

# **ULM Unit Evaluation**

## **Speech-language Pathology - 2011-2012**

### **Unit Vision:**

The Department of Speech-Language Pathology will provide an undergraduate education that will produce highly qualified B.S. graduates who will have the academic preparation necessary to be competitive for admission to a graduate program in speech-language pathology or audiology.

The Department of Speech-Language Pathology will provide a graduate education program that will produce highly qualified M.S. graduates who will have met the ASHA standards for knowledge and skills and will have the academic and clinical preparation necessary for providing professional services as speech-language pathologists in a constantly changing healthcare and educational environments.

### **Unit Mission:**

The B.S. degree in speech-language pathology is a pre-professional program that provides a foundation upon which graduate students build to become competent clinicians. Practitioners are required to have the master's degree for professional practice. In the undergraduate program, students acquire basic knowledge related to human communication processes and disorders. They also acquire information on disordered aspects of speech, language, and hearing. This foundation is necessary for the continued acquisition, at the graduate level, of knowledge and skills as related to etiology, diagnosis, and treatment of communication disorders.

The accredited M.S. degree in speech-language pathology is a professional program that provides the theoretical, scientific, and clinical bases of normal and disordered communication. The graduate program prepares speech-language pathologists to provide services in clinical, research, and educational settings. Acquisition of knowledge and skills in both the classroom and clinical settings allows the development of highly qualified speech-language pathologists. The program also provides opportunities for graduate students to serve the community and profession through department sponsored, continuing education activities, faculty mentored research, service to community agencies, and participation in professional organizations.

### **Alignment with University Mission:**

#### **Alignment with U Plan:**

The mission of the Department of Speech-Language Pathology is aligned with the 2008-2013 University Strategic Plan in its commitment to excellence. Our program provides for high quality education, community partnership experiences, and preparation for professional clinical service. The B.S. program prepares students for graduate work while the nationally accredited M.S. program prepares graduates for careers as American Speech-Language-Hearing Association (ASHA) certified speech-language pathologists. Faculty members are committed to excellence in both research and students' academic and clinical preparation. This commitment is evidenced by

production of original, nationally recognized research and application of the most current, scientific knowledge to academic and clinical instruction.

**Explanation** of changes made based on the results and analysis of the 2010-2011 cycle of assessment:

No operational changes will be made going into the 11-12 year because (1) targets for 10-11 were met and (2) departmental goals continue to be appropriate. Significant departmental achievements over the past academic year include: 1. The department initiated the SLP-A to Master's track with its first three students of their kind. 2. The Speech and Hearing Clinic (Kitty DeGree Center) and the Department of Speech-Language Pathology continued to provide communicative disorders screening, treatment and diagnostic services to individuals from the greater Monroe area. 3. The departmental administrative assistant secured a full-time position in Speech-Language Pathology. 4. One faculty member, Mrs. Jennifer Whited, completed an additional year of her doctoral work and has only one more semester of coursework before initiating the dissertation. 5. The Clinical Coordinator continues development of a new clinic brochure that reflects (1) information about the amenities provided by the new Center, (2) the departmental name change and the image behind the ULM brand. During the Spring of 2011, a Health Studies intern addressed internship goals necessary to develop an effective clinical brochure. 6. Dr. Jack Damico presented at the 2011 SLP Spring Conference. The event was the best attended in the history of the conference, with 219 professionals and students in attendance, and aided in fostering collaborative relationships with many professionals from both in- and out-of-state. Students presented faculty-directed research at Spring Conference and the University Research Symposium; the research was submitted for consideration for the conference of the American Speech-Language-Hearing Association scheduled for November of 2011. Departmental goals will remain consistent with those of last year.

**Goal #1:**

Continue to develop operational and organizational efficiency and transparency.

**Goal #1 Alignment with University Strategic Plan:**

Goal 1 aligns with the University's Goal 3, "Enhance the academic learning environment," and Goal 1.5, "Increase the percentage of faculty expressing satisfaction regarding open communication"

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**1.1 Outcomes/Objectives:**

Review organizational structure

**Measure:**

As documented in the Annual report sent to the Council on Academic Accreditation for Communication Sciences and Disorders

**Target:**

Documentation in annual accreditation report regarding the adequacy of faculty, staff, and facilities

**Tactical Steps:**

1. Determine appropriate structure for the department
2. Determine appropriate number of professionals
3. Determine appropriate number of support personnel

**Timeframe for evaluation:**

Annually on August 1

**Responsible Persons:**

Johanna Boulton, Ph.D., CCC-SLP, Program Director

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**1.2 Outcomes/Objectives:**

Review administrative structure

**Measure:**

As documented in the Annual report sent to the Council on Academic Accreditation for Communication Sciences and Disorders

**Target:**

Documentation of job descriptions

**Tactical Steps:**

1. Revise (as needed) job description for the Clinical Coordinator.
2. Review job descriptions for tenured assistant, associate, and/or full professors
3. Review job descriptions for non-tenure track assistant professors and instructors
4. Review job descriptions for adjunct clinical faculty
5. Retain adequate secretarial staff
6. Continue faculty meetings to address issues related to academic and clinical preparation and accreditation
7. Write job description for Internship Coordinator
8. Continue to discuss potential for how an Internship Coordinator position would fit into the organizational structure of the department with Dean

**Timeframe for evaluation:**

Annually on August 1

**Responsible Persons:**

Johanna Boulton, Ph.D., CCC-SLP, Program Director

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**1.3 Outcomes/Objectives:**

Acquire additional space and improve upon existing space to satisfy accreditation concerns

**Measure:**

As documented in the Annual report sent to the Council on Academic Accreditation for Communication Sciences and Disorders

**Target:**

Maintain Kitty Degree Center, renovate faculty office space, and secure research lab space in Sugar Hall.

**Tactical Steps:**

1. Provide information to the college committee regarding academic and clinical space needs
2. Assess furnishing, technology needs annually.
3. Assess maintenance needs on an ongoing basis.

**Timeframe for evaluation:**

Annually on August 1

**Responsible Persons:**

Johanna Boulton, Ph.D., CCC-SLP, Program Director

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**1.4 Outcomes/Objectives:**

Develop formal management philosophy

**Measure:**

As documented in ULM annual report

**Target:**

Draft of document to be completed by June 30, 2012

**Tactical Steps:**

1. Develop draft of management philosophy by beginning of spring
2. Develop finalized draft by end of spring
3. Make available to faculty by end of spring

**Timeframe for evaluation:**

Annually on June 30th

**Responsible Persons:**

Johanna Boulton, Ph.D., CCC-SLP, Department Head

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**1.5 Outcomes/Objectives:**

Faculty and staff will openly communicate about developments in the department

**Measure:**

As documented in the ULM Annual Report

**Target:**

Completion of faculty questionnaires; communication of departmental policy

**Tactical Steps:**

1. Semesterly evaluations will be given to faculty regarding satisfaction with openness of communication with Department Head and Clinic Director
2. Faculty meetings will be held as needed to communicate major departmental initiatives and concerns
3. Any concerns, on the part of faculty, regarding clinic reorganization will be expressed orally to the Clinic Director and put in writing; if the issue is not resolved then faculty may address concerns to the Department Head
4. Departmental developments will generally be communicated via email

**Timeframe for evaluation:**

Semesterly at the end of each semester

**Responsible Persons:**

Johanna Boulton, Ph.D., CCC-SLP, Department Head

**Goal #2:**

Continue to provide curricula, both academic and clinical, that are supported by current scientific evidence and personal teaching/supervision philosophy in order to uphold ASHA standards for best practice and CAA reaccreditation

**Goal #2 Alignment with University Strategic Plan:**

Goal 2 aligns with the University's Goal 1, "Enhance the culture of faculty excellence."

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**2.1 Outcomes/Objectives:**

Revise individual, formal teaching philosophies

**Measure:**

As documented in ULM Annual Report

**Target:**

To be stored in personnel files and to be available in course syllabi beginning of Fall semester 2012

**Tactical Steps:**

1. Faculty will research references on teaching philosophy
2. Drafts to be completed first month of Spring Semester
3. Final drafts to be completed before June 30, 2012

**Timeframe for evaluation:**

Annually on June 30th

**Responsible Persons:**

All Speech-Language Pathology faculty

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**2.2 Outcomes/Objectives:**

Develop individual, formal supervision philosophies

**Measure:**

As documented in ULM Annual Report

**Target:**

To be stored in personnel files and to be available in clinic handbook beginning Fall 2012

**Tactical Steps:**

1. Faculty will research references on supervision philosophy
2. Drafts to be completed first month of Spring Semester
3. Final drafts to be completed before June 30, 2012

**Timeframe for evaluation:**

Annually on June 30th

**Responsible Persons:**

All Speech-Language Pathology faculty

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**2.3 Outcomes/Objectives:**

Each faculty member will develop a bibliography of major sources of supporting evidence for courses taught

**Measure:**

As documented in ULM Annual Report

**Target:**

To be included in all course syllabi beginning Spring 2009

**Tactical Steps:**

Add references section to syllabi

**Timeframe for evaluation:**

Beginning of spring semester.

**Responsible Persons:**

All Speech-Language Pathology Faculty

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**2.4 Outcomes/Objectives:**

Develop a best practice document composed of references for each disorder type based on ASHA's Scope of Practice document

**Measure:**

As documented in ULM Annual Report

**Target:**

Compilation of at least eight sections of best-practice document binder by June 30, 2012

**Tactical Steps:**

1. Lists will begin with references from ASHA Scope of Practice Document
2. Experts in each area (from the ULM faculty) and the larger community will be consulted in order to add to it
3. Revise clinic grading criteria to align with ASHA standards

**Timeframe for evaluation:**

Annually on June 30th

**Responsible Persons:**

Clinic Coordinator: Ms. Sarah Hayes

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**2.5 Outcomes/Objectives:**

Continue to review content and sequence of the B.S. and M.S. degrees to coordinate with current standards of the profession

**Measure:**

As documented in the Annual report sent to the Council on Academic Accreditation for Communication Sciences and Disorders. As documented in course syllabi



**Target:**

All graduate course syllabi will document how current professional standards are reflected in each course, including but not limited to KASA outcomes

**Tactical Steps:**

1. Conduct curriculum audits for course content and course sequence compared to ASHA standards
2. Document inclusion of issues on cultural and linguistic diversity in academic and clinical courses
3. Document inclusion of person first terminology in academic and clinical courses
4. Determine need for any academic content and/or sequence revisions
5. Determine need for any course additions or deletions
6. Strengthen program as a result of outcomes assessment and continual renewal and update of the self-study process
7. Compare undergraduate course requirements to other undergraduate programs
8. Make appropriate recommendations to Undergraduate Curriculum Committee and Graduate Council to effect change
9. Collaborate with HLST in establishment and optimal delivery of pre-SLP major with a HLST minor

**Timeframe for evaluation:**

Annually on August 1

**Responsible Persons:**

Person responsible determined on an annual basis by the Speech-Language Pathology faculty

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**2.6 Outcomes/Objectives:**

Evaluate the audiology program to determine which curricula need to be added &/or changed with regard to relating audiology to speech-language pathology to meet the standards of the profession and expand the audiological services offered to students, faculty, staff, and the community.

**Measure:**

As documented in the Annual report sent to the Council on Academic Accreditation for Communication Sciences and Disorders

**Target:**

All audiology courses and programs will be evaluated as to their fit with ASHA standards

**Tactical Steps:**

1. Following completion of curriculum audits for the audiology courses, make revisions as necessary for course content and texts selected for each course offered
2. Ensure that each course addresses the standards of the profession for speech-language pathologists working with persons who are deaf or hard of hearing
3. Investigate additional methods of service provision and revenue generation, for example, ear molds.
4. Investigate the feasibility of developing a dispensing audiology lab
5. Investigate ways to promote the services provided through the audiology lab
6. Investigate the feasibility of developing a CAPD testing program.

**Timeframe for evaluation:**

Annually on August 1

**Responsible Persons:**

Audiologist on faculty.

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**2.7 Outcomes/Objectives:**

Revise degree requirement and sequencing forms to aid advising

**Measure:**

As reflected in the Undergraduate Catalog

**Target:**

Undergraduate students who meet the degree requirements are eligible to apply for a graduate program in Speech-Language Pathology

**Tactical Steps:**

1. Revise the format of the degree requirements sheet so faculty advisors can immediately determine students' current standing
2. Revise the sequence of courses form to aid in planning and advising
3. Assure adequate and timely movement toward progression from pre-SLP to SPLP

**Timeframe for evaluation:**

Annually by Fall semester

**Responsible Persons:**

Sarah Hayes, M.A., CCC-SLP; Audiologist on faculty.

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**2.8 Outcomes/Objectives:**

Continue to prepare undergraduate students for entry into a masters program and graduate students for ASHA certification

**Measure:**

As documented in the Annual report sent to the Council on Academic Accreditation for Communication Sciences and Disorders

**Target:**

Documentation and graduation rates and accreditation maintenance in annual report

**Tactical Steps:**

1. Maintain accreditation as determined by the Council on Academic Accreditation for Speech-Language Pathology and Audiology
2. Continue to provide graduate students with knowledge and skills in all academic and clinical areas as noted on the KASA form
3. Continue to provide undergraduate students with foundational knowledge in the core requirements (biological, physical, social, and behavioral sciences, humanities, and mathematics) as well as information on identification and differentiation between disorders of communication to enable them to be competitive when applying to a graduate program.

**Timeframe for evaluation:**

Annually

**Responsible Persons:**

All Speech-Language Pathology faculty

**Goal #3:**

Promote quality faculty preparation

**Goal #3 Alignment with University Strategic Plan:**

Goal 3 aligns with the University's Goal 1: "Enhance the culture of faculty excellence."

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### **3.1 Outcomes/Objectives:**

Increase academic credentials of faculty

#### **Measure:**

As documented in the Annual report sent to the Council on Academic Accreditation for Communication Sciences and Disorders

#### **Target:**

Establish and conduct DDAC meeting at least once a month

#### **Tactical Steps:**

1. Encourage and support current faculty in the pursuit of higher degrees by providing flexible schedules and investigating opportunities for distance learning and tuition waivers
2. Encourage those interested but not currently in the process of pursuing doctoral degrees to do so by means of developing a Doctoral Degree Attainment Committee that will address obstacles to and tactical steps needed for successful pursuit of the doctoral degree
3. Encourage faculty to obtain the Award for Continuing Education (ACE) from the American Speech-Language-Hearing Association
4. Encourage and provide means for faculty to increase their professional knowledge and skills
5. Encourage faculty participation in activities of the Teaching and Learning Resource Center and the Academy for Teaching Excellence

#### **Timeframe for evaluation:**

Annually on August 1

#### **Responsible Persons:**

Johanna Boulton, Ph.D., CCC-SLP, Program Director

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### **3.2 Outcomes/Objectives:**

Increase faculty scholarly productivity

#### **Measure:**

As documented in the Annual report sent to the Council on Academic Accreditation for Communication Sciences and Disorders

**Target:**

At least two faculty will initiate at least one mentored student and one independent piece of research per year

**Tactical Steps:**

1. Establish appropriate faculty workloads to reflect:  
clinical teaching and supervision  
classroom teaching  
academic and research mentoring of students  
scholarly activity  
academic and professional advising  
public and professional service
2. Seek university-level support to allow time for faculty to engage in scholarly activities and provide increased financial assistance and technical resources for faculty support
3. Support activities of the Endowed Professor in Communicative Disorders to provide additional clinical services for persons in the community; encourage publication of results
4. Develop teams of graduate students with faculty mentors for research projects
5. Utilize clinical practice as a means for gathering data to provide improved client services and expand the knowledge of the profession
6. Establish a wide variety of experiences for graduate clinicians in evaluation, diagnosis, developing treatment plans, providing therapy, and determining efficacy of the treatment
7. Encourage faculty to mentor Emerging Scholars
8. Encourage collaborative research between doctoral level and masters level faculty

**Timeframe for evaluation:**

Annually on August 1

**Responsible Persons:**

Johanna Boulton, Ph.D., CCC-SLP, Program Director

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**3.3 Outcomes/Objectives:**

Enhance departmental faculty mentoring program

**Measure:**

As documented in ULM Annual Report

**Target:**

Committee will hold meetings as needed

**Tactical Steps:**

1. Review promotion, tenure, and merit guidelines to specifically include teaching, research, service, recruitment/retention, and collegiality
2. Establish a departmental promotion and tenure committee
3. Promotion and tenure committee will document all meetings with promotion/tenure candidate and these will be forwarded to the Department Head
4. Departmental promotion and tenure committee will meet with tenure track faculty early in each spring semester to review candidates' progress toward promotion/tenure and make recommendations to the Department Head
5. Departmental promotion and tenure committee will make appropriate recommendations and suggestions to candidates regarding their progress toward tenure
6. Departmental promotion and tenure committee will review the candidates' promotion/tenure dossier and make recommendations
7. The Department Head will appoint a faculty member to mentor non-tenure track full-time and adjunct faculty

**Timeframe for evaluation:**

Annually on June 30

**Responsible Persons:**

Linda Bryan, Ph.D., CCC-SLP

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**3.4 Outcomes/Objectives:**

Conduct regular performance evaluations of faculty based on academic and clinical teaching

**Measure:**

As documented in Academic Personnel File.

**Target:**

Print out all on-line evaluations semesterly

**Tactical Steps:**

1. Encourage students to complete on-line course evaluations
2. Work with the registrar's office to develop an on-line clinical supervision evaluations system that will accurately reflect each clinicians supervisor
3. Continue hand-written evaluations of clinical supervisors until system noted in #2 is functional

**Timeframe for evaluation:**

Annually on June 1.

**Responsible Persons:**

Johanna Boulton, Ph.D., CCC-SLP, Program Director

**Goal #4:**

Recruit, retain, and prepare students as quality health professionals

**Goal #4 Alignment with University Strategic Plan:**

Goal 4 aligns with the University's Goal 3: "Provide degree programs that meet the professional and intellectual needs of our students and stakeholders," specifically the University's Objectives to, "Increase enrollment in high-demand or targeted-growth areas" (Objective 3.1) and, "Increase retention in high-demand or targeted-growth areas (Objective 3.2)."

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**4.1 Outcomes/Objectives:**

Recruit highly qualified students

**Measure:**

As documented in the Annual report sent to the Council on Academic Accreditation for Communication Sciences and Disorders

**Target:**

Develop and draft new brochures by August 1, 2012

**Tactical Steps:**

1. Develop a recruitment plan for the department
2. Develop hard copy brochures for both the clinic and academic program
3. Review and expand the departmental website
4. Transfer brochure information to small size CDs
5. Faculty will participate in recruitment and retention activities at the university, college, and departmental levels

**Timeframe for evaluation:**

Annually on August 1

**Responsible Persons:**

Johanna Boulton, Ph.D., CCC-SLP

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**4.2 Outcomes/Objectives:**

Continue and expand different academic and clinical tracks

**Measure:**

As documented in the Annual report sent to the Council on Academic Accreditation for Communication Sciences and Disorders

**Target:**

Continue and refine SLP-A to Master's Track

**Tactical Steps:**

1. Continue the traditional academic track (Speech-Language Pathology major B.S. through completion of M.S.)
2. Continue the accelerated academic tracks for those students having an undergraduate degree in a field other than Speech-Language Pathology
3. Continue providing opportunities for students with a B.S. in Speech-Language Pathology who have been working with an Assistants license to return to school to complete the M.S. program
4. Continue providing opportunities for B.S. graduates to complete the required clinical clock hours to obtain an Assistants license through liaison with licensed speech-language pathologists
5. Provide financial assistance as warranted and available to market and recruit students to the Speech-Language Pathology program
6. Continue and refine the newly-developed SLP-A to Master's Track.

**Timeframe for evaluation:**

Annually on August 1

**Responsible Persons:**

Johanna Boulton, Ph.D., CCC-SLP

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**4.3 Outcomes/Objectives:**

Provide opportunities for students to demonstrate initiative, accountability, and individualized professional growth



**Measure:**

As documented in ULM Annual Report

**Target:**

Hold NSSLHA meetings each month;

**Tactical Steps:**

1. Continue to encourage student participation and leadership in the ULM chapter of the National Speech-Language-Hearing Association (NSSLHA), the CABLE conference, the state (LSHA) and national (ASHA) professional organizations, the Speech-Language Pathology-sponsored spring conference, and the departmental and college student committees
2. Involve students in community service speaking to high school students and participating in speech, language, and hearing awareness activities
3. Continue meetings of the Student Advisory Council and report on feedback during faculty meetings and Curriculum Audits.
4. Continue Graduate Forum.
5. Involve students in the planning and execution of Better Hearing and Speech Month activities
6. Provide accurate, comprehensive, and current information about SLP practices and the Speech-Language Pathology program throughout students graduate and undergraduate programs

**Timeframe for evaluation:**

Annually on June 30

**Responsible Persons:**

Sarah Hayes, M.A., CCC-SLP, Clinic Coordinator

**Goal #5:**

Maintain and continue to develop university, community, regional and national relationships and partnerships

**Goal #5 Alignment with University Strategic Plan:**

Goal 5 aligns with the University's Goal 6: "Strengthen relationships with ULM constituencies," specifically the University's Goals 6.1, "Increase the number of interactions with political and business leaders," and 6.2, "Achieve an average of 50 community partnership activities per year."

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**5.1 Outcomes/Objectives:**

Maintain strong, existing community partnerships for clinical components of the curriculum

**Measure:**

As documented in ULM Annual Report

**Target:**

Locate at least three additional sites from which to recruit patients/locate student interns

**Tactical Steps:**

1. Utilize faculty, student, and supervisor input, identify and contact new sites for clinical internship experiences
2. Determine a way to express appreciation to those who serve as clinical internship supervisors
3. Inform other departments of services available at the Speech and Hearing Clinic
4. Increase community awareness of the Speech and Hearing Clinic as a resource
5. Develop and continue strong partnerships with area and regional organizations (e.g., Families Helping Families, VOA Early Head Start, VA War Veterans home, LSU-Conway Hospital, Entergy Community Partnership Grants) with whom relationships exist.
6. Establish new relationships with community and regional partners with whom relationships have yet to be established.
7. Increase and improve partnerships on a national level.

**Timeframe for evaluation:**

Annually on June 30

**Responsible Persons:**

All Speech-Language Pathology Faculty

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**5.2 Outcomes/Objectives:**

Improve physical resources for the academic and clinical programs in order to provide state of the art services to the community

**Measure:**

As documented in the Annual report sent to the Council on Academic Accreditation for Communication Sciences and Disorders

**Target:**

Continue to furnish and decorate newly constructed Sugar Hall Clinic.

**Tactical Steps:**

1. Continue to oversee renovation of the new Speech and Hearing Clinic
2. Provide adequate and appropriate computers and technology for faculty, staff, and students through periodic technology upgrades
3. Advocate to equip all classrooms and labs with appropriate technology to enhance academic and clinical teaching and service provision
4. Advocate for continued access to multi-media resources (e.g., blackboard, power point) for faculty and students
5. Participate in university programs to ensure compliance with university health and safety plans
6. Obtain office space for adjunct faculty
7. Obtain research lab space for faculty
8. Investigate funding sources to help defray expenses
9. Provide continuing education opportunities for professionals
10. Serve as an informational resource for the community
11. Solicit donations of equipment and other resources; promote activities to secure resources (e.g., grants)
12. Strengthen alumni relations

**Timeframe for evaluation:**

Annually on August 1

**Responsible Persons:**

Johanna Boulton, Ph.D., CCC-SLP, Program Director

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**5.3 Outcomes/Objectives:**

Provide professional continuing education for the community

**Measure:**

As documented in ULM Annual Report

**Target:**

Host a renowned guest speaker for Spring Conference; attract at least 20 attendees who are non-communication disorder professionals

**Tactical Steps:**

1. Investigate funding sources to help defray expenses
2. Provide continuing education opportunities for professionals
3. Serve as an informational resource for the community

4. Solicit donations of equipment and other resources; promote activities to secure resources (e.g., grants)
5. Strengthen alumni relations
6. Attract a multidisciplinary audience
7. Establish relationships with nationally and internationally-known collaborators

**Timeframe for evaluation:**

Annually in Spring Semester

**Responsible Persons:**

Johanna Boulton, Ph.D., CCC-SLP

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**5.4 Outcomes/Objectives:**

Develop and/or strengthen on-campus interdisciplinary partnerships reflecting existing and emerging best practice

**Measure:**

As documented in ULM Annual Report

**Target:**

At least one faculty member will collaborate in a multidisciplinary research, teaching, and/or clinical collaboration activity

**Tactical Steps:**

Liaison with Dental Hygiene, Special and Regular Education, Psychology, Gerontology, and pre-Occupational Therapy for theoretical, clinical, and research collaboration where warranted

**Timeframe for evaluation:**

Annually on June 30

**Responsible Persons:**

Johanna Boulton, Ph.D., CCC-SLP  
Sarah Hayes, M.A., CCC-SLP

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### **5.5 Outcomes/Objectives:**

Liaison with Dental Hygiene, Special and Regular Education, Psychology, Gerontology, and pre-Occupational Therapy for theoretical, clinical, and research collaboration where warranted

#### **Measure:**

As documented in the Annual report sent to the Council on Academic Accreditation for Communication Sciences and Disorders

#### **Target:**

Hold at least two meetings per year; document suggestions for best-practice document

#### **Tactical Steps:**

1. Select alumni representing the undergraduate and graduate programs, off-campus supervisors, and other interested groups, facilitated by a senior faculty member
2. Conduct regular meetings
3. Involve Advisory Committee in contribution to and suggestions regarding development of the best practice document for the Speech and Hearing Clinic

#### **Timeframe for evaluation:**

Annually on September 1

#### **Responsible Persons:**

Mary Ann Thomas and Mona Bonnette, MS CCC-SLP