work has been focused on the following priorities:

1. creating and disseminating basic science, assessment, and intervention knowledge about communication sciences and disorders within our own academic discipline, and in collaboration with related disciplines
2. providing quality educational experiences in both academic and clinical contexts to prepare students to become effective professionals in speech-language pathology and related professions
3. providing excellence in clinical service (a) through the University of New Mexico Speech-Language Clinic and affiliated professionals and agencies in the community; and (b) by providing continuing education and serving as a model for clinical services
4. serving the unique needs of the state of New Mexico by increasing the participation of culturally diverse populations in our disciplines, preparing our students to be leaders in a multicultural and multilingual society, and collaborating with other disciplines to ensure our graduates are prepared to provide comprehensive and effective services.

In the coming years, the unit's strategic directions should emerge from the foundation these priorities have established. We see the department well poised to continue the development of a regional center of excellence in the research and academic/clinical preparation in bilingualism. Dr. Barbara Rodriguez along with Dr. Deborah Rhein, of New Mexico State University, received notification of the receipt of a U.S. Department of Education personnel preparation training grant (Award No. H325K130404) to improve services and results for children with disabilities. The 5-year program (August 1, 2013-July 31, 2018), Culturally and Linguistically Appropriate Speech-language Services for All Language Learners-New Mexico (CLASS for ALL New Mexico), will receive \$250,000 each year to: (a) recruit, prepare and graduate 48 highly-qualified bilingual speech-language pathologists through a partnership between the University of New Mexico and New Mexico State University; (b) require that 25% of the 400 supervised clock hours will be acquired either working with non-native speakers of English or will be conducted in a language other than English; and (c)

provide close to 75 percent of total funding for graduate student support. The priority will be to institutionalize CLASS for ALL New Mexico to become a core component of the UNM SLP graduate program beyond the funding period.

The unit must develop strategies to improve the success of UNM SHS undergraduate students. This work must begin by identifying the factors that impact undergraduate students' progress from 300-level courses to 400-level courses. The New Mexico Speech-Language Hearing Association (NMSHA) has expressed interest in supporting the unit in this effort. We have received a small stipend (\$1,500) from NMSHA to pilot project with the goal of determining the obstacles students face in completing the SHS undergraduate degree. The project will place particular emphasis on undergraduate students from traditionally underrepresented groups.

The unit must receive support from the university to continue to maintain our faculty. A recommendation from the last Academic Program Review was to increase the size of the tenure-track and tenured faculty to 7-9 FTE. Although we have made significant strides in this area, we will experience the loss of a key faculty member (Dr. Philip Dale) to retirement which will again reduce the size of the faculty and limit the department's capacity to maintain current levels of research productivity. Without an approved hiring plan to replace Dr. Dale, the department will have to rely on part-time instructors to deliver additional graduate-level courses.

Finally, the unit will need to continue to bring clinic training and department research in line with community need. There is a significant need in the community for SLP services for individuals from socio-economically disadvantaged communities and from culturally and linguistically diverse backgrounds. To adequately address the communities' needs, the unit will need to address two primary limitations. The first limitation is additional (external) sources of revenue to support the development of audiology clinics, innovative clinical training opportunities, and service activities in the community. The second limitation involves the difficulty in establishing collaborations between the SHS Department and UNM's Health Sciences Center. As an example, the services provided by UNMSHLC are not included in the UNM Medical Group's system for insurance reimbursement.

The continued success and growth of the SHS Department is contingent upon the accomplishment of the strategic directions and priorities outlined. Of course, the ability of the department to continue to progress will also depend upon several mutually dependent factors—the retention of tenured, tenure-track and clinical faculty, the successful mentoring of junior faculty, the hiring of tenure-track faculty to replace faculty lost to retirement, and the improved collaborative interactions with units and programs in the Health Sciences Center.

**Cathy Binger, Ph.D., CCC-SLP**  
Associate Professor  
Department of Speech & Hearing Sciences  
University of New Mexico  
[cbinger@unm.edu](mailto:cbinger@unm.edu)  
<https://aac-ucf.unm.edu>

### **Educational History**

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Ph.D., 2004, Penn State University, Communication Sciences and Disorders

Dissertation: The Effects of Aided AAC Modeling on the Expression of Multi-Symbol Utterances by Preschoolers who use Augmentative and Alternative Communication  
Advisor: Janice C. Light, Ph.D.

M.S., 1993, University of Wyoming, Speech-Language Pathology

Thesis: Contextual Influence on Language Transcription  
Advisor: Thomas Klee, Ph.D.

B.S. (High Distinction), 1991, Penn State University, Communication Disorders

### **Employment History (Post-Ph.D.)**

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Associate Professor, May, 2011 – present, Department of Speech and Hearing Sciences, University of New Mexico, Albuquerque, NM.

Assistant Professor, January 2005 – May, 2011, Department of Speech and Hearing Sciences, University of New Mexico, Albuquerque, NM.

Consultant, 2005 – present, Wyoming Institute for Disabilities, University of Wyoming, Laramie, WY.

Adjunct Assistant Professor, January 2004 - 2009, Division of Communication Disorders, University of Wyoming, Laramie, WY.

### **Scholarly Achievements**

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#### ***Books Authored or Co-Authored***

**Binger, C., & Kent-Walsh, J.** (2009). *What every speech-language pathologist needs to know about augmentative and alternative communication*. Pearson Education, Inc.: Boston.

#### ***Select Articles in Refereed Journals***

**Binger, C., Ball, L., Dietz, A., Kent-Walsh, J., Lasker, J., Lund, S., McKelvey, M., & Quach, W.** (2012). Personnel Roles in the AAC Assessment Process. *Augmentative and Alternative Communication, 28*, 278-288.

**Binger, C., Kent-Walsh, J., Berens, J., Del Campo, S., & Rivera, D.** (2008). Teaching Latino parents to support the multi-symbol message productions of their children who require AAC.

*Augmentative and Alternative Communication*, 24, 323-338.

### **Select Articles in Refereed Newsletters**

Kent-Walsh, J. & Binger, C. (in press). Fundamentals of the ImPAACT program. *Perspectives on Augmentative and Alternative Communication*.

Kent-Walsh, J. & **Binger, C.** (2012; invited). Partner instruction in AAC: Strategies for building circles of support. *Perspectives on Augmentative and Alternative Communication*, 21, 124-125.

**Binger, C.** & Kent-Walsh, J. (2012; invited). Selecting skills to teach communication partners: Where do I start? *Perspectives on Augmentative and Alternative Communication*, 21, 126-134.

### **Book Chapters**

Kent-Walsh, J., Resnick, P., & **Binger, C.** (in preparation). Preschool AAC Case Study. In J. McCarthy & A. Dietz, *Augmentative and Alternative Communication: An Interactive Casebook*. Plural Publishing, Inc.

Kent-Walsh, J., & **Binger, C.** (2009). Addressing the language and communication demands of the classroom for beginning communicators and early language users. In C. Zangari & G. Soto (Eds.). *Practically speaking: Language, literacy, and academic development for students with AAC needs*. Baltimore: Paul H. Brookes Publishing Co.

### **Articles in Professional Newsletters**

**Binger, C.** & Kent-Walsh, J. (2012). Communication takes two. *ASHA Leader*, 17(15), 24-27.

Blackstone, S. & **Binger, C.** (2006; invited). Learning to model aided AAC. *Augmentative Communication News*, 18 (3), 12.

**Binger, C.** (2001). No time to lose: Working with children with severe disabilities who are presymbolic. *ASHA Leader*, 6, 10-11.

### **Works in Progress**

Schlosser, R., **Binger, C.**, Kent-Walsh, J., Soto, G., & Wendt, O. (in preparation; invited). Methodological issues in single-case research designs. *Augmentative and Alternative Communication*.

Kent-Walsh, J., **Binger, C.**, Malani, M., & Murza, K. (in preparation; invited). Systematic review of partner instruction research in AAC. *Augmentative and Alternative Communication*.

### **Research Funding**

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Project AACES – Augmentative and Alternative Communication in Educational Settings:  
Preparing Speech-Language Pathologists in AAC Service Delivery

PI: Wendy Quach

**Consultant: Cathy Binger**

OSEP (U.S. Office of Special Education)

January 1, 2013 – December 31, 2017, \$1,250,000

Teaching Children who use AAC to Produce Rule-Based Semantic-Syntactic Relations

**PI: Binger, C.**

NIH (National Institute on Deafness and Other Communication Disorders)

May 2011 – April 2014, \$300,000 direct; \$129,844 indirect

Using Voice Output Devices to Improve the Turn-Taking Skills of Children with Autism Spectrum Disorders (ASD)

**PI: Binger, C.**

Research Allocation Committee Small Grant Award, University of New Mexico

April 2008-September 2008, \$4000 (direct)

The Effects of a Grammar Intervention Program for Children who require AAC

**PI: Binger, C.**

American Speech-Language-Hearing Foundation New Century Scholars Research Grant

November 2006-November 2007, \$10,000 (direct)

The Effects of an Educational Assistant Instructional Program on the Multi-Symbol Utterances of Children who require Augmentative and Alternative Communication

**PI: Binger, C.**

Research Allocation Committee Small Grant Award, University of New Mexico

December 2005-September 2006, \$4000 (direct)

The Effects of a Caregiver Instructional Program on the Multi-Symbol Utterances of Latino Children who require Augmentative and Alternative Communication

**PI: Binger, C.**

American Speech-Language-Hearing Foundation New Investigator Research Grant

November 2005-November 2006, \$5000 (direct)

## **Teaching**

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### **Masters Advisement:**

I have mentored two graduate students through theses, with a third in process.

### **Graduate mentoring:**

Currently mentoring two graduate assistants who have GAs that are funded by my NIH grant. They complete a range of research activities as part of their GA duties.

### **Undergraduate and Non-Degree Student Mentoring:**

Have mentored numerous students (>15) who have taken independent study credits, received honors credits, worked as paid employees, or volunteered to work in my lab. Students have been involved in various aspects of the development and implementation of research projects.

### **Classroom Teaching:**

Courses taught while employed by the Department of Speech and Hearing Sciences, University of New Mexico:

- SHS 302, Introduction to Communication Disorders: Taught for 11 semesters at UNM
- SHS 430, Language Development: Taught for 7 semesters at UNM; recently offered as an online course
- SHS 431, Language Disorders: Teaching for the first time in Spring, 2013
- SHS 532, AAC: Teaching for the 8<sup>th</sup> time at UNM in Spring, 2013
- SPPA 550, AAC: Taught for 7 summers at the University of Wyoming

**VITAE: Katharine A. Blaker**  
**Department of Speech & Hearing Sciences, University of New Mexico**

**EDUCATION**

- 1993 Master of Science Degree in Communication Disorders  
Emphasis in Speech-Language Pathology  
University of New Mexico, 1700 Lomas NE, Suite 1300, Albuquerque NM 87131
- 1977 Bachelor of Arts Degree in Anthropology, with Distinction  
Minor Studies: English (declared) Linguistics (undeclared)  
University of New Mexico, 901 Vassar NE, Albuquerque NM 87131

**CERTIFICATION STATUS - Current**

New Mexico Professional License--Speech-Language Pathology  
Certificate of Clinical Competence/American Speech-Language Hearing Association

**SUPPLEMENTAL TRAINING**

- 12/92 Porch Index of Communicative Ability (PICA)  
5/93 Orton Gillingham Training: Reading/Specific Learning Disabilities  
12/96 Certified: Lee Silverman Voice Treatment (LSVT)

**EMPLOYMENT HISTORY**

**January 1994 to present**

University of New Mexico, Department of Speech & Hearing Sciences  
Speech-Language-Hearing Center, Albuquerque NM

**Senior Speech Language Pathologist/Clinic Coordinator /Lecturer II**

Faculty Representative: InterProfessional Education (IPE) Initiative, UNM Health Sciences,  
AY 2011-12  
Clinical Instructor/Supervisor, Comunidad Crecer, Mexico City, August 1994-1997

**Teaching**

**SHS 500.002: Clinic Lab Class: Diagnostics – Fall & Spring Semesters**

Utilizes a Problem-Based Learning (PBL approach) using case studies; focus on clinical methodology pertaining to assessment and treatment techniques in the areas of child and adult communication disorders.

**Clinical Instruction**

**SHS Clinic 500** - Responsible for management, scheduling, instruction and supervision in clinical practica (diagnostics and intervention) of graduate students in speech-language pathology. Direct & indirect supervision of diagnostic and treatment sessions per ASHA regulations. Clinical caseload: comprises developmental and acquired neurogenic communication disorders, from pediatric to geriatric age span across speech and language. Specifically: language-learning disabilities, auditory processing disorders; neurogenic communication disorders (aphasia, apraxia, dysarthria, traumatic brain injury), voice, swallowing, fluency, pragmatics (social communication) asperger's syndrome; augmentative communication; and aural rehabilitation.

*Developed and Implemented Group Therapies with colleagues:*

Aphasia Group –services provided since Fall 1999

Transgender/Voice Feminization Group – services provided since Fall 2011

Fluency Group for Adults – since 2009

Accent Modification Training –services provided since 1996

### **Teaching: 1996-2008/Concurrent Position**

Tutorial Facilitator and Instructor, 1996-2008 - Rural Health Interdisciplinary Program

Responsibilities: Facilitated problem based learning case study tutorial sessions for students from the following disciplines: medicine, pharmacy, nursing, physicians assistant, respiratory therapy, physical therapy, occupational therapy, speech-language pathology, dental hygiene, social work, masters in public health and medical laboratory sciences.

**Teaching/Other:** Various presentations within academic and clinic classes.

### **Professional Memberships**

1993-present Member, American Speech-Language-Hearing Association (ASHA)

2002-present Member, Special Interest Division 11, Administration & Supervision, ASHA

2008-present Member, Special Interest Division 2, Neurogenic Communication Disorders (ASHA)

1994-present New Mexico Speech-Hearing Association (NMSHA)

### **Continuing Education/Teaching**

2010 UNM Office of Support for Effective Teaching (OSET) Training, Albuquerque NM

2010 Brain Research, Learning & Applications, Fourth Annual Summer Institute, Albuquerque Academy, Albuquerque NM

2007 UNM Symposium: Educating for Innovation, sponsored by UNM College of Engineering

Anderson School of Management and Albuquerque Chamber of Commerce, NM

2007 UNM Writing Across the Curriculum: Initiative to strengthen college student writing skills

2002 UNM TriAlliance Consortium. Workshop: Participant & Facilitator: Creative Clinical Teaching, Interdisciplinary Education, and Strategies for Clinical Supervision (*OT, PT SLP*)

### **Continuing Education/Clinical Instruction**

2011 Evidence-Based Assessment of Accented Speech Leading to Structured Therapy, Albuquerque NM. Presented by Ameer Shah PhD, CCC-SLP

2011 Challenges of Basic Concept Assessment, Ann Boehm, Webinar

2010 Transgender Wellness and Communication: University of North Carolina, Greensboro, NC, May 2010

2009 Vulnerability in Individuals with Asperger's Syndrome or other Social-Cognitive Differences, Albuquerque NM

2006 Fluency Seminar, ASHA E-Training, Tim Mackesey, SLP

2005 Stuttering: Assessment, Planning Therapy & Current Research, Tetnowski, New Mexico

Speech & Hearing Association (NMSHA) Annual Conference

2001 Autism and Sensory-Motor Deficits: Effective Speech-Language Treatment Techniques  
2-day conference, Theresa Szypulski, Albuquerque NM

### Professional Service

Reviewer (January 2006) *Transgender Speech Feminization/Masculinization: Suggested Guidelines*

for BC Clinicians by Shelagh Davies, M.Sc., S-L-P (C) and Joshua Goldberg, Education Consultant, Transgender Health Program, Vancouver BC, Canada

### Publication

**Blaker, K.**, Harbaugh, D., & Finn, P. (1996/97). Clinician attitudes toward stuttering: A survey

of New Mexico. *TEJAS: Texas Journal of Audiology and Speech-Language Pathology* 22, 109-114.

### Presentations

- LeCesne, T., **Blaker, K.**, Borrego, M., Harris, & J., VanLeit, B. (December, 2008). Oral presentation  
Medical Education for the 21<sup>st</sup> Century. Teaching for Health Equity: *Sustainability of a Rural Health Interdisciplinary Program*. Havana, Cuba.
- LeCesne T., **Blaker K.**, Borrego M., & VanLeit B. (September 2006). *Moving Towards Social Accountability in Student Centered Education: A Three-Year History of Implementing a Student-Centered, Community-Based Project in Rural New Mexico*. (Poster Presentation). Presented at The Network: Toward Unity for Health Conference. Ghent, Belgium.
- VanLeit B., Borrego M., Harris J., Geller Z, LeCesne T., & **Blaker K.** (October, 2005). *How the Rural Health Interdisciplinary Program Addresses Rural Primary Health Care Needs in Underserved Rural New Mexican Communities*. (Panel presentation) Hispano/Latino Summit. Albuquerque, NM.
- LeCesne T., **Blaker K.**, Borrego M., Harris J., VanLeit B., & Constanz D. (May 2005). *Students Teaching Students: An Interprofessional Peer Mentoring Program in Rural New Mexico*. (Poster/Podium). Presented at the Northern American International Interprofessional Education Conference: Grounding Action in Theory, University of Toronto, Toronto, Ontario, Canada.
- **Blaker, K.** (February 2003). *More than Just Voice: Parameters of Male-to-Female Transgender Assessment & Intervention* UNM Chapter, National Student Speech-Language Hearing

### Association

- (NSSLHA) Conference. Albuquerque, NM
- Myers, N., & **Blaker, K.** (March 1998) *The Horse is out of the Barn—Supervision needs of the SLP Professional*. UNM Chapter, National Student Speech-Language Hearing Association (NSSLHA) Conference. Albuquerque NM
- Lang, K., & **Blaker, K.** (April 1994) *The Role of the SLP in the Diagnosis and Treatment of Reading*. UNM Chapter, National Student Speech-Language Hearing Association (NSSLHA)

### Conference.

Albuquerque NM



- **Blaker, K.** (July 2012) *Speech-Language Therapist Roles in Elder Care*. Presentation and panel discussion in conjunction with Anne Simpson, M.D., CMD, Professor of Medicine & Geriatrics, and Steven Rugala, Ph.D. Licensed Psychologist, Counseling Referral Assistance Services (CARS). UNM Student Union Building, Albuquerque, NM
- **Blaker, K.** (December 2006). *Speech-Language Pathology: Scope of Practice* Presented to UNM College of Nursing, Albuquerque, NM
- **Blaker, K.** (October 2005) American Heart Association: “*What to do about Aphasia?*” HealthSouth Rehabilitation Hospital, Albuquerque, NM
- **Blaker, K.** (April 2003, April, 2005, 2006; February 2009-2012.) *More than Just Voice: Parameters of Male-to-Female Transgender Assessment & Intervention*. To NMTransgender Support Group. Albuquerque, NM.
- **Blaker, K.** (April 2002) *More than Just Voice: Parameters of Male-to-Female Transgender Assessment & Intervention*. UNM Department of Linguistics--Class: Gender & Language. Albuquerque NM

## Philip S. Dale

ACADEMIC APPOINTMENT: Professor  
Department of Speech & Hearing Sciences  
University of New Mexico

EDUCATION:

University of Chicago	B. S. Mathematics	1963
University of Michigan	M. A. Communication Sciences	1964
University of Michigan	M. S. Mathematics	1966
University of Michigan	Ph. D. Communication Sciences	1968

PROFESSIONAL EXPERIENCE:

University of Michigan Mental Health Research Institute 1966-67	Research Assistant	1963-65,
Department of Psychology and Program in Psycholinguistics	Lecturer	1967-68
University of Washington Departments of Psychology, Linguistics, and (1981-99) Speech & Hearing Sciences	Assistant Professor Associate Professor Professor Acting Associate Chair, Psychology	1968-74 1974-94 1994-99 1998-99
University of Edinburgh, Scotland	Professional Leave	1971
University of Washington Department of Speech & Hearing Sciences	Postdoctoral Fellow (National Institute of Neurological & Communicative Disorders and Stroke)	1979-80
University of Missouri-Columbia 2006	Professor and Chair	1999-
Department of Communication Science and Disorders	Adjunct Professor of Psychological Sciences (2001-2006)	
University of New Mexico Department of Speech & Hearing Sciences	Professor and (2006-2012) Chair	2006-
Social, Genetic & Developmental Psychiatry Research Centre, Kings College, London	Visiting Professor	2008-

### SELECTED PUBLICATIONS

BOOKS:

Dale, Philip S. (1976). Language Development: Structure and Function (2nd ed.). NY: Holt, Rinehart and Winston.

Desarrollo del Lenguaje: Un Enfoque Psicolinguistico (1980). Tr. by A. Hawayek. Mexico City: Trillas (Spanish translation of the above).

- Deiru Gengo Hattatu Syogo Kara Gakudouki Made (1983). (Language Development: From the First Word to School Age). Tr. by K. Murata. Tokyo: Shinyosha Ltd. (Japanese translation of the above).
- Ingram, David, Peng, Fred C.C., and Dale, Philip S. (Eds.) (1980). Proceedings of the First International Congress for the Study of Child Language. Lanham, MD: University Press of America.
- Dale, Philip S., and Ingram, David (Eds.) (1981). Child Language: An International Perspective. Baltimore: University Park Press.
- Fenson, Larry, Dale, Philip S., Reznick, J. Steven, Thal, Donna, Bates, Elizabeth, Hartung, Jeffrey P., Pethick, Steve, and Reilly, Judy S. (1991). Technical Manual for the MacArthur Communicative Development Inventories. San Diego: San Diego State University.
- Fenson, Larry, Dale, Philip S., Reznick, J. Steven, Thal, Donna, Bates, Elizabeth, Hartung, Jeffrey P., Pethick, Steve, and Reilly, Judy S. (1993). The MacArthur Communicative Development Inventories: User's Guide and Technical Manual. San Diego: Singular Publishing Group.
- Fenson, Larry, Marchman, Virginia A., Thal, Donna, Dale, Philip S., Bates, Elizabeth, and Reznick, J. Steven. (2007). The MacArthur-Bates Communicative Development Inventories: User's Guide and Technical Manual. Baltimore: Paul H. Brookes.

#### SELECTED JOURNAL ARTICLES AND BOOK CHAPTERS

- Ogura, Tamiko, Yamashita, Yukie, Murase, Toshiki, & Dale, P. S. (1993). Some findings from the Japanese Early Communicative Development Inventory. Memoirs of the Faculty of Education Shimane University, 27, 27-39.
- Dale, Philip S., & Fenson, Larry. (1993). LEX: A Lexical Development Norms Database [Computer program]. Seattle, WA: University of Washington, Department of Psychology.
- Murase, Toshiki, Mahieu, Aki, Ogura, Tamiko, Yamashita, Yukie, & Dale, Philip S. (1998). Ehon bamen ni okeru boshi kaiwa: Raberingu ni kansuru hatsuwa rensa no bunseki [Mother-child conversation during reading of picture books: A sequential analysis of labeling]. Japanese Journal of Developmental Psychology, 9, 142-154.
- Fenson, Larry, Pethick, Steve, Renda, Connie, Cox, Jeffrey L., Dale, Philip S., & Reznick, J. Steven (2000). Short form versions of the MacArthur Communicative Development Inventories. Applied Psycholinguistics, 21, 95-115.
- Marchman, Virginia A., Martínez-Sussman, Carmen, & Dale, Philip S. (2004). The language-specific nature of grammatical development: Evidence from bilingual language learners. Developmental Science, 7, 212-224.
- Cole, Kevin N., Mills, Paulette E., Jenkins, Joseph R., & Dale, Philip S. (2005). Getting to the second generation questions. Journal of Early Intervention, 27, 92-93.

- Murase, Toshiki, Dale, Philip S., Ogura, Tamiko, Yamashita, Yukie, & Mahieu, Aki. (2005). Mother-child conversation during joint picture book reading in Japan and the U. S. First Language, 25, 197-218.
- Ogura, Tamiko, Dale, Philip S., Yamashita, Yukie, Murase, Toshiki, & Maheiu, Aki. (2006). The use of nouns and verbs by Japanese children and their caregivers in book-reading and toy-play contexts. Journal of Child Language, 33, 1-29.
- Dale, Philip S., Harlaar, Nicole, & Plomin, R. (2010). Two by two: A twin study of second language acquisition. Psychological Science, 21, 635-640. doi: 10.1177/0956797610368060.
- Guiberson, Mark, Rodriguez, Barbara L., & Dale, Philip S. (2011). Classification accuracy of brief parent report measures of language development in Spanish-speaking toddlers. Language, Speech, and Hearing Services in Schools, 42, 536-549.
- Dale, Philip S., Harlaar, Nicole, & Plomin, Robert. (2012). Nature and nurture in school-based second language achievement. Language Learning: Supplement 2, 62, 28-48.
- Patterson, Janet L., Rodríguez, Barbara L., and Dale, Philip S. (in press) Response to dynamic language tasks among typically developing Latino preschool children with bilingual experience. American Journal of Speech-Language Pathology.

#### RECENT PAPERS PRESENTED

- Dale, Philip S. (January, 2011). Screening for language delay and disorders in the Danish population: The design issues. Presented at AChildren=s language: A common responsibility@, University of Southern Denmark, Odense, Denmark.
- Dale, Philip S., Penfold, Melissa J., & Fenson, Larry. (July, 2011). Adaptations of the MacArthur-Bates Communicative Development Inventories into Other Languages: A 2011 Update. Twelfth International Congress for the Study of Child Language, Montreal, Canada.
- Dale, Philip S. (February, 2012). The MacArthur-Bates CDI: Lessons learned from making language-specific versions. American Association for the Advancement of Science, Vancouver, Canada.

**Melinda L. Dolan, MS, CCC-SLP**  
[mldolan@unm.edu](mailto:mldolan@unm.edu) 505-277-8736

### **EMPLOYMENT HISTORY**

#### **University of New Mexico – Department of Speech and Hearing Sciences**

August 2011 – present

Speech-Language Pathologist/Clinical Instructor

#### **Albuquerque Public Schools**

January 1983 – August 2011

Speech-Language Pathologist

Practicum/Internship Supervisor

### **EDUCATION**

#### **Master of Science in Communicative Disorders**

University of New Mexico

December 1982

#### **Bachelor of Arts in Communicative Disorders**

Minor: Psychology

University of New Mexico

May 1981

### **CREDENTIALS**

**American Speech-Language-Hearing Association (ASHA)** – Certification of Clinical Competence in Speech-Language Pathology (CCC-SLP)

**New Mexico Speech-Language Pathology, Audiology, and Hearing Dispensers Licensing Board** – Speech-Language Pathology State License

### **PRESENTATIONS/TEACHING**

#### **University of New Mexico – Department of Speech and Hearing Sciences**

Clinic Lab Class 500.001 Intervention

Fall 2011, Spring 2012, Summer 2012, Fall 2012, Spring 2013

#### **University of New Mexico – Department of Speech and Hearing Sciences**

Preclinical Training 458

Spring 2005, Spring 2006, Spring 2007

#### **Association of Christian Schools International (ACSI)**

Conference Speaker

Topics related to childhood speech-language/literacy development

January 2008 and January 2010

#### **University of New Mexico – Department of Speech and Hearing Sciences**

Convocation Guest Speaker

December 2010

#### **Albuquerque Public Schools**

Assorted inservice presentations to school staff and speech-language pathology colleagues

January 1983 – August 2011

## **PROFESSIONAL AREAS OF INTEREST**

### **Intervention related to:**

the interrelationship of language and literacy skills  
the development of social communication skills

**EDUCATION**

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- 1992 University of New Mexico  
M.S. Communication Sciences and Disorders
  - 1989 University of New Mexico  
B.A. Major: Communication Disorders
  - 1993 Certification of Clinical Competency and ASHA membership
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***Professional Summary: I am English/Spanish speaking Speech-Language Pathologist with 20 years of experience. My experience includes provision of Speech/Language Pathology services in school-based, acute care, rehabilitation, outpatient and home health arenas. I also have experience in management of inpatient and outpatient rehabilitation department.***

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**University Experience**

<b>1/2013 – present</b>	<b>UNM</b>	<b>Albuquerque, NM</b>
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I mentor and provide supervision of Speech Pathology graduate students in the evaluation and treatment of individuals with a variety of speech/language disorders, including those who culturally and linguistically diverse.

**School Based Experience**

<b>8/ 2008 - present</b>	<b>RRPS</b>	<b>Rio Rancho, NM</b>
<b>8/ 2003 - 5/2004</b>	<b>APS</b>	<b>Albuquerque, NM</b>
<b>8/ 1998 through 5/2000</b>	<b>CES</b>	<b>Albuquerque, NM</b>

I provided speech/language evaluations and re-evaluations, district bilingual speech/language evaluations and re-evaluations, speech/language services for students on IEP and RtI services for general education students. I participated on Student Assistance Teams (SAT)/screenings and IEP teams. I have earned experience with childhood speech and language disorders, autism spectrum disorders, students who use AAC, as well as with bilingual and diverse populations.

**Medical Experience**

<b>8/2005 - present</b>	<b>Lovelace Medical Center</b>	<b>Albuquerque, NM</b>
<b>5/2004 - 7/2005</b>	<b>Sundance Rehab.</b>	<b>Farmington, NM and Albuquerque, NM</b>
<b>6/2000 - 7/2003</b>	<b>Lovelace Medical Center</b>	<b>Albuquerque, NM</b>
<b>8/1997 - 7/1998</b>	<b>Manorcare Rehab.</b>	<b>Albuquerque, NM</b>
<b>8/1994 - 8/1997</b>	<b>Presbyterian Hospital</b>	<b>Albuquerque, NM</b>
<b>7/1993 - 6/1994</b>	<b>University Medical Center</b>	<b>Las Vegas, NM</b>
<b>6/1992 - 7/1993</b>	<b>Tucson Medical Center</b>	<b>Tucson, AZ</b>

I provided evaluations and therapy in rehabilitation, skilled nursing, outpatient and home health for medically acute patients (pediatric through geriatric populations) for speech/language, dysphagia, voice, and cognition. I also participated in staffing meetings for patients. In addition to therapy services, I also served in the role of rehabilitation manager over inpatient and outpatient services at Presbyterian and Lovelace. Services were provided in English and Spanish.

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**Related Experience** I have mentored and provided supervision of graduate students and CFY candidates in Speech Pathology since 2000. I also serve as the facilitator for placement of graduate students within the RRPS district.

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**Presentations:**

Spring 1994: “Issues in bilingual speech/language therapy”

-one hour breakout session for discussion.

Nevada Speech/Language Pathology Association

Spring 2007: “Cognitive Rehabilitation”

-three hour presentation on principles of cognitive rehabilitation, roles of the treatment team, and treatment of memory, attention and executive function.

Lovelace Rehabilitation Continuing Education

Feb. 2011: “Bilingual Evaluations”

-one hour presentation to district SLPs regarding bilingual evaluation processes  
Rio Rancho Public School District



**Amy T. Neel, Ph.D., CCC-SLP**  
Department of Speech and Hearing Sciences  
University of New Mexico  
MSC01-1195  
Albuquerque, NM 87131-0001  
(505) 277-7084  
[atneel@unm.edu](mailto:atneel@unm.edu)

### **Education**

- 1998 Ph.D. Speech and Hearing Science and Cognitive Science, Indiana University
- 1984 M.S. Speech Pathology, University of Oklahoma Health Sciences Center
- 1982 B.S. Speech Pathology, Texas Christian University

### Employment History

- 2001 – present Associate Professor, Department of Speech and Hearing Sciences, University of New Mexico
- 2001 – 2008 Assistant Professor, Department of Speech and Hearing Sciences, University of New Mexico
- 1998 – 2001 Assistant Professor, Department of Audiology and Speech Sciences, Purdue University
- 1994 – 1998 Associate Instructor/Research Assistant, Department of Speech and Hearing Sciences and Department of Psychology, Indiana University, Bloomington, IN
- 1992 – 1993 Speech Pathologist, RehabCare Corporation, Mainland Center Hospital, Texas City, TX
- 1991 – 1992 Research Technician III, Stuttering Center Speech Motor Control Laboratory, Department of Neurology, Baylor College of Medicine, Houston, TX
- 1990 – 1991 Speech Pathologist, RehabCare Corporation, Mainland Center Hospital, Texas City, TX
- 1988 – 1990 Speech Pathologist II, Center for Audiology and Speech Pathology, University of Texas Medical Branch, Galveston, TX
- 1985 – 1987 Speech Pathologist I, Center for Audiology and Speech Pathology, University of Texas Medical Branch, Galveston, TX
- 1984 – 1985 Speech Pathologist, Irwin Lehrhoff and Associates, Houston, TX

### **Professional Recognition and Awards**

- 2010 Department of Speech and Hearing Sciences Teacher of the Year, University of New Mexico
- 2000 Young Investigator Travel Award, Committee on Women in Acoustics, Acoustical Society of America
- 1994 – 1995 NIH Predoctoral Training Grant Fellowship, Speech Research Laboratory, Indiana University
- 1993 – 1994 Cognitive Science Fellowship, Indiana University
- 1982 – 1984 Colin Munro MacLeod Research Fellowship, Oklahoma Medical Research Foundation

1982 TCU Senior Scholar in Speech Pathology  
1982 Phi Beta Kappa

## **Publications**

### Articles in Refereed Journals

**Neel, A.T.**, & Palmer, P.M. (2012). Is tongue strength an important influence on rate of articulation in diadochokinetic and reading tasks? *Journal of Speech, Language, and Hearing Research*, *55*, 235-246.

Palmer, P., **Neel, A.**, Sprouls, G., & Morrison, L. (2010). Swallow characteristics in patients with oculopharyngeal muscular dystrophy, *Journal of Speech, Language, and Hearing Research*, *53*, 1567-1578.

**Neel, A.T.** (2009). Intelligibility of loud, amplified, and habitual speech in Parkinson Disease, *Journal of Speech, Language, and Hearing Research*, *52*, 1021-1033.

**Neel, A.T.**, Palmer, P.M., & Gass, C.A. (2008). Can IOPI be used to measure tongue pressure for speech sounds? *Journal of Medical Speech-Language Pathology*, *16*, 235-241.

**Neel, A.T.** (2008). Vowel space characteristics and vowel identification accuracy. *Journal of Speech, Language, and Hearing Research*, *51*, 574-585.

**Neel, A.T.**, Palmer, P.M., Sprouls, G., and Morrison, L. (2006). Tongue strength and speech intelligibility in oculopharyngeal muscular dystrophy. *Journal of Medical Speech-Language Pathology*, *14*, 273 – 277.

Palmer, P.M., McCulloch, T.M., Jaffe, D., and **Neel, A.T.** (2005). Effects of a sour bolus on the intramuscular electromyographic activity of muscles in the submental region, *Dysphagia*, *20*, 210-217.

**Neel, A.T.** (2004). Formant detail needed for vowel identification. *Acoustics Research Letters Online*, *5*, 125 – 131.

### Chapters in Edited Volumes

Kewley-Port, D. and **Neel, A.T.** (2006). Perception of dynamic properties of speech: Peripheral and central processes. In S. Greenberg and W. Ainsworth (Eds.) *Listening to Speech: An Auditory Perspective* (pp. 49 – 61). Mahwah, N.J.: Lawrence Erlbaum Associates.

Strunk, C.L., Calhoun, K.H., **Beardsley, A.N.**, & Gary, L. (1990). Communicative aspects of aging. In J.T. Johnson, A. Blitzer, R.H. Ossoff, & J.R. Thomas (Eds.). *Instructional Courses* (pp. 45 - 62). St. Louis: Mosby Year Book.

### Other Writings

**Neel, A.T.** (2010). Using acoustic phonetics in clinical practice. *Perspectives on Speech Science and Orofacial Disorders*, 20, 14 - 24.

**Neel, A.T.** (2008). Book review of Preclinical Speech Science: Anatomy, Physiology, Acoustics, Perception. *Perspectives on Speech Science and Orofacial Disorders*, 18, 48 - 50.

Palmer, P.M., & **Neel, A.T.** (2006). Oculopharyngeal muscular dystrophy. *Perspectives on Neurophysiology and Neurogenic Speech and Language Disorders*, 16, 17 - 21.

### Works in Progress

**Neel, A.T.**, Palmer, P.M., Sprouls, G., and Morrison, L. Speech and voice characteristics of oculopharyngeal muscular dystrophy. Manuscript in preparation.

### **Courses Taught**

#### **University of New Mexico**

SHS/LING 303	Introduction to Phonetics
SHS 310	Anatomy and Physiology of Human Communication
SHS 330	Introduction to Communication Sciences
SHS 531	Motor Speech Disorders and Fluency Disorders
SHS 428	Phonological Disorders

#### **Northern Arizona University**

CSD 551	Neuropathologies of Speech
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#### **Purdue University**

AUS 302	Acoustic Bases of Speech and Hearing
AUS 304	Anatomy and Physiology of the Speech and Hearing Mechanism
AUS 502	Fundamentals of Speech Production and Perception
AUS 538	Motor Speech Disorders
AUS 606	Experimental Phonetics

**RESUME**  
**Sandra K. (Damico) Nettleton, Ph.D., CCC-SLP**  
**Clinic Director**

**Education**

<u>Degree</u>	<u>Institution</u>	<u>Year</u>	<u>Major</u>
Ph.D.	Louisiana State University Disorders	1993	Communicative
M.A.	University of Kansas	1980	Speech Pathology
B.A.	Fort Hays State University, KS Speech/Elementary Education	1977	

**Employment** (Past 20 years)

2008-Present Clinic Director, University of New Mexico, Dept. of Speech and Hearing Sciences. Coordinates and manages all administrative and budget responsibilities for the university clinic, supervised personnel, supervised clinic practicum students, set up and managed off-site agencies and contracts; taught clinic practicum courses 500-03/04, 558 Internship, and 458 Preclinic. Additionally coordinates and supervises Augmentative Communication Evaluations for the State of New Mexico.

Fall, 2007 Speech Language Pathologist Liaison  
Albuquerque Public Schools Special Education Dept.  
Provided technical assistance to all 260 SLPs within district; interviewed and hired SLPs, supervised ASL's and CFY candidates; wrote SLP policies and procedures based on ASHA guidelines; collaborated with and informed APS administration on SLP issues; coordinated district-wide trainings; kept current regarding national and state education guidelines.

2005- 2007 Speech Language Pathologist and Augmentative Communication Specialist. APS Dept of Assistive Technology  
Responsibilities include speech-language and assistive technology service to preschool and school-aged children with severe-multiple disabilities and training of APS staff and families.

2004-2005 Speech Language Pathologist and Augmentative Communication Specialist.  
APS Preschool Program  
Responsibilities included speech-language assessment and intervention service to preschool children with a variety of disorders.

1997-2004 Coordinator, Assistive Technology(AT) Services, Albuquerque Public Schools.  
Monitored evaluation and services of AT in 128 schools. Managed budget, wrote policy and procedures, and grant activities. Supervised 15 APS staff.

1994-1997 Research Assistant Professor, University of New Mexico.

Director of Augmentative Communication Technologies.  
Responsibilities included grant writing and administration, teaching,  
supervision, collaboration  
with other agencies, clinic service (school-aged and adult), research.

### **Administrative Activities** (Recent)

2008- Present      Clinic Director, Department of Speech and Hearing Sciences.  
University of New Mexico.

Administrator for all clinic functions and practicum for UNM Graduate students;  
managed budget and policy, collaborated with off-site supervisors, teaching, clinical and  
staff supervision.

2007-2008      Speech Language Pathologist Liaison  
Albuquerque Public Schools Special Education Dept.

Provided technical assistance to all 260 SLPs within district; interviewed and hired SLPs,  
supervised ASL's and CFY candidates; wrote SLP policies and procedures based on  
ASHA guidelines; collaborated with and informed APS administration on SLP issues;  
coordinated district-wide trainings; kept current regarding national and state education  
guidelines.

1997-2004      Coordinator, Assistive Technology (AT) Services.

Coordinated evaluation and services of AT in 128 schools. Managed budget, wrote policy  
and procedures, supervised staff.

1994-1997      Research Assistant Professor. University of New Mexico.

Grant awarded through the Federal Office of Education for training Speech-Language  
Pathologists, Educators, and pre-service students in the field of Augmentative  
Communication and Assistive Technology (\$250,000).

### **Teaching**

University of New Mexico, Department of Communicative Disorders

SHS 532 Augmentative and Alternative Communication (AAC) (1 time only)

SHS 558 Ethics and Practice in Speech-Language Pathology

SHS 500-003 Mini Topics in Clinical Education

SHS 500-001 Basics of Intervention

SHS 458 Pre-clinic

SHS 539 Language and Communication Disorders in Children

SHS 531 Neuromotor Speech Disorders and Augmentative Communication

CD 428 Phonological Disorders in Children

CD 302 Introduction to Communicative Disorders

ED Basic Assessment & Implementation in Individuals with Speech-Language Disorders

Louisiana State University Department of Speech and Hearing Sciences

COMD 4684 Introduction to Clinic Practice in Speech Pathology

COMD 7686 Introduction to Augmentative Communication

COMD 7780 Seminar in Augmentative Communication Technology

### **Selected Presentations** (Past 5 years)

Nettleton, S. (2012, March). Augmentative- Alternative Communication Technology Options for individuals with ASD. Invited presentation at the statewide Southwest Conference for Individuals with ASD. Albuquerque, New Mexico.

Nettleton, S. (2011, July). Augmentative Communication Options for Individuals with Autism Spectrum Disorder. Invited presentation at the New Mexico Autism Institute. Albuquerque, New Mexico.

Nettleton, S. & Hoffman, P. (2005, November). Phonic Faces vs. Animated Literacy Programs with Preschoolers who have Articulation Disorders. Presentation at the Annual American Speech-Language and Hearing Association Convention; San Diego, CA.

### **Selected Publications**

Damico, J.S., Tetnowski, J., & Nettleton, S. (2004). Emerging Issues and Trends in Attention Deficit Hyperactivity Disorder: An Update for the Speech-Language Pathologist. Seminars in Speech and Language, Vol. 25 (3), 207- 214.

Hochstein, D., McDaniel, M., Nettleton, S., & Neufeld, K. (2003). The Fruitfulness of a Nomothetic Approach to Investigating AAC: Comparing Two Speech Encoding Schemes Across Cerebral Palsied and Nondisabled Children. American Journal of Speech-Language Pathology, Vol. 12 (1),110- 122.

Damico, J.S. & Damico, S. (1997). The Establishment of a Dominant Interpretive Framework in Language Intervention. Language, Speech and Hearing Services in the Schools. Vol. 28, 288- 296.

Damico, S.K. & Damico, J.S. (1995). The Impact of Diversity on Academic Skills: Considerations for the Speech-language Pathologist. Language, Speech and Hearing Services in the Schools, 24, 236-243.

Damico, S. (1994). Empowering Nonvocal Populations: An Emerging Concept. National Student Speech Language Hearing Association Journal, Vol. 21, 31-44.

Damico, J.S. & Damico, S.K. (1993). Language and Social Skills from a Diversity Perspective: Considerations for the Speech-Language Pathologist. Language, Speech and Hearing Services in the Schools, 24, 236-243.

Damico, J.S. & Damico, S.K. (1993). Mapping a Course Over Different Roads: Language Teaching with Special Populations. In J.W. Oller, Jr. (Ed.) Methods That Work: A Smorgasbord of Language Teaching Ideas, 2<sup>nd</sup> Edition. New York: Newbury House.

Riley, K., Hoffman, P. & Damico, S. (1985). The Effects of Conflicting Cues on the Perception of Misarticulations in Children with Articulation Disorders. Journal of Phonetics, 13, 481-487.

### **Honors**

American Speech-Language-Hearing Association (ASHA) National Award. Journal Editor's Award for the Article Entitled "The Establishment of a Dominant Interpretive Framework in Language Intervention." Language, Speech and Hearing Services in the Schools. November, 1998.

### **Certifications**

American Speech and Hearing Association.

Certification as a Picture Exchange Communication System (PECS) Implementer.

Offered through Pyramid Consultants, Inc. (2007).

Teaching Level Certification in "Sounds In Syllables" Orton-Gillingham/Alphabetic Phonics Based Literacy Program. Offered through the Multisensory Language Training Institute of New Mexico (2003).

**Educational History**

Doctor of Philosophy,  
1998 University of  
Iowa, Iowa City, IA

Department of Speech & Hearing Sciences

Doctoral Dissertation: *Contributions of individual muscles to the submental surface  
electromyogram during swallowing.*

Advisor: Erich S. Luschei, Ph.D.

Master of Science, 1984

Emerson College, Boston, MA

Department of Communication Disorders

Thesis: *Intelligibility of a Cooper Rand User*

Advisor: Suzanne Bennett, Ph.D.

Bachelor of Science, 1982

State University of New York, New Paltz, NY

Department of Communication Disorders

**Employment History**

Assistant Professor, January 2002 – present

Department of Speech and Hearing Sciences

University of New Mexico, Albuquerque, NM

Adjunct Professor, January 2001- December 2001

Department of Speech and Hearing Sciences

University of New Mexico, Albuquerque, NM

Speech Language Pathologist, 1997 - 2001

Private Practice, Farmington, NM

Lecturer, October 1998 – December 1998

Department of Communication Science and Disorders

Medical University of South Carolina, Charlotte, South Carolina

Speech Language Pathologist, 1993 - 1996

Department of Otolaryngology, Head and Neck Surgery

University of Iowa Hospitals and Clinics, Iowa City, IA

Speech Language Pathologist, 1987 - 1992

Department of Surgery (ENT)

University of New Mexico Hospital, Albuquerque, NM



## **Employment History** (*continued*)

Speech Language Pathologist, 1986 - 1987  
Functional Retraining Program, Albuquerque, NM

Speech Language Pathologist, 1984 - 1987  
InSpeech, Inc., Albuquerque, NM

Speech Language Pathologist, January 1984 – June 1984  
Veterans Administrative Medical Center, Boston, MA

Speech Language Pathology Trainee, 1983  
Spaulding Rehabilitation Hospital, Boston, MA

## **Scholarly Achievements**

### **Articles in Refereed Journals**

Sprouls, G., **Palmer, P.M.** & Luschei, E.S. (in press). Effortful swallow in OPMD.  
*Journal of Medical Speech-Language Pathology.*

**Palmer, P.M.**, Neel, A.T., Sprouls, G., & Morrison, L. (2010) Swallow characteristics in patients with oculopharyngeal muscular dystrophy. *Journal of Speech Language and Hearing Research, 53*, 1567-1578.

**Palmer, P.M.**, Jaffe, D.M., McCulloch, T.M., Finnegan, E.M., Van Daele, D.J. & Luschei, E.S. (2008). Quantitative contributions of the muscles of the tongue, floor of mouth, jaw and velum to intraoral pressure generation. *Journal of Speech Language and Hearing Research, 51*(4): 828-35.

Neel, A.T., **Palmer, P.M.**, & Gass, C.A. (2008). Can IOPI be used to measure tongue pressure for speech sounds? *Journal of Medical Speech-Language Pathology, 16*(4), 235-241.

Neel, A.T., **Palmer, P.M.**, Sprouls, G., & Morrison, L. (2006). Tongue Strength and Speech Intelligibility in Oculopharyngeal Muscular Dystrophy. *Journal of Medical Speech-Language Pathology, 14*(4), 273-277.

**Palmer, P.M.**, McCulloch, T.M., Jaffe, D. & Neel, A.T. (2005). Effects of a sour bolus on the intramuscular electromyographic activity of muscles in the submental region. *Dysphagia, 20*(3), 210-217.

Van Daele, D.J., McCulloch, T.M., **Palmer, P.M.** & Langmore, S.E. (2005). Timing of glottic closure during swallowing: A combined electromyographic and

endoscopic analysis. *Annals of OtolRhinolLaryngol*, 114(6), 478-87.

### **Other Publications**

**Palmer, P.M.** (2010). Oculopharyngeal Muscular Dystrophy. In H.N. Jones & J.C. Rosenbek (Eds.), *Dysphagia in Rare Conditions: An Encyclopedia*. San Diego,CA: Plural Publishing.

**Palmer, P.M.** & Neel, A.T. (2006). Oculopharyngeal Muscular Dystrophy. *Perspectives on Neurophysiology and Neurogenic Speech and Language Disorders*, 16(2), 17-21.

**Palmer PM** (1988). Average treatment length for various disorders. *New Mexico Medicaid Newsletter*.

### **Teaching**

#### **University of New Mexico**

#### **Masters Thesis Advisement:**

Cai Ewing, M.S., July 2010. Reliability and agreement of a brief intelligibility rating task. Gwyn Sprouls, M.S., Dec 2008. Effortful swallow in patients with Oculopharyngeal Muscular Dystrophy.

Maria Chisolm, M.S., May 2008. Effect of tongue piercing on tongue function and swallow pressure.

#### **Bachelor's Honors Advisement:**

Linda Jaskolski, Fall 2006, B.S., OPMD and Quality of Life

#### **Academic Years 2009-2013**

##### **Fall Semester**

SHS 517      Dysphagia

SHS 302      Introduction to Communicative Disorders

##### **Spring Semester**

SHS 525      Voice Disorders

SHS 302      Introduction to Communicative Disorders

## **Janet L. Patterson**

### **Educational History**

B.A. (High Honors), 1977, University of California at Santa Barbara, Speech and Hearing.

M.S., 1979, University of New Mexico, Communicative Disorders.

Ph.D., 1992, University of New Mexico, Educational Linguistics.

### **Employment History**

Associate professor, August 2000 – present, Department of Speech and Hearing Sciences, University of New Mexico.

Appointment to Educational Linguistics concentration, University of New Mexico, January 2001 – present.

Chair, August 2004-July 2006, Department of Speech and Hearing Sciences, University of New Mexico.

Assistant professor, August 1994 - 2000, Department of Speech and Hearing Sciences, University of New Mexico.

Clinical supervisor August 1988 - July 1994, Department of Communicative Disorders, University of New Mexico.

Speech-language pathologist, September 1980 - July 1988, Developmental Disabilities Division, University of New Mexico. (Speech-language pathology services coordinator, 1985-1988).

Speech-language pathologist, August 1979 - August 1980, Albuquerque Public Schools.

### **Professional Certification**

Certificate of Clinical Competence, Speech-Language Pathology, 1980-present, American Speech-Language and Hearing Association.

Speech-Language Pathology License, 1984-present, State of New Mexico.

### **Publications**

#### **Articles in refereed journals**

Patterson, Janet L. (1998). Expressive vocabulary development and word combinations of Spanish-English bilingual toddlers. *American Journal of Speech-Language Pathology*, 7(4),

46-56.

Patterson, Janet L. (1999). What bilingual toddlers hear and say: Language input and word combinations. *Communication Disorders Quarterly (formerly J. of Childhood Communication Development)*, 21, 32-38.

Patterson, Janet L. (2000a). Observed and reported expressive vocabulary and word combinations in bilingual toddlers. *Journal of Speech, Language and Hearing Research*, 43, 121-128.

Patterson, Janet L. (2000b). Development of constructed phrases in a child with language impairment. *Clinical Linguistics and Phonetics*, 14, 545-556.

Patterson, Janet L (2002). Relationships of expressive vocabulary development to reading and television experience among bilingual toddlers. *Applied Psycholinguistics*, 23, 493-508.

Patterson, Janet L. (2012). Teacher Perceptions of Preschool Children's Communication in a Bilingual Setting. *Journal of Interactional Research in Communication Disorders*, 3(1), 71-90.

Patterson, Janet L., Rodríguez, Barbara L. & Dale, Philip S. (2012). Response to Dynamic Language Tasks among Typically Developing Latino Preschool Children with Bilingual Experience. *American Journal of Speech-Language Pathology*. Advance online publication. doi:10.1044/1058-0360(2012/11-0129) .

### **Chapters in edited volumes**

Patterson, Janet L. and Westby, Carol E. (1994). The development of play. *Communication development: Foundations, processes and clinical applications*, W.O. Haynes and B. Shulman (Eds.), Englewood Cliffs NJ: Prentice-Hall, 135-164.

Patterson, Janet L. and Westby, Carol E. (1998). The development of play (revised). *Communication development: Foundations, processes and clinical applications*, 2nd ed. W.O. Haynes and B. Shulman (Eds.). Williams & Wilkins, 135-163.

Patterson, Janet L. and Pearson, Barbara Z. (2004). Bilingual Lexical Development: Influences, Contexts, and Processes. In B. Goldstein (Ed.), *Bilingual Language Development and Disorders in Spanish-English Speakers*. Baltimore, MD: Brookes, 77-104.

Patterson, Janet L. & Rodriguez, Barbara. (2005). Designing assessments for multilingual children. In M. Ball (Ed.), *Clinical Sociolinguistics*, Oxford: Blackwell, 230-241.

Dale, P. and Patterson, J. (November 30, 2009). Early identification of language delay. In *Encyclopedia on Early Childhood Development*. <http://www.child-encyclopedia.com>.

Patterson, Janet L. & Pearson, Barbara Z. (2012). Bilingual Lexical Development, Assessment, and Intervention. In B. Goldstein (Ed.), *Bilingual Language Development and Disorders in Spanish-English Speakers*, 2<sup>nd</sup> edition (pp. 113-129) Baltimore, MD:Brookes.

### **Other writing**

#### Peer-reviewed letter to the editor

Patterson, Janet L. (2004). Comparing bilingual and monolingual toddlers' expressive vocabulary size: Revisiting Rescorla and Achenbach (2002). *Journal of Speech, Language and Hearing Research*, 47, 1213-1215.

### **In progress**

Patterson, Janet L. and Rodríguez, Barbara L. (Eds.) *Multilingual Perspectives on Child Language Disorders*. Book proposal accepted, 6 chapters submitted. Multilingual Matters.

### **Teaching (Classroom teaching past five years)**

Fall Phonological Disorders, SHS 428  
Intervention: Child Language Disorders, SHS 534

Spring Child Language Disorders, SHS 431  
Assessing Language in Children, SHS 533

**Barbara L. Rodriguez**  
**The University of New Mexico**  
**Department of Speech & Hearing Sciences**

**EDUCATION**

Ph.D.	The University of Washington, Seattle, WA	1998	Speech Pathology
M.S.	University of New Mexico, Albuquerque, NM	1986	Speech Pathology
B.A.	University of New Mexico, Albuquerque, NM	1985	Speech Pathology

**EXPERIENCE**

Department Chairperson, The University of New Mexico, Department of Speech and Hearing Sciences, Albuquerque, New Mexico	2013-
Acting Department Chairperson, The University of New Mexico, Department of Speech and Hearing Sciences, Albuquerque, New Mexico	2012
Associate Professor, The University of New Mexico, Department of Speech and Hearing Sciences, Albuquerque, New Mexico	2008-present
Adjunct Associate Professor, New Mexico State University, Special Education/Communication Disorders, Las Cruces, New Mexico	2009-2011
Assistant Professor, The University of New Mexico, Department of Speech and Hearing Sciences, Albuquerque, New Mexico	1999-2008
Doctoral Student/Candidate, Speech Pathology, The University of Washington, Seattle, Washington	1994-1999
Director of Clinical Services and Clinical Supervisor, The University of New Mexico, Department of Communicative Disorders, Albuquerque, New Mexico	1992-1994
Speech-language pathologist, Cooperative Educational Services, Inc., Albuquerque, New Mexico	1990-1992
Speech-language pathologist, St. Joseph Rehabilitation Hospital and Outpatient Center Albuquerque, New Mexico	1988-1990
Adjunct Lecturer, The University of New Mexico, Department of Communicative Disorders, Albuquerque, New Mexico	1991
Speech-language pathologist, Cooperative Educational Services, Inc., Albuquerque, New Mexico	1987- 1988
Speech-language pathologist, Educational Assessment Systems, Inc., Albuquerque, New Mexico	1986

## RESEARCH

### **PUBLICATIONS**

Rodriguez, B. L. & Guiberson, M. (under review). The phonological awareness skills of bilingual, Spanish, and English-speaking preschoolers.

Guiberson, M., & Rodriguez, B. L. (under review). Rasch analysis of a Spanish language screening parent survey.

Guiberson, M. & Rodriguez, B. L. (accepted for publication). Classification accuracy of nonword repetition when used with Spanish-speaking preschool age children. To appear in *Language Speech and Hearing Services in the Schools*.

Patterson, J., Rodriguez, B. L., & Dale, P. (in press). Responses to graduated prompting on dynamic language tasks among typically developing Latino/Hispanic children with bilingual experience. To appear in *American Journal of Speech-Language Pathology*.

Guiberson, M. & Rodriguez, B. L. (accepted for publication). False belief understanding in language impaired and typical Spanish-speaking preschoolers from lower income backgrounds. *Early Education and Development*.

Hammer Scheffner, C., Komaroff, E., Rodriguez, B. L., Lopez, L. M., Scarpino, S. E., & Goldstein, B. A. (2012). Predicting Spanish-English bilingual children's language abilities. *Journal of Speech Language Hearing Research*, 55, 1251-1264.

Rodriguez, B. L. (November, 2011). A clash of cultural assumptions. *ASHA Leader*. November 2011, 10.

Hammer Scheffner, C., & Rodríguez, B. (2011). Bilingual language acquisition and the child socialization process. In Goldstein, B. (Ed.). *Bilingual language development and disorders in Spanish-English speakers* 2<sup>nd</sup> edition (pp. 21-50). Baltimore, MD: Paul H. Brookes.

Rodriguez, B. L., & Guiberson, M. (2011). Using a teacher rating scale of language and literacy skills with preschool children of English-speaking, Spanish-speaking, and bilingual backgrounds. *Early Childhood Education Journal*, 39, 303-311. DOI 10.1007/s10643-011-0474-9

Guiberson, M., Rodriguez, B. L., & Dale, P. S. (2011). Classification accuracy of brief parent report measures of language development in Spanish-speaking toddlers. *Language Speech and Hearing Services in Schools*, 42, 536-549.

Hammer Scheffner, C., Lawrence, F. R., Rodriguez, B., & Davison, M. (2011). Changes in language usage of Puerto Rican mothers to their children: Do gender and age of exposure to English matter? *Applied Psycholinguistics*, 32, 275-297.

Guiberson, M. & Rodriguez, B. L., (2010). Measurement properties and classification accuracy of two Spanish parent surveys of language development for preschool age children. *American Journal of Speech-Language Pathology*, 19, 225-237.

Hammer Scheffner, C., & Rodríguez, B. L. (2010). Individual Differences in Bilingual Children's Language Competencies: The Case for Spanish and English. In A. Weiss (Ed.), *Perspectives on individual differences affecting therapeutic change in communication disorders* (pp. 57-79). New York, NY: Taylor & Francis/Psychology Press.

## GRANTS

8/13-7/17      Culturally and linguistically appropriate speech-language services for all language learners in NM (CLASS for ALL-NM)  
\$1.2 million  
U.S. Department of Education, Office of Special Education Programs  
Co-Project Directors: Dr. Deborah Rhein, Associate Professor, New Mexico State University; Dr. Barbara Rodriguez, Associate Professor, University of New Mexico.

10/05-6/10    Assessing Bilingual Phonological Development in Young Children  
\$484,044  
NIH/Child Development and Behavior Branch  
Consortium with The Pennsylvania State University  
Lead UNM Investigator: Barbara L. Rodríguez, Ph.D.  
Principal Investigator: Carol Scheffner Hammer, Ph.D.

8/04-8/05     Exploring Hispanics mothers' beliefs about early literacy  
\$5,000  
American Speech Language and Hearing Association  
Advancing Academic-Research Careers (AARC)

9/04-5/05     Parent Beliefs about Children's Literacy and Education  
\$4,000  
The Pennsylvania State University, Children, Youth,  
and Families Consortium  
Principal Investigator: Carol Scheffner Hammer, Ph.D.  
Co-Principal Investigator: Barbara L. Rodríguez, Ph.D.

R2/03-5/06    Bilingual Preschoolers: Precursors to Literacy  
\$227,100  
NIH/NICHD/Penn State University  
Lead Investigator – Minority supplement: Barbara L. Rodríguez  
Principal Investigator: Carol Scheffner Hammer, Ph.D.

11/02          Puerto Rican Mothers' Beliefs  
\$1,752  
The Pennsylvania State University, Center for Human  
Development Family Research in Diverse Contexts



Principal Investigator: Carol Scheffner Hammer, Ph.D.  
Co-Principal Investigator: Barbara L. Rodríguez, Ph.D.

**TEACHING**

**UNIVERSITY OF NEW MEXICO**

Academic Years 2009-2013

Fall -- SHS 506- Reading and Writing in Research

Spring -- SHS 459- Preclinical Training

SHS 458- Multicultural Considerations in Communication Disorders

Summer -- SHS 539 – Bilingual language acquisition: Clinical implications

# UNM Speech and Hearing Sciences Graduate Student Handbook

Fall 2013

Department of Speech & Hearing Sciences  
MSC01-1195  
1700 Lomas NE, Suite 1300  
The University of New Mexico  
Albuquerque, NM 87131  
<http://shs.unm.edu>

**UNM Department of Speech and Hearing Sciences  
Graduate Handbook  
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## **I. Introduction**

Welcome to the Department of Speech and Hearing Sciences (SHS). This handbook has been written as a reference for SHS graduate students. It contains information about SHS policies and procedures that are most often needed by graduate students but it is not an exhaustive collection of all UNM policies that pertain to graduate students. All students should also become thoroughly familiar with the SHS Clinic Handbook, the current UNM Catalog (especially the Graduate Program and SHS sections), the UNM Pathfinder Student Handbook, and the ASHA Certification and Membership Handbook. The UNM website, [www.unm.edu](http://www.unm.edu), can lead you to many sources of information, including our department's own website (<http://shs.unm.edu/>).

Your Graduate Program Advisor and the Director of Clinical Services are ready and willing to answer any questions you may have about your academic and clinical program or about your future career. UNM also offers an excellent array of student support services, most of which are listed in the Pathfinder. Please let us help you to have a productive and positive graduate experience.

## **II. History**

In 1947 the Division of Speech was established within the Department of English at UNM, and Fred M. Christ, Sr. was hired to develop a program for “detecting deficits in pronunciation and the use of the voice.” In 1949 the division became the Department of Speech and by 1953 students choosing to emphasize speech correction were offered nine courses, all taught by Dr. Christ. The audiology program had its beginnings in 1963, when an audiologist at the Lovelace clinic was hired to teach a course in audiology and a sound-treated booth and audiology equipment were purchased. By 1966, master's degree programs in both audiology and speech pathology were offered by the Division of Speech Pathology and Audiology within the Department of Speech, and the faculty had grown to four professors and three supervisors. The Department of Communicative Disorders was finally established in 1972, with Lloyd Lamb as the first chairperson. Our initial ASHA accreditation in speech pathology was awarded in 1972 and the audiology program became accredited in 1976. The department resided in a small house at 1801 Roma on the main campus until 1980, when we moved to “temporary” buildings at 901 Vassar NE. Our name was changed to the Department of Speech and Hearing Sciences in 1998. In Fall 2004 the department moved to our new, permanent location, 1700 Lomas NE.

Over the past 50 years many dedicated faculty, staff, and students have helped to make this department a productive and respected contributor to the fields of audiology and speech-language pathology. We are proud to have you join us!

### **III. Organization of the Department**

#### Department of Speech and Hearing Sciences Mission Statement

The mission of the Department of Speech and Hearing Sciences at the University of New Mexico is to support the missions of the University and the College of Arts and Sciences by:

- creating and disseminating basic science, assessment, and intervention knowledge about communication sciences and disorders within our own academic discipline, and in collaboration with related disciplines
- providing quality educational experiences in both academic and clinical contexts to prepare students to become effective professionals in speech-language pathology and related professions
- providing excellence in clinical service (a) through the University of New Mexico Speech-Language Clinic and affiliated professionals and agencies in the community; and (b) by providing continuing education and serving as a model for clinical services
- serving the unique needs of the state of New Mexico by increasing the participation of culturally diverse populations in our disciplines, preparing our students to be leaders in a multicultural and multilingual society, and collaborating with other disciplines to ensure our graduates are prepared to provide comprehensive and effective services

#### Organizational Structure

SHS offers an undergraduate major in speech and hearing sciences preparing students for graduate work in either audiology or speech-language pathology, and a graduate program leading to the Master of Science degree in speech-language pathology.

The chairperson of SHS, Dr. Barbara Rodriguez, reports directly to the Dean of Arts and Sciences. SHS is one of 24 departments in the College of Arts and Sciences. Our graduate program is administered through the Office of Graduate Studies.

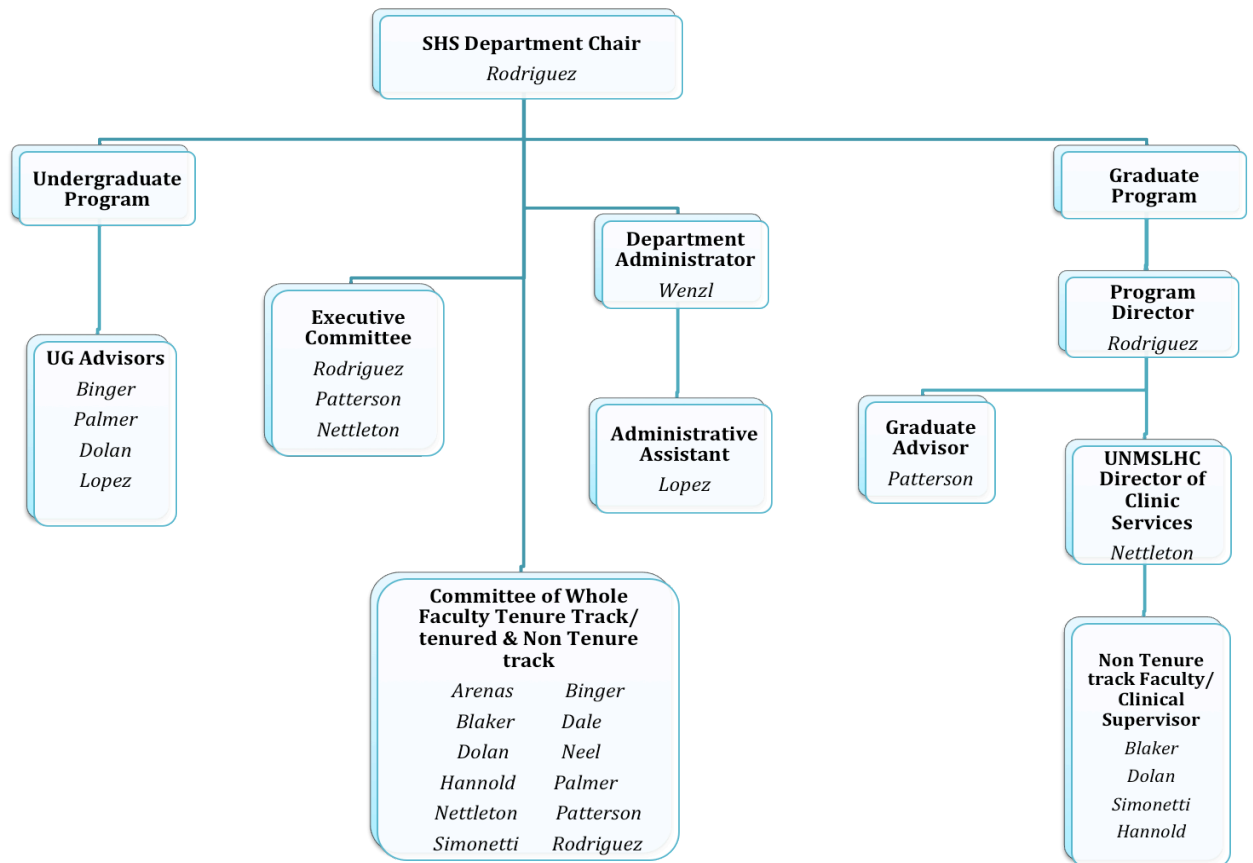
Within the department, administrative duties are overseen by the chairperson. The department administrator, Tracy Wenzl, is the office manager and SHS business officer. She is joined by our administrative assistant, Angelica Lopez, who is responsible for administrative matters pertaining to the graduate program, and by graduate assistants who are responsible for clinic records and receptionist duties.

The SHS academic faculty is responsible for academic functions of the department. They create the curriculum and teach most of the courses. Academic faculty (also known as “tenure-track” faculty) engage in on-going scholarship, usually in the form of research projects. These faculty members also serve on various department, university, and national committees, and may have other duties such as student advising.

The SHS clinical faculty is responsible for the clinical functions of the department. They create the clinical programs and supervise the clinical services delivered within the UNM Speech Language and Hearing Center. Clinical faculty also may teach undergraduate and graduate courses. These faculty members serve on various department committees and hold leadership roles in professional organizations.

The UNM Speech-Language-Hearing Center (UNMSLHC) provides evaluation and treatment of communication disorders to people of all ages in the community. Modest fees are charged for all services. The clinic is directed by Dr. Sandy Nettleton, who oversees clinic operations and the clinical education of graduate students.

Organizational Chart



Concerns and Complaints

We hope that students will be able to resolve most concerns by direct discussion with the involved parties. If a concern or dispute cannot be resolved in that manner, the chair of

the department and/or the clinic director should be consulted. Should additional steps be required, the UNM Pathfinder (<http://pathfinder.unm.edu/>) details both formal and informal grievance procedures.

For complaints regarding standards of accreditation and ethical practice, please discuss your concern with the department chair or the clinic director. If you continue to have concerns, you may consult the Council on Academic Accreditation (CAA) via the ASHA website at <http://professional.asha.org/academic/complaint.cfm>; or write to the Council care of ASHA at 2200 Research Blvd, Rockville, MD 20850-3289; or call the ASHA at 301-296-5700. Your request will be routed to the appropriate official. For concerns relating to state licensure and state regulation of clinical services, you may contact the New Mexico Speech-Language Pathology, Audiology, and Hearing Aid Dispensing Practices Board at 505-476-4654.

For concerns pertaining to ethical practice in research, you may contact the UNM Human Research Protections Office at 505-272-1129.

## Faculty and Staff Profiles

### FACULTY

#### **Rick Arenas, Ph.D., Assistant Professor**

Dr. Arenas is an Assistant Professor in the Department of Speech and Hearing Sciences at the University of New Mexico. He received a bachelor's degree in Speech and Hearing Science, a master's degree in Speech Pathology and Audiology and a Ph.D. in Speech and Hearing Science all from the University of Iowa. His primary research interest is in developmental stuttering. In particular, he is interested in the contextual variability of stuttering: Why is it that stuttering occurs consistently more frequently in particular contexts? His research aims to understand the biological mechanisms that underlie this variability and to learn how this develops over time. The overall goal is to translate research findings in to more effective treatments for stuttering in order to lessen the social and emotional impacts of the disorder.

#### **Recent Publications**

Arenas, R. & Zebrowski, Z. (2013, in press). The Effects of Autonomic Arousal on Speech Production in Adults Who Stutter: A Preliminary Study, *Speech, Language and Hearing*

McGregor, K, Licandro, U., Arenas, R., Eden, N., Stiles' D., Bean, A. & Walker, E. (2013, in press) Why Words are Hard for Adults with Developmental Language Impairment, *Journal of Speech, Language and Hearing Research*

McGregor, K., Rost, G., Arenas, R., Farris-Trimble, A. & Stiles, D. (2013, in press), Children with Autism Can Use Gaze in Support of Word Recognition and Learning, *Journal of Child Psychology and Psychiatry*



Arenas, R., Zebrowski, P., & Moon, J. (2012), Phonetically Governed Voicing Onset and Offset Behavior in Preschool Children Who Stutter, *Journal of Fluency Disorders*, 37,179-187

Zebrowski, P. & Arenas, R. (2011), The “Iowa Way” Revisited, *Journal of Fluency Disorders*, 36,144-157

### **Cathy Binger, Ph.D., CCC-SLP, Associate Professor**

Dr. Binger received her master’s degree from the University of Wyoming and her Ph.D. at Penn State University. She worked for a number of years as a speech-language pathologist before obtaining her Ph.D. Dr. Binger’s primary research interests are twofold: developing and evaluating effective approaches to support the expressive grammar development of children who use augmentative and alternative communication (AAC), and teaching key communication partners (such as parents and educators) how to support the language development of young children who require AAC.

### **Recent Publications**

**Binger, C.,** Ball, L., Dietz, A., Kent-Walsh, J., Lasker, J., Lund, S., McKelvey, M., & Quach, W. (2012). Personnel Roles in the AAC Assessment Process. *Augmentative and Alternative Communication*, 28, 278-288.

**Binger, C.,** Maguire-Marshall, M., & Kent-Walsh, J. (2011). Using aided AAC models, recasts, and contrastive targets to teach grammatical morphemes to children with developmental delays who use AAC. *Journal of Speech, Language, and Hearing Research*, 54, 160-176.

**Binger, C.,** Kent-Walsh, J., Ewing, C., & Taylor, S. (2010). Teaching educational assistants to facilitate the multi-symbol message productions of young students who require AAC. *American Journal of Speech-Language Pathology*, 19, 108-120.

Kent-Walsh, J., **Binger, C.,** & Hasham, Z. (2010). Effects of parent instruction on the symbolic communication of children using AAC during storybook reading. *American Journal of Speech-Language Pathology*, 19, 97-107.

Kent-Walsh, J., **Binger, C.,** & Malani, M. (2010; invited). Teaching partners to support the communication skills of young children who use AAC: Lessons from the ImPAACT Program. *Early Childhood Services*, 4 (3), 155-170.

### **Philip S. Dale, Ph.D., Professor**

Dr. Dale is Professor of Speech & Hearing Sciences at the University of New Mexico, and Visiting Professor at Kings College, London. He received a bachelor’s degree in mathematics from the University of Chicago, and master’s degrees in mathematics and communication sciences, and a Ph.D. in communication sciences from the University of Michigan. His research and teaching interests are in child language development and disorders. His recent research has focused on the assessment, causes and outcomes of

early individual differences in language development, including language delay; the relationship of language development to early literacy development; evaluation of intervention for communicative disorders, and cross-linguistic studies of language development. He is a collaborator on the Twins Early Development Study, a large, population-based study of genetic and environmental influences on development, based at Kings College, London. Dr. Dale is a Fellow of the American Speech-Language-Hearing Association, and of the Association for Psychological Science.

### **Recent Publications**

Rescorla, L., & Dale, P. S., Eds. (2013). *Late Talkers: From Research to Practice*. Brookes Publishing.

Dale, P. S., Harlaar, N., & Plomin, R. (2012). Nature and nurture in school-based second language achievement. *Language Learning: Supplement 2*, 62, 28-48.

Hayiou-Thomas, M. E., Dale, P. S., & Plomin, R. (2012). The etiology of variation in language skills changes with development: A longitudinal twin study of language from 2 to 12 years. *Developmental Science*, 15, 233-249.

Guiberson, M., Rodriguez, B. L., & Dale, P. S. (2011). Classification accuracy of brief parent report measures of language development in Spanish-speaking toddlers. *Language, Speech, and Hearing Services in Schools*, 42, 536-549.

Dale, P. S., Harlaar, N., Hayiou-Thomas, M. E., & Plomin, R. (2010). The etiology of diverse receptive language skills at 12 years. *Journal of Speech-Language-Hearing Research*, 53, 982-992.

Hayiou-Thomas, M. E., Harlaar, N., Dale, P. S., Bishop, D. V. M., & Plomin, R. (2010). Preschool language skills and reading at 7, 9, and 10 years: Etiology of the relationship. *Journal of Speech-Language Hearing Research*, 53, 311-332.

### **Amy T. Neel, Ph.D., CCC-SLP, Associate Professor**

Dr. Neel received her master's degree in speech-language pathology from the University of Oklahoma, spent ten years as a clinical speech-language pathologist, and received her Ph.D. in speech and hearing science and cognitive science from Indiana University in 1998. Her teaching interests include speech science, phonetics, anatomy, and motor speech disorders. Her research focuses on intelligibility in normal speech and in dysarthric speakers, including those with Parkinson disease and oculopharyngeal muscular dystrophy.

### **Recent Publications**

Neel, A.T., & Palmer, P.M. (2012). Is tongue strength an important influence on rate of articulation in diadochokinetic and reading tasks? *Journal of Speech, Language, and Hearing Research*, 55, 235-246.

Neel, A.T. (2009). Intelligibility of loud, amplified, and habitual speech in Parkinson Disease. *Journal of Speech-Language-Hearing Research, 52*, 1021-1033.

Neel, A.T., Palmer, P.M., & Gass, C.A. (2008). Can IOPI be used to measure tongue pressure for speech sounds? *Journal of Medical Speech-Language Pathology, 16*, 235-241.

Neel, A.T. (2008). Vowel space characteristics and vowel identification accuracy. *Journal of Speech Language-Hearing Research, 51*, 574-585.

### **Phyllis M. Palmer, Ph.D., CCC-SLP, Associate Professor**

Phyllis M. Palmer received her master's degree from Emerson College in Boston. She worked as a clinician in various medical settings for 10 years before returning to school for her Ph.D. from the University of Iowa. Her teaching has focused on the evaluation and treatment of voice and swallowing function. Dr. Palmer's research has focused primarily on oral, pharyngeal and laryngeal motor function as it relates to swallowing in healthy individuals and individuals with various disorders, particularly OPMD.

### **Recent Publications**

Palmer, P.M., Neel, A.T., Sprouls, G., & Morrison, L. (2010) Swallow characteristics in patients with oculopharyngeal muscular dystrophy. *Journal of Speech Language and Hearing Research, 53*, 1567-1578.

Palmer, P.M. (2010). Oculopharyngeal Muscular Dystrophy. In H.N. Jones & J.C. Rosenbek (Eds.), *Dysphagia in Rare Conditions: An Encyclopedia*. San Diego, CA: Plural Publishing.

Palmer, P.M., Jaffe, D.M., McCulloch, T.M., Finnegan, E.M., Van Daele, D.J. & Luschei, E.S. (2008). Quantitative contributions of the muscles of the tongue, floor of mouth, jaw and velum to intraoral pressure generation. *Journal of Speech Language and Hearing Research, 51*, 828-35.

Neel, A.T., Palmer, P.M., & Gass, C.A. (2008). Can IOPI be used to measure tongue pressure for speech sounds? *Journal of Medical Speech-Language Pathology, 16*(4), 235-241.

Neel, A.T., Palmer, P.M., Sprouls, G., & Morrison, L. (2006). Tongue Strength and Speech Intelligibility in Oculopharyngeal Muscular Dystrophy. *Journal of Medical Speech-Language Pathology, 14*(4), 273-277.

Palmer, P.M., McCulloch, T.M., Jaffe, D. & Neel, A.T. (2005). Effects of a sour bolus on the intramuscular electromyographic activity of muscles in the submental region. *Dysphagia, 20*(3), 210-217.

Van Daele, D.J., McCulloch, T.M., Palmer, P.M. & Langmore, S.E. (2005). Timing of glottic closure during swallowing: A combined electromyographic and endoscopic analysis. *Annals of OtolRhinolLaryngol*, 114(6), 478-87.

**Janet L. Patterson, Ph.D., CCC-SLP, Associate Professor**

Dr. Patterson has a bachelor's degree in Speech and Hearing Sciences from the University of California at Santa Barbara, a master's degree in Communicative Disorders from the University of New Mexico, and a doctoral degree in Educational Linguistics from the University of New Mexico. Her research, teaching, and clinical expertise are in child language development and disorders. Previous clinical experience includes providing assessment and intervention services to middle school students in Albuquerque Public Schools, participating in interdisciplinary team evaluations for infants, toddlers, and preschool children and their families, and supervising graduate students at the UNM Speech, Language and Hearing Center. Her major research focus is language development and assessment of young children from diverse linguistic and cultural backgrounds.

**Recent Publications**

Patterson, J. L., Rodríguez, B. L. & Dale, P. S. (2013). Response to dynamic language tasks among typically developing Latino preschool children with bilingual experience. *American Journal of Speech-Language Pathology*, 22, 103-112.

Patterson, J. L. (2012). Teacher perceptions of preschool children's communication in a bilingual setting. *Journal of Interactional Research in Communication Disorders*, 3(1), 71-90.

Patterson, J. L. & Pearson, B. Z. (2012). Bilingual lexical development, assessment, and intervention. In B. Goldstein (Ed.), *Bilingual Language Development and Disorders in Spanish-English Speakers*, 2<sup>nd</sup> edition (pp. 113-129) Baltimore, MD: Brookes.

Dale, P. and Patterson, J. (November 30, 2009). Early identification of language delay. In *Encyclopedia on Early Childhood Development*. <http://www.child-encyclopedia.com>.

Patterson, J. & Rodriguez, B. (2005). Designing assessments for multilingual children. In Ball, M.J. (Ed.). *Clinical sociolinguistics* (230 - 241). Maden, MA: Blackwell.

Patterson, J. & Pearson, B. (2004). Bilingual Lexical Development: Influences, Contexts, and Processes . In B. Goldstein (Ed.), *Bilingual Language Development and Disorders in Spanish-English Speakers*. (77 -104). Baltimore, MD: Brookes.

Patterson, J. (2004). Comparing bilingual and monolingual toddlers' expressive vocabulary size: Revisiting Rescorla and Achenbach (2002). *Journal of Speech, Language and Hearing Research*, 47, 1213 - 1215.

**Barbara Rodriguez, Ph.D., CCC-SLP, Associate Professor and Department Chairperson**

Barbara Rodriguez, Ph.D., is an Associate Professor and Department Chairperson in the Department of Speech and Hearing Sciences at the University of New Mexico (UNM). She received a B.A. in Communicative Disorders from UNM, an M.S. in Speech-Language Pathology from UNM, and a Ph.D. from the University of Washington in Speech-Language Pathology.

Dr. Rodriguez's research and teaching interests are in bilingual language acquisition. Her recent research has focused on language and literacy development in bilingual (English/Spanish), cultural and environmental influences on the language development of children from diverse backgrounds, and speech/language assessment and screening of bilingual children. She is a collaborator on the Bilingual Phonology Assessment (BiPA) project, a study designed to develop a phonological assessment tool for bilingual (English/Spanish) children from Mexican, Puerto Rican, and Cuban backgrounds. Dr. Rodriguez teaches both undergraduate and graduate courses in the department. Her courses include: Reading and Writing in Research (SHS 506), Preclinical Training (SHS 458), Multicultural Considerations in Communication (SHS 459), and Bilingual Language Acquisition: Clinical Implications (SHS 539).

She recently was awarded the 2010 ASHA Certificate for Special Contributions in Multicultural Affairs and the 2010 NMSHA Fellowship of the Association. Dr. Rodriguez is currently an Associate Editor for the American Journal of Speech-Language Pathology.

**Recent Publications**

Guiberson, M. & Rodriguez, B. L. (2013). Classification accuracy of nonword repetition when used with Spanish-speaking preschool age children. *Language Speech and Hearing Services in the Schools, 44*, 121-132,

Patterson, J., Rodriguez, B. L., & Dale, P. (2013). Responses to graduated prompting on dynamic language tasks among typically developing Latino/Hispanic children with bilingual experience. *American Journal of Speech-Language Pathology, 22*, 103-112.

Guiberson, M. & Rodriguez, B. L. (2013). False belief understanding in language impaired and typical Spanish speaking preschoolers from lower income backgrounds. *Early Education and Development, 24*, 517- 535.

Hammer Scheffner, C., Komaroff, E., Rodriguez, B. L., Lopez, L. M., Scarpino, S. E., & Goldstein, B. A. (2012). Predicting Spanish-English bilingual children's language abilities. *Journal of Speech Language Hearing Research, 55*, 1251-1264.

Hammer Scheffner, C., Lawrence, F. R., Rodriguez, B., & Davison, M. (2011). Changes in language usage of Puerto Rican mothers to their children: Do gender and age of exposure to English matter? *Applied Psycholinguistics, 32*, 275-297.

Guiberson, M. & Rodriguez, B. L., (2010). Measurement properties and classification accuracy of two Spanish parent surveys of language development for preschool age children. *American Journal of Speech Language Pathology*, 19, 225-237.

**Amy Wohlert, Ph.D., CCC-SLP, Professor, and Acting Director of the School of Public Administration**

Dr. Wohlert's teaching and clinical interests focus on acquired speech and language disorders resulting from neurological impairments in adults, including aphasia, dysarthria, and apraxia. Her research concerns the neurophysiology of oral movements and the effects of aging on speech production. She earned her bachelor's and master's degrees from the University of New Mexico (1978, 1980) and has practiced as a speech-language pathologist in school, hospital, and private practice settings. She received her doctoral degree from Northwestern University in 1989. Dr. Wohlert has served as the chair of ASHA's Council on Academic Accreditation (CAA). She is now the acting director of UNM's School of Public Administration.

**Recent publications**

Wohlert, A.B. (2004). Service delivery variables and outcomes of treatment for hypokinetic dysarthria in Parkinson disease. *Journal of Medical Speech-Language Pathology*, 12.

Wohlert, A.B. & Smith, A. (2002). Developmental change in variability of lip muscle activity during speech. *Journal of Speech, Language and Hearing Research*, 45, 1077-1087.

Wohlert, A.B. & Hammen, V.L. (2000). Lip muscle activity related to speech rate and loudness. *Journal of Speech, Language and Hearing Research*, 43, 1229-1239.

Wohlert, A.B. & Smith, A. (1998). Spatiotemporal stability of lip movements in older adult speakers. *Journal of Speech, Language and Hearing Research*, 41, 41-50.

**CLINICAL FACULTY**

**Katharine Blaker, M.S., CCC-SLP**

Ms. Blaker received her bachelor's degree in Anthropology and her master's degree in Communication Disorders, both from the University of New Mexico. As a clinical instructor her specialty areas include neurological disorders in adults, voice, fluency and accent modification. She served as a tutor/facilitator for the UNM Rural Health Interdisciplinary Program for more than 10 years which promoted problem-based learning through case studies. She serves on both a national and local board in support of stroke survivors and continues to pursue interests in refining the supervision process, expanding interdisciplinary frameworks and incorporating problem-based learning methods.

**Melinda Dolan, M.S., CCC-SLP**

Ms. Dolan received her bachelor's and master's degrees in Communicative Disorders from the University of New Mexico. She worked as a speech-language pathologist for 28 years in the Albuquerque Public School system, during which time she also frequently supervised Speech and Hearing Sciences (SHS) graduate students' practicum and internship experiences. In addition, she has served as an adjunct instructor for the UNM SHS Preclinical Training course and has presented in-service topics related to childhood language and literacy development to school staffs, preschool parent groups, and the Association of Christian Schools International. Her areas of professional interest include the interrelationship of language and literacy skills and the development of social communication skills.

**Cindy Hannold, M.S., CCC-SLP**

Cindy Hannold received both her Bachelor's and Master's degrees in Communicative Disorders from the University of New Mexico. She has 20 years of speech-language pathology experience with newborn through geriatric populations in medical, rehabilitation, outpatient and school-based settings. Although her experience touches on many age levels, she has always maintained her focus on serving both pediatric and Spanish/English speaking populations. She served as an off-site clinical instructor for graduate level students in medical, outpatient and school-based settings before coming to UNM. She has provided ongoing education for therapy staff, educators and parents regarding speech/language development, disorders and bilingual issues.

**Sandra Nettleton, Ph.D., CCC-SLP**

Dr. Nettleton received her bachelor's degree in Elementary Education and Communication Disorders from Fort Hays State University in Kansas. Her master's degree in Speech and Hearing Sciences was obtained from the University of Kansas. Dr. Nettleton worked for 10 years, primarily in school and university settings, prior to obtaining her Ph.D. in Communication Sciences and Disorders from Louisiana State University. She has worked for approximately 30 years as a speech-language pathologist, primarily in preschool, school and private practice settings, and has 10 years of administrative, school-based experience. Her areas of expertise include augmentative and alternative communication (AAC) in children and adults, assistive technology, literacy and child and adolescent phonology and language.

**Cynthia Simonetti, M.A., CCC-SLP**

Cynthia Simonetti received her Bachelor's and Master's degrees in Communicative Disorders from Northwestern University. She has over 23 years of experience as a speech-language pathologist practicing in hospitals, inpatient rehabilitation settings and outpatient rehabilitation clinics. The majority of her clinical experience is in working with adults with neurogenic cognitive, communication and swallowing disorders. Ms. Simonetti presented lectures on swallowing disorders and aspiration precautions, cognition and memory, and functional communication to hospital employees and support groups.

## **ADMINISTRATIVE STAFF**

### **Tracy Wenzl, Department Administrator**

Ms. Wenzl received her bachelor's degree in Psychology from New Mexico State University and her master's degree in Information Science and Learning Technologies from the University of Missouri. She has been with UNM since 2009, the department since May 2010 and provides administrative support for the department's operations, including fiscal and budgetary management and human resources administration. She also serves on the Staff Council as a Grade 12 representative and Council Speaker.

### **Angelica Lopez, Administrative Assistant**

Ms. Lopez received her bachelor's degree in Psychology from the University of New Mexico in 2012. She has been with the department since July 2012 and provides administrative support for the academic and clinical components of the department. She is a graduate student in the University of New Mexico's Counselor Education program.



## **IV. Graduate Program**

For most students, the master of science is a terminal degree in that they plan to enter the profession upon completing the degree. However, the master's program also prepares students for further graduate work as a Ph.D. student, especially if they elect to complete a thesis during their master's program.

### **MASTER OF SCIENCE DEGREE**

The Master of Science (MS) program in speech-language pathology at UNM is accredited by the Council on Academic Accreditation (CAA) in Audiology and Speech Language Pathology of the American Speech-Language-Hearing Association (ASHA), 2200 Research Blvd, Rockville, MD 20852, telephone 301-897-5700 or 800-498-2071. The program is designed so that students can complete all academic and clinical credentialing requirements of ASHA and of the New Mexico Speech- Language Pathology, Audiology, and Hearing Aid Dispensing Practices Board and New Mexico Public Education Department.

At the beginning of your graduate program, you will meet with your advisor to develop a program plan that includes all the courses you will take and their sequence. After that, you can meet with your advisor whenever you have questions about your program or wish to make changes. It is very important that you not make any changes without receiving approval from your advisor! Unapproved changes in courses, course sequence, grading option, etc., can cause significant problems such as delay of your graduation date by up to a year. While your advisor and all the other SHS faculty and staff members will do their best to help you complete the program, the ultimate responsibility for meeting all requirements rests with the student: You!

To help ascertain that you are completing all requirements and making good progress in completing the MS program and achieving certification, your progress is documented using in the UNM KASA. You are responsible for updating your KASA documentation every semester that you are in the graduate program. If you have questions about the KASA documentation, contact the graduate advisor for assistance.

All graduate requirements for the master's degree must be completed within seven years of your first enrollment in the graduate program.

A sample Program Plan and the Advising Requirements Matrix (ARM), which is used in developing your program plan, are included in the appendices.

#### Pre-requisite Coursework

The following courses (or their equivalents) are pre-requisites for our graduate program. Numbers in parentheses refer to the course number that graduate students or "non-degree" students may enroll in if they wish to earn graduate credit for the course.

SHS 303 English Phonetics  
 SHS 310(510) Anatomy and Physiology of Human Communication  
 SHS 321(541) Introduction to Audiology  
 SHS 330 Introduction to Communication Sciences  
 SHS 425 Aural Rehabilitation  
 SHS 428(528) Phonological Disorders in Children  
 SHS 430 Language Development  
 SHS 431 Language Disorders in Children  
 SHS 450 Neural Basis of Communication  
 SHS 458 Pre-clinical Training  
 SHS 459(559) Multicultural Considerations in Communicative Disorders

These courses or their equivalents must have been taken no more than six years prior to entering the graduate program and you must have earned a grade of B or better\*. Your advisor will help you to determine equivalencies between these courses and those from other universities.

You must also have completed the following courses with a grade of C or better:

- Three semester-credits in biology
- Three semester-credits in physical sciences
  
- Three semester-credits in behavioral and/or social sciences
- Three semester credits in statistics, including analysis of variance

If you have not completed all of these prerequisites, you must do so within the first three semesters of your graduate enrollment. The same minimum grade requirements apply.

Required Graduate Courses for the Speech-Language Pathology Concentration

A grade of B or better must be achieved in the required SHS graduate courses and electives. If you receive a grade lower than B, you will be required to repeat the course. If your grade point average falls below 3.0 (a B average), you will be placed on probation by the Office of Graduate Studies. Refer to the UNM catalog (Graduate Program section) for a review of the rules governing probation. The SHS Department will not permit grade replacement for graduate students and will not permit more than one re-take for graduate students.

Course	Credits
SHS 500 Clinical Practice (at least 4 enrollments, no more than 2 in summer)	12
SHS 506 Reading and Writing in Research	3
SHS 507 Adult Neurogenic Communicative Disorders	3
SHS 517 Dysphagia	3
SHS 525 Voice Disorders	3
SHS 531 Motor Speech Disorders and Stuttering	3
SHS 532 Augmentative and Alternative Communication	3

SHS 533 Assessing Language in Children	3
SHS 534 Intervention: Child Language Disorders	3
SHS 535 Medical Speech-Language Pathology	3
SHS 558 Clinical Internship	9
Two 500-level electives (see below)*	6
<b>TOTAL minimum required graduate credits</b>	<b>54</b>

Students who receive a “B-“ or lower in SHS 500 (clinical practice) must enroll in additional semesters of SHS 500 in order to meet the criterion of four enrollments with at least a grade of “B”. See additional information regarding counting clock hours for grades of below B- in SHS 500 in the Clinic Handbook. In addition, see section (3), “Consequences of inadequate performance” under “Clinical Practicum Privileges” in this manual.

### Clinical Practicum Credits

Students must complete all 25 observation hours before their first rotation of clinic. The documentation must be submitted at the first clinic orientation.

In order for a student to earn 3 credit hours in a clinic practicum, the student must be available to accrue a minimum of 40 clock hours during the semester. This is equivalent to the number of hours required for a 3– credit hour academic course. If the student earns fewer than 40 hours due to the student’s unavailability, he/she will receive a grade of incomplete (I) for the semester and will be required to make up the difference in hours during the following semester in order to remove the incomplete. This also may require that the student register for an additional clinic in a subsequent semester.

If the department is unable to provide a minimum of 40 clinical clock hours in a given semester, even though the student is available, a grade will be assigned. However, this situation may still result in the need to enroll in additional semesters of clinic. Although we make every effort to provide students with the clinic hours they need, we cannot guarantee the availability of every area at the precise time that a student desires that placement.

Note that 40 clinical clock hours is the minimum required to earn 3 credit hours of 500. However, in order to complete clinic requirements in 4 enrollments (prior to the internship), an average of approximately ~~70~~ 65 hours of client contact per semester is required.

Any student who will not be enrolling in SHS 500 for any semester must petition the clinic director for permission to do so by the 8th week of the previous semester (4th week in summer).

### Clinical Internship

During the final semester in the program, students complete an internship. The internship is a full time placement at an off-campus clinical site. Many internship sites are available in Albuquerque, but the internship may be arranged anywhere in the US, provided that appropriate supervision and a contract relationship are available. Duration of the internship is a minimum of 10 weeks with the student accruing clock hours to meet the 400 total clock hour ASHA requirements. The work schedule is determined by the student's internship site supervisor.

In order to arrange an internship, you will meet with the clinic director at least 6 months prior to your planned internship semester. You will complete a Student Practicum Plan and you will review a current list of available sites, as well as students' comments about their experience at various sites. Guidelines concerning paperwork, credentials, and expectations for the internship are available in the clinic handbook.

In order to begin your internship, you must have the following qualifications:

- Successful completion (grade B or better) of all academic coursework and all academic competencies on KASA at "meets standards"
- Completion of 25 observation hours
- Accrual of approximately 250 clinical clock hours (in addition to observation hours)
- Completion of all clock hour categories that cannot be addressed at the internship site
- Clear potential to complete any of those deficient categories during the internship semester
- All immunizations and trainings (OSHA, CPR) current
- All internship paperwork completed

SHS 558, the Internship class, is offered in the Spring only. It should be taken prior to or during the semester of your internship.

### **Departmental policy concerning paid placements**

Paid placements are not permitted prior to the full-time internship. Some paid full-time internships are permitted, if they are competitive positions that are part of established training programs that have funding specifically for the training experience. These policies have been established by the department to avoid a conflict of interest between the internship role and the employer-employee relationship.

### **Transfer and Non-Degree Credits**

You may be able to apply graduate coursework that you completed as a non-degree student or as a graduate student in another program to your SHS degree requirements.

You must have earned a grade of B or better in graduate courses for which transfer credit is requested. If you have taken graduate coursework at another institution, consult your advisor to see if any of that work can be accepted as transfer credit toward this degree.

### Thesis Credits

Students who decide to complete a thesis must complete all of the required courses listed above (except for electives: see below) and must also enroll for a minimum of 6 thesis credits (SHS 599). Thesis credits are taken on a Progress/No Progress basis. Once initiated, enrollment in 599 must be continuous (fall, spring, and summer semesters) until the completed thesis is accepted by the Office of Graduate Studies. The total required minimum graduate credits with thesis is 54. If you are interested in completing a thesis, contact the Graduate Advisor for the Thesis Guidelines document.

### Elective Courses

Elective courses may be chosen from offerings within SHS or in any other department of the university. If the elective is not offered within SHS, you must submit a petition requesting approval of the course. The course(s) you choose must be 500-level, 3-credits each, offered by UNM for a letter grade (credit/no credit grading option is not allowed), and must relate to your graduate studies in a reasonable way. It is your responsibility to select the course(s), submit the petition(s), and receive approval as early in your program as possible to prevent last minute difficulties. There is a petition form in the Appendix of this handbook, or you may get one from the main office.

The approved petition must be on file BEFORE you register for the course. However, if the course for which you received approval is cancelled or if scheduling conflicts prevent you from taking it when planned, you can select another course and submit a new petition as soon as possible (within the first few days of class). You may go ahead and attend your new choice while the petition is being reviewed, but you must be prepared for the possibility that the new course will not be approved. **No petitions will be approved after the second week of the semester.**

Evaluation: Graduate students' achievement of ASHA's academic and clinical standards is measured by summative and formative assessment. Summative assessment is the comprehensive evaluation of learning outcomes at the end of your educational preparation. The comprehensive examination and the PRAXIS examination are examples of summative assessment. Formative assessment is the ongoing measurement during your educational preparation for the purpose of improving student learning. Formative assessment evaluates critical thinking, decision-making, and problem-solving skills. Formative measures include both oral and written components as well as demonstrations of clinical proficiency. The mid-program graduate student review and the KASA form are formative assessments during the master's degree program.

## Mid-Program Graduate Student Review

**Purpose:** To assess students' progress, give and get feedback, and provide support and guidance.

**When:** The mid-program review will take place in February or August after a student has had at least one semester of clinical practicum. February mid-program reviews will be for students who complete their first semester of clinical practicum Fall semester. The August mid-program reviews will be for students who complete their first semester of clinical practicum in spring or summer.

**What:** The mid-program review is designed to help students in several ways. First, the review will integrate current evaluation procedures (KASA and Clinical Evaluations) to review students' progress in the graduate program. Second, the Graduate Student Advisor and Clinic Director will meet with the student to assess and discuss the student's academic and clinical accomplishments, provide and receive feedback, offer support and guidance, and address needs. Finally, the mid-program review will help the Graduate Student Advisor, Clinic Director, and graduate student plan opportunities to enhance the student's academic/clinical experiences and/or to identify strategies to improve a student's academic and/or clinical skills.

**How:** Prior to the mid-program review meeting, the Graduate Student Advisor and Clinic Director will gather input from the academic and clinical faculty. Students are required to complete a self-evaluation and feedback form before the scheduled meeting. Students are encouraged to ask questions, seek feedback, and comment upon faculty feedback. For each student, course performance, clinical activities, and overall progress are discussed with an eye toward providing recommendations for the next year. Written summaries of the mid-program review are provided to each student and placed in their student files.

## Comprehensive Examination

### **Policy**

Speech-language pathology graduate students who select the non-thesis option are required to pass a comprehensive examination. The comprehensive examination ("comps") will be offered once a year. This policy outlines the procedure for administering the examination by the faculty members in the Department of Speech and Hearing Sciences.

### **Candidacy**

Comps will be offered during or just prior to the spring semester of the graduate student's 2<sup>nd</sup> year. The exact date will be determined by the faculty and shared with the student by the graduate advisor or comps chair **no later** than November 1 of the first academic semester.

The decision to take the examination should be made by the graduate advisor and the student. That is, some students may not be eligible during their second year and may take comps in a later year.

At the beginning of each Fall semester, the graduate advisor will provide a list of names and UNM email addresses of all students eligible to take the comprehensive exam in the upcoming Spring semester to the administrative assistant and the comps chair.

**Note:** Only OFFICIAL UNM email addresses will be used for any email correspondence pertaining to comps. Students are responsible for providing the graduate advisor with their official UNM email address ([x@unm.edu](mailto:x@unm.edu)) and for checking their UNM email accounts.

### **Exam Day Procedures**

On exam day, testing will be broken up into one session in the morning and one session in the afternoon (exact times to be determined by the faculty). Students will receive three questions in the morning session and will be required to select and answer two of those questions. The same procedures will be used in the afternoon session. One flash drive will be provided for each student (in the exam room) for saving their responses.

### **Place of Exam**

The comps chair will arrange a space where computers can be made available to students to take the comprehensive examination.

### **Student Notification of Exam**

The eligible students will be notified of the date, time, and place of examination. They will also be given a pool of sample questions.

### **Types of Exam Questions**

Any material that has been covered during the course of the undergraduate and graduate programs may be included in the comprehensive exam questions. As the experience is comprehensive and integrative, a single comps question may require students to extract and integrate material from various courses. To further insure that the process will support the integration of academic and clinical material, questions are developed jointly by clinical and academic faculty.

### **Creation of Comps Questions**

Questions will be created and graded by teams of research and clinical faculty members. The comps chair will review all questions to ensure their clarity and appropriateness.

### **Examination proctoring**

The comps chair will proctor or arrange for proctoring of the examination. Food and drinks may not be consumed within UNM computer labs (with the exception of water bottles). However, students may bring lunch, etc., and place the items in the computer room away from their desks. Students may use blank paper and a pen/pencil during the

exam. Students are encouraged to bring/use ear plugs to minimize distractions.

Students are not permitted to change answers to previous questions (i.e., questions completed in the morning session) later on in the day (i.e., during the afternoon session). The comps chair will collect the printed answers, in addition to any other written materials (printout of comps question, scrap paper), at the end of the morning and afternoon session. Flash drives will be collected at the end of each session.

### **Grading the Responses**

The comps chair will distribute all answers to the appropriate faculty members (clinical and research faculty). For each question, first readers will return exams to the comps chair within three working days. Any answers that receive a failing grade from the first grader must be reviewed by a second grader. The second grader has two working days to return grades to the comps chair. The final grade will be a FAIL if both readers agree that the answer was not satisfactory. If the first and second reader disagree, then both readers will confer with the comps chair to reach a mutually agreed upon determination of the final grade. Grades will be assigned as either (a) high pass, (b) pass, or (c) fail.

### **Determination of distinction**

Distinction is awarded by the Office of Graduate Studies (OGS) to students who have shown an integrated, applied, and distributed understanding of more than one aspect of the field of speech pathology as measured during this capstone experience of the comprehensive exam. The SHS Department will notify OGS if a student meets the Department's criteria for Distinction. Distinction will be awarded if a student receives a HIGH PASS on 2 or more comprehensive exam questions **and** does not fail nor require rewrite of any comprehensive exam question. Distinction is not offered during rewrites or retakes.

### **Reporting the results to the students**

Results will be returned to the students one week after the original exam date. Students will receive results of the comprehensive exam via email. The outcome of the examination can be:

- 1) Passed all questions – each question is rated as high pass or pass,
- 2) Passed two or three questions (rewrite two weeks after original exam date),
- 3) Passed one question or no questions (retake the examination).

The results of the examination will be reported by the comps chair to the graduate advisor, graduate administrative assistant, and the students one week following the examination date.

### **Rewrites**



Students who fail one or two questions will be notified via email of the exam results. If a student is required to rewrite (an) exam question(s), the student will be provided with the following information when the exam results are sent out:

- a copy of the exam question, and
- brief feedback from the graders re: the areas of concern.

Rewrites will be conducted in a similar manner to the original testing (see above). Date and time of rewrites will be determined by the faculty.

### **Retaking the examination**

Students who fail three or four questions on the initial examination or who fail any questions on a rewrite must retake the exam. The comprehensive exam is scheduled once yearly. The student must be enrolled for and complete a minimum of 3 graduate credits (500 level) during the semester in which the exam is taken. The student **MUST** retake the exam within one year; this is a policy of the Office of Graduate Studies (OGS) and cannot be changed. Students that fail to comply with this policy will not be eligible for the graduate degree. Students may refer to the OGS section of the UNM Catalog for specifics regarding this policy.

Retaking comprehensive exams may require students to adjust their graduation date. The OGS policy indicates that graduate students must be enrolled for a minimum of 3 500 level credits during the semester that they graduate.

### **Appeal process**

Students may submit a written petition to the chair of the comprehensive examination committee to take the exam at an earlier time. When this is granted, date and time of the retake will be determined by the faculty. Appeals are considered on an individual basis.

### **The Master's Thesis**

A thesis is an excellent experience for students who wish to gain a thorough introduction to the research process. Students who are interested in pursuing a thesis are encouraged to contact faculty members. Because a thesis requires a substantial commitment of time and effort from both the student and the faculty member who is the thesis advisor, it is ultimately the faculty member who determines whether to accept a student for thesis work and the nature of the thesis project. Students may request an electronic copy of the Master's Thesis Guidelines document from their Graduate Advisor.

Uncertainties surround every research project. These uncertainties include the validity of the concept and experimental design, availability of research participants, and the quality of the data collected. Some difficulties and delays cannot be foreseen but others can be avoided by careful planning. In addition to the rules and deadlines established by the UNM graduate school, SHS requires thesis students and their committees to adhere to the following guidelines:

- 1) The student must complete SHS 506 before enrolling for thesis credits.
- 2) The composition of the thesis committee must be submitted in writing and approved by the department chair by the first week of the semester, two semesters prior to the student's semester of expected graduation. For example, a student graduating at the end of summer semester would need to have the committee approved by the first week of the preceding fall semester. All members of the committee must have graduate faculty standing at UNM.
- 3) The thesis proposal must be approved by the last week of the semester, two semesters prior to the semester of expected graduation. For example, a student graduating at the end of summer semester would need to have the proposal approved by the last week of fall semester. All members of the committee must sign a document attesting that they approve the proposed project, and a copy of that signature sheet and the proposal must be submitted to the office to be kept in the student's file. The proposal must be submitted to the committee members at least two weeks prior to the proposal meeting.
- 4) All research involving human or animal participants must receive approval from the appropriate institutional review board (IRB) before any data are collected. There can be **no exceptions** to this rule. Copies of all IRB applications and approval sheets must be submitted to the department chair and kept on file in the department office.
- 5) The completed thesis must be submitted to the committee members at least two weeks prior to the defense meeting. The thesis defense should be scheduled no later than April 1 for students graduating in the spring, July 1 for students graduating in the summer, and November 1 for students graduating in the fall. This allows time for corrections and department processing before the final copy is accepted and deposited in the Office of Graduate Studies on the 15th of those months.
- 6) Successful defense of the thesis replaces the departmental comprehensive examination as a graduation requirement.

#### The National Examination

The NTE Praxis examination is required for ASHA certification and for state licensure. We strongly encourage all students to take the NTE exam before graduation and near the time that they take the comprehensive exam, or prior to the thesis defense. Information regarding preparation and registration for the exam is available in the main office or online at [www.ets.org/praxis](http://www.ets.org/praxis). Whether the exam is taken while still a student or after graduation, all students are expected to have official NTE scores reported to the department. Currently, our reporting code number is 0187. Please confirm this with the main office so you enter the correct reporting code when you register for the exam.

#### Standards of Behavior

Honest and ethical conduct is a cornerstone of the academic and professional missions of this department. Students are expected to hold themselves to the highest standards of conduct and report any instances of dishonest or unethical behavior of which they have knowledge. If students have any questions about what constitutes dishonest or unethical behavior, it is their responsibility to ask faculty or professional staff members for clarification. Please refer to the ASHA Code of Ethics at <http://www.asha.org/policy/ET2010-00309/>. The UNM Student Code of Conduct is published in the UNM Pathfinder, which can be accessed at [pathfinder.unm.edu](http://pathfinder.unm.edu). Academic dishonesty may result in a reduced or failing grade for the work in question or the entire course, and the University may take disciplinary action, including dismissal. Plagiarism is a serious form of academic dishonesty.

### Accommodation of Differences and Disabilities

The Department of Speech and Hearing Sciences adheres to the UNM Equal Education Policy, which states:

*The University of New Mexico is committed to providing equal educational opportunity and forbids unlawful discrimination on the basis of race, color, religion, national origin, physical or mental disability, age, sex, sexual preference, ancestry, or medical condition. Equal educational opportunity includes: admission, recruitment, extracurricular programs and activities, housing, health and insurance services, and athletics. In keeping with this policy of equal educational opportunity, the university is committed to creating and maintaining an atmosphere free from all forms of harassment.*

We also adhere to the UNM Reasonable Accommodation Policy, which states:

*The University makes reasonable accommodation to the religious observances /national origin practices of a student, an employee or prospective employee, and to the known physical or mental limitations of a qualified student, employee, applicant, or program user with a disability, unless such accommodations have the end result of fundamentally altering a program or service or placing an undue hardship on the operations of the university. Qualified students, employees, or program users with disabilities should contact the Office of Equal Opportunity or Student Support Services for information regarding accommodations. The University of New Mexico is committed to the recognition and proactive pursuit of compliance with the Americans with Disabilities Act of 1990 (ADA).*

Student participation in clinical practicum is governed by additional considerations, and must be considered a privilege rather than a right. Clinical practicum participation is different in many ways from class and laboratory assignments. It involves the welfare of the clients as well as the educational needs of graduate students. We are ethically bound to protect the welfare of the clients in our clinics, so special policies apply to these educational opportunities. Admission to graduate study in the Department of Speech and

Hearing Sciences at UNM **does not** guarantee participation in clinical practicum. The requirements described below, under “Clinical Practicum Privileges” must be met.

### Clinical Practicum Privileges

#### 1) Clinician’s speech and language skills

Because it is necessary for clinicians to model communicative behaviors that they are trying to help their clients to develop, all potential participants in clinical practicum must demonstrate speech production and language skills and knowledge at the level necessary to provide appropriate clinical services for any client assigned to them. Assignments are based on the student’s level of clinical experience and the student’s completion of relevant coursework. One of the goals of clinical education is to provide students with a wide range of practicum assignments, so students cannot stipulate that clients be selected to accommodate the student’s preferences or limitations.

The most common language of instruction and clinical service in this department is English, so all students must have adequate speech and language skills to provide clinical service in English.

Students may also participate in service provision in languages other than English, with appropriate support.

Inadequate prerequisite knowledge or skills, as judged by the clinical supervisor in consultation with the clinic director and the student’s graduate advisor, will result in a delay in clinical participation until adequate performance can be demonstrated.

#### 2) Evaluation of clinical practicum performance and progress

At least once each semester, speech-language pathology clinical faculty review the work of every student enrolled in clinical practicum. Students may be told that their work qualifies them to (1) continue in practicum with added responsibilities, (2) continue in practicum with the same responsibilities, (3) continue in practicum with reduced responsibilities, or (4) discontinue participation in practicum. Decisions concerning continuation in clinical practicum include evaluation of the progress of the student clinician in moving toward being able to function independently without requiring extraordinary support by members of the faculty and the professional staff. Graduate students are informed of the results of these evaluations. If necessary to protect the welfare of clients or ensure the quality of service provision, the clinical faculty member (after consultation with the clinic director) may decide to discontinue or reduce a student’s participation in practicum at any point during the semester.

If a graduate student's work in clinic is at or above the minimum level expected in practicum for graduate students in that clinic at that level of experience (as reflected in earning an overall grade of B or above), then the graduate student is allowed to continue in practicum and may be given added responsibility for working with clients.

### 3) Consequences of inadequate performance

If a graduate student's work in clinic is below the minimum level expected for graduate students in that practicum at that level of experience (as reflected by earning an overall grade below B or by behavior in conflict with policies in the clinic manual or the ASHA Code of Ethics), the graduate student is counseled by his/her relevant clinical faculty member and/or the clinic director. This counseling informs the graduate student that his/her privileges of participating in that clinical practicum are suspended or are at risk of being suspended, and the reasons are explained to the graduate student. The graduate student participates in devising a clinic practicum remediation plan with specific written objectives for rectifying the problem, along with a deadline by which the objectives must be accomplished.

A graduate student who has not met the objectives by the specified deadline will not be allowed to participate in any further clinical practicum until he/she can demonstrate that previous problems that prevented adequate performance have been resolved. The burden of proof rests on the graduate student.

If a graduate student is not able to perform adequately in a reasonable period of time and with a reasonable amount of aid from the faculty, then the graduate student may be informed by the clinic director (following consultation with the student's graduate advisor and the department chairperson) that practicum privileges have been terminated. Because practicum is an integral part of this master's program, final termination of practicum privileges also means termination from the master's program in speech-language pathology. (Reasonable refers to expectations based on experiences with other students in similar assignments.)

### 4) Absence from practicum

Because consistent provision of services is deemed necessary to client/patient welfare, frequent absences from practicum, whatever the cause, are just grounds for discontinuing clinical practicum. When the graduate student can demonstrate that the cause for such absences no longer exists and that there are no other barriers to successful participation, then readmission to practicum will be granted on a trial basis at a time considered to be appropriate by the clinic director.

## **Ph.D. PROGRAMS**

Although the SHS department does not offer a Ph.D. program in Speech & Hearing Sciences, the Linguistics Department and SHS collaborate to offer a Ph.D. in Linguistics with a concentration in Speech and Hearing Sciences ([www.unm.edu/~linguist](http://www.unm.edu/~linguist)). Another program, a Ph.D. program in the College of Education, offers a Ph.D. in Language Literacy and Sociocultural Studies Department with a concentration in Educational Linguistics ([www.unm.edu/~edling](http://www.unm.edu/~edling)). Students interested in pursuing a Ph.D. should talk with the graduate advisor to learn about these and other options and resources.

## **V. Computer Use and E-mail Communication**

The department maintains several computers that are exclusively dedicated to student use located in #1307. You are encouraged to use these computers for clinical and academic assignments.

Please do not store your work on the computer. This would be a serious breach of confidentiality for clinic reports and a violation of your own privacy for other work. Always save your work to an external storage device (e.g., a USB “thumb” drive/memory stick) and delete any files you may have created on the hard drive. The hard drive will be cleaned of student files regularly, so you run the risk of losing any files you have not saved externally.

If you are having any problems with the computer or with a program you are running, please ask someone in the main office for help. It is better to get help right away than create frustration for yourself and possible damage to the system.

Computer viruses are a constant threat. Here are the basic guidelines for safe use of departmental computers (you should also be sure to have antivirus software, regularly updated, on your own computer):

- Do not install or download ANY files or programs to the hard drive. If you must download something from the internet, save it directly to your own external storage medium (CD, USB memory stick, etc.)
- Never open an e-mail attachment if you are not sure of its contents. Delete it without opening it.
- In fact, never open an e-mail if you don't know who sent it or why. Delete it without opening it.

Your UNM e-mail address will be used for all official departmental and university e-mail communication. Therefore, it is essential that you set up a UNM e-mail account if you have not done so already, and you should check your e-mail regularly, preferably daily, during the week. You may choose to have your mail from your UNM account automatically forwarded to another personal account that you use at home. The front office personnel can direct you to instructions on setting up your UNM Net ID and e-mail account, and can tell you where to find instructions on automatic forwarding. Although forwarding your UNM e-mail to your personal account is possible, the drawback is that you will need to enter the address of the sender, rather than using the “reply to” function when responding to forwarded e-mail messages.

## **VI. Student Records Retention Policy**

SHS graduate student academic and clinic records, including summaries of semester clock hours will be stored in the department office for five years after a student graduates or stops attending. After five years, all records will be sent to Records Management for storage and eventual destruction. Please be advised that requests to retrieve records from

Records Management may take up to two weeks to fulfill. As such, you will want to make sure that when you leave the SHS Department you have copies of all documentation that you may need in the future.

## **VII. Graduate Student Funding**

Additional information about scholarships and other means of support can be obtained from the UNM Scholarship Office, Mesa Vista Hall Room 3019, 277-6090 or from the UNM Student Financial Aid Office, Mesa Vista Hall Room 1030, 277-2041.

If you wish to be considered for funding opportunities available through the UNM SHS Department, you must complete the UNM SHS Department application form and submit it to the main office. Forms are available from the front office. Applications for financial aid are due February 1. It is also a good idea to file a FAFSA in order to be considered for certain need-based scholarships offered at UNM.

SHS students may find employment as an Apprentice in Speech-Language (ASL) in local public schools (see section VII). Application for ASL positions should be made directly to the school system. Students may also find employment as tutors for undergraduate courses through the UNM CAPS program (see Pathfinder).

### Appointments Administered Through SHS

#### Graduate Assistantships

Each year, the university allocates a sum of money to the department for graduate assistantship (GA) appointments. SHS normally distributes these as quarter-time positions in spring and fall semesters, requiring 10 hours of work per week. The stipend level is established by the College of Arts & Sciences. In addition to a monthly stipend, assistants receive 6 hours of tuition (and pay resident rates for remaining hours) and health insurance coverage. Students are appointed for a single semester though appointments may be renewed. GAs are selected by the faculty members who will supervise them, and their duties are determined by that supervisor.

Individual Faculty Research and Training Grants Faculty in the department may receive research or training grants from a variety of funding sources. The faculty member who has received the grant is responsible for recruiting and hiring students to participate in the grant. The duties, stipends and benefits can vary but normally are similar to GA positions.

#### The Josephine Chen Scholarship

This scholarship is awarded to a student who shows abilities and interest in working with diverse/multilingual populations. The amount of the scholarship depends on donor funding.

#### The Fred M. Chreist, Sr. Scholarship

This scholarship is awarded based on academic ability. The amount of the scholarship depends on donor funding.

#### The Richard Hood Scholarship

Originally directed to the support of students in audiology, this scholarship is now used to support one or more outstanding SHS graduate students in speech-language pathology or audiology. The amount and number of scholarships depends on donor funding.

#### The Bruce Porch Scholarship

This scholarship is usually directed to a graduate student with a special interest in neurological disorders or reading problems. The recipient is selected in consultation with Dr. Porch. The amount of the scholarship depends on donor funding.

#### Work Study

Both graduate and undergraduate students are eligible. Awarded on need and meeting job criteria. Must establish eligibility through Office of Student Financial Aid in Mesa Vista Hall (505) 277-2041.

#### Allied Health Loan-For-Service

This program refunds educational loans for students who agree to work in various (usually rural) sites throughout New Mexico following graduation. Must be a resident of New Mexico to apply. Contact the NM Higher Education Department, 1068 Cerrillos Road, Santa Fe, NM 87505-1650, <http://www.hed.state.nm.us/> for an application and information.

#### Appointments Administered Through the Office of Graduate Studies

##### Graduate Fellowship

These awards of \$7200 per year are intended to support students from groups traditionally underrepresented in graduate education.

##### New Mexico Graduate Scholars Award

Awarded based on academic merit, these scholarships cover tuition and fees for fall and spring semester for New Mexico residents.

#### Performance Guidelines for Graduate Assistants

Graduate Assistants are selected by SHS faculty and staff based on their skills and suitability for the tasks that need to be performed. Each appointment is made for a single semester. The position may continue for more than one semester if the supervising faculty or staff member so wishes and funding is available. Assistantships are usually limited to no more than four semesters, are not normally available in the summer, and cannot be held by students during their internship semester.

Most assistantships require 10 hours of work per week on a time schedule that is acceptable to the supervisor. Assistants are required to work beginning one week before the first day of classes for each semester and continuing through the last day of finals week. Assistantships include 6 credit hours of tuition and optional health insurance. Assistants must enroll for at least 6 credit hours per semester and maintain a minimum 3.0 GPA.



Decisions concerning reappointment will be made at least 3 weeks before the end of each semester. At that time, the assistant will receive a performance evaluation, as follows:

**GA Performance Assessment**

Date \_\_\_\_\_

GA \_\_\_\_\_

Supervisor \_\_\_\_\_

Rate the following items as 1 (inadequate), 2 (adequate), or 3 (excellent).

**Score Comments**

Punctuality \_\_\_\_\_

Availability \_\_\_\_\_

Reliability \_\_\_\_\_

Interpersonal traits \_\_\_\_\_

Skills (list)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Areas for improvement:

Areas of strength:

Recommend:

Continue assistantship for semester \_\_\_\_\_, year \_\_\_\_\_ OR Terminate assistantship, effective \_\_\_\_\_ . *Date*

\_\_\_\_\_  
Supervisor's signature

## VIII. Apprentices in Speech-Language (ASL)

### Rules and Regulations for ASLs

The following rules and regulations for ASLs were established by the New Mexico Speech-Language Pathology, Audiology and Hearing Aid Dispensing Practices Board, effective November 9, 1998, and must be followed explicitly.

Duties as an ASL **must not** include any of the following:

1. Administering diagnostic tests;
2. interpreting data for diagnostic statements or clinical management strategies or procedures;
3. selecting or discharging clients for services;
4. interpreting clinical information including data or impressions relative to client performance;
5. treating clients without following the individualized treatment plan.
6. independently composing clinical reports except for progress notes to be held in the client's file;
7. referring a client to other professionals or agencies;
8. providing client or family counseling;
9. developing or modifying a client's IFP/IFSP/Clinical Report or Plan of Care in any way without the approval of the SLP supervisor;
10. disclosing clinical or confidential information;
11. signing any formal documents without the supervising SLP's co-signature;
12. representing himself/herself as a speech-language pathologist.

Duties that **may** be performed as an ASL include:

1. conducting speech-language and/or hearing screenings;
2. following documented treatment plans or protocols;
3. preparing written daily plans based on the overall intervention plan designed by the supervising SLP;
4. recording, charting, graphing, or otherwise displaying data relative to the client performance and reporting performance changes to the supervising SLP;
5. maintaining daily service/delivery treatment notes and complete daily charges as requested;
6. reporting but not interpreting data relative to client performance to teacher, family, or other professionals;
7. assisting the SLP during client treatment and assessment;
8. assisting the SLP in research, in-service, training, and public relations programs.

UNM Speech & Hearing Sciences Department supports these regulations and expects any graduate student enrolled in the program who is working as an ASL to adhere to them strictly. If the regulations are not closely followed, the student may endanger his/her license as an ASL, the potential for obtaining a license as a speech-language pathologist upon graduation, and possibly the license of the supervising speech-language pathologist.

#### Guidelines for SHS Students who are Employed as ASLs

In order that students who are employed in the public schools as ASLs receive the maximum benefit from UNM's graduate program, the department has established the following guidelines:

1. Academic and clinic work will not be compromised for outside commitments. In the event that clinic or academic work cannot be completed due to an ASL commitment, graduation may be delayed.
2. It is imperative that ASLs keep their roles as student and ASL separate.
  - a) As a practicum student you are allowed to do diagnostic testing.
  - b) As an ASL you are not allowed to do testing in any capacity other than assisting the speech-language pathologist.
  - c) It is recommended that the role of ASL and practicum student be separated by days in the ASL's schedule.
  - d) Different school systems may have their own system for separating the two roles. Each ASL should follow the system of their school district, but ensure that the state licensure board regulations are followed explicitly
3. It is department policy that graduate students in the UNM graduate program work no more than half time as an ASL.
4. ASLs must always identify themselves by the title of "Apprentice" and correct/clarify any misuse of the title "Therapist" given to them by parents, students, supervisors or peers.
5. An ASL may not use his/her work site for a practicum rotation, given potential conflict of interest with ASHA and employee policy and procedures.

#### **IX. ASHA Certification**

ASHA Certification and Membership information is available at <http://www.asha.org/certification/SLPCertification.htm>

You should consult this website frequently so you develop a thorough understanding of the requirements and your progress toward those requirements. ASHA implemented new certification standards for speech-language pathology. Our graduate speech-language pathology program is designed so you will be able to meet the 2014 certification standards and implementation procedures for the Certificate of Clinical Competence in speech-language pathology. The SHS Clinic

Handbook shows how the appropriate clinical practicum experiences are obtained and documented in this program.

## **X. Multicultural Perspectives**

There is a shortage, and an increasing need, for speech-language pathologists and audiologists from under-represented groups as well as bilingual and culturally sensitive SLPs and audiologists. Resources at the University of New Mexico, and in the community and state, provide exceptional opportunities to those who have a special interest in serving multicultural populations. Below are outlined the opportunities that may be used as a part of the UNM master's degree program of studies in Speech-Language Pathology along with partial listings and information regarding multicultural resources and events at UNM.

### Coursework Addressing Multicultural Issues

Students in the graduate programs in Speech-Language Pathology and Audiology are required to take SHS 459: Multicultural Perspectives in Speech and Hearing Sciences or its equivalent. They are also required to take two 3-credit hour 500-level electives, which may be selected from a variety of areas. Below is a description of some elective courses directed to multicultural and bilingual interests:

*Anthropology 537 Seminar: Southwestern Ethnology.* (3) Examination of data and theories relevant to study of Indian, Hispanic, and dominant society cultures in southwestern U.S. and northwestern Mexico. Student research generated from student's professional interests.

*Anthropology 538 Seminar: Transnational Culture.* (3) Critical analyses of selected theories of culture change: consideration of methodologies and applications in areas such as medicine, ecology, and education. Student research generated from student's professional interests.

*Communications and Journalism 523 Seminar: Intercultural Communication.* (3) Theories and evidence on factors that facilitate and inhibit communication between representatives of different cultural groups, across national boundaries, and among people of different ethnic backgrounds.

*Sociology 520 Race and Ethnic Relations.* (3) Historical and comparative analysis of race and ethnic relations in the U.S., with comparative reference to Western Europe, Latin America, Asia. Origins and maintenance of slavery; minority community development; causes and consequences of prejudice.

*Communication and Journalism 521 Seminar: Interpersonal Communication.* (3) Theories and evidence on factors that facilitate and inhibit communication between representatives of different cultural groups, across national boundaries, and among people of different ethnic backgrounds.

*Communication and Journalisms 536 Seminar: Culture & Discourse.* (3) This course studies the ways culture is created, maintained, and changed through discursive practices. Content varies each semester---e.g., gender, ethnicity, age, etc., may be selected as the focus of study.

*Psychology 573 Seminar in Cross Cultural Research.* (3)

*Bil Ed 581: Seminar in the Education of the Bilingual Student.* (3)

*Bil Ed 584: Teaching Writing in English as a Second Language.* (3)

*Linguistics 566: Psychology of Bilingualism.* (3) This course will examine psycholinguistic research and approaches to adult and childhood bilingualism. Topics include: bilingual memory and lexical representation, language separation and interaction in childhood bilingualism.

*SHS 539: Bilingual Acquisition: Clinical Implications* (3) The course is designed to prepare speech-language pathologists to work with children who are bilingual or learning a second language (English Language Learners). The focus of the course will be on identifying the critical factors that influence bilingual language acquisition, examining the linguistic characteristics (semantic, syntactic, and discourse) of English-Spanish bilinguals, and considering the clinical implications of these issues on speech and language intervention planning.

*Spanish 547: Seminar in Southwest Spanish.* (3) Research seminar covering all aspects of Chicano Spanish: linguistic structure, regional and social variation, bilingualism, maintenance and shift, English influence, etc. For Spanish speakers only.

#### Clinical Practicum

Clients from culturally and linguistically diverse backgrounds are assigned to students in nearly every placement of the program. Some clients speak English as a second language. Bilingual evaluations are necessary for some clients. Some clinics are held in Mexico though our exchange program with Comunidad Crecer, a Mexico City school and habilitation center for disabled children. Graduate students who are interested in participating in our annual trip to Comunidad Crecer should contact the clinic director, Sandy Nettleton.

#### Other UNM Resources and Events

*Annual Celebration of Differences.* A spectrum of entertainment, food, discussions, presentations, exhibitions, and other educational components. The Celebration packs such a wide variety of entertainment from many different cultures that each member of the audience, regardless of their identity or background, experiences something different. The diverse range and strength of the programming is enough to leaves each audience member with a tremendous sense of the power and beauty inherent in difference.

Monthly seminars/discussions are scheduled throughout the year to complement the annual event.

*Center for Southwest Research.* Library collections, programs and services that support academic and research activities regarding the Southwest, especially New Mexico. Include primary source manuscripts, monographs, serials, photos and tapes. Call 277-6451.

*Maxwell Museum of Anthropology.* Displays permanent exhibits on human physical and cultural evolution and Southwestern U.S. prehistory. Temporary exhibits cover a worldwide range of topics. Museum Store offers publications, craft objects, and gift items. Call 277-4404 for information; open weekdays 9:00 am. to 4:00 pm., Saturday 10:00am. to 4:00 pm., and Sunday 12:00 pm. to 4:00 pm.

*Oral History Program.* The UNM Oral History Program is a component of the General Library's Center for Southwest Research, dedicated to documenting New Mexican and Southwest history. The Oral History program strives to make its work available to the public through programming, history, exhibitions, and teaching materials in the state school system. Call 277-2288.

*Radio Programming.* KUNM (89.9 FM) programming includes "Raices" (Hispanic/Latino/Chicano music from around the world) Monday, 7 pm. and Saturday, 2 pm.; "Espejos de Azatlan" (bilingual arts and public affairs program with interviews) Monday, 9 pm.; "Salsa Sabrosa" (Afro-Cuban music) Friday, 7 pm.; and "Voces Feministas" (voices of third-world women and women of color) first Saturday of month, 12 pm.; "Latino USA" (English language radio journal of Latino news and culture) Monday, 8:30 am. Special programming in September for Hispanic Heritage Month. February is Black History month. International Women's Day, March 8 (March is International Women's Month); "Global Music" Monday, 10pm-1am.; Native American events & music, Sunday 12-4pm.; Reggae Music Thursday, 7-10pm.; Latina USA Monday 8:30am.; Gospel Music & Announcements Sunday 6-9am. For a complimentary copy of KUNM's program guide, call 277-3968. Contact KUNM at 277-4807.

## **Hispanic**

*Student Organization for Latin American Studies (SOLAS).* An organization for students interested in Latin America. Organizes weekly luncheon lectures, meeting film festivals, dances, and colloquia to educate the University community and the public about Latin American affairs. Contact Andrea Bassin at the Latin American Institute at 277-2961.

*Colonial Latin American Historical Review.* A quarterly publication of the Spanish Colonial Research Center at UNM. Contains original articles dealing with the colonial era 1492-1821 in Hispanic America. Features research and writing in English and Spanish, plus announcements of current history news, book advancements, reviews and notes. Call 277-1371.

*Latin American Research Review.* The leading academic journal in the field, published by UNM's Latin American Institute, along with several other serial publications. Call 277-5985.

Spanish Colonial Research Center. A joint project of the National Park Service and UNM to develop a research database for Spanish Colonial Heritage sites in the National Park Service. The SRC collection is comprised of over 80,000 pages of microfilmed Spanish colonial documents and 4500 maps, architectural plans and sketches from Spanish and Mexico archives. Call 277-1370.

*Spanish Resource Center.* Provides support for bilingual education programs and the teaching of the Spanish language with a wide range of language and literature in Spanish, teaching and audio/visual materials, related didactic programs, workshops, seminars, teaching skill sessions and information exchanges. A joint venture of the Government of Spain, the New Mexico State Department of Education and UNM. Call Division of Continuing Education at 277-3696.

*Arts of the Americas.* A series of courses, workshops, exhibits, performances, festivals and exchanges with Latin American institutions that provide opportunities for New Mexicans around the state to examine and learn about the arts in our hemisphere. Call the College of Fine Arts at 277-2744.

Mariachi Spectacular. A three-day festival sponsored by the UNM Division of Continuing Education that features workshops, Family Street Fair, Sunday Mass and performances by some of the world's finest mariachi musicians. Call 277-2527.

*Reflexiones Del Corazon Touring Exhibition.* A multi-media portfolio depicting the New Mexican roots of photographer Miguel Gandert, artist Maria Baca and poet Gabriel Melendez that travels about the state. Call the College of Fine Arts at 277-2744.

*Vargas Project.* Collection, translation, editing and publishing of the journals of Don Diego de Vargas (1691-1704) in multi-volume, bilingual scholarly editions. The Vargas Project also serves as a laboratory in the humanities for editing, historical, research and language studies. Call the Vargas Project at 277-6600.

*Spanish Classes.* A variety of Spanish classes are offered including Conversational Spanish, Spanish for Medical Personnel, Spanish for Travelers, and Intensive Spanish. Call Division of Continuing Education at 277-2527 or the Spanish and Portuguese Department at 277-5907.

## **Native American**

*Information and Materials Resource Collection.* Library of materials on Native American education, college programs, tribal public policy and culture and materials relating to Native American stereotyping. Also, books by and about Native Americans, Native American newspapers and newsletters from around the country, clipping relating to

Native American issue and alternative source materials. Contact the Native American Studies Center at 277-3917.

*NAS Newslines*. Native American Studies newsletter providing information on NAS programs, national news affecting Native Americans, news from Indian Country, extensive event calendars, and information on employment, publication and grant opportunities. Contact the Native American Studies Center at 277-3917.

*PATHWAYS OFF THE REZ*. Unique, nationally acclaimed NAS student handbook that incorporates comprehensive information for UNM students with humorous references to reservation life. The handbook describes aspects of university life such as admissions, financial aid, colleges, Native American programs on campus, student organizations, food service and also offer information on tribal scholarships. Call the Native American Academic intervention and Retention Project at 277-3917.

*Radio Programming*. Native American programming on KUNM (89.9 FM) includes locally produced “Singing Wire” Sundays from noon-4 pm., featuring a broad spectrum of Native American music, plus information on pow-wows and other community events. Also the syndicated “National Native News” daily from 5:25-5:30 pm. For a complimentary copy of KUNM’s program guide, call 277-3968. Contact KUNM at 277-4404.

*Maxwell Museum of Anthropology*. Displays worldwide collections with special emphasis on native cultures of the Southwest. In addition, features a significant collection of the artifacts of the Anasazi ancestors of today’s Pueblo Indians. Call the Anthropology Building at 277-4404.

*Classes in the Navajo Language*. Classes in the Navajo language are offered through the Linguistics Department. Call 277-6353.

## **African American**

*Culture and Education Seminars Project*. A cooperative effort of the Educational Foundations, Communication, and African American Studies departments to conduct semester long seminars on current issues on education and culture including testing, IQ scores, multiculturalism, pedagogy, etc. Contact Dr. Shiame Okunor at 277-5644.

*Black Experience Television Program*. An interview and discussion program produced three times a year by African American Student Services and aired Sunday mornings on KOAT-TV Channel 7. Contact Tony Franklin at African America Student Services at 277-5645.

*Charlie Morrissey Research Hall*. A repository for research materials on the contributions and achievements of Black people in New Mexico specifically, as well as the general southwest region of the United States. Call African American Studies at 277-5644.



*Radio Programming.* KUNM (89.9 FM) programming includes “AFROPOP” (music with an African influence from around the world) Saturday, 2 pm.; “Horizons” (weekly documentary series which explores the diversity of American culture) Wednesday, 4 pm.; “lyah/Reggae” (a spectrum of music with African roots) Thursday, 7 pm.; “Salsa Sabrosa” (Afro-Cuban music which has influenced U.S. music since the 1920s) Friday, 7 pm.; “Train to Glory” (Black gospel featuring traditional, contemporary, and local church choirs) Sunday, 6 am.; and “Voces Feministas” (voices of third world women of color) first Saturday of the month, 11 am.; “Street Beat” (House, hip-hop, and dance hall) Friday 7-10 pm. Special programming in February for Black History Month. Call 277-3968 for complimentary copy of KUNM’s program guide. Contact KUNM at 277-4807.

*Black History Month Kickoff Celebrations.* African American Studies sponsors activities each February including a Black History Month Kickoff Brunch with featured lectures by nationally and internationally renowned scholars and historical persons such as Rosa Parks, Maya Angelou, Tony Brown, Yolanda King, and Marva Collins. Other events include films, theater, dances, and exhibits. Co-sponsored by the African American Studies and other campus and community organizations. Call African American Studies at 277-5644.

*Martin Luther King Multicultural Celebration Committee.* UNM faculty and staff members serve on the planning committee for the citywide event, which includes scholarship awards, speakers, special events and cultural activities. Call African Studies at 277-5644.

*South African Exposition.* A week long, multi-media event with lectures, panel discussions, films and presentations co-sponsored by African American Studies and other organizations. Call African American Studies at 277-5644.

### **Other Student Organizations**

*The Campus Guide to Chartered Student Organizations.* Provides information regarding those student organizations on campus that have filed a charter form at the Student Activities Center (277-4706). Below is a list of some of the ethnic and cultural organizations that were listed in recent publications:

- American Arab Anti-Discrimination Committee
- Black Graduate Student Association
- Black Student Union
- Chinese Student Association
- Chinese Student Friendship Association
- India Student Association
- International Center
- Japanese Student Association
- Kiva Club
- Korean Student Association (KSA)
- La Paza Estudiantil

- Movimiento Estudiantil Chicano de Aztlan (MEChA)
- (NAACP) National Association for the Advancement of Colored People
- National Hispanic Institute Alumni
- Society for the Promotion of Indian Classical Music
- Southwest Indian Student Coalition.

## **XI. Appendices**

**UNM SPEECH & HEARING SCIENCES  
SAMPLE M.S. PROGRAM PLAN**

1st Fall	1st Spring	1st Summer
506 Read & Write Research	533 Ch. Language Asses.	507 Adult Lang. Disorders
534 Ch. Language Interv.	525 Voice Disorders	500 Clinic
500 Clinic	500 Clinic	
	500 level elective	
2nd Fall	2nd Spring	2nd Summer
531 Motor Spch/Stuttering	535 Medical SLP	558 Internship
517 Dysphagia	500 level elective 2	(or 558 in Fall)
500 Clinic	532 AAC	
	(500 Clinic)	

**“Language First”  
PROGRAM PLAN**

**NAME:** \_\_\_\_\_ **Entry into Grad Program:** \_\_\_\_\_

SUMMER	FALL	SPRING
Elective	SHS 534 Language Intervention	SHS 533 Language Assessment
	SHS 506 Reading/writing	SHS 532 AAC
	SHS 500.001 Clinic	SHS 500.002 Clinic
		[Elective]

SUMMER	FALL	SPRING
SHS 507 Adult Neurogenics	SHS 531 Motor Speech/Stutter	SHS 525 Voice
Elective	SHS 517 Dysphagia	SHS 535 Med SLP
	SHS 500.003	SHS 500.004 Clinic

SUMMER	FALL	SPRING
SHS 558 Internship		

**“Medical First”**

**PROGRAM PLAN**

**NAME:**

**Entry into Grad Program:**

Summer	FALL	SPRING
	SHS 534 Language Interv	SHS 533 Language Assess
SHS 507 Adult Neurogenics	SHS 506 Reading/Writing	SHS 525 Voice
	SHS 517 Dysphagia	SHS 500.001 Clinic

SUMMER	FALL	SPRING
Elective	SHS 531 Motor Speech/Stuttering	SHS 532 AAC
500.002 Clinic	SHS 500.003 Clinic	SHS 535 Med SLP
	Elective	SHS 500.004 Clinic
SUMMER		
SHS 558 Internship		

Your program of study will be designed in collaboration with the graduate advisor. Program plans vary because prerequisites dictate the sequence of courses. Students who have not completed all required undergraduate prerequisites will need to add those courses to their programs. Most graduate courses (except clinic) are offered only one time per year.

Whenever possible, graduate courses are scheduled in the late afternoon or evening in order to minimize interference with clinical placements. Classroom portions of 500 Clinic classes are often scheduled during the day but every attempt is made to minimize interference with clinical placements.

At least 4 enrollments in 500 Clinic are required. Additional 500 Clinic enrollments may be required if students have not achieved a minimum of 400 hours of client contact or experience with an appropriate range of clients and disorder types.

All graduate level requirements for the degree must be completed within 7 years.

**PETITION FOR APPROVAL OF GRADUATE ELECTIVE COURSE**

Department of Speech & Hearing Sciences

Name

---

Date

---

Department and number of course selected\*

---

Course title

---

Instructor

---

Semester and year when you plan to take the course

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Rationale

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\*The elective course must be 3 credit hours of a 500-level course and must be taken for a grade.

Required signature:

---

Advisor Approved: Yes \_\_\_\_\_ No \_\_\_\_\_

<b>ADVISING REQUIREMENTS MATRIX</b>	<b>Student:</b>					
(bold = required course)						
<b>ASHA new standards</b>	<b>SHS</b>	<b>prereq</b>	<b>course name</b>	<b>UG cred</b>	<b>G cred</b>	<b>sem tak</b>
ACADEMIC						
adequate oral and written English	UNM core	see catalog				
transcript credit in biology	UNM core	see catalog		3		
transcript credit in physical sci.	UNM core	see catalog		3		
transcript credit in social/behavioral sci.	UNM core	see catalog		3		
transcript credit in statistics		see catalog	statistics	3		
				3		
normal human comm. & swallow: biology	<b>SHS 310/510*</b>		anat & physiol	3		
normal human comm. & swallow: neurology	<b>SHS 450</b>	310	neural basis		3	
normal human comm.: acoustic	<b>SHS 330</b>		comm sci	3		
normal human comm.: psychological	<b>SHS 430/530*</b>		lang dev	3		
normal human comm.: developmental	<b>SHS 430/530*</b>		lang dev	3		
normal human comm.: linguistic	<b>SHS 303</b>			3		
normal human comm.: cultural	<b>SHS 459/559*</b>	428, 430	multicultural	3		
comm. disorders: articulation	<b>SHS 428/528*</b>	303	phon dis	3		
comm. disorders: fluency	<b>SHS 531</b>	450	motor sp & stutt		3	
comm. disorders: voice & resonance	<b>SHS 525</b>	310	voice		3	
comm. disorders: language, incl manual	<b>SHS 431</b>	430	ch. lang dis	3		
	<b>SHS 507</b>	450	adult lang dis		3	
	<b>SHS 533</b>	431	lang assessment		3	
	<b>SHS 534</b>	431	lang intervention		3	
comm. disorders: hearing	<b>SHS 321/541*</b>	310	audiology	3		
	<b>SHS 425</b>	321	aural rehab	3		
comm. disorders: swallowing	<b>SHS 517</b>	310	dysphagia		3	
comm. disorders: cognitive aspects	see lang, above					
comm. disorders: social aspects	<b>SHS 458</b>	428, 431 pre-clin		2		
comm. disorders: modalities incl AAC, manual	see 531					
standards of ethical conduct	see 458					
research principles & evidence-based practice	<b>SHS 506</b>	statistics	Research		3	
contemporary professional issues	<b>SHS 535</b>	450	med SLP		3	
professional credentials, practicum	<b>SHS 558</b>	permission	internship		9	
practicum + classroom component	<b>SHS 500-1,2,3</b>	458	clinical practice		9	
additional practicum (at least one enrollment)	<b>SHS 500-4</b>	500-3	clinical practice		3	
Electives (SHS and/or approved electives)	<b>SHS 539, etc</b>	permission			6	
Total SHS grad credits					54	
Total SHS UG credits				34		
Total UG support course credits				21		
Total G credits					54	
CLINICAL (see skills outcomes Standard IV-E)						
25 hours observation						
375 hours direct pt contact, 325 while enrolled in grad program						
Must include an appropriate variety of ages, cultures, types, severities						

\* Students who already have a bachelor's degree (any field) should enroll under the graduate number.

\*\* Not required for students who have a bachelor's degree from another field or university.

The procedures for documenting academic and clinical experiences relative to the ASHA certification standards are currently being revised. Graduate students will receive information about these changes as soon as possible.

## **KASA Handbook**

### **Overview of KASA**

The purpose of the UNM Knowledge and Skills Acquisition (KASA) form is to document the academic and clinical experiences relative to the American Speech-Language-Hearing Association certification standards. Achievement of those standards is measured by summative and formative assessment. Summative assessment is the comprehensive evaluation of learning outcomes at the end of your educational preparation. The comprehensive examination and the PRAXIS examination are examples of summative assessment. Formative assessment is the ongoing measurement during your educational preparation for the purpose of improving student learning. Formative assessment evaluates critical thinking, decision-making, and problem-solving skills. Formative measures include both oral and written components as well as demonstrations of clinical proficiency. The KASA form tracks formative assessments during the masters degree program.

### **Undergraduate and Graduate Expectations for the KASA**

Although documentation for the KASA form begins at the undergraduate level, most of the knowledge and skills documented will occur at the graduate level. There are several reasons for focusing on the graduate experience. First, only those holding a masters degree may be certified by ASHA. Second, ASHA accredits graduate programs and only indirectly influences undergraduate program. Third, most knowledge and skills specified on the KASA form are entry-level professional skills, beyond the skill level expected for undergraduate students.

Graduate students with KASA documentation from other schools should share this with the SHS graduate advisor to be certain that the information is recorded on the UNM KASA form. Students without KASA undergraduate documentation will review their academic transcripts with the graduate advisor to be certain the information from their undergraduate experiences is recorded on the UNM KASA form.

### **ASHA Certification**



Applicants for ASHA certification must meet seven broad standards. These standards are provided in the Certification and Member Handbook: Speech-Language Pathology available in hard copy through ASHA's Action Center and online at [www.asha.org](http://www.asha.org). Students are expected to review and fully understand these standards. Briefly, the standards for certification are as follows:

1. A masters degree must be obtained from an accredited institution (I, II).
2. Students must possess a minimal level of knowledge and skills related to the profession (III, IV).
3. Students' knowledge and skills must be assessed both formatively (during the masters program using KASA) and summatively (at the end of the program using PRAXIS) (V).
4. A clinical fellowship must be completed (VI).
5. Certification must be maintained through ongoing education (VII).

### **KASA Knowledge and Skills Standards**

The knowledge sections of KASA track your achievement in academic classes relative to Standard III A-H. The skills sections of KASA track achievement in clinical practicum relative to Standard IV A-G. The specific standards and knowledge and skills area addressed by each academic course and clinic practicum are listed in the course syllabi. Instructors may also provide you with a list of the specific activities (assignments, exams, papers, presentations, etc.) by which each standard will be measured.

### **Criteria for Mastering Standards**

You must demonstrate competency for all ASHA standards to be eligible for ASHA certification. The minimal criterion for mastery for each standard is as follows:

1. A grade of "B" or better in all graduate courses and practicum experiences.
2. Successful completion of learning activities associated with the standard. Your instructor will inform you of learning activities for their course.
3. Successful completion of remediation opportunities in the event that you did not pass a standard or individual measurement associated with the standard (e.g., examination or paper).

### ***Passing Standards in Courses Taken outside the SHS Department***

Standard III A specifies that students must demonstrate knowledge in the principles of biological sciences, physical sciences, mathematics, and social/behavioral sciences. Most students will meet this standard by applying undergraduate coursework they have already taken at UNM or another institution. You must have received a "C" or better in these courses in order to meet Standard III A.

### ***Passing Standards in Course Taken within the SHS Department***

The remaining KASA requirements are satisfied by graduate level required coursework. You must successfully complete learning activities associated with each standard and receive a “B” or better in order to meet KASA requirements for courses and clinic practicum experiences taken during your graduate program. If you do not meet KASA requirements, you qualify for remediation opportunities described below.

## **Implementation Procedures**

### ***Knowledge Areas***

During each course, you should be in close contact with the instructor to assure that you are meeting the knowledge area specified in KASA. If you are failing to meet KASA requirements, you should schedule a meeting with the course instructor so that remediation opportunities can be addressed as soon as possible. Instructors will notify you in writing at the end of each course if you have passed all the standards associated with their course.

### ***Skills Areas***

During each practicum, graduate clinicians will be rated on all KASA skills that apply to that practicum. The skills are listed on the “Clinical Practicum Evaluation Form.” If you are failing to meet KASA requirements, you should schedule a meeting with the clinical supervisor to permit remediation as soon as possible. At midterm and at the end of the semester, your clinical supervisor will provide you with feedback regarding your progress toward the skills addressed in that clinical experience.

## **Maintaining the Form**

During your first advisement meeting with the graduate advisor, you will be provided with the KASA form and a binder for KASA materials. The graduate advisor will review your academic transcripts and will check off the knowledge standards you have already met through prior coursework. You will maintain this binder for the remainder of your graduate program. Your binder will be stored in the department file room, and you will check out the binders to update the KASA form within four weeks of the end of each semester.

At the beginning of each course, instructors will provide you with a list of standards addressed in their courses and indicators for achieving those standards (e.g., assignments, projects, or exams). At the end of each course, instructors will provide you with a signed checklist of standards that you did or did not achieve during the course. You will file each course standards checklist in your KASA binder during the graduate program.

At the beginning of your clinic practicum experience, clinic instructors or supervisors will provide you with the “Clinic Practicum Evaluation Form” which specifies 18 KASA skills. You will be rated on the skills that apply and assigned a grade equivalent at mid-

term and at the end of the semester. During a majority of your clinic rotations, a clinic lab class will be required. Your performance in the clinic lab class may be considered as a portion of your clinic grade for that practicum.

The graduate advisor and clinic director will examine your KASA binder before the beginning of each semester to assess your progress in meeting KASA standards.

### **Remediation Opportunities for Knowledge Standards**

If you do not meet a standard for a course, you may discuss additional opportunities to demonstrate competency with the instructor. The remediation strategy is employed at the discretion of the instructor and is based on resources and opportunities available at the time the remediation request is made. Examples of knowledge remediation opportunities are listed below:

1. Re-take an examination. It is not expected that this will change the course final grade.
2. Re-do an assignment during the semester that the course is being taken. It is not expected that this will change the course final grade.
3. Complete a different but related task, such as writing a paper or clinical document or participating in a clinical activity demonstrating application of the knowledge or skill.

You will be expected to complete the remediation activity during the time frame given by the course instructor. Remediation strategies for academic courses must be completed within one semester (summer, fall, or spring) following the end of the semester in which the standard was addressed.

You are given two chances to demonstrate knowledge that meets KASA requirements. The first time is during the course when the instructor presents the class material. The second time is when remediation opportunities are employed. Neither the instructor nor the department is obligated to offer a third chance for you to demonstrate knowledge for the standards associated with each course.

At the completion of the remediation plan, the instructor will determine whether or not the standard has been achieved, and the plan will be placed in the KASA binder to be reviewed by the graduate advisor.

### **Remediation Opportunities for Skills Standards**

Typically, it will take more than one semester for skills standards to be achieved. Skills standards will be scored by your clinical supervisor as 1 (minimal and/or unsatisfactory), 2 (emerging or inconsistent), 3 (adequate with moderate support), 3.5 (adequate with minimum support) or 4 (independent, meets standards, or exceeds standards).

If a student's work in clinic is below the minimum level expected for students in that practicum at that level of experience (as reflected by earning an overall grade below B, a rating of less than 3.0 on any one skill, or by behavior in conflict with policies in the clinic manual or the ASHA Code of Ethics), the student is counseled by his or her current clinic instructor and/or the clinic director. This counseling informs the student that his or her privileges of participating in that clinical practicum are suspended or are at risk of being suspended, and the reasons are explained to the student.

A grade of “B-“ or lower will result in the student repeating the clinic rotation and participating in a remediation action plan. Accrued clinic hours will count towards ASHA requirements for a grade of “B-“, but not for a grade lower than a “B-“.

The student participates in devising a clinic practicum remediation plan with specific written objectives for rectifying the problem, along with a deadline by which the objectives must be accomplished.

The written remediation action plan is the responsibility of the student clinician and the current clinic instructor; although the current clinic instructor or student may request input from a previous clinic instructor or the clinic director as needed. The remediation action plan should be tailored to the clinician’s individual strengths and growth areas, and should not significantly waiver from the same requirements and expectations that are placed upon other students with the same level of experience. The time frame for the plan is determined by the student clinician and the current clinic instructor, and is based on expectations for reasonable progress. The plan is to include criterion for success and/or specific observable behaviors that will result in success. A plan for review of progress and feedback is to be specified in the remediation action plan. Refer to the Appendix for a template of the “Clinic Remediation Action Plan.”

Examples of skill remediation opportunities are listed below:

1. Engage in a remediation action plan for the remainder of the current clinic practicum experience (In-house or off-site)
2. Engage in a remediation action plan during the semester following the practicum in which the competency was addressed. This option may delay further clinic rotations for a semester or more.
3. Repeat the clinic rotation in-house while engaging in the remediation plan (if the clinician is placed off-site for the current practicum semester).

At the completion of the remediation plan, the clinic instructor will determine whether or not the skill has been achieved, and the plan will be reviewed by the clinic director.

If a student is not able to perform adequately in a reasonable period of time and with a reasonable amount of aid from the faculty and professional staff, then the student may be informed by the clinic director, (following consultation with the student’s graduate advisor and the department chairperson), that practicum privileges have been terminated. Since practicum is an integral and required part of the master’s program, final termination

of practicum privileges also means termination from the master's program in speech-language pathology. (Reasonable refers to expectations based on experiences with other students in similar assignments.)

### **Consequences for Not Meeting Knowledge of Skills Standards**

Failure to meet any KASA standard at the end of the student's program may result in the program not recommending the student for ASHA certification. Final determination will be made by the clinic director and the graduate advisor.

### **Applying for ASHA Certification**

Your KASA binder will be maintained in the department to guide us in completing the paperwork for ASHA certification. The binder can be checked out through the Students Services Coordinator or Administrative Assistant. The binder must not leave the SHS building. You should also keep a copy of the completed KASA form as you apply for certification.

**Department of Speech and Hearing Sciences  
University of New Mexico**

**Student Plan for Remediation of Knowledge and Skills**

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Reason for Remediation:

Remediation Objectives:

Remediation Activities and Time Frame for Achievement:

---

Outcome of Remediation Plan:

Course Instructor/Clinical Supervisor:  
\_\_\_\_\_

Date:

\_\_\_\_\_

**KASA SKILL OUTCOMES (Clinic Practicum)**  
**REMIEDIATION ACTION PLAN**

Clinician \_\_\_\_\_ Clinic  
Instructor \_\_\_\_\_ Date \_\_\_\_\_

Duration of Remedial Action Plan (Specific Dates): \_\_\_\_\_

Will an additional supervisor be rating the student? \_\_\_\_\_  
Supervisor \_\_\_\_\_

Clinician Strengths and Competencies

Met: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Competency to Address	Objective Clinician Behaviors to meet competency	Criterion level for competency

Performance will be reviewed on the following dates: \_\_\_\_\_

I agree to these action steps:

Student  
signature \_\_\_\_\_  
Date \_\_\_\_\_

CI/Supervisor  
signature \_\_\_\_\_  
Date \_\_\_\_\_

**Follow up:**

Remediation Action Plan successfully completed on  
(date): \_\_\_\_\_

Recommendations:

Remediation Action Plan NOT successfully completed \_\_\_\_\_ Date \_\_\_\_\_

Recommendations:



**Department of Speech and Hearing Sciences**  
**M.S. Student Outcomes Questionnaire**

Name \_\_\_\_\_ Date \_\_\_\_\_

Permanent Address \_\_\_\_\_  
\_\_\_\_\_

1. What is your anticipated graduation date (month & year)? \_\_\_\_\_  
Major area of study: \_\_\_\_\_Audiology \_\_\_\_\_Speech-Language Pathology

2. What are your plans following graduation?

a. \_\_\_\_\_ **employment**

If you are already working or are reasonably sure where you will be working, please give us the name of

your employer: \_\_\_\_\_

State where you will be employed: \_\_\_\_\_

What kind of work will you do? \_\_\_\_\_

b. \_\_\_\_\_ **further education**

If you have been accepted into a program, please tell us the name and state of the school:

If you have not been accepted yet, please list the schools that you are considering:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What will you study? \_\_\_\_\_

c. \_\_\_\_\_ **other**

What are your plans? \_\_\_\_\_

3. Please rate the following questions on a scale of 5 (extremely satisfied) to 1 (extremely **unsatisfied**).

Circle the number that best represents your opinion:

a. How satisfied are you with the curriculum (required courses and the material covered in those courses) in Speech & Hearing Sciences?

b. How satisfied are you with the quality of instruction (teaching abilities of the instructors) in these courses?

c. How satisfied are you with the support services (advising, help from staff, administrative procedures, etc.) in Speech & Hearing Sciences?

d. How satisfied are you with the range and quality of your clinical practicum experiences?

- e. How satisfied are you with the quality of your clinical internship experience?
- 4. What were the best aspects of your studies in Speech & Hearing Sciences?
- 5. What recommendations do you have for improving the program?

**ASHA CODE OF ETHICS AND ASHA SCOPE OF PRACTICE**

The ASHA Code of Ethics and ASHA Scope of Practice are key guidelines for graduate students in our program. Students' performance, conduct, and communication should be consistent with the guidelines and policies in these two documents. The documents can be accessed as follows:

ASHA Code of Ethics: <http://www.asha.org/policy/ET2010-00309/>

ASHA Score of Practice: <http://www.asha.org/policy/SP2007-00283/>

## **The Master's Thesis Option in Speech & Hearing Sciences**

Why do a Master's thesis project? There are several good reasons. First, it's an opportunity to do research and discover if it is something you enjoy. Second, it affords you the opportunity to gain a deeper understanding of a particular topic. Third, you will have the opportunity to work closely with a faculty member. And fourth, you can use the thesis as an alternative to the comprehensive exam.

### Steps for completing a Master's Thesis

Successfully complete SHS 506

Choose the thesis track (as opposed to comprehensive exams) and engage a thesis advisor.

As partial fulfillment of the Master's degree, students need to choose between (1) a comprehensive exam, or (2) a thesis. While any student can choose the comprehensive exam, not all students can choose a thesis.

Students who would like to do a thesis should identify their area(s) of interest and talk with a faculty member who has an interest in the area(s). As a result of this discussion, the faculty member may choose to serve as the thesis advisor.

You may not do a thesis if you cannot identify a thesis advisor.

Occasionally a faculty member will invite a student to do a thesis under their advisement. Once a faculty member agrees to serve as a thesis advisor, the student should inform the graduate advisor that they will follow the thesis track.

Meet with your thesis advisor and identify an area of research

The student and thesis advisor will jointly identify a thesis topic.

Students may inquire about faculty research projects to see if there is a project that interests them OR the student may propose a thesis project.

The Master's student is not required to gather new data. The student may be able to use existing databases or recordings, etc., as long as they are addressing a distinct independent question.

Select a thesis committee

The thesis advisor and student identify appropriate committee members. The student extends an invitation to the potential committee members.

The student must follow current OGS policies for committee members. A thesis committee must be composed of a minimum of 3 members.

At least two members need to be tenured or tenure-track faculty members from the SHS department. One committee member can be from another department or from another University. Check with OGS to see if this potential member qualifies for thesis committee service.

For committee members that are not in the SHS department, the student must complete an

Approval Request for Committee Service and may choose to file a Proxy Signature Form. All forms can be downloaded from the Office of Graduate Studies (OGS) website;  
<http://www.unm.edu/grad/index.html>

#### Approval Request for Committee Service

Once the Approval Request for Committee Service is completed, the application must be approved by the department chair. Note that this application requires attachments.

The student must deliver the *Approval Request for Committee Service* to the Dean of the College of Arts & Sciences for approval

The student must then bring *Approval Request for Committee Service* to OGS for final approval

#### Proxy Signature Form

On certain thesis documents, OGS requires an original signature from each committee member. A member of the committee who participates via video/teleconference, but is not physically present, may request that OGS allow another member of the committee to sign the required form in his/her absence. This is accomplished by filing a *Proxy Signature Form*.

The student is responsible for mailing and distributing the form as needed.

The form is submitted to OGS with the *Announcement of Examination*

The student submits the names of the thesis committee in a written document for departmental approval. Once this is signed by the dept chair it is submitted to the administrative assistant to be placed in the SHS department student file.

#### **Prepare a thesis proposal**

The thesis proposal is an overview of your project, with particular attention to the methods to be used. The proposal should be brief with a maximum of 10 double-spaced pages plus references and appendices, and should follow APA formatting guidelines. Although the proposal itself is your work, it is based on discussions with and guidance from your thesis advisor, who will determine when it is ready for distribution to your committee. The following headings should be included in your thesis proposal.

#### **Aims of the investigation (1 or 2 paragraphs)**

This is a brief overview of your question(s) and why you think your question is interesting.

#### **Literature Review (approximately 1-2 pages)**

Provide brief support for your question using the current literature.

#### **Methodology**

Include selection and/or exclusion criteria for subjects, number of subjects to be recruited, and how they will be recruited.

Include data collection and data analysis procedures.

Describe the procedures you will follow. If there is a treatment phase, describe the treatment in detail.

Support your choice of methodologies (including treatment procedures) with current literature

### **Timetable**

Indicate in a table what you will accomplish each semester and how many credits you will register for each semester

Student must register for 6 credits of SHS 599 under the thesis advisor's section number.

The department recommends that students plan on a minimum of three semesters (12 months) to complete a thesis.

### **Resources**

Indicate what resources you will utilize.

Examples: The data collection procedure may require instrumentation that is not contained within the SHS department. What resource outside the department will be utilized to complete your data collection?

The subject inclusion criteria may be disorder- or disease-based. Will you recruit from a disorder- or disease-specific clinic? If so, indicate that clinic as a resource.

### **Approval statement**

The following statement should be included at the end of the proposal, followed by signature lines.

The signature(s) below indicates approval of the proposed thesis

The thesis proposal needs to be approved by all members of the thesis committee. Their signatures on the proposal serve as a contract between the student and the committee.

The thesis proposal is signed by all members of the committee once the document incorporates all the proposed changes as noted during the thesis proposal meeting.

In the case that IRB paperwork has been filed prior to the thesis proposal meeting, the thesis advisor can sign the proposal to be submitted with the IEB paperwork. However, when this occurs a modified proposal or proposal addendum should be completed after the proposal meeting. This addendum will incorporate any changes to the proposal based on IRB review as well as the signatures of all the committee members.

If changes are made to the data collection methods as a result of the proposal meeting, you may need to complete an IRB modification

The student must provide the departmental administrative assistant with a copy of the signed thesis proposal along with the thesis proposal addendum to be placed in the SHS department student folder.

### **Schedule proposal meeting**

The student schedule a meeting time for all members of the thesis committee to meet and discuss the thesis proposal. The thesis proposal should be distributed to committee members at least 2 weeks prior to the proposal meeting.

### **The proposal meeting**

The goal is to clarify everyone's understanding of the research proposal, and to provide suggestions for modification if needed. The proposal meeting also provides an avenue for the student to identify areas where help is needed. Other appropriate professionals may be invited to the thesis proposal meeting. The committee may recommend changes to the thesis proposal. The student should document any changes noted during the thesis proposal and include those changes in the updated thesis proposal or in a proposal addendum.

Write up a summary of the thesis proposal meeting to serve as an addendum to the proposal. The thesis committee may ask you to write up a revised thesis proposal as opposed to a proposal addendum.

If you write a proposal addendum:

In a written document list the issues discussed. Indicate any changes to your proposal.

### **Distribute the addendum for comments to all committee members.**

The committee will require the addendum to be rewritten until all the proposed changes are clear.

Once an approved draft is completed, the proposal addendum must be signed by all members of the thesis committee. This indicates that each committee member agrees to the project's aim(s) and methodology.

A copy of the signed addendum document should be attached to the original thesis proposal and given to the departmental administrative assistant to be placed in the SHS department student file.

If you write a revised thesis proposal, follow the guidelines noted above. The committee will require you to rewrite the proposal until all members agree to sign the document.

In some cases additional proposal meetings may be required.

### **Submission of IRB application**

The student will complete and submit an IRB application. This can be done after the thesis advisor approves the thesis proposal, prior to the thesis committee proposal meeting. It must be submitted and approved prior to any subject recruitment or data collection.

An IRB modification must be submitted and approved prior to any change in subject recruitment or data collection procedures.

If IRB paperwork is submitted prior to the thesis committee proposal meeting, and during

the proposal meeting the thesis committee recommends changes to the subject recruitment procedure, data collection procedure or in the case of a treatment phase, the treatment procedure, an IRB modification must be submitted.

Proof of Collaborative IRB Training Initiative (CITI) needs to accompany your IRB. Student must complete CITI training prior to the submission of IRB paperwork.

CITI training can be done online at  
<http://research.unm.edu/recs/CollaborativeIRBTrainingInitiative.htm>

A copy of the signed thesis proposal must accompany the IRB paperwork.

In the event that your thesis takes longer than one year, you may need to submit a progress report to IRB. IRB may request copies of completed consent forms, HIPPA forms and completed data collection forms.

### **Collect & analyze the data**

The student organizes data collection. The student maintains communication with the thesis advisor regarding any concerns or comments related to data collection

Although the student is responsible for data analysis, the thesis advisor may provide guidance and assistance. In addition to the thesis advisor or committee members, students may seek statistical advice from the Stats Clinic offered through the Department of Math & Stats.

### **Write up your thesis**

Writing of the document typically occurs in stages throughout the course of the thesis project. The thesis document is divided into chapters. Suggested chapters for the thesis document are described below. However, the final selection of chapters will be at the discretion of the thesis advisor. The first three chapters are typically drafted early in the thesis timeline and include the following

#### **Introduction**

The introductory chapter generally introduces the problem and indicates its importance and validity. It sets forth the context, the hypotheses to be tested (or the question to be addressed) and the research objectives to be attained.

#### **Review of the literature**

This is a critical review of literature related to the topic. It is meant to act as a base for the experimental/analytical section of the thesis. Literature selected must be up to date, analyzed and synthesized logically. It is not a mere summary of works of different authors. The research questions/hypotheses should be supported by the literature review and should be stated explicitly at the end of this section.

#### **Materials & methodology.**

It describes the methods and techniques used. It may also contain validation of methods used, and an explanation of data analysis methods (statistics) to be used if they are complex or unusual. The remaining two chapters are completed at the end of the thesis process (after the completion of data collection and data analysis) and include the

following.

### Results

This chapter presents a complete account of results and analyses of the study in the form of figures, tables and text so that the key information addressing each of the research questions is highlighted.

### Discussion

This chapter discusses the results of the study in relation to the hypotheses. It highlights the main findings, their significance and implications. Conclusions and recommendations may be presented here or under a separate chapter. Limitations and ideas for future research should be included.

### *Document format should follow the OGS thesis guidelines*

It is recommended that students attend the free OGS seminar in formatting of the thesis document. The student is responsible for the formatting and all required forms (aka. Front matter).

Complete your document and submit it to the thesis committee for review at least 2 weeks prior to the defense.

### Defense

#### *Set up a date for defense*

You must be registered for at least 1 credit of SHS599 during the semester in which you defend your thesis.

#### *Provide notice of the defense date and topic to the department administrator at least 3 weeks prior to the defense date*

At least two weeks before the defense date, and no later than November 1 for Fall graduation, April 1 for Spring graduation or July 1 for Summer graduation, the department must notify OGS of the defense date using the *Announcement of Examination* form. The defense date can not be later than November 1 for a Fall graduation, April 1 for a Spring graduation and July 1 for a Summer graduation.

In the event that a student defends late in the semester in which they plan to graduate, and the thesis committee requires manuscript revisions, the graduation date may be altered.

All thesis committee members must be present at the defense.

In the event that committee members do not reside in Albuquerque, an intercom system may be utilized. In this case, the student is responsible for arranging the teleconference equipment.

The thesis defense is a public meeting except for selected portions.

The department administrative assistant will notify the department faculty, staff and student via email about the date and topic of the defense. The student should distribute/hang flyers announcing the date and topic of the defense.

Thesis defense format (approximate times with a total max of 60 minutes for the entire defense)



1. oral presentation not to exceed 20 minutes
2. 10 minutes of questions from the public
3. Public is excused from the defense
4. 15 minutes of questions from the thesis committee
5. Defending student is excused for approx 10 minutes
6. Thesis committee meets and determines the outcome of the defense: Pass, Conditional Pass (normally meaning that some revision of the thesis is necessary but not an additional defense), or Fail
7. The student is called back in and the results are shared
8. The thesis advisor completes the Report of Examination (all committee members sign it)

After the defense, the thesis advisor completes a Report on Thesis and all committee members complete and sign their portion of the document. The thesis advisor distributes the Report of Examination form for completion and signatures by each committee member.

In the event that the student Fails the defense, or the student receives a Conditional Pass, a plan will be clarified by the thesis committee and shared with the student.

For a conditional pass, the conditions should be clarified on the *Report of Examination* and the report should be signed by all committee members. For relatively minor revisions, the committee may delegate responsibility for approving the revised version to the advisor. The form is then given to the department administrative assistant.

A failed defense or a conditional pass may result in a delay in the graduation date.

The results of the thesis defense (via the *Report on Examination*) must be submitted to OGS no later than two weeks after the announced date of the thesis defense.

Once the student Passes the defense and thesis, the thesis advisor distributes the *Report on Thesis* form to each committee member (one form per committee member). These forms are completed by each member and given to the thesis advisor who seals them in a confidential envelope and gives them to the staff to deliver to OGS

In the event that the student receives a Pass for the defense and manuscript

The thesis advisor distributes the *Report of Examination* form for completion and signatures by each committee member. This form is then given to the departmental administrative assistant. This form must be returned to OGS no later than 2 weeks after the defense.

The thesis advisor distributes the *Report on Thesis* form to each committee member (one form per committee member). These forms are completed by each member and given to the thesis advisor who seals them in a confidential envelope and gives them to the staff to deliver to OGS.

The results of the thesis defense must be submitted to OGS no later than two weeks after the announced date of the thesis defense.

**Graduation requirements**

Once the manuscript is approved by the thesis committee, it is submitted to OGS by the student for final review. The following forms must be submitted along with the manuscript and may be obtained from the OGS website.

1. Certification of Final Form
2. Information Cover Sheet
3. Red line signature page completed and signed
4. UMI's Master's Agreement form (optional)

Two copies of the unbound thesis manuscript, each with an abstract of no more than 350 words, must be submitted for approval by the Dean of Graduate Studies by November 15 for Fall graduation, April 15 for Spring graduation or July 15 for Summer graduation.