
ANNUAL REPORT FORMAT

For Submission During 2004-2005 Academic Year

Council on Academic Accreditation in Audiology and Speech-Language Pathology

The purpose of the annual report is to provide updated information, including past and anticipated changes in the program, as it relates to your program's continued compliance with the standards for accreditation. The outline presented here must be followed when submitting an annual report during the 2004-2005 academic year. Please submit **one electronic** version of your annual report, including all appendices, and an **original** and **one paper copy** to the National Office. You may submit the electronic version on a disk when you submit the paper copies, or you may email it separately as a Microsoft Word attachment to sflesher@asha.org

DATE: 12/01/04		
CAA FILE # : 32	ANNUAL REPORT #: 3	
INSTITUTION:	THE UNIVERSITY OF GEORGIA	
SCHOOL, COLLEGE, DIVISION:	EDUCATION	
DEPARTMENT /PROGRAM:	COMMUNICATION SCIENCES AND DISORDERS	
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DEGREE(S) DESIGNATOR:		MED, MA, EDS, PhD
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*2004-05 CAA Annual Report
Revised April 2004*

SECTION A.**Prior Concerns.**

List any concerns noted by the CAA in your last report approval letter (either annual report or (re)accreditation), and describe in detail the actions taken to address those concerns.

Program Response:

The CAA has asked that we respond to the following comments and concerns related to various standards as shown below:

Std. 1.2. Comment: There were no student learning outcomes provided with the annual report. What was provided within the program's response to the CAA's request for further information were program outcomes. The standard asks for specific student learning outcomes. Please provide three specific student learning outcomes in the next annual report.

Response: Per the CAA's request three specific student learner outcomes that apply to our program are as follows:

1. Students will analyze, synthesize, and evaluate information about the theories and thought processes behind science, research, and clinical work.
2. Students will identify, organize, and evaluate information from various sources related to assessment and intervention in augmentative and alternative communication.
3. Students will comprehend, integrate, relate, and explain the basic principles of neuromotor control and somatosensation.

Std. 1.6 Comment: Please describe the process for assessment of alumni and employers. Be sure to include how these are shared with the faculty in making improvements in the program.

Response: Our department is in the process of developing a questionnaire in an effort to compile this type of information.

Std. 1.7 Comment: Please provide examples of other formative assessments used by the program. Explain how these are shared with the faculty and used for program development and improvement.

Response: Our program documents student progress toward completion of the graduate degree and professional credentialing requirements and makes this information available to assist students in qualifying for certification and licensure, as directed by Std. 1.7, in a variety of ways as described below:

1. Formal assessment of student's progress toward completion of the graduate degree takes place through the standard practice of course examinations, written papers, research projects, or any oral presentations that may be required for a particular course or to satisfy degree requirements. Students receive feedback from instructors regarding their basic knowledge of the subject matter, as well as the content and writing style relative to any written papers or design of research projects. Relative to the clinical component of the program, students receive formal assessments from their clinical supervisors concerning the content and mechanics of their formal reports, their interpretation of test results, as well as feedback regarding the manner in which they conduct their clinical practicum sessions at the end of each session.
2. Any student who is having difficulty either in the classroom or in their clinical practicum is discussed by the faculty. These discussions take place during faculty meetings or may occur at any time during the academic year. During each summer retreat, however, the faculty discusses each graduate student; and at the beginning of each fall semester, the students receive a formal letter, signed by their advisor and the program director, informing them of their progress to date and alerting them of any concerns the faculty may have concerning their progress. When a problem(s) has been identified by the faculty, a remediation plan is implemented. The remediation plan notes the skill or knowledge goal deficiency, objectives to achieve improvement, indicators of achievement, target date for correcting the deficiency, status and comments at target date, and date skill or knowledge level is achieved. The student indicates by signature that he/she agrees to the remediation plan, and the student's advisor signs off on the plan when the student has successfully completed all of the requirements established in the plan.
3. Other formative assessment strategies that are used in our program include the following:

- a. Practicum Evaluation Form – Clinical faculty, off-site supervisors, and students complete an assessment of student performance in knowledge and skill areas as demonstrated during clinical practicum. The Practicum Evaluation Form is completed at mid-semester and end of semester by each supervisor to evaluate student performance in oral communication, written communication, interaction/professional skills, prevention, assessment, and intervention. Assessment of clinical performance is used to set goals for the student's continued clinical and professional skill development or to develop a remediation plan, if needed. This record is maintained in the clinical supervisor's student file.
 - b. Clinical and Academic Competencies Formative Assessment Record – Academic and clinical faculty complete an assessment of performance in knowledge and skill areas as related to final competency expectations and learning outcomes. The knowledge and skill areas on this instrument are cross-referenced with those on the Practicum Evaluation Form. The student's acquisition of the knowledge and skills required by the Department of Communication Sciences and Disorders and for ASHA certification (replacing the KASA) are tracked over the course of the entire graduate program. Additionally, faculty enter a rating of the level of skill or competency demonstrated and degree of supervision required. This record is maintained in the student's permanent record and updated at the end of each semester.
4. Student progress toward completion of the ASHA CCC requirements (2005-SLP) is documented as follows:
- a. The Clinical and Academic Competencies Formative Assessment Record is maintained in the student's permanent file to track the acquisition of the knowledge and skills required to meet certification requirements.
 - b. The Clinical Experience Diversity Log is maintained with the Clinical and Academic Competencies Formative Assessment Record and is used by each student to track the number and type of clinical experiences each semester in the categories of culture/ethnicity/race, linguistic diversity, gender, and area (rural/urban). Experiences are also tracked for the total number of clients in each age group and severity level (mild, moderate, or severe) for each disorder category including articulation, fluency voice/resonance; feeding, swallowing, myofunctional; receptive/expressive language, literacy, aphasia; cognitive communication, aural rehabilitation, social aspects, and communication modalities. This log is used to assist the clinical faculty in scheduling students for practicum experiences with client populations that are linguistically and culturally diverse; are across the life span; and are varied in terms of severity and disorders, differences, and disabilities.
 - c. Semester total clock hours are recorded for each student in an online spreadsheet, the Clinical Training Summary form. Supervisors have access to enter clock hours for each semester in adult and child intervention and evaluation across the disorder categories. Hours needed to complete departmental requirements are automatically updated so that the student and supervisors are aware of experiences needed to meet requirements. Experiences in prevention, social aspects, and communication modalities are also entered on the form. A printed copy of this form is maintained in the student's clinic clock hour folder.
 - d. A working file is maintained on each student by academic faculty for meeting academic requirements and clinical supervisors for meeting clinical requirements of the program. Our program degree specialist maintains the permanent student file. Our academic program is sequenced in manner such that all of the course work required for CAA accreditation and ASHA certification is included in the graduate program. All graduate courses are required. These courses are offered only once per year and the graduate class advances as a cohort. Each semester the student's advisor and the student meet to discuss their progress in meeting academic and clinical requirements. Students are advised and scheduled for the appropriate sequence of classes at that time.

Std. 1.8 Comment: The program's web site indicates that the program is accredited by the CAA. It needs to indicate that the "...master's degree in speech-language pathology is accredited by the CAA."

Response: The request to change the web site per the CAA concern has been submitted to the appropriate personnel in the college and should occur presently.

Std. 2.1 Comment: Certification is not current for Dawn Armstrong Puck, Rebecca M. Brady, Georgiana Branan, Lori S. Johnson, Deborah Magdalene and Elexis B. Staton. These individuals should not be used to supervise

students for the purpose of ASHA certification.

Response: These individuals have not been used to supervise students for the past two years and have not supervised any students while their certification was deemed not to be current.

Comment: Please explain the academic teaching responsibilities for Dr. Kaplan. The faculty table shows her to be 1.0 FTE to the graduate program; however, the Web site shows her involved with undergraduate instruction. Please clarify.

Response: Dr. Kaplan currently teaches Aural Rehabilitation during each fall semester. This course became part of her regular teaching load in the fall 2003. Dr. Kaplan is not assigned any other classroom instruction. The remainder of her assigned time is for clinic supervision (graduate students in speech-language pathology) or direct client contact and undergraduate advisement.

Comment: Please describe the teaching responsibilities of Dr. Keller-Bell.

Response: Dr. Keller-Bell teaches two undergraduate courses and two graduate courses. The undergraduate courses are CMSD 4500 (Language Development) and CMSD 4520 (Language Disorders). The two graduate courses are CMSD 6880 (Augmentative and Alternative Communication) and CMSD 6550 (Language Assessment and Intervention for School-Age Children).

Comment: Several faculty are listed on Table II as clinical supervisors, yet it also appears they have no students to supervise. Please clarify.

Response: The two supervisors who are shown as not having students to supervise are Ms. Alice Sanderson and Dr. Holly Kaplan. Both of these supervisors are audiologists. Our department no longer has an audiology program. We graduated our last class in Audiology in August 2002 and have not had any audiology students since that time. Nevertheless, the report indicating that these two individuals do not supervise was in error as both Ms. Sanderson and Dr. Kaplan supervise the speech-language pathology graduate students for their hearing diagnostic and hearing screening hours.

Comment: Please report any additional changes within the faculty since the December 2003 report.

Response: We have had two faculty members leave our department since the December 2003 report. Both of these faculty members were in speech-language pathology. One of these individuals was our department head, Dr. Anne van Kleeck. Dr. Van Kleeck only taught one course per year and frequently that was to fill in for other faculty members who may have bought out of a course through one of their research grants. The other faculty member to depart was an Associate Professor, Dr. Adelaida Restrepo. Currently, we are searching for a replacement for that position. Dr. Albert De Chicchis has taken over as program director since Dr. van Kleeck's departure. Other anticipated changes are discussed below under Stds. 1.3 and 1.4.

Std 3.1 Comment: It appears that graduate students may be taking an undergraduate class for graduate credit. When this happens, what are the additional requirement(s) for the graduate student which is instructional in nature?

Response: When graduate students take an undergraduate class for graduate credit they are usually required to complete extra assignments pertaining to the course. These may be in the form of writing an extra paper(s), completing additional readings and reporting on those readings, making presentations, etc.

Comment: Please provide the CAA an update of the progress of the remaining audiology students in completing their degree by May 2005.

Response: We do not have any students in the Audiology Program currently. The last class graduated in August 2002. We have not admitted any students to the Audiology Program since that time.

Comment: Please provide a copy of the sample curriculum that a typical graduate student (master's level) in speech-language pathology would follow. Please discuss any new courses within the curriculum.

Response: For a typical graduate student curriculum, please refer to Appendix IV. The only course change that has occurred within our program since the December 2003 report pertains to a pre-literacy course. Dr. van Kleeck taught a course titled Pre-literacy and Early Literacy in Speech-Language Pathology, but that course is now taught in the Reading Department under the heading of Literacy Development in Early Childhood.

SECTION B.

Changes Regarding Standards.

Complete the table below, for each CAA Standard, as follows:

- √ Place a check under “**No**” if there have not been any changes since the last reporting period related to that specific standard
- √ Place a check under “**Yes**” if changes have occurred during the last reporting period related to that specific standard and explain those changes in SECTION C
- √ Place a check under “Anticipated” if changes related to that specific standard are **anticipated** for the future and describe those anticipated changes in SECTION D

* Refer to the CAA’s Policy on Substantive Changes to determine if you also need to submit a Substantive Change Plan with this report, as described in Section D.2.

CAA Standard	CHANGES			CAA Standard	CHANGES		
	No	Yes (explain in Section C)	Anticipated (describe in Section D)		No	Yes (explain in Section C)	Anticipated (describe in Section D)
1.1	X			3.5	X		
1.2	X			3.6	X		
1.3			X	3.7	X		
1.4			X	3.8	X		
1.5	X			3.9	X		
1.6	X			3.10	X		
1.7	X			4.1	X		
1.8		X		4.2	X		
2.1	X			4.3	X		
2.2		X		4.4	X		
2.3		X		5.1	X		
2.4	X			5.2	X		
3.1	X			5.3	X		
3.2	X			5.4	X		
3.3	X			5.5	X		
3.4	X						

SECTION C.**Continued Compliance with Accreditation Standards.**

Describe your program's continued compliance, including any changes, as related to the following accreditation standards.

1.0 Administrative Structure and Governance

a. Provide any information concerning changes that have occurred in administrative structure and governance of the program as specified in Standards 1.1-1.8, as you indicated above in SECTION B.

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

The College of Education (COE) at The University of Georgia was asked to re-organize administratively by the university's central administration. As a result of this re-organizational process, all departments within the college were asked to find another department or departments with whom they could merge. Although University Council has approved the COE re-organizational plan, it has not been approved by the University System's Board of Regents (BOR). Until the BOR's approval, all departments will continue to function as they have in the past. It is anticipated, however, that the BOR will approve the re-organizational plan sometime after 01 January 2004 and before the Spring Semester comes to a close. Should the BOR approve the re-organizational plan, the Department of Communication Sciences and Disorders will merge with the Department of Special Education, and the merged department will be called the Department of Communication Sciences and Special Education. The faculty/instructional staff in the Communication Sciences and Disorders Program will continue to be responsible for all decisions concerning the manner in which both the academic and clinical programs are conducted. The director of the program, should the department head come from the other discipline, will continue to have access to higher levels of administration, consistent with this standard. Faculty in the program of Communication Sciences and Disorders (CSD) will continue to conduct its own faculty meetings, as well as develop, administer, and adjust curriculum so as to maintain compliance with the CAA standards for both the academic and clinical components of the program. Faculty and staff within the CSD Program will be responsible for selecting qualified candidates for the purposes of interviewing and hiring personnel to fill vacated and/or new faculty lines, as they become available to the program.

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

Should the BOR approve the re-organizational plan discussed in standard 1.3 above, faculty members in Communication Sciences and Disorders will be eligible to serve as the department head and will be voted on by faculty within the merged department. In those instances when the department head holds a degree in Special Education, a faculty member holding a graduate degree with a major emphasis in speech-language pathology, in audiology or in speech, language, or hearing science, and holding a full-time appointment in the institution will serve as the program director and will lead and administer the program in Communication Sciences and Disorders, per standard 1.4. Although the BOR has not yet approved the re-organization with the COE, the Dean of the COE has approved interim department heads who were voted on by faculty members making up the proposed merged departments. Should the re-organization be approved by the BOR, the individual that will assume the role of Head of the Department of Communication Sciences and Special Education holds a degree in Special Education. Dr. Albert R. De Chicchis, who holds a degree in Audiology, is serving as the Program Director for Communication Sciences and Disorders and will continue in that role if the merger is approved.

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

The Department of Communication Sciences and Disorders Website has been updated and is available at <http://www.coe.uga.edu/csd/>. Text changes related to the program's accreditation status and admission to the undergraduate program are as follows:

Undergraduate Program**Degree: B.S. Ed**

Application deadline: January 15th of the same calendar year for which admission is sought.

Note: ADMISSION IS BASED UPON OFFICIAL ADMISSION TO THE UNIVERSITY OF GEORGIA.

Please attach a copy of your college transcript(s) and your typed essay that is described below.

Each Fall Semester the Department of Communication Sciences and Disorders will accept one cohort of 35 incoming students, who meet the minimum criteria shown below, to begin a four semester (Fall, Spring, Fall, Spring) sequence of course work in the major. Students who do not meet these minimal requirements or who do not meet the January 15th deadline may apply and may be considered on a case-by-case basis, at the faculty's discretion, after all students who meet the criteria and deadline have been considered.

MINIMUM CRITERIA

1. An overall GPA of 3.2 or higher, as of the end of the Fall Semester prior to the year for which admission is sought.
2. A grade of "A" or "B" in the following courses: ENGL 1101, ENGL 1102, MATH 1101, AND BIOL 1103/1103L, or an equivalent course as accepted by the UGA Registrar's office.
3. Submission of a written response to the following prompt:

PLEASE DESCRIBE YOUR UNIQUE PERSONAL, PROFESSIONAL, VOLUNTEER, OR WORK-RELATED EXPERIENCES OR INTEREST THAT YOU BELIEVE DEMONSTRATE YOUR QUALIFICATIONS FOR STUDY IN COMMUNICATION SCIENCES AND DISORDERS. THE ADMISSIONS COMMITTEE ALREADY HAS ACCESS TO YOUR TRANSCRIPTS AND GRADES; USE THIS ESSAY AS A PLACE TO EXPLAIN YOUR OWN SPECIAL SKILLS, TALENTS, INTERESTS, OR CHARACTERISTICS OVER AND ABOVE YOUR COLLEGE CLASSES. **YOUR RESPONSE SHOULD NOT EXCEED ONE TYPED PAGE, AND SHOULD BE WRITTEN BY YOU ALONE.**

Accreditation Status

A change to the web page indicating that it is the master's degree program in the Department of Communication Sciences and Disorders that is accredited by the Council on Academic Accreditation (CAA) is in the process of being changed.

b. Standard 1.6 requires continuous program improvement. Describe one aspect of your program that you identified for improvement over the past year. Describe why that aspect was selected, how you evaluated it, and how the results of the evaluation were used for program improvement.

Program Response:

We identified a need to provide our graduate students with more knowledge and skill in administrative functions related to third-party reimbursement and coding. This aspect of our program was identified for improvement due to the feedback we received from external site supervisors and our students who had completed their internships, which indicated a need to provide more experiences in these areas. Improvements were implemented via development and application of new clinic policies and procedures that included (1) mandatory class instruction on aspects of third-party reimbursement, diagnostic coding, and procedure coding; and (2) student preparation of superbills for client billing, including diagnostic and procedural codes. Students are now gaining experiences determining appropriate primary and secondary ICD-9-CM codes for their clients as well as the CPT code for services provided, thereby applying information received from class instruction and developing needed administration skills for clinical practice.

c. Please provide the following data.

1. **Praxis Examination Results:** Provide Praxis exam pass rate data below for students in your program during the previous three ETS testing cycles (Sept2001-June2002, Sept2002-June2003, Sept2003-June2004). Please indicate data source (ETS, Program – one or both may be used).

		Speech-Language Pathology		Audiology	
ETS Testing Cycle		ETS Data	Program Data	ETS Data	Program Data
Sept 2001 to June 2002	Number of students taking exam	6		NA	
	Number (and %) passed *	6/100%			
Sept 2002 to June 2003	Number of students taking exam	12		NA	
	Number (and %) passed *	12/100%			
Sept 2003 to June 2004	Number of students taking exam	9		NA	
	Number (and %) passed *	9/100%			

*Provide an explanation if the program pass rate for any year falls below the national pass rate ¹.

Program Response:

¹ The national pass rate for the Praxis Examination series is calculated annually by ASHA based on exam takers who indicate ASHA as a score recipient (for 2001-2002 ETS Testing Cycle, the national pass rate was 77% for SLP and 78% for Audiology; for 2002-2003 ETS Testing Cycle, the national pass rate was 75% for SLP and 76% for Audiology).

2. **Employment/Job Placement Rates:** Provide, to the best of your knowledge, the percentage of your graduates in the last 3 years that have been employed in the profession within one year of graduation, using the format shown below. NOTE: This percentage should include graduates who are either employed or are pursuing further education in the profession.

Academic Year	Employment Rate in Profession (%)
2001-2002	100%
2002-2003	100%
2003-2004	100%
Average*	100%

** If the average rate over 3 years falls below 80%, please provide an explanation.*

3. **Graduation/Program Completion Rates:** Provide program completion rates—within the expected time frame identified by your university/program—for the last 3 years for this degree program (based on enrollment data).

Academic Year	Program Completion Rate (%)
2001-2002	91%
2002-2003	90%
2003-2004	96%
Average*	92%

** If the average rate over 3 years falls below 80%, please provide an explanation.*

Program Response:

2.0 Faculty/Instructional Staff

Provide any information concerning changes that have occurred since the previous reporting cycle in faculty/instructional staff of the graduate program, as listed below:

(a) Faculty/Instructional Staff Who Have Left	Degree	CCC area	% in graduate program(s)
M. Adelaida Restrepo	Ph.D.	SLP	80%
Anne van Kleeck	Ph.D	SLP	100%

(b) Faculty/Instructional Staff Hired as Replacements for Faculty Who Have Left	Degree	CCC area	% in graduate program(s)

(c) Additional Faculty/Instructional Staff Hired	Degree	CCC area	% in graduate program(s)

1. Provide data regarding faculty/instructional staff during the reporting period by completing **Appendix I** for the master's degree program and/or the entry-level doctoral degree program, as applicable.
2. Describe the impact that any significant increases or decreases in student data from the last reporting period may have on the sufficiency of faculty. Provide data on current enrollment figures (including admission and graduation rates and total number of students) in the undergraduate, master's, and doctoral programs, by completing **Appendix III**.

Program Response:

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

At the end of the 2003-04 academic year, Dr. M. Adelaida Restrepo left our department to pursue a position at Arizona State University, and Dr. Anne van Kleeck departed for the University of Texas - Dallas. Although we lost two doctoral level faculty, we still maintain a core teaching faculty of five doctoral level faculty in Speech, and currently, we are conducting a national search to replace Dr. Restrepo. We believe that our department maintains a core teaching faculty sufficient to provide quality education to both our undergraduate and graduate students, and certainly this will be the case when Dr. Restrepo's vacated position is filled.

Dr. Restrepo taught two undergraduate courses in Language Science and Language Disorders and two graduate level courses, Language Assessment and Intervention with School-Age Children and Articulation and Phonological Disorders. Language Disorders and Language Assessment and Intervention with School-Age Children are now being taught by Dr. Yolanda Keller-Bell, and Dr. Suneeti Nathani teaches Articulation and Phonological Disorders. This past fall, Language Science was taught by a doctoral student, but this will change when we fill Dr. Restrepo's position.

Dr. Anne van Kleeck only taught one course in the academic year. Frequently, the course she taught was to cover another faculty member's course as part of a grant buyout. Recently, Dr. van Kleeck taught a pre-literacy course (Pre-literacy and Early Literacy in Speech-Language Pathology); however, as noted above, that course is now taught by our college's Reading Department and would have been taught by the Reading Department even if Dr. van Kleeck had remained on faculty.

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

The College of Education has shown a commitment on its part to ensure that our program in communication sciences and disorders remains strong and viable. In a time of severe budget cuts, where the university has in the neighborhood of 200 unfilled faculty lines (many of those in our college) and has seen millions of dollars lost in state budgeted revenues, the College of Education has agreed to replace Dr. Restrepo and has committed money for advertising and recruiting at the assistant professor rank.

3. Supply information for each replacement or additional member of the faculty/instructional staff (limit to three pages per person), using the vita outline format in **Appendix II**.
4. Update the enclosed practicum supervisor **certification report**. See **Appendix V**

3.0 Curriculum (Academic and Clinical Education)

As indicated in SECTION B above, provide any information concerning changes that have occurred in the curriculum (academic and clinical education) as specified in Standards 3.1-3.10. If changes were made, briefly describe the curriculum review process that led to the decision.

Program Response:

4.0 Students

As indicated in SECTION B above, provide any information concerning changes that have occurred in policies pertaining to students in the program as specified in Standards 4.1-4.4.

Program Response:

5.0 Program Resources

As indicated in SECTION B above, provide any information concerning changes that have occurred in program resources as specified in Standards 5.1-5.5. Describe the impact of any change in resources.

Program Response:

**SECTION D.
Anticipated Changes.**

1. Describe in detail any changes in the program that you identified in SECTION B that are anticipated in the upcoming reporting year, such as:
 - program closure/suspended admissions (provide date of closure and date that last cohort of students will graduate from the program)
 - significant physical plant renovations
 - faculty
 - other

Program Response:

The College of Education (COE) at The University of Georgia was asked to re-organize administratively by the university's central administration. As a result of this re-organizational process, all departments within the college were asked to find another department or departments with whom they could merge. Although University Council has approved the COE re-organizational plan, it has not been approved by the University System's Board of Regents (BOR) and until the BOR's approval all departments will continue to function as they have in the past. It is anticipated, however, that the BOR will approve the re-organizational plan sometime after 01 January 2004 and before the Spring Semester comes to a close. Should the BOR approve the re-organizational plan, the Department of Communication Sciences and Disorders will merge with the Department of Special Education and the merged department will be called the Department of Communication Sciences and Special Education. The faculty/instructional staff in the Communication Sciences and Disorders Program will continue to be responsible for all decisions concerning the manner in which both the academic and clinical programs are conducted and the director of the program, should the department head come from the other discipline, will continue to have access to higher levels of administration, consistent with this standard. Faculty in the program of Communication Sciences and Disorders (CSD) will continue to conduct its own faculty meetings, as well as develop, administer, and adjust curriculum so as to maintain compliance with the CAA standards, as regards both the academic and clinical components of the program. Faculty and staff within the CSD Program will be responsible for selecting qualified candidates for the purposes of interviewing and hiring personnel to fill vacated and/or new faculty lines as they become available to the program.

Should the BOR approve the re-organizational plan discussed in standard 1.3 above, faculty members in Communication Sciences and Disorders will be eligible to serve as the department head and will be voted on by faculty within the merged department. In those instances when the department head holds a degree in Special Education, a faculty member holding a graduate degree with a major emphasis in speech-language pathology, in audiology or in speech, language, or hearing science, and holding a full-time appointment in the institution will serve as the program director, and will lead and administer the program in Communication Sciences and

Disorders, per standard 1.4. Although the BOR has not yet approved the re-organization with the COE, the Dean of the COE has approved interim department heads who were voted on by faculty members making up the proposed merged departments. Should the re-organization be approved by the BOR, the individual that will assume the role of Head of the Department of Communication Sciences and Special Education holds a degree in Special Education. Dr. Albert R. De Chicchis, who holds a degree in Audiology is serving as the Program Director for Communication Sciences and Disorders and will continue in that role if the merger is approved.

The only other anticipated change, as of this writing, is the replacement of Dr. M. Adelaida Restrepo. Currently, our department is advertising for an Assistant Professor to fill Dr. Restrepo's position.

2. Do you anticipate making one or more of the following types of changes to your program?

- a.) Development of consortium YES* NO
- b.) Distance education YES* NO
- c.) Satellite campus YES* NO
- d.) Adding or changing degree offered in existing accredited program YES* NO
(provide anticipated date of enrollment of first cohort of students)
- e.) Contractual arrangements YES* NO

* If **YES**, you must submit the appropriate documents in accordance with CAA's Policy on Substantive Changes. (See http://www.asha.org/about/academia/accreditation/substantive_change.htm)

As the program director, I have reviewed the standards for accreditation. The program(s)

- appear(s) to be in full compliance
- may not be in full compliance with standards
- is/are not in compliance with standards

Signature of Program Director

Date

Albert R. De Chicchis, Ph.D.
Name of Program Director (Print or type)

Associate Professor
Title of Program Director (Print or type)

APPENDIX I: FACULTY/INSTRUCTIONAL STAFF SUMMARY (Graduate Program(s))

Name, degree, academic rank, and title of staff for reporting period (List full-time faculty first, followed by part-time, using full name, order of: Last, first, M.I)	CCC Area (SLP, A, Dual, or N/A)	Year appointed and tenure status (Y or N)	Full-time or part-time*	FTE in graduate program(s) M=Masters D=Doctoral		Graduate courses taught in past 2 years (listed by course #, name, semester)	Other contributions to the graduate program(s) (administration, clinical teaching, supervision, research mentor) in approximate FTE
				M	D		
Andreatta, Richard PHD Assistant Professor	SLP		Full	.30	.20	4800/6800 Neural Bases - F03 F04 6750 Voice & Resonance - Su03 S04	Research = .40
Bothe, Anne PHD Associate Professor & Graduate Coord.	CCC-SLP	2000 Yes	Full	.35	.25	6600 Research Design - F03 F04 6760 Fluency Disorders - F03 F04	Research = .40
De Chicchis, Albert PHD Associate Professor and Program Director	CCC-AUD	1996 Yes	Full		.10		Admin. = .50 Research = .30
Keller-Bell, Yolanda PHD Assistant Professor	CCC-SLP		Full	.30	.10	6160 AAC - F03 6880 Aug. & Alternative Communication - F03 F04	Research = .40
Nathani, Suneeti, PHD Assistant Professor	CCC-SLP		Full	.30	.10	6540 PreSchool Language - S03 6740 Articulation/Phonology - F03 F04	Research = .40
Shisler, Rebecca PHD Assistant Professor	CCC-SLP		Full	.45	.15	6840 Neur Speech Dis. - F03 F04 6850 Aphasia - S03 S04 6860 Acquired Cognitive Comm Dis - F03 F04	Research = .40
Dellaria, Nancy MED (Clinical Supervisor) Educational Program Specialist	CCC-SLP		Part				Clinical = .50
Ford, Sue, MA (Clinical Supervisor) Educational Program Specialist	CCC-SLP		Part			6870 Dysphagia- Su02 Su03 Su04 6750 Voice & Resonance Disorders - Su02 S03 S04	Admin. = .20
Galvin, Gretchen MA (Clinical Supervisor) Educational Program Specialist	CCC-SLP		Full				Admin. = .10 Clinical = .90
Harvey, Jane MS (Clinical Supervisor) Academic Professional	CCC-SLP		Full			7040 Clinical Practicum SLP - S03 Su03 F03 S04 Su04 F04 7700 Clinical Internship SLP - S03 Su03 F03 S04 Su04 F04 7041 Clinic Practicum I SLP - F04	Admin. = .10 Clinical = .80
Kaplan, Holly PHD (Clinical Supervisor) Educational Program Specialist	CCC-AUD		Full			7140 Clinical Practicum AUD - S03 F03 S04 F04	Admin. = .10 Clinical = .65
Lauderdale, Linda MED (Clinical Supervisor) Educational Program Specialist	CCC-SLP		Part				Clinical = .50
Raymond, Carol Ann MED/EDS (Clinic Dir.) Program Coordinator	CCC-SLP		Full			6700 Diagnostics in SLP - F03 S04	Admin. = .60 Clinical = .30
Sanderson, Alice MED (Clinical Supervisor) Program Specialist	CCC-AUD		Full	.10			
Total FTE for graduate program(s)				1.8	0.9		

* If employed part-time (PT), please provide Full-Time Equivalent (FTE) in graduate program(s).

APPENDIX II: VITA OUTLINE

(Use the following vita outline as a format for information regarding any new members of your faculty/instructional staff. Limit to 3 pages per individual.)

Name _____

Academic rank _____

CCC status _____

Date employed _____

Tenure track? oYES oNO

Tenured? oYES, as of _____ oNO

1.	Degree	Institution	Year	Major
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____

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

- A. Research and scholarship:
- B. Clinical service delivery:
- C. Clinical supervision:
- D. Continuing education:
- E. Service (professional, community):
- F. Courses taught or teaching:

APPENDIX III: STUDENT DATA

2003-2004 Academic Year	Bachelor's			Master's			Doctorate		
	ADMITS	GRADS	CURRENT TOTAL	ADMITS	GRADS	CURRENT TOTAL	ADMITS	GRADS	CURRENT TOTAL
Speech-Language Pathology		48	114	15	25	47	1	1	6
Audiology									
Speech, Language, and Hearing Science									
Other (specify)									

² Current Total should indicate total of all students enrolled in the program during reporting year, regardless of part-time or full-time status. If a large percentage of students are classified as part-time, please describe in Section C.2.2.

APPENDIX IV: TYPICAL GRADUATE STUDENT CURRICULUM

MASTER OF EDUCATION IN SPEECH-LANGUAGE PATHOLOGY (2-YEAR PROGRAM)					
Year - Semester	Course #		Course Title	Units	Semester Unit Total
1 - Fall	CMSD	6600	Research Design in Communication Sciences and Disorders	3	11
	CMSD	6650	Augmentative and Alternative Communication	2	
	CMSD	6740	Articulation and Phonology Disorders	3	
	CMSD	7041	Clinical Practicum in Speech-Language Pathology	3	
1 - Spring	CMSD	6540	Language Assessment and Intervention with Preschool Children	3	12
	CMSD	6700	Diagnostics in Speech-Language Pathology	3	
	CMSD	6850	Aphasia	3	
	CMSD	7042	Clinical Practicum in Speech-Language Pathology	3	
1- Summer	READ	6420	Literacy Development in Early Childhood	3	6
	CMSD	7043	Clinical Practicum in Speech-Language Pathology	3	
2 - Fall	CMSD	6760	Fluency Disorders	2	13
	CMSD	6840	Neurogenic Speech Disorders	2	
	CMSD	6860	Cognitive Communication Disorders in Adults	3	
	CMSD	7044	Clinical Practicum in Speech-Language Pathology	3	
	CMSD	7140	Clinical Practicum in Audiology	1	
	CMSD	6640	Multicultural Issues in Speech-Language Pathology	2	
2 - Spring	CMSD	6550	Language Assessment and Intervention with School-Age Children	3	13
	CMSD	6750	Voice Disorders Instrumentation and Management	4	
	CMSD	7045	Clinical Practicum in Speech-Language Pathology	3	
	IHDD	7970	Interdisciplinary Collaboration in the Context of Disability	3	
2 - Summer	CMSD	6870	Dysphagia	3	7
	CMSD	7046	Clinical Practicum in Speech-Language Pathology	3	
	CMSD	7200	Comprehensive Examinations in Speech-Language Pathology	1	
2 - Fall	CMSD	7700	Clinical Internship in Speech-Language Pathology	12	12
PROGRAM TOTAL UNITS					74