APPENDIX A: TEMPLATE FOR ANNUAL PROGRAM REPORT REVIEW *(See preceding document for detailed descriptions for each section)*

ANNUAL PROGRAM REPORT

College	CLASS
Department	Speech, Language and Hearing Sciences
Program	Speech-Language Pathology
Reporting for Academic Year (i.e., the last academic year)	2021-2022
Last Five-Year Review	2018
Next Five-Year Review	2023
Department Chair	Elena Dukhovny
Author of Review	Elena Dukhovny
Date Submitted	10-01-2022

I.   <u>**SELF-STUDY**</u> *(suggested length of 1-2 pages)*

A. Five-Year Review Planning Goals
Present your planning goals from your last Five-Year plan.

Strategic goals, SLHS, 2018
Goal 1: Build departmental strength through recruitment and retention of qualified faculty.
Goal 2: Enhance growth in faculty scholarship and productivity
Goal 3: Enrich the academic and clinical training experience through innovative instruction that meets the needs of our pluralistic communities.
Goal 4: Provide comprehensive academic and career advising to our diverse study body to support student success and transition to a successful professional career.
Goal 5: Develop and enhance external collaborations and resources for academic and clinical faculty and programs.

B. Progress Toward Five-Year Review Planning Goals
Report on your progress toward achievement of the Five-Year Plan. Include discussion of problems reaching each goal, revised goals, and any new initiatives taken with respect to each goal.

Goal 1: In 2021-2022 we maintained our six full-time faculty, two full-time staff and one half-time staff member. We submitted a request for a seventh tenure track faculty line, to align with our accrediting body's recommendation for seven full-time faculty. The line was not funded by the university due to university-wide enrollment challenges. We have continued to staff remaining courses with lecturers who have relevant clinical specializations.

Goal 2: The department's full-time faculty maintain consistent growth in scholarship and productivity. In 2021-2022, regular faculty published nine peer-reviewed manuscripts and

conducted over a dozen professional conference presentations. In 2021-2022, the department benefitted from ongoing and new grant funding from the National Science Foundation, the U.S. Dept. of Education, the Mellon Foundation and the Christopher & Dana Reeve Foundation.

Goal 3: In terms of students' academic and clinical training, we were reaccredited by the Council for Academic Accreditation in speech-language pathology (CAA) and we meet all rigorous academic and clinical requirements of the CAA. In our community-serving on-campus free clinic, we continue to hold innovative specialty clinics such as the Conversation Club for adults with autism spectrum disorders, the award-winning Aphasia Treatment Program, ConversAACion clinics for individuals who use speech-generating devices to communicate and the increasingly popular Pioneer Pals summer camp for children with autism spectrum disorders. In alignment with best practices in student success and retention, the department faculty engage students in clinical and research activities, with 19 student SLHS scholars funded by the Center for Student Research in 2021-2022. To better meet the needs of our bilingual populations, in 2021-2022 we adapted a new clinical assessment checklist that supports graduate students as they develop the skill of assessing bilingual clients. Additionally, to improve academic and clinical training of our undergraduates, we got approval for two courses, SLHS 309 (Foundations of Success in SLP & Audiology - 1) and SLHS 310 (Foundations of Success in SLP & Audiology - 2), to formalize instruction for our undergraduates on skills necessary for success in our field. The pilot run for these courses is 2022-2023.

Goal 4: Academic and career advising has traditionally been challenging for our small faculty, given the need for individual advising for parts of the graduate program, the intensity of the major for undergraduates who are preparing for competitive graduate school applications, and the often precarious financial position of East Bay students, which results in high work hours and unstable living situations. We have advisors assigned to each cohort of undergraduate and graduate students. Additionally, in 2021-2022, as previously, chair Shubha Kashinath held once-a-semester "coffee with the chair" events for all students in the department. Clinic director Shelley Simrin supports graduate students towards the end of their program as they navigate their options for required clinical internships.
In 2021-2022, we have taken a new initiative to improve advising. As part of our departmental Inclusion Diversity Equity Activities (IDEA) and initiatives (through our departmental IDEA Committee, see below), we launched a mentorship program in 2021-2022, with more advanced graduate students mentoring new graduate students. New student response so far has been positive.

Goal 5: Our external collaborations continue to grow. In 2021-2022, multiple faculty collaborated on research projects with faculty in other universities across the U.S. Our clinic director maintains relationships with 50+ school districts, hospitals and private practices around the Bay Area for student clinical placements.

C. Program Changes and Needs

Report on changes and emerging needs not already discussed above. Include any changes related to your programs such as program additions and changes, Diversity, Equity and Inclusion efforts (including closing the equity gaps), and any significant events which have occurred or are imminent, program demand projections, notable changes in resources, retirements/new hires, curricular changes, honors received, etc., and their implications for attaining program goals. Organize your discussion using the following subheadings.

Overview:

The graduate and undergraduate programs have stable enrollments and high graduation rates. No significant events have occurred in 2021-2022 in faculty or staff changes. Graduate program demand continues to be high and undergraduate program enrollment in 2021-2022 was stable, though, like the rest of the university, we are seeing lower enrollment in Fall 2022 and are exploring recruitment options for the undergraduate program.

Curriculum:

Curriculum was offered as planned in 2021-2022. SLHS is accredited by the Council on Academic Accreditation (CAA) in speech-language pathology (2020-2028) and the department's speech-language pathology services credential preparation program is accredited by the California Commission on Teacher Education (CCTC, 2018-2023). Our curriculum adheres closely to CAA and CTC requirements. In-person courses resumed partially in Fall 2021 and fully in Spring 2022.

Minor changes to undergraduate curriculum are described in the previous section. Additionally, to cover advances in the field more effectively, we implemented two changes. We split the course "Child Language Disorders" (SLHS 601) into "Child Language Disorders Birth-7 y.o. (601A) and "Child Language Disorders 8-21 (601B)". Additionally, we split the course "Adult Neurogenic Cognitive and Communication Disorders (SLHS 602) into "Adult Neurogenic Disorders of Language (602A) and "Acquired Cognitive-Communicative Disorders (602B)". Finally, we removed the course "Educating All Learners in Diverse Classrooms (SPED 500) from our M.S. requirements, though it is still a Credential requirement for students who are acquiring a school-based services credential in order to work in California public schools.

Students:

The total number of undergraduate students was 130 in 2021-2022 and the total number of graduate students was 79 in 2021-2022, with 15 entering the extended M.S. program and 16 entering the regular M.S. program in Fall 2022 from a pool of about 250 applicants. Number of graduate students has remained steady, in part due to the department capping admissions to about 17 regular and 17 extended M.S. students annually. The number of undergraduate students stayed steady between Fall 2020 and Fall 2021, with a previous increase from Fall 2019 to Fall 2020.

Our undergraduate and graduate student populations have continued to be ethnically and racially diverse. This is especially notable for the graduate student population. In a field where 94%+ of professionals are white, female and monolingual, our graduate student body has been racially and ethnically diverse for at least the last five years for which data is available on Pioneer Insights (see table for Fall 2021, below).

Graduate program enrollment (retrieved from Pioneer Insights)

Race/ethnicity	Fall 2021 - n	Fall 2021 - %
Black	2	3%
Unknown	3	4%
International	5	6%
Multirace	6	8%
Asian	12	15%
Latino/a	22	28%
White	29	37%
Sex		
Male	7	9%
Female	72	91%

Faculty:

In 2021-2022, the department continued to employ six full-time faculty (Shubha Kashinath, Elena Dukhovny, Pradeep Ramanathan, Katrina Nicholas, Eve Higby and Michelle Gravier).

Staff:

In 2021-2022, the department continued to employ three full time staff (Marianna Wolff, ASC; Shelley Simrin, Clinic Director; Jenny Rosenquist, Clinical Supervisor) and one half-time staff (Sophia Kanenwisher, Clinical Supervisor). With the continued growth in specialized clincial training programs, we would benefit from adding an 0.5 FTE supervisor to our staff to decrease our dependence on part time supervisors and meet the changing and increasing accreditation requirements of our professional body.

Resources: *(facilities, space, equipment, etc.)*

In 2021, the department made a significant one-time investment in upgrading equipment in the Speech Science lab. Major equipment and software used in the department includes SimuCase clinical training software, ClinicNote electronic medical records, and a new clinical observation and feedback closed-circuit system. New grant-funded research equipment additionally includes electroencephalography equipment funded by an NSF Major Research Instrumentation grant to faculty Higby, Gravier and Ramanathan.

Assessment:

Our program submits annual reviews to our professional accrediting body, the ASHA CAA, with updated information on program faculty numbers and qualifications, curriculum, student body, assessment of student learning and program assessment. Most recent report was submitted on 08-01-2022.

DEI Initiatives:

The SLHS Inclusion, Diversity, Equity, and Access (IDEA) Committee was created in 2020 and continues to implement immediate and meaningful steps to ensure equitable treatment of students. Faculty, staff, and students have been meeting to identify departmental priorities, and to establish short and long term goals to better meet the needs of our BILAPOC (Black, Indigenous, Latinx, Asian and People of Color) students and their allies. Most recently, in 2021-2022, IDEA committee outcomes have included partial funding of graduate school applications for undergraduates from historically under-represented groups, a pilot of a mentoring program

for new graduate students, an exploration into opening a NBASLH (National Black Association for Speech-Language and Hearing) regional affiliate group and an update of clinical assessment processes to align with evidence-based practices for multilingual speakers.

       Other: *(e.g., major program modifications)*
       We had no major program modifications in 2021-2022.

II.   <u>SUMMARY OF ASSESSMENT</u> *(suggested length of 1-2 pages)*

A. Program Learning Outcomes (PLO)

List all your PLO in this box. Indicate for each PLO its alignment with one or more institutional learning outcomes (ILO). For example: "PLO 1. Apply advanced computer science theory to computation problems (ILO 2 & 6)." Program Learning Outcome(s) Assessed. List the PLO(s) assessed. Provide a brief background on your program's history of assessing the PLO(s) (e.g., annually, first time, part of other assessments, etc.)

PROGRAM STUDENT LEARNING OUTCOMES

Students graduating with a B.S. in Speech Pathology and Audiology from California State University East Bay will be able to:

OUTCOME	I.L.O. *
Demonstrate the foundational knowledge for entry-level professional training in speech-language pathology and audiology	1, 6
Integrate knowledge from natural, behavioral and social sciences with contemporary theory and practice in speech-language pathology and audiology	1, 6
Demonstrate quantitative and critical thinking skills to address complex problems in Speech Pathology and Audiology	1
Describe typical and atypical communicative and cognitive development and behavior across the lifespan	2, 6
Articulate the importance of cultural competence, ethics and advocacy in serving a diverse population	3, 5
Communicate ideas, contemporary perspectives and professional values clearly and persuasively in speech and writing	2
Demonstrate skills in working collaboratively with peers, professionals and community partners	4

From https://www.csueastbay.edu/slhs/files/docs/student-learning-outcomes-bs-speech-pathology.pdf

Students graduating with a M.S. in Speech Pathology and Audiology from California State University East Bay will be able to:

OUTCOME	I.L.O. *
Competently screen, assess and treat communication, cognition and swallowing across the lifespan	1, 3, 6
Demonstrate effective verbal and written communication with clients, their families, and other professionals	2, 6
Demonstrate proficiency in working collaboratively with peers, professionals and community partners	3, 4
Evaluate, integrate and apply scientific evidence, clinical expertise and client values for optimal service delivery	1, 3, 5, 6
Uphold the highest ethical professional standards, including recognition of one's professional competence	5
Demonstrate commitment to acquire cultural competence and to advocate for those affected by communicative, cognitive and swallowing disorders	3

From https://www.csueastbay.edu/slhs/files/docs/student-learning-outcomes-ms-speech-patholology.pdf

Our program outcomes are aligned with accreditation requirements of our accrediting bodies, the ASHA CAA and the California Commission on Teacher Education. We submit annual reports to the CAA to maintain our accreditation as a speech-language pathology program. PLO assessments for annual reports were suspended during quarter-to-semester transition, during COVID and during our accreditation year (2020-2021).

B. Summary of Assessment Process
Summarize your assessment process briefly using the following sub-headings.

In 2021-2022, as scheduled, assessment addressed the outcome "demonstrate commitment to acquire cultural competence and to advocate for those affected by communicative, cognitive and swallowing disorders," aligning with the ILO "apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities."
Instrument(s): *(include if new or old instrument, how developed, description of content)*
The assessment instrument used was the CSUEB ILO Diversity Rubric (approved by Academic Senate in 2018).

Sampling Procedure:

The sample included the whole cohort of graduate students in their first year of the regular (2-year) M.S. program, who were all enrolled in SLHS 607, Advanced Seminar on Cultural and Linguistic Diversity. SLHS 607 is a required course for graduate students.

The course description is:

"Knowledge, skills and attitudes essential for speech-language pathologists serving diverse populations with disorders of speech, language, hearing, cognition, and swallowing. Issues: second language acquisition, techniques for least-biased and dynamic assessment of clients, culturally relevant interviewing and intervention techniques."

The course Student Learning Outcomes are:

"Upon successful completion of this course students will be able to:

-Identify specific barriers faced by diverse populations in accessing speech-language pathology and audiology services.

-Discuss existing solutions to common cultural and linguistic barriers faced by diverse populations in accessing quality care in educational and health settings.

-Aware of specific strategies for the least-biased assessment of dual language learners (e.g. dynamic assessment).

-Identify best practices for SLPs when collaborating with an interpreter or translator during clinical service delivery."

Sample Characteristics:

Sample racial / ethnic and sex characteristics aligned with student data for Fall 2021.

Data Collection: *(include when, who, and how collected)*

Data were collected in Fall 2021 by Dr. Katrina Nicholas, the instructor for the course. Data included components of several assignments.

Assignment (A), titled *the Speech and Language Patterns Project*, required students to write a paper and create a presentation on a language and relevant language community. Components of the assignment relevant to the ILO assessment are listed below:

SLIDE 2: Introduce language with general information on language family, list countries with official language, writing system used, on number of speakers in world and U.S., percentage of speakers in San Francisco Bay Area, provide a link to access interpreters of that language, common bilingual pairings besides English (e.g., Vietnamese speakers may also commonly speak French, suggested source: https://www.mcgill.ca/linguistics/research/bat)

SLIDE 3: Developmental Norms for speech sounds in the language (Kester, 2014)

SLIDE 4: Venn contrast of consonants, venn contrast of vowels in the language (Kester, 2014)

SLIDE 6: Provide a link with an example of an audio recording with a speaker of native language influenced English from https://www.dialectsarchive.com/ List age, gender and region of origin or other demographic details.

SLIDE 7: Describe the word order (subject verb object), inflection of morphology, and other important properties of the language that may differ from English: https://www.pdx.edu/multicultural-topics-communication-sciences-disorders/languages

SLIDE 8: Select 3 morphosyntactic patterns and native language influenced common errors that could be potentially interpreted as "disordered." Could there be other features disambiguating language difference vs. disorder? (Kester, 2014)

SLIDE 10: Provide 3 RELEVANT differences that may exist between Main Stream American Culture and the culture of the speakers of the language regarding semantic nuances, body language and gestures, and customs of respect to aid the SLP in communicating effectively (certain gestures that are positive in one culture that are negative in another culture; expectations of the role of the professional, age, gender, etc.) Be sure to preface that this is not meant to be essentialism but rather to point out a possible difference to look for (Suggested sources: https://www.pdx.edu/multicultural-topics-communication-sciences-disorders/languages and https://www.asha.org/practice/multicultural/Phono/)

Assignment (B) was the *final exam* in the course. The final exam was a written, take-home exam that included three case studies, each of which required students to create assessment and intervention plans for clients from a variety of linguistic, cultural and racial/ethnic backgrounds.

Data Analysis:

The two assignments were reviewed and scored by a single scorer according to the university-approved diversity rubric.

Summary of Assessment Results

Summarize your assessment results briefly using the following sub-headings.

Main Findings:

The Diversity rubric includes four sections: cultural self-awareness, knowledge of diverse views, respect for diverse perspectives and reflection on interaction with diverse people and perspectives. The rubric rankings for each section are "strong, adequate, limited, little-to-no" evidence of skills.

Cultural self-awareness: Cultural self-awareness was explicitly taught in this course through a series of class discussions and self-reflections guided by checklists offered by the American Speech, Language and Hearing Association (ASHA, e.g. https://www.asha.org/siteassets/uploadedFiles/Cultural-Competence-Checklist-Personal-Reflection.pdf). However, there is purposefully no written record of this assignment. (See "challenges" below.)

Knowledge of diverse views: Students demonstrated **adequate** knowledge of diverse views on communication styles, values and practices. They discussed similarities and differences in interpretation of eye contact, small talk, expected levels of formality in interaction, adherence to schedules (punctuality) and, to a lesser extent, family values (e.g. respect of elders), in about a dozen different language communities. Because this was a section of a larger assignment, it was not expected that students would demonstrate the highest ranking of "strong" evidence of knowledge of diverse views. Additionally, because this course is specifically addressed to issues in communication disorders, the students were only asked to provide information relevant to communication and to service delivery to families.

One aspect of the findings is that students were comparing language communities to a hypothetical "mainstream American culture." For example, many students listed "respect for

elders" as a cultural characteristic that contrasts with mainstream American culture. It's not clear from the assignment, however, what communities represent "mainstream American culture." All students demonstrated knowledge of diverse views with the statement that characteristics attributed to any particular community should not be assumed to appear in all members of this community, and are starting points for learning more about client families, rather than categorical differences.

Respect for diverse perspectives: In the final take-home exam, students were asked to identify cultural parameters of a childcare setting (collectivist vs. individualist) and to adapt therapy activities to match the childcare's and the client family's values. Students demonstrated **adequate** evidence of respect of different points of view in this assignment. Across all responses, students reported their plan to use *routines-based goal-setting and instruction*. Routines-based goal-setting and instruction involves observing and interviewing family and childcare interactions throughout the day, in routines that are chosen, valued and practiced by the client families. Therefore, routines-based goal setting and instruction is predominantly family-guided and represents strong evidence of respect for diverse perspectives. Within routines-based service provision, students varied in their practical ability to adapt specific goals that were provided in the case study. A significant minority of students demonstrated only partial or minimal practical adaptation of client goals to the cultural milieu of the childcare setting.

Reflection on interaction with diverse people and perspectives: In Assignment (A), speech and language patterns project, students were asked to provide information on communities of speakers of a chosen language or dialect, including an audio sample of someone from this language background speaking English, a description of where and by how many people this language or dialect is spoken, and a description of the language syntax and sound system and how it overlaps and differs from mainstream American English. The purpose of this assignment was to give students an opportunity to practice differentiating the characteristics of English observed in English language learners from the characteristics of English observed in individuals with language disorders. Interactions with diverse languages and demonstration of the sounds and grammars of different languages prevents future speech-language pathologists from misdiagnosing people whose native language is not English. Students demonstrated **strong** analysis across the cohort of language structures and comparisons between English and other languages common to the Bay Area. This assignment did not target reflection on interaction with diverse identities and positions.

Recommendations for Program Improvement: *(changes in course content, course sequence, student advising)*
Based on the assessment above, several recommendations can be made for program improvement with regard to the evaluated PLO:
1. Data on cultural self-awareness can be gathered via an anonymous survey at the end of SLHS 607 so that data is available
2. Additional assessment of rubric sections *Respect for Diverse Perspectives* and *Reflection on Interaction* may be conducted via analysis of student ratings by clinical supervisors in the area of

professional communication. These clinical ratings are available via our clinical management system Calipso, but they are currently not explicitly standardized between different clinical supervisors.

3. There is limited capacity within SLHS 607, which is a 2-unit course, to provide multiple in-depth case studies that allow students to practice goal and therapy adaptations. However, many other graduate courses offer case studies that often include multicultural adaptation components. The next step in program improvement is to collect information on where these case studies may be offered and, depending on results, include further clinical instruction on practical ways to adapt intervention. One possibility for further case study, if needed is the course SLHS 600, *Foundations of clinical practicum.*

Next Step(s) for Closing the Loop: *(recommendations to address findings, how & when)*

Findings will be reviewed with the faculty and staff in Fall 2022.

Other Reflections:

One challenge that we faced during this assessment was that, due to the sensitive nature of some of the conversations in the course, student responses were not recorded and were not available to be analyzed. For example, the diversity rubric begins with evaluation of self-reflection tasks. Students completed these tasks in SLHS 607, responding to reflection prompts about their own values and biases. However, they were purposefully not required to turn in these reflections, to decrease potential for social desirability bias.

C. Assessment Plans for Next Year

Summarize your assessment plans for the next year, including the PLO(s) you plan to assess, any revisions to the program assessment plan presented in your last five-year plan self-study, and any other relevant information.

In 2022-2023, our program is preparing for a re-accreditation visit from the California Commission on Teacher Education, which is due to happen in Fall 2023. Along with teacher education programs in the College of Education and Allied Studies, we will be collecting information for reaccreditation and will base our assessment plans on accreditation needs.

III. DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS *(suggested length of 2 pages)*

Each program should provide a one-page discussion of the program data available through Pioneer Insights or the CAPR Data Portal. This discussion should include an analysis of trends and areas of concern. Programs should also include in this discussion requests for additional resources including space and tenure- track hires. Resource requests must be supported by reference to Pioneer Insights data or other data resources. Requests for tenure-track hires should indicate the area and rank that the program is requesting to hire. If a program is not requesting resources in that year, indicate that no resources are requested.

A. Discussion of Trends & Reflections Notable Trends;

Summarize and discuss any notable trends occurring in your program over the

past 3-5 years based on program statistics (1-2 paragraphs). You may include 1-2 pages of supplemental information as appendices to this report (e.g., graphs and tables).

Matriculated students:

	Fall 2019	Fall 2020	Fall 2021
Undergraduate	116	134	130
Graduate*	94	86	79

*Graduate numbers reflect a cap we place on number of admits.

Graduate program number of applications:
2019-2020: 272 graduate applications (for Fall 2020 start)
2020-2021: 374 graduate applications (for Fall 2021 start)
2021-2022: 269 graduate applications (for Fall 2022 start)

Reflections on Trends and Program Statistics:
Provide your reflections on the trends discussed above and statistics and supplemental information presented in this report.

   The lower number of matriculated graduate students in Fall 2021 reflects a program adjustment that went into effect in Fall 2018 that allowed graduate students in the extended M.S. program to graduate in three years rather than 3.5, rather than an authentic drop in student numbers. (In other words, students in the extended graduate program who began the program in Fall 2017 graduated at the end of Fall 2020, while the extended graduate students who began the program in Fall 2018 graduated at the end of Summer 2021.) Additionally, though we typically receive about 250-300 graduate applications annually, we cap the number of graduate admits to fit our small faculty. The 2020-2021 application cycle was a peak year across SLP programs nationally, so the 20-21 year is a high outlier, but we have consistently had 250+ applications for our graduate program and will be able to admit more students if we have the resources.

   B. **Request for Resources for the Upcoming Year** *(suggested length of 1 page)*
   Request for Tenure-Track Hires: provide evidence from trends provided
   SLHS would like to request an open rank tenure track position (Assistant or Associate Professor commensurate with experience; salary dependent upon educational preparation and experience) to finally meet the faculty size recommendation (7 TT faculty) that was outlined at our previous site visit (2011-12) by our external accreditation agency, the American Speech Language Hearing Association. This recommendation was reiterated at our most recent site visit (2020-21). More importantly, SLHS is poised to grow in strategic ways that align with college priorities. Over the past three years, we have proposed and offered three new GE courses that have expanded learning opportunities for CLASS undergraduate students. We have discussed potential collaborations with colleagues in Modern Languages, Social Work, and other departments to continue to grow our ability to offer meaningful coursework to grow undergraduate majors, develop viable certificate programs (see below), and further distinguish our graduates with specializations that will set us apart from other regional programs.

   We receive 250-300 applications for 30 spots in our graduate program. With additional faculty and resources, we will be able to continue to grow as it fits in the college's strategic plan and interest.

Potential Contribution of New Faculty Line

The department is seeking a faculty member with experience in serving culturally and linguistically diverse school age language disorders, second language acquisition, literacy, articulation & phonological disorders or in the areas of organic disorders (such as cleft palate). This will complement the teaching and research expertise of current faculty and increase our ability to mentor diverse students in the profession.

We have several departmental initiatives that this faculty hire will be recruited for:

a) Development of a bilingual specialization such as medical translation (in collaboration with Modern Languages) for undergraduates in MLL and/or SLHS

b) Development of new GE coursework to attract undergraduates to a CLASS major

c) Creating a stronger collaboration with current programs such as Hayward Promise Neighborhood (with the literacy and bilingual focus)- leading to additional grant funding

d) Development of a bilingual certificate program to train bilingual speech language pathologists (a huge need in the area).

Additionally, our two most recent accreditation reports recommended seven full-time faculty. It is a requirement of the accrediting body that 50% of our graduate courses should be taught by individuals with doctoral degrees. We have been able to secure occasional lecturers with doctoral degrees to meet the 50% cut-off. However, the vast majority of lecturers in our field are clinical speech-language pathologists with M.S. degrees., so we risk not meeting the 50% cut-off on any year when doctoral-level lecturers are not available, and/or when any of our faculty are away from teaching on administrative, research or other releases.

Thank you for your consideration and support of our department's faculty needs.