

LRE
2007-2008
Annual
Report

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I. Major Accomplishments

This section of the Annual Report will be divided into Departmental and Program Level Accomplishments, and Teaching, Research and Service Accomplishments for 2007-2008. Only major accomplishments will be highlighted. All accomplishments are listed in the appropriate appendices and tabulated on the included summary form.

A. Departmental and Program Level Accomplishments

The Department of Language, Reading and Exceptionalities and the three separate Programs that comprise the Department are reaping the benefits and facing the challenges of exceptional growth, resource and personnel shortages and the diversity of professional interests, goals and activities. With each passing year the Department functions more as a confederacy and less as a single unit. On a global level, the Department is highly productive on all measurable parameters. The leadership component is both stable and evolving. The current chair, Dr. Richard Culatta is completing his ninth year. The program Coordinators, Dr. Woodrow Trathen, Dr. Monica Lambert and Ms. Donna Brown have shouldered ever increasing responsibilities and in essence function as Chairs in each Program. Commitments to Extension Programs and non-traditional students as well, traditional on campus responsibilities continue to grow and are at the highest level ever. The unprecedented growth coupled with resource and personnel shortages is both exciting and troublesome in the demands it places on the administrative, staff and faculty components of the Department. These challenges will be defined as this report proceeds.

Communication Disorders Program Accomplishments

Applications and enrollments have increased significantly. The incoming graduate class is anticipated as the largest in the history of the Program. Applications to the Communication Disorders Program (CDP) graduate program in Speech-Language Pathology were outstanding with the average application G.P.A. at 3.75 Applicants were awarded 2 Chancellor's Fellowships. This was the third consecutive year of having applicants honored with Chancellor's fellowships. The Communication Disorders Program (CDP) maintained a perfect pass rate (100%) again, this year for its graduates on the American Speech-Language and Hearing Association Certification Examination, the nationally recognized certification credential. Graduates are highly sought after and the CDP boasts a five year record of 99% successful placement of graduates in the work force and 100% for the past two years. .

The CDP was site visited by the state Department of Public Instruction. The academic and clinical training aspects of the CDP were lauded and the site visitor was highly complementary. The Program received Advanced Approval. The renovation of University Hall as the new home for the Communication Disorders Clinic is proceeding more or less on schedule. The Clinic is anticipating being in operation at the new facility by January of 2008. The CDP continues to modify an Outcome Based Curriculum which was implemented of January of 2005 and serves as a model for the College

The CDP Professional Advisory Committee (PAC) continues to serve the Program. Within North Carolina, the Program Faculty continued their major leadership role in the state Speech-Language and Hearing Association both administratively and as participants in the academic and clinical training aspects of the Association. This visibility along with the growing reputation for excellence may be responsible for the upswing in applicants. The Program is currently in negotiation with UNCG to offer a shared undergraduate online program that will enable prospective students to complete undergraduate prerequisites online.

Dr. Heather Clark was recognized as the Reich College of Education Outstanding Teacher Award.

The clinical arm of the CDP is the Communication Disorders Clinic. The Communication Disorders Clinic, despite its inadequate physical facility, is accredited by the Professional Services Board of the American Speech-Language and Hearing Association. It is the only training clinic in the state to receive this level of recognition. The Communication Disorders Clinic Annual report detailing its major accomplishments is found in Appendix F of this report. A brief summary reveals that in 2007, the Clinic provided speech, language and hearing screenings for 7404 children and adults. The Preschool Language and Communication Center (PLCC) provided both group and individual therapy for 25 children between the ages of 3 and 5 years for a total of 1684 treatment hours. Audiological services were rendered to 550 clients for a total of 387 hours. In addition, 3424 children were provided with Audiological Screenings in the Public Schools. The cumulative grand totals for all service hours for the year 2007 (including 7 outreach facilities) was 8,841 hours of service. Communication Disorders students were directly involved in all of these activities under the guidance of faculty. The Communication Disorders Clinic will eventually relocate to the first floor of University Hall and while maintaining its identity will become an integrated part of the new Institute of Health and Human Services. This relocation will double the clinical space currently available in Edwin Duncan Hall. Once the new building is refurbished it is anticipated that the new Clinic will meet or exceed all health, safety and professional guidelines for providing service.

Reading and Language Arts Program Accomplishments

The Reading and Language Arts Program (RLA) continues to be the model program at the University in providing Extension and Distance Learning courses. The Graduate Program offerings continue to be self-sustaining to the point where courses are now routinely offered on a fixed schedule that is no longer cohort dependent. Enrollments are at record levels and the demand for services has exceeded the capacity to provide them to the point that the Program has initiated caps on class size and restrictions to being accepted into the Graduate Program. The clinical arm of the RLA, the Reading Clinic, has provided direct service to 100 children with reading disabilities for a total of 1,500 treatment hours. This total include service provide to a Summer Clinic in Davie County.

The Program continues its post-masters certificate this year. It is anticipated that the post-masters program will grow and eventual fold into a proposed LRE Doctoral Program. The Annual Price Symposium was a resounding success with Dr, Charles Perfetti a nationally renowned scholar providing workshops for faculty and graduate students. The Professional Advisory Committee held several meetings this year and continues to be the most active PAC in the Department. Plans call for the establishment of a Price Endowment to provide support for the Annual Price Symposium and to also provide scholarships for students in the Program. The Program joined with the University Learning Assistance Program and continues offering Power Reading courses to help ASU students read more effectively and efficiently. This will provide the Program with a population that has been limited in the past. A memorial scholarship and a memorial Reading Alcove have been established in the name of Dr. Janet Bloodgood.

The program is expanding its international efforts in both Qatar and Ireland and it is anticipated that formal linkages with Appalachian will evolve from these contacts.

Special Education Program Accomplishments

A site visit from the Department of Public Instruction resulted in Graduate Program approval. The Special Education Program (SPE) continues its excellent preparation of students as reflected in the Praxis II exam for Special Education. During the past five year period 100% of graduates successfully passed the examination. Graduate Program also graduated its first class. The Department of Public Instruction has granted the program Temporary Authorization. The Program will receive full

authorization as soon as a site visit can be scheduled. Most promising is that applications for both on and off campus programs are rising in this chronically understaffed field. Two new faculty members were hired for the Fall.

Language Reading and Exceptionalities Accomplishment

Across program boundaries, the entire Department of Language, Reading and Exceptionalities (LRE) is deeply invested in Distance Learning. The CDP is in its twelfth year of membership in a consortium with 5 other universities to present Masters level training and continuing education to Speech-Language Pathologists currently working in the public schools.

All three Programs actively contribute to the University's only doctoral program, with Dr. Alice Naylor serving as the Director of the Doctoral Program. The Birth to Kindergarten Program, a collaborative effort between Family and Consumer Sciences and the Reich College of Education continues to thrive. Drs. Richard Culatta, Connie Green, Angela Losardo and Monica Lambert have contributed to the coordination of this program and the redesign of its undergraduate and licensure program. In addition, Dr. Richard Culatta along with the aforementioned faculty serves on the Birth to Kindergarten Coordinating Council, the executive body for that program

The major academic initiative for the past year was the design of a doctoral level program that will encompass all three areas of LRE. The envisioned doctorate in Language and Literacy will have three tracks and a common core of courses each leading to the terminal Ed.D. Degree. All three areas (Communication Disorders, Reading and Special Education) are facing critical shortages at the post-masters level in North Carolina and throughout the region and nation. Preliminary meetings with the RCOE Dean, the Dean of the Graduate School and the Provost have been encouraging. The committee spearheading the design is composed of Dr. Angela Losardo, Margaret Werts and Darrell Morris. It is anticipated that the request to the University of North Carolina system for approval will occur next year.

B. Teaching Accomplishments

New curricula and major modifications were implemented in the Program in Special Communication Disorders completed redesign of graduate Program entry course sequencing.

C. Research Accomplishments

Faculty members have produced a variety of scholarly and creative works during the 2007-2008 academic year for a total of 43 published works that include journal articles, text books, and book chapters. The text books and chapter productivity speaks to the fact that LRE faculty are recognized on a national level as scholars in their areas who can validly represent the current state of knowledge in their areas of expertise. Four grants or contracts excluding the service contracts provided by the Communication Disorders Clinic have been submitted and are funded or await funding decisions. This past year the faculty members of the LRE Department have generated approximately \$5,000,000 in sponsored grants. Faculty has been unusually active presenting a total of 122 papers at professional conferences on all levels from local to international.

D. Service Accomplishments

Outstanding service accomplishments include:

1. The Reading Program in cooperation with multiple other organizations on campus sponsored the Campbell/Price Symposium.

2. Appalachian Family Innovations (AFI) project under the direction of Drs. Gary Timbers and Bob Jones, provided a continuum of services to emotionally disturbed and delinquent youths and their families, including group home residential treatment, professional parent training, and home remedies. BIABH received approximately \$5,000,000 in grants and contracts for the 2007-2008 academic year and continues to be a national model for the preparation of personnel to work with emotionally disturbed and delinquent youth.

3. The Parent to Parent Program, under the direction of Ms. Kaaren Hayes provided emotional support and information about resources to some 450 families with special needs in Watauga, Allegheny, Ashe, Avery and Wilkes counties. In addition the program received approximately 800 requests for information and other services. The program is funded by a variety of sources including: Appalachian State, the Boone Developmental Evaluation Center, Watauga County United Way, and the North Carolina State Legislature through the Family Support Network, University of North Carolina School of Medicine at Chapel Hill.

4. A new faculty position was filled in the Communication Disorders Program. Dr. Dawn Botts joined the faculty in the Fall.

5. The Reading Clinic provided approximately 1,500 hours of service to children with literacy problems while the Communication Disorders Clinic logged almost 9,000 of community service.

The outstanding accomplishments briefly highlighted above are by no means inclusive of all of the service provision provided by the faculty during the past year. The appropriate appendices of this document detail the more than 250 separate activities that could be considered service in nature. Each and every one of these projects and programs is of significant value to the people it touches. The above summary is also by no means a ranking of their importance. The ongoing clinical programs in Communication Disorders and Reading mentioned above continue to provide high visibility for the University through the quality of their offerings.

II. Major Problems

This has been an especially challenging year for the department. The major problems encountered as a department can usually be categorized as acute problems and chronic problems. However, since very little progress has occurred since the last Annual Report in solving pressing concerns it seems pointless to divide issues into long standing and current. The most pressing problems are with **personnel** and **resources**.

A. Personnel Problems

There will be six open positions this Fall. When they are filled the LRE will have 42 full time faculty people and an additional number of recurring adjuncts. Filling these positions is a top priority for the Department. Until they are filled, the Department must increasingly rely on part-time and adjunct faculty. Locating qualified adjunct faculty and integrating them into the Department is an increasingly difficult task.

The departmental commitment to Extension Programs has magnified the personnel needs of the Department. Infrastructure and non-faculty resources have not changed significantly despite repeated requests for increased support. In fact, financial support has been cut in half with further cuts threatened for the next academic year. As a result, resources and support services are being severely tested. The current staff members are being asked to perform supervisory and departmental tasks that are the

responsibilities of Assistant Chairs in other Departments. In addition, Graduate Assistants are being used to help keep the LRE Office working smoothly. This deprives faculty of needed assistance. Current staff have assumed the burden of Extension needs although they were never part of their original job descriptions. Requests to upgrade staff classification in LRE have been repeatedly denied while they have been granted to other units at the University. In addition, requests to share a staff position with the Department of C&I have been denied for many years. The following are the most pressing LRE Departmental needs:

1. **Upgrade the current Student Services Manager Position.** This upgrading is justified by increased faculty load, attention to Extension students, scheduling responsibilities and Graduate Assistantship monitoring. In addition, the incorporation of the Graduate Admissions process into the Banner System has significantly impacted upon this position.

2. **Upgrade the current Office Manager.** This upgrade is justified by increased faculty load, Banner System complexities, and additional grant produced responsibilities.

3. **New secretarial position.** The position is necessitated by increase number of faculty, and adjuncts, responsibilities to Extension Services and grant productivity. This request is for a shared position with the Department of C. & I. This ongoing request has not been met for at least a four year cycle.

4. The duties of the individual program coordinators have become year-round responsibilities. The demands of off-campus programs have more than doubled the commitment required of the coordinators. The assistance they receive is minimal. It would be appropriate to be able to assign Program Coordinators either work studies or G.A. help.

5. Two Clinical Faculty (Bliss Warren and Jennifer VanGilder) are currently supported by soft money and grant funds. Attempts need to be initiated to transfer them to permanent renewable positions.

6. There is also a pressing problem on the clinical side of the RLA Program. During the past nine years, funding for the clinical supervision of the reading practicum component of RLA has been taken from the Scottish Rite grant the Communication Disorders Clinic has been awarded. This grant was never meant to provide for basic personnel needs of the Reading Clinic. This should be a University responsibility. The increasing demands for supervisory help have outstripped the ability of the Scottish Rite grant to meet personnel funding needs. Because these issues have not yet been addressed in institutional budget planning, in order to meet the needs for supervisory staff in the reading program of RLA, it is necessary for: 1) the University to fund a 1.0 FTE position (approximately \$ 40,000) on a year round basis and 2) the Scottish Rite budget to pay for the salary (\$9,000) of a year round Assistant Clinic Director and provide for materials and other program needs. In addition, the supervisory ratio for reading needs to be consistent with other programs in the College.

B. Resource Issues

1. The traditional view of Summer course offerings as “add-ons” to Fall and Spring offerings are not appropriate to the graduate components of LRE. Communication Disorders runs a full Summer Term that is actually more intense than Fall and Spring. Both Reading and Special Education must provide courses that are critical to finishing graduate studies. The problem is that some of these courses are low enrollment practicum courses that do not generate enough money to support the costs of instruction. As Department Chair, I’m increasingly being faced with canceling both graduate and undergraduate elective courses that generate surplus funds in order to schedule

mandated graduate courses that do not pay for themselves. This downward spiral is at a critical point where I can no longer generate enough money in a current summer to pay for the next year. In order to meet the Department needs for this Summer it was necessary to negotiate approximately \$15,000 from the operating budget of the Communication Disorders Clinic to meet Departmental commitments. This is not the purpose of these funds nor is it a basis for continued needs.

2. Several solutions are possible. Selected faculty can be placed on 12 month contracts to defray the cost of summer offerings. Clinical courses of all types could be funded differently than academic offerings which would then enable the Department to offer other courses that could generate more money and reverse the downward spiral. If, funds generated by Extension courses were “counted” into the Summer Budget allotments a large component of the problem would disappear. We are at a critical point, especially in the Graduate Program in Communication Disorders, where we must act on this concern before the next Summer Session plans need to be submitted. This is the ninth time this request is being made.
3. The inconsistent and unpredictable disbursement of funds earned via Extension courses contributes to the tension the faculty is experiencing. Departments agreed to provide Extension Cohorts with the understanding that each course would generate \$1,000 dollars for the needs of the programs involved. Last year these funds were cut to \$500.00 dollars at first and later we were notified they would not be granted for Spring and Summer. The most recent communication returns the \$500.00 allotment with insufficient time to spend it wisely. This roller coaster disbursement of earned funds does not allow for creative or even competent use of these precious dollars. As a result, LRE is not in a position to expand its offerings in the near future and it is problematical as to whether or not the Department will be able to meet its commitments for the upcoming academic year.
4. Current travel reimbursements of 25 cents per mile are grossly inadequate.

C. Other

The probable dissolution of the Department of LRE makes reasonable planning difficult. If the Program in Communication Disorders and the Graduate Program in Speech-Language Pathology are to be relocated in a new Health Sciences College, it would appear that plans should be in the works for the restructuring of the remaining two programs.

III. Report on Retention Activities

A. Advising

Each undergraduate and graduate student in the department is assigned an academic advisor. Students' advisors work closely with them in monitoring academic progress, developing course schedules, interpreting university policies, and developing programs of study and career strategies. All faculty maintain office hours during which students may come for individual advice and counsel.

Advising in the CDP has become more efficient and effective as a result of grouping faculty as either undergraduate or graduate advisors. The CDP has also established two faculty committees one for

undergraduate advising issues and the other for graduate advising issues. Both committees report to the CDP faculty at program meetings.

B. Participation in Non-Classroom Activities

Both the Communication Disorders and Special Education Programs have professional student groups, the National Student Speech, Language and Hearing Association (NSSHLA) and the Student Council for Exceptional Children (SCEC). The Reading Program Price Reading Council serves both the needs of Appalachian students and professionals in the field. These groups sponsor guest speakers, travel to professional meetings, raise money for charitable causes, and provide fellowship for program majors.

C. Faculty Sponsorship and Participation in Student Organizations

Faculty members from the department are encouraged to be responsive to needs for sponsorship and participation in student social clubs and other organizations. Approximately three-fourths of the faculty in the department is involved in these roles.

APPENDICES:

A. Unit Mission Statement

The Department of Language, Reading and Exceptionalities houses the disciplines of Communication Disorders, Reading Education, and Special Education. The faculty in the three disciplines is committed to maintaining vital academic and service programs through active involvement in research and scholarly activities. The seven undergraduate and graduate programs within the department emphasize the integration of academic principles and clinical skills through innovative educational and technological developments. Training focuses on meeting the instructional needs of learners across a continuum of individual abilities and learning styles.

B. Equal Opportunity and Diversity

1. The Department conducted 1 search this year. Prior to the search, the Dean of the College addressed the Search Committee which included the Equal Opportunity Officer for the Department (Dr. Margaret Werts) and the Department Chair. The members of the Search Committee then shared all this information at individual Program Meetings along with guidelines provided by the University Compliance Officer. Standardized sets of questions were employed for each candidate and every possible measure was made to keep the interview experiences as similar as possible for each candidate. All ads in professional journals identified Appalachian as an equal opportunity employer.

2. Below are listed the individual activities that each member of the Department performed in implementing diversity with personnel, curriculum, professional activities, and formal and informal programs.

Diversity Related Activities: Please describe your diversity related efforts and activities in the following areas:

A. Personnel

Morgen Alwell

Served on Special Education search committees for 3 searches

Bill Barber

Chair, Diversity Enhancement Committee of ASU Athletics Council

Dawn Botts

I engaged in scholarly study in the area of language and literacy development, assessment, and intervention of children from culturally diverse backgrounds.

Heather Clark

Served as chair of the CDP Search Committee that strove to recruit applicants from underrepresented groups.

Thalia Coleman

I help faculty colleagues work with culturally diverse students when the students are experiencing problems in classes or clinic

Richard Culatta

As a member of the Graduate Admissions Committee I am responsible for encouraging minority applicants and admitting qualified minorities who meet minimal admission criteria.

Jeanne Dodd-Murphy

Member of the CD search committee for the open faculty position—solicited and received a highly diverse pool of candidates, participated in interviews as a search committee member and a DPC member with candidates from diverse backgrounds; CD search led to hiring a faculty member originally from Brazil with expertise in clinical service provision to multicultural populations

Lisa Forster

SEPT 07: The speaker at the SEUCE conference presented on cultural diversity in the field of Speech-Language Pathology and Audiology.

Beth Frye

RCOE Diversity Book Club

Connie Green

I plan to teach in Mexico again this summer. I have stayed in contact with several students from Mexico who are teaching in public schools. This gives me perspective on international education.

Tim Harris

Member of two search committees, one for a tenure-track faculty position in the CD program, and one for a new administrative position in the Provost's Office, Vice Provost for Faculty Affairs. Both of these committees made diligent efforts to seek out qualified applicants from underrepresented populations. The search for the CD position may well have been successful in this effort.

Pam Henson

I serve on the Graduate Admissions Committee and am sensitive to offering admission to qualified under-represented individuals.

Bob Jones

AFI actively seeks to employ minority individuals and, of our current staff of 63 people, eight are African American, and the two most senior of these work in supervisory positions.

Monica Lambert

All of our activities deal with diversity by nature of our discipline.

Angela Losardo

I attend pot-luck suppers that are organized around various religious holidays (e.g., Hindu, Buddhist, etc.). The events are generally attended by family members of Boone and their children who wish to learn more about diverse religious beliefs.

Nancy Mamlin

We continue to attract (if not hire/retain) applicants for SPE faculty positions who are members of underrepresented groups.

Rose Matuszny

Invited to attend Providing input as a member of the Diversity Advisory Board regarding needs and considerations in the College of Education related to diversity issues

Attended the Diversity Celebration on Campus and encouraged my students to attend a discussion session with Chancellor and 13 other faculty members from the university to provide input regarding diversity climate- but was unable to attend due to supervision schedule in Shelby

Gary Moorman

Have studied the Macedonian language with a graduate student here from Macedonia as well as during my travels there. Have created friendships among the Macedonians, including a number of Muslims.

I am currently studying Arabic with a tutor as part of the Qatar project.

I have undertaken a study of Islam and the Arabic culture.

Jane Nowacek

As we searched for a new special education faculty member, we attempted to expand the applicants to include as diverse a pool as possible.

Susan Pogoloff

Diversity Committee—College of Education is focusing on faculty growth and development on what we can do to grow to “the next step”. I am anxious to try to integrate disability issues and self reflection into the next phase of growth.

Bob Schlagal

am studying a foreign language and culture.

studying and learning about Chinese culture through the medium of taiji.

planning to live abroad for several months as a non-native speaker.

Sherry Street

Participated in elective class in the CDP program CD 5541 Special Topic: Cultural and Language Issues.
(discussed in item #3)

Woodrow Trathen

I have supported and mentored minority faculty members.

Connie Ulmer

Black Faculty and Staff committee
International Faculty and Staff Association
New Asian faculty gatherings (host at my home)

B. Curriculum**Morgen Alwell**

Every one of my classes is replete with issues and information surrounding all aspects of diversity, including: culture, SES, race, sexual orientation, religion, and especially: ability

Bill Barber

Along with Billy Irwin, developed and team-taught the 3-credit graduate elective, "Issues in Culture and Language" that included a Spring Break experience in Guatemala.

Dawn Botts

I infused all the classes I taught with diversity issues and information. I emphasized the importance of recognizing culture, age, and gender when assessing and teaching individuals with speech, language, and literacy disorders and the impact of diversity on learning.

Heather Clark

In all of my classes, I have emphasized the importance of considering culture, age, and gender when assessing and treating individuals with communication and/or swallowing disorders. Students have participated in activities directed toward interacting with individuals of different cultures, ages, or gender, and reflecting on their experiences.

Thalia Coleman

I have infused information about cultural diversity throughout all of my classes.

Richard Culatta

All courses have been infused with multi-cultural and ethnically diverse information. I have authored a chapter in my stuttering text on cultural issues. The new edition of the Special Education text is infused with multicultural issues.

Jeanne Dodd-Murphy

I continued to search for new resources, read about and include course material relating primarily to communication disorders in diverse populations (especially hearing loss in diverse populations, implications for diagnosis and management of hearing disorders); sought out sessions at conferences related to multicultural considerations (see #6 for conferences attended); encouraged students in CD 4662 to include any variations in intervention related to culture in their end of semester presentations.

Lisa Forster

Clinical Service delivery includes diverse settings with under-represented individual. Discuss with students various issues related to multi-cultural sensitivity. I am on the curriculum committee that deals with issues related to multi-cultural issues.

Beth Frye

I include readings and children's literature in my courses that represent issues relating to under-represented persons. African American, Appalachian, Latino, Native American, as well as other cultural groups are represented. In the fall of 2007, I invited Apache Indians, Joe and Gloria Beltran, to participate in our RE 3240 blog to discuss Native Americans, and more specifically, the famous Apache-Geronimo. The Beltrams joined our class in reading *Geronimo-A Novel* by Joseph Bruchac. We blogged about the readings and our experiences. My students enjoyed this experience immensely and really grasped what it means to have an "insider's perspective." Also, I have designed a fairytale unit that exposes students to different cultural versions of numerous fairytales, specifically Cinderella. Students explored different cultural groups as they read variants of these tales. In class, special consideration was given to *Domitla: A Cinderella Tale from the Mexican Tradition*. Students incorporated their self-selected research into their I POEM for Two Voices and then published these poems on their blogs and my wiki.

Connie Green

CI 4200- Information on family diversity is included throughout the course. Families of children with disabilities speak to the class. Professionals speak about their experiences working with diverse families. We took a field trip to Morganton to visit a family resource center.

RE-5140- students read a variety of books, many of which are multicultural or international. Many of these books are discussed in class, strengthening students' understanding of children and families from diverse cultures. They are also conducting a social justice project using children's literature.

RE-3240- Students write an international picture book and read approximately 25 multicultural books.

Tim Harris

Member, Appalachian's General Education Task Force. This task force has developed general education goals designed to foster awareness and appreciation of human diversity in all its forms.

Member, Faculty Coordinating Committee, Historical and Social Perspectives, Appalachian's new General Education Curriculum. This committee will coordinate development of curriculum offerings for this General Education Perspectives area, one of the main perspectives areas that will explicitly address diversity issues.

I also address relevant diversity information and issues in all of my courses. Evidence of this is in my course syllabi.

Pam Henson

Multicultural sensitivity and issues related to diversity taught in CD 4864 and 4865.

Clinical service delivery includes diverse settings with under-represented individuals. Assigned students discuss issues related to multicultural sensitivity and participate in various role play activities.

Billy Irwin

Diversity issues are programmed into my courses. Because I cover normal communication processes in two of my courses, cultural and linguistic diversity play a prominent role. Developing and teaching a course on Culture and Language Issues that directly addressed cultural and linguistic diversity and

included an immersion experience in Guatemala. Activities with the NC Consortium on Distance Education for Communication Disorders.

Bob Jones

AFI offers regular pre-service and occasional in-service training to its treatment practitioners on various subjects relating to cultural diversity/sensitivity.

David Koppenhaver

I continue to have my grad assistants creating DVD's of many of the classroom videos of students with a wide range of developmental disabilities that I have collected (and continue to collect) over the years in my research and consultation. I continue to incorporate these as case studies and examples of teaching in my methods classes.

I guest lectured on literacy in children with severe disabilities in an undergraduate special education class taught by Amy Williams on mental retardation.

I include texts (e.g., Wilfrid Gordon MacDonald Partridge), video and work samples, and examples of literacy learning and instruction involving children with a wide variety of developmental disabilities in all of my courses.

Monica Lambert

All of the courses I teach cover diversity of students

Angela Losardo

In the classes I teach, principles and requirements of P.L. 108-446 (e.g., non-discriminatory evaluation) are explained and cultural and linguistic differences of children and families are discussed. Culturally competent practices involve beliefs, knowledge and skills. Students are provided with instruction on alternative approaches to assessment of children's language in cross-cultural contexts. Students break into small groups to discuss formal and informal procedures for distinguishing between language disorders and dialectical differences. Dr. Thalia Coleman provides a follow-up guest lecture on issues related to diversity. Her talks have included the following topics: identification of stereotypes, definition of race and culture, suggestions for learning about other cultures, and story telling.

Also, I organize a panel discussion each spring focused on cultural diversity. Students are asked to generate questions about how to work effectively with families from cultural backgrounds different from their own. These questions show a remarkable degree of sensitivity to issues of diversity (e.g., If someone is unaware of your cultural customs, is it acceptable for us to admit cultural ignorance and ask directly about your customs? How have you dealt with a situation in which someone has violated your cultural beliefs or customs? What is one stereotype applied to your culture? Why do you think this stereotype exists? Have you experienced prejudice, and if so, can you describe a specific situation?)

Nancy Mamlin

Special education is all about diversity, social justice, and equity. But, in addition to day-to-day teaching in the field, I also address issues of racial/ethnic diversity within those contexts. This summer I will be teaching SPE5045, Advanced Topics in Diversity, which is a course I helped to create.

Mike Marlowe

Integrated readings on teaching children from diverse backgrounds into the following courses: Psychoeducational Approaches to Special Needs Learners and Advanced Topics in Diversity

Rose Matuszny

Providing opportunities for general education students to work with individuals with diverse abilities; sharing information with students about American Indian educational issues, culture and norms; Taught two semesters of CI/SPE 3000 – 417 Learner Diversity course

Devery Mock

Each of the courses that I teach contains content specific to issues specific to disability and disability status.

Gary Moorman

Diversity issues are woven throughout all classes

Jane Nowacek

The doctoral seminar I teach addresses several areas of diversity (e.g., race, ethnicity, SES, disabilities). In addition, I incorporate discussions/readings regarding diversity in the other courses I teach.

Ellen Pesko

As part of RE4030 (Literacy Learning in the Later Elementary Grades) and RE 5730 (Reading and Writing Instruction in the Content Areas), I use a large number of books about cultures around the world and introduce students to authors from a wide range of cultures, races and ethnicities. In the unit on Civil Rights, Human Rights, I include books that discuss or portray the racism of the times. I use videos such as *The Story of Ruby Bridges* and *Four Little Girls* by Spike Lee to provide background knowledge for the unit. In the New Nation unit, I use books that describe the contributions of African-Americans to US history such as Benjamin Banneker and Phyllis Wheatley as well as the black citizens of Philadelphia who cared for the people of Philadelphia during the Yellow Fever plague of 1793.

Susan Pogoloff

Issues related to under-represented groups are addressed quite extensively in my Advocacy and Legislation course. Three of the ten course objectives are related to diversity issues. My syllabi also include an attachment concerning the use of unbiased language, specifically related to persons with disabilities. Several of the assigned readings address diversity as well as two hours of lecture. One of three group projects is an activity requiring students to engage in cultural therapy. Students are also required to submit individual cultural therapy exercises for credit.

The three course objectives related to cultural sensitivity include:

Identify the issues faced by teachers working with an increasingly diverse society.

Identify and discuss the teacher's role in creating the problems of culturally diverse students.

Identify and discuss ways teachers can impact the success of culturally different students.

An addition to the course content of SPE 4570 is a look at the legal history of special education as it relates to the Supreme Court case *Brown vs. Board of Education* and its impact on special education service delivery and segregation after 50 years.

Bob Schlagal

I focus extensively in my course work on the characteristics and needs of diverse learners.

Sherry Street

I believe that the diversity expected here is related to diverse ethnic groups. I do not have anything to report here for ethnic diversity. However, I can report on the socioeconomic and educational level diversity, which relates to my curriculum. In the *Hanen Parent-Child Early Intervention Program* which I teach, each fall semester, I often have parents who are of a low socioeconomic and educational level. This past academic year I had two such families. These families' participation in the class requires me to adapt my teaching presentation in order to ensure that they understand the material. I also have two

versions of the textbook available to the members of the class. The original text selected for the class has been adapted for families with a lower literacy level, and both of these books are made available for the families to choose which they would like to use for the class. I also have served clients in other settings within the clinic with a low socioeconomic level.

Woodrow Trathen

I include readings in my courses that represent issues relating to under-reported persons. African American, Appalachian, Amish, as well as other cultural groups are represented. In my courses I lecture on Ebonics and other stigmatized dialects, and I have been asked to give this lecture to other classes. I have designed a field experience for pre-service teachers that will expose them to rural Appalachian students. I have designed a Cinderella unit that exposes students to different cultural versions of this fairytale. I have designed a TESOL secondary academic concentration for elementary education students. This proposal is part of the report of the TESOL task force.

Connie Ulmer

Course design- RE 3240

Jennifer VanGilder

CDP Strategic Planning Committee

When discussing therapy or diagnostic techniques or procedures, I always incorporate elements related to diverse populations, including socio-economic, religious, ethno-cultural, and linguistic

C. Professional activities

Dawn Botts

I co-authored an article for ASHA Perspectives on School-Based Issues focusing on the multicultural aspects of language and literacy assessment of young children.

Thalia Coleman

Nearly all of my professional activities are related to some aspects of cultural diversity

Richard Culatta

Attended sessions on cultural diversity at the American Speech Language and Hearing Association Meeting in Boston

Jeanne Dodd-Murphy

Worked with clients from diverse populations in the ASU CD clinic and in Watauga County Schools (hearing screenings)

Beth Frye

Work in Costa Rica. See 14C.

Billy Irwin

Through my activities with the NC Consortium on Distance Education for Communication Disorders we are developing a collaborative effort to address the needs of non-native English speakers and the personnel preparation to serve that population.

Bob Jones

In all of our recurrent professional evaluations of group home practitioners, we include a question (to be rated by both evaluators under the Family-Style Living/Relationship Development section of our

evaluation instrument) which reads, “(How satisfied are you that) the Teaching-Parents promote respect for diversity through a variety of activities, decorations, etc., that reflect the individual cultures and interests of the youths in the program?”

David Koppenhaver

All of my scholarship focuses on literacy in children and adults with developmental disabilities. I continue to present various workshops and lectures, write papers and books, and work with schools and families in serving the literacy needs of children with significant disabilities.

Larry Kortering

I work with disadvantaged public school students representing various aspects of diversity on a regular basis and have a number of professional colleagues representing diversity

Monica Lambert

Providing in-service training to diverse schools in Fayetteville, NC

Angela Losardo

I co-authored a book that is in its third printing. The book provides an in-depth discussion of alternative assessment models and serves as a practical guide for their use with young children who are culturally, developmentally, and linguistically diverse.

Nancy Mamlin

My largest “diversity related activity” professionally has been one that does not, in the short run at least, benefit Appalachian State. However, I have done a lot of thinking and answering questions about why I would choose to make a move to an HBCU, and what that type of move will mean for me professionally. I really am looking forward to it, though I will definitely miss a lot about being here!

Rose Matuszny

Presentations and attendance at National professional education conferences about developing collaborative relationships with and working with culturally diverse parents and families of children with disabilities; working with/for the Council for Exceptional Children’s American Indian Caucus, National CAN Rep., NC-CEC Western Region Chair, invited reviewer

Gary Moorman

IRA volunteer to the Secondary Education Activity vocational project in Macedonia

IRA volunteer to Qatar University faculty development project

Project director, RCOE/Qatar University College of Education project

Visiting Professor, Qatar University

NOTE: All these professional activities have influenced my teaching at ASU

Jane Nowacek

I serve on various boards and committees with diverse individuals and promote the importance of diversity in my professional work. For example, I serve on the advisory board of the Hill Center, a school for students with Attention Deficit Hyperactivity Disorder and Learning Disabilities and on the Board of Directors for Triad Academy, a school for students with learning disabilities

Ellen Pesko

Participant in Diversity book group in Fall 2007 and Spring 08

Susan Pogoloff

Presentation at International Conference related to inclusion of students with disabilities in general education settings.

Diversity Committee

Bob Schlagal

Co-wrote and undertook recent revision of paper detailing elders' self-reported responses following a six month regimen of taijiquan.

Will co-author a paper on taiji and its health benefits over summer months.

Developed and taught an exercise course in taijiquan, involves examination of elements of Chinese culture through lecture and assigned readings.

Woodrow Trathen

I was appointed to the TESOL task force and have been working on developing TESOL programs at ASU. I assume that I will be asked to be part of a governing board for this effort.

Jennifer VanGilder

RCOE Diversity Committee Reading Group, fall and spring semesters

D. Formal or informal program**Thalia Coleman**

I am a guest lecturer on diversity issues in classes taught by colleagues in the RCOE.

Pam Henson

In our weekly seminar meetings, frequently, our discussions center around issues related to multicultural sensitivity as students provide services to a wide range of individuals, family members, and other professionals all with various disabilities, backgrounds and beliefs. We are faced with diverse settings, patients, families and professionals on a daily basis and students are instructed and interactions demonstrated to be sensitive to multicultural issues.

Billy Irwin

Arranged for guest speakers with disabilities and cultural differences to attend my classes and speak to the students.

Bob Jones

We have done special trainings in this area, but not during this reporting interval.

David Koppenhaver

Conduct literacy assessments of children with developmental disabilities when parents are willing and able to bring them to Appalachian State University. I write up informal reports including my observations and recommendations. I use these reports, videotapes of the assessment, and the children's work samples in teaching of literacy methods classes at both undergraduate and graduate levels.

Angela Losardo

Several activities which are sponsored by students are held each semester which emphasize cultural diversity. These have included the Eighth Annual Kwanzaa Celebration and the Watauga Indian Festival held in East Hall. I make it a point to attend these events regularly and often volunteer to help prepare and serve food, lead discussions, and/or help to organize the events.

Devery Mock

In the fall of 2007, I attended the International Conference on Learning Disabilities. The scope of this conference included issues pertaining to individuals with disabilities.

Gary Moorman

International Reading Association volunteer for International Development projects
RCOE/Qatar project

Jane Nowacek

During two national conferences, I attended sessions that addressed diversity issues

Susan Pogoloff

I am committed to addressing the diverse learning and cultural needs of my students. I do this by individualizing and adapting assignments according to their interests and needs. This is addressed in writing in all of my syllabi as well as verbally during classes and personal interactions.

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Bob Schlagal

Serve as faculty advisor to and instructor for the ASU Tai Chi Club. Club has as part of its mission, sharing valued aspects of Chinese culture.

Woodrow Trathen

I have worked for the last four years in Burke County and Winston-Salem with teachers that teach African American, Hispanic, and Hmong students. Multicultural issues are always a topic when working with these teachers.

Jennifer VanGilder

Multicultural presentation at SEUCE Conference in September, 2007.

C. Staff Activity

Tess Riedl

Tess Riedl is the Administrative Assistant-Faculty Services for the department. She assists faculty with personnel issues, travel, ordering materials, office issues, faculty files, text book orders, and departmental records. She also acts as office manager, orders office supplies, and sees to the office maintenance and appearance. She manages all aspects of the department budgets as well as grant related activities, and serves as administrative assistant to the department chairperson. She prepares paperwork for DPC; tenure, promotion and post-tenure; graduate faculty status; AP&P processes; and adjunct contracts. She works closely with program directors to coordinate both the on-campus and extension schedules and staffing for fall, spring and summer semesters.

Tess serves on the RCOE Diversity Committee and participates in the Diversity Book Group. She has attended training for Career banding.

Susan Musilli

Susan Musilli is the Student Services Manager. She is instrumental for keeping the flow of work moving throughout the department. Susan recruited and placed over 60 Graduate Assistants within the department as well as the college and was responsible for overseeing their work. She was personally responsible for supervising at least 8 of these students who work directly for her in the LRE office. Among her many duties, Susan processes all of the Graduate Applications for the three programs housed in LRE. For the 2008 academic year, a total of 470 Graduate applications were processed through our office representing nearly 20% for the entire university. Susan is the sole production person for the LRE Annual Report, and coordinates efforts for end of semester faculty reviews. This year we had the DPI Accreditation review and Susan ensured that necessary required data was in order. Susan was instrumental in helping the program coordinators with all the necessary paperwork needed to facilitate a very successful review. She holds the responsibilities which include, but are not limited to: management of student records, assisting various committees with accumulation and distribution of pertinent data, and has been influential in re-organizing the Graduate Application process. Her diligence in documenting the needs of the Department for Graduate Assistants has resulted in a record number of Assistantships and Tuition Waivers being awarded to LRE. Susan acts as a direct liaison between the students and faculty, program directors and chair. Her organizational and innovative skills have helped to increase productivity and communication throughout the department and the university. During the last year, Susan met numerous times with the faculty evaluation task force and presented her research on the on-line student evaluation of faculty. She was invited to continue as a member of the faculty Evaluation task force and her feedback has proved a valuable asset to the university.

Susan is currently enrolled at Appalachian State University, with a major in Sociology with a concentration in Family Development. She maintains a 4.0 average and has excelled in her studies. Susan has been recognized as member of both the Prestigious Scholars Program at Appalachian State as well as a member of Phi Kappa Phi. She has also continued her education by attending classes offered in Banner Training, Admission Pros & HR- People Admin. Her most recent academic achievement is the academic honor she received from the College of Arts & Sciences along with the Albert & Maxine Hughes Scholarship from the Department of Sociology.

D. Faculty Activity

1. Teaching Performance

The departmental guidelines allow faculty to use a numerical evaluation form that rates the components of teaching on a scale of 1-5, with 5 representing the most positive ratings. During the past year those faculty using this system recorded an overall departmental mean of 4.51 for the 18 questions on the instrument. Other faculty chose to use a more open-ended system that asks for evaluative responses to questions similar to those found on the numerical format. Qualitative analysis of the responses reveal that department wide there is a high level of satisfaction with the content presented, the manner in which it is delivered and the concern that instructors evidence for students and the learning process.. The department is strongly represented in the opportunities offered by the Hubbard Center for the improvement of instruction.

2. Student advisement

All students in the Department, graduate and undergraduate are assigned to an individual advisor who is a full time faculty member. The advising load is distributed among faculty in each program. These faculty advisors are available for students as needed but must meet at least once each term with students to construct and modify their plans of study. Graduates must file a Plan of Studies with the Graduate School. The Communication Disorders undergraduate and graduate programs and the Reading graduate program are limited admission programs which have admissions committees which screen applicants and recommend to the College and Graduate School which applicants are to be offered admission. In addition, Orientation Meetings are held each term for new students to cover issues of interest. The Special Education Program and the Communication Disorders Program also sponsor student pre-professional groups (The Student Speech-Language and Hearing Association and the Student Council for Exceptional Children) that devote a good deal of their time to discussing program issue that relate to advising during their business meetings. Each program has specific forms and handouts that are available to students seeking information about program requirements. These hand outs include sample plans of study, along with admission requirements and required and optional course identification. Ms. Musilli, the Student Services Manager, is particularly well versed in the requirements for admission, retention and completion for each program. She often serves as the initial point of inquiry for students and parents seeking advising and admissions information. In addition, all LRE Programs have advising information and detailed Program descriptions on the Departmental website.

Individual faculty accomplishments are listed below:

Morgen Alwell

Undergraduate

Continued to attend **group advising sessions** for special education undergraduates
Have attended several incoming freshman **advising sessions/open houses** (both at the Convocation Center [fall 2008] and in the RCOE)

Extensive advising of on and off campus special education adapted licensure students, both graduate and undergraduate

Graduate

Advising several Master's students
Have served/am serving on several Doctoral committees:

Served on doctoral committees for these students who have recently completed dissertations:

Angie Blalock (Kelly Clark/Keefe, chair) (March 2008)
Dr. Bricca Sweet (Alice Naylor, chair) (Dec. 2007)
Dr. Wanda Hutchinson (Jane Nowacek, chair) (Dec. 2007)

Serving as a member of these committees in progress:

Thomas Howell (Jane Nowacek, chair)
David Fonseca (Jane Nowacek, chair)
Jeffrey Isenhour (David Koppenhaver, chair)
Julie Morrow (Ken McEwin, chair)
Amy Williams (David Koppenhaver, chair) (to commence April 2008)

Chairing committee for:

Jennifer Hefner (commences March 2008)

Bill Barber

I am responsible for addressing inquiries from prospective Advanced Licensure and Out-of-field graduate students with regard to program options.

Dawn Botts

I serve as a graduate adviser for 26 graduate students.
I currently serve as a member of a graduate thesis committee.

Heather Clark

I advise 24 graduate students and serve as Chair of the Graduate Advising Committee. The workload associated with graduate advising has recently expanded in response to changes in ASHA certification documentation. Additionally, I led efforts to incorporate advising activities into the graduate program orientation.

Thalia Coleman

I am an advisor for 12-15 undergraduate students annually. I am also on both the Undergraduate Advisement Committee and the Undergraduate Admissions Committee. I also chair one doctoral committee and serve on two others. I am on one master's thesis committee.

Richard Culatta

Academic advisor to 18 undergraduate students.
Serve as mediator for faculty –student disagreements that rise beyond program levels.

Jeanne Dodd-Murphy

Assigned 25 undergraduate advisee with the CD major—advised throughout the year; have also advised students who were not assigned as my advisees; for example, advised 9 of Dr. Coleman's advisees during spring 2008 while Dr. Coleman was on medical leave; also advised freshmen who are interested in CD referred by general college advisors, students wanting advice about whether to retake the GRE, non-degree seeking students interested in CD, CD minors or students asking for help with school-related and career decisions; have provided ongoing, more intensive advisement to several students who are interested in audiology as a career (e.g., discussing graduate programs, learning & observation opportunities, etc.); currently 4 CD students who have graduated during this academic year have let me know that they were accepted and plan to attend Au.D. programs –clinical doctorate degree in audiology
See also #16 (chairing CD undergraduate advising committee).

Beth Frye**Undergraduate**

I am directing Lisa Hash's Honors' Thesis this year.

As a teacher in the elementary education program, I advise many of the elementary education students when they have questions and concerns about courses in reading and language arts.

Graduate

I am the advisor to 10 students in our Reading Masters program.

Connie Green

I am listed as advisor for about 10 graduate students

Tim Harris

I co-chaired the CD Undergraduate Admissions Committee during this academic year, and serve as a member of the CD Undergraduate Advising Committee. I continue to advise exclusively at the undergraduate level in the CDP. I had 32 undergraduate advisees during this time period.

Pam Henson

I continue to update the Clinical Hospital Handbook, a comprehensive manual, I developed for graduate students assigned in adult placements and those contracted clinical supervisors in the adult areas of practice. The handbooks are specifically designed for use in conducting comprehensive assessments and treatments for the neurogenic population. Course goals and objectives for each semester are outlined, grading forms for clinical skills assessment – diagnostics and clinical skills assessment - therapy, self reflection forms, supervisor feedback forms, and student competency based performance tasks are all included in this handbook.

The clinical practicum experience at Watauga Medical Center is outlined in the CD 5565 syllabus for every fall, spring and summer semesters, which is available in my portfolio and in the Clinical Hospital Handbook. The overall and weekly goals and objectives are outlined on the syllabus.

Guest lectured on several occasions in various CD classes and I have received numerous positive written feedback.

Billy Irwin

I currently serve as a graduate student advisor responsible for advising one third of all incoming graduate students as well as the continuing graduate students I advise. I do not serve on the undergraduate advising committee. I have been a participant in creating and implementing the change in course sequence for the CD curriculum which has facilitated students' ability to negotiate their program of study with less reliance on advisors. I have been asked to serve as advisor on a student's thesis for the upcoming year and the initial project outline has already been discussed.

Bob Jones

Through this past January, I continued to share the responsibility of supervising current and active students in our Teaching-Family Specialty program with Dr. Timbers, while he handled most of the official advisement responsibilities for them. Since then, I now advise and supervise all students' coursework.

While I have historically and will continue to supervise the thesis projects of all of our students who elect that option, no students are currently pursuing theses. All previous students I have supervised in this connection have published revisions of their theses in refereed professional journals.

David Koppenhaver

Chair, Jeff Isenhour's dissertation on fathers of boys with autism.
Graduate student advising.

Larry Kortering

I have 12 undergraduate and 8 or so graduate advisees

Monica Lambert

I have 12 undergraduate advisees.

I have 10 graduate advisees.

I am on approximately 10 master level committees.

As program coordinator I serve as and advisor to all of our 4 off campus cohorts. This includes approximately 35 undergraduates and 30 graduate students.

Dan Leitch

I participated in SPE group advising sessions

Angela Losardo

Advisement Responsibilities:

I advise 15-20 graduate students each semester.

Thesis and Doctoral Committees:

I currently serve on two master's thesis committees and one doctoral dissertation committee:

Chair, Master's Thesis: Carrie Barnes - Autism Spectrum Disorders

Member, Master's Thesis: Kathryn Yeager - The Use of Music Therapy with Preschoolers at-risk for School Failure

Member, Doctoral Dissertation: Robert Murray - Entry Date for Kindergarten-Age Children

Nancy Mamlin

I advise about 15 undergraduates, and have about five graduate students currently assigned to me. I am also on the dissertation committee for Bill Rynn, a student in the Ed.D. program in this College.

Mike Marlowe

Ten undergraduate advisees; five graduate advisees.

Rose Matuszny

One graduate student advisee

Group advising (undergraduates)

Devery Mock

I currently serve as primary academic advisor for the following students:

Church, Heather E.

Keaton, Angie D.

Linkous, Bethany A.

McMillan, Sarah E.

Millner, Mary A.

Reese, Allison M.

Shaw, Stefoni I.

Thomas, Dawn E.
Ward, Kathryn M.
Wheeler, Cher L.

Gary Moorman

Chair, 1 Dissertation completed and defended, December, 2007
Chair, 2 Dissertation completed and defended, May, 2008
28 Masters advisees

Darrell Morris

I advised approximately eight ASU masters students. I served as a research advisor to three ASU doctoral students (Mary Hendrix, Amie Snow, and James Bumgarner) and one UNC-Greensboro doctoral student (Erika Gray). I also served on the dissertation committee of Karren Guthrie, a UNC-Chapel Hill doctoral student.

Jane Nowacek

Served as advisor to approximately 10 assigned undergraduate students in special education
Served as advisor to approximately five Master's students
Served as the chair of two Dissertation Committees
Served on four dissertation committees
Served as Qualifying Exam Chair on two committees
Served on three B-K student Masters committees.

Ellen Pesko

I have twenty graduate students as advisees. I also teach the CI4000 course (undergraduate Block II) which includes an internship in the schools. During the time interns are out in the schools, I observe lessons, provide coaching, and negotiate issues with cooperating teachers.
Masters theses committee member for Stephanie

Susan Pogoloff

I am currently advising 14 undergraduate students. I was on the portfolio committees of five master's candidates who completed their requirements for graduation in August and December.

In the 2007-2008 academic year I continued to serve on the dissertation committee of one doctoral student.

I continued to assist Dr. Lambert with sorting through multiple confusing details involved in programs of study for the Hickory cohort (and a few on campus and Winston students) who graduated in December 2007. Because I had worked with these students since they started the program, I was able to provide Monica with information she needed related to the individualized circumstances of each student, course number substitutions etc. We met on several occasions and spoke on the phone frequently in order to sift through the mistakes of DPI and the graduate school as well as the program transition issues unique to our program.

Bob Schlagal

Advise eight graduate students formally and many others informally.

Mary Ruth Sizer

As director of the Communication Disorders Clinic, I continued a system for including all interested clinical educators in the clinical assignment process, both on-campus and off-campus. The clinical educators meet at the end of each semester to do clinic assignments. With support from Kathy Mann all internship assignments were made.

Woodrow Trathen

As program coordinator I end up advising most of the students in our program, more than 100. I chaired 1 master's thesis to successful conclusion, and I am chairing 1 doctoral dissertation and am committee member for another.

Connie Ulmer

In our program the masters' theses are handled in *the product of learning* course. We do not separate that responsibility any more. We do however continue to advise the graduate students. This term I had one.

3. List each research project or other creative effort in which you were involved during this period. Characterize each as formal or informal, indicate whether funded or non-funded and comment on its status. (Include any articles or papers submitted for publication and/or accepted for publication and not yet in print.)

Morgen Alwell

Collaborative research project (ongoing) with faculty at Colorado State University
(Manuscripts highlighted in next sections) [Completed summer 2008]

Bill Barber

Development of a web animated larynx model with the potential to be marketed by ASU. This project has the support of the ASU Technology Committee as its first endeavor for marketing a product developed by ASU faculty. Billy Irwin is also working with this project. Initial funding was thru a 2004-05 SALT grant, and we continued development this year using funding from a 2007-08 SALT grant. We have made several well-received national presentations on this model, and we have submitted a proposal for a presentation at the 2008 ASHA Convention that will feature this model.

Through the summer, 2007, I continued development and the initial offering of a web course in Neuroanatomy to further expedite the program of study of out-of-field graduate students. I have received inquiries from UNCG about using both of my web courses in their proposed web undergraduate program, and North Carolina Central University used my A & P web course in their program last summer. During Spring 08 I have devoted a significant effort to improvement of this web course prior to its second offering in Summer 08.

I have continued discussions with UNCG about sharing web courses in the future, and with other universities in the UNC System about course sharing options.

Following the successful Spring 08 implementation of a shared graduate student experience in Guatemala with Chapel Hill, I have initiated discussions of options for sharing, with other UNC System Universities, educational opportunities for enhancing student preparation for working with other cultures and languages and about using this experience as a basis for efforts in continuing education.

Heather Clark

- Clark, H. M. & Solomon, N. P. (formal, funded). Innovations in Clinical Assessment. Complete. Presented at Conference on Motor Speech, Manuscript in preparation
 - Clark, H. M., O'Brien, K., Calleja, A., & Newcomb, S. (formal, funded). Effects of directional exercise on lingual strength. Presented at ASHA, Manuscript under review by *JSLHR*
 - Solomon, N.P. & Clark, H. M. (formal, funded). Assessment of Orofacial Strength in Adults with Dysarthria, Presented at Conference on Motor Speech, in press - *JMSLP*
 - Clark, H. M. (formal, non-funded) Cervical Osteophytes. In H. Jones and J.C. Rosenbek (eds) The encyclopedia of oropharyngeal dysphagia in rare conditions. San Diego: Plural. In Press.
 - Solomon, Clark, Horst, Makashay (formal, funded). Lingual strength and speech in dysarthria. Manuscript in preparation.
 - Arvedson, J., Clark, H. M., Lazarus, K., Lof, G., McCauley, R., Strand, E., Frymark, T., Schooling, T., Mullen, R. (formal, funded, in preparation). Effect of oral motor exercise on speech: A systematic review.
 - Arvedson, J., Clark, H. M., Lazarus, K., Lof, G., McCauley, R., Strand, E., Frymark, T., Schooling, T., Mullen, R. (formal, funded, in preparation). Effect of neuromuscular electrical stimulation on swallowing: A systematic review.
 - Arvedson, J., Clark, H. M., Lazarus, K., Lof, G., McCauley, R., Strand, E., Frymark, T., Schooling, T., Mullen, R. (formal, funded, in preparation). Effect of sensory stimulation and oral motor exercise on swallowing function of adults.
 - Arvedson, J., Clark, H. M., Lazarus, K., Lof, G., McCauley, R., Strand, E., Frymark, T., Schooling, T., Mullen, R. (formal, funded, in preparation). Effect of oral stimulation and non-nutritive suck on swallowing function of infants and children.
 - Clark, H. M. (formal, unfunded, in preparation). The role of strength training in speech sound disorders. Seminars in Speech and Language. (Publication Date January/February 2009)
- Clark, H. M. (formal, unfunded, in preparation). Nonspeech oral motor treatment. In Williams, McLeod, & McCauley (Eds.) Treatment of speech sound disorders in children. Baltimore: Brookes. (Publication Date October 2009)

Rich Culatta

The following papers are in various stages of completion. Data has been collected for all of them:

- Effects of Attitude Change on Stuttering
- Speech Rates of Normally Healthy Adults
- Clinical Supervision in Communication Disorders: The State of the Art

Jeanne Dodd-Murphy

- a) 'A Parent Survey of the Effectiveness of School Hearing Screenings' further analysis of database, meeting with new school system personnel to facilitate distribution of the survey instrument (formal, non-funded).
- b) Mamlin, N.L. & Dodd-Murphy, J.D. 20 ways to accommodate students with minimal hearing loss. In preparation to submit to Prevention; rough draft developed further, plan to submit in the summer of 2008 (informal, non-funded)
- c) Dodd-Murphy, J.D., Bess, F.H., Murphy, W. & Baer, J. Hearing screening in the schools: Experience with ASHA guidelines. Further analyses completed this year, working on rough draft, plan to submit to the Journal of the American Academy of Audiology. (formal, funded)

d) Dodd-Murphy, J.D., and Murphy, W. Effectiveness of school hearing screenings in detecting minimal hearing loss, to submit to Journal of Educational Audiology by June 30, 2008, further data analysis completed, write-up developed further (formal, funded)

e) Dodd-Murphy, J. & Murphy, W. (2007, November). *Educational risk and perception of listening difficulty in schoolchildren*. Poster presented to the annual meeting of the American Speech-Language-Hearing Association, Boston, MA. (formal, funded)

f) Dodd-Murphy, J. & Sizer, M.R. (2007, November). *Enhancing undergraduate communication disorders education for prospective audiology students*. Talk presented at the annual meeting of the American Speech-Language-Hearing Association, Boston, MA. (informal, non-funded)

g) Tharpe, A.M., Sladen, D.P., Dodd-Murphy, J., & Boney, S. (2008). Minimal hearing loss in children: Minimal but not inconsequential, to be published in a special volume of *Seminars in Hearing* titled A Tribute to Fred H. Bess: 40 Years of Influence in Audiology. (formal, non-funded)

Beth Frye

I have submitted **one** referred publication for this report period and published **three** WebPages. In addition I have three papers in preparation that I will submit for publication this summer. These would all be characterized as formal projects. I have listed these papers below as well as other efforts.

In January, I submitted a book chapter Every picture tells a story: Supporting young authors with wordless picture books. This chapter will be published in 2009 in S. Israel (Ed.) *Breakthroughs in literacy: One child at a time*. New York: Jossey-Bass.

In addition, I am currently revising my manuscript *A Measure of Word-Level Automaticity and its Relation to Reading Fluency*. Ross Gosky, from the department of Mathematical Sciences, is assisting me in analyzing the data. We anticipate submitting the article for publication this summer. This study explores the role isolated-word automaticity plays in reading connected text fluently. I believe the results from this study will impact reading theory and classroom practice by informing teachers and reading clinicians about valid and reliable measures of reading fluency.

By the end of May, Michael Dale and I will be submitting our manuscript *Vulnerability and Love of Learning in The Small Room* to the Journal of Teacher Education.

Also, by the end of May, I will be submitting my manuscript *Instructional Levels, Upper-Elementary Students, Good Books and Social Studies Integration: Selecting Social Studies Trade Books Struggling Readers Can Read* to The Reading Teacher.

I have been involved in a longitudinal fluency study with my colleagues Drs. Darrell Morris, Janet Bloodgood, Linda Kucan, and Woodrow Trathen for the past five years. Last spring semester we completed our fourth and final year of data collection. We tested approximately 40% of the third and fourth grade students in each of the elementary schools in the county. Central to this study is the establishment of reading fluency norms. These norms will serve as a foundation for future fluency intervention research. We are currently working on this paper and hope to submit the manuscript for publication by the end of this year.

Two years ago, I was engaged in a research project where I explored the effects of shared writing on students' story writing and their perceptions of themselves as authors. I worked in a 2nd grade classroom in

Watauga County where I collaborated with a first year teacher (ASU graduate) to assist her in developing writer's workshop in her classroom. We engaged in shared writings where we worked with wordless picture books; in addition, we created an animal fantasy story together as a class and developed many mini-lessons. I was in this classroom three to four afternoons weekly. By the end of the year, the students in this classroom saw themselves as authors! It was one of the most amazing experiences of my teaching career. I saw EVERY student in this classroom draft, revise, and most recently, prepare to publish his work. These children taught me so much. By working in this classroom with the teacher and these children, I felt my research was "grounded." For me, it is vital to explore my intellectual curiosities in the context of a classroom. This continues to develop my teaching and research, as they are mutually informing. In addition, these experiences have proven invaluable as I explore the power of writing with my ASU students, both undergraduate and graduate. I am currently working on this research manuscript and hope to have this sent out this summer.

I value writer's workshop and try to model this for students by taking them through the writing process with their own writing. Publishing student work has been a priority in my teaching. Each semester, I publish students' stories, poetry, or interdisciplinary units www.lesn.appstate.edu/fryeem/. I began by publishing books of students' writings. Most recently student work has been published on each student's individual blogs. I have also created a wiki and two blogs to support my classes.

<http://fryeem.pbwiki.com/>

<http://fryeem.wordpress.com/>

<http://fryechildlit.blogspot.com/>

In addition, I have worked on integrating multimedia technology with graduate and undergraduate courses. For example, each of my students in RE 3240 created her own blog about Children's Literature. Also, each of my graduate students created her own blog where she published her own work, her students' work and participated in an ongoing dialogue around the language arts. I will continue to make a concerted effort to model the integration of technology into my teaching and course assignments. I encourage you to view this web site, including my syllabi and linked course assignments: RE 5130, RE 4030, RE 3240.

RE 3240 *World Literature for Children* is a course where students are introduced to all genres of children's literature across many different cultures. Traditional literature plays an important role as students explore different countries and cultures. Because it is a writing designated course, I invite students to write a poetic form I have developed, an I POEM for 2 Voices. These students are engaged in the writing process and publish their final copy on the wiki. I invite you to read these tales written by some of our undergraduates: <http://fryeem.pbwiki.com/1+Poem+for+2+Voices> These poems are also published on each student's individually created blog.

In RE 5130 *Teaching the Language Arts*, I invite our graduate students to explore writing as a tool for learning, as a means for communicating with others and with themselves, and as an invitation for self-expression and creativity. It is a chance for students to experience personally the power of writing to build understanding and to provide imaginative entry into other times and places, lives, and ways of being in the world. Based on their experiences in our class and in their own classrooms, my hope is that teachers begin formulating a perspective about the teaching of writing in their classrooms and through specific assignments (Writing Portfolio, Poetry, Multi-Genre, and Wordless Picture Book Assignments), they develop plans for implementing that perspective. In this course, teachers are introduced to many writing genres and are then asked to personally write across each genre. Finally, they develop an invitation for students and a plan for implementing these genres and teaching approaches in their classrooms. Please visit the *Published Work of Elementary Students* on my web site; also, please visit my class blog for RE 5130 <http://fryeem.wordpress.com/>; you will find each teacher's blog linked from our class blog. You are

invited to view/read the writings inspired by the assignments my RE 5130 students have completed with their students.

I have several manuscripts in the preparation stage:

Frye, E. (2008). *Shared writings and author's workshop: Effects on 2nd graders' generative writing*.

Frye, E. (2009). *The Cinderella Fairy Tale: Responding to Multicultural Variants Using Persona Poetry for Two Voices*

I have maintained and published three web pages this past year.

Frye, E. (2002-Present). *Literature Circle Units*. World Wide Web Site:
www.lesn.appstate.edu/fryeem/literature_circle_units.htm

Frye, E. (2002-Present). *Student Poetry, Cinderella Stories, Fables, and Traditional Tales*. World Wide Web Site: http://www.lesn.appstate.edu/fryeem/published_writings_from.htm

Trathen, W., & Frye, E. (2000-Present). *Literature Circle Lessons*. World Wide Web Site:
<http://www.ltl.appstate.edu/litcircleunits/index.html>

Connie Green

I am finishing two manuscripts. The first is based on research on religious diversity and current children's literature about various religious groups. The second is based on my recent teaching experience in pre-kindergarten. Both manuscripts will be published by the Association for Childhood Education International. I also collaborated informally with Becky DeHart (Hardin Park) on storytelling and story acting.

Tim Harris

Harris, T., Losardo, A., Barber, W., & Clark, B. (ongoing). Predicting success in communication disorders graduate study from admission criteria. The manuscript will be submitted soon to *Contemporary Issues in Communication Sciences and Disorders*. It is nearing completion. Other responsibilities this past year reduced to time available for completing it.

Harris, T. (ongoing). *Current Trends in Communication Disorders Undergraduate Admission*. Manuscript in process; formal, unfunded. This is really back-burner right now.

Harris, T., Barber, W., Dodd-Murphy, J., & Clark, B. (ongoing). *Selective admission to undergraduate study in communication disorders*. Manuscript still in process; formal, unfunded. This is also very back-burner right now.

Pam Henson

Participant in ASHA Book Talk Fall 2007 attended this Book Talk Activity for continuing education and to develop a plan for using the information from the book "Survival Guide for the Beginning Speech-Language Clinician" in a new clinical practicum course.

Participant in ASHA Book Talk Spring 2008 attending this Book Talk Activity for continuing Education and to develop a plan for utilizing the information from the book "Counseling in Communication Disorders: A Wellness Perspective" in a new clinical practicum course.

Book Talk participation information published in ASHA April 2008

Collaborative effort in developing, teaching, and implementing speech, language, swallowing protocols and a Dysphagia screening tool for nursing staff for Code Stroke at Watauga Medical Center, August 2007 – current.

Billy Irwin

I continue my involvement in a formal project in my capacity as a member of the Dept. of Veteran's Affairs (VA) National Field Task Force on Evidence Based Practice in Aphasia. My colleagues and I have been reviewing the treatment literature and classifying it according to a number of evidence-based standards. Due to the lengthiness of the project, publication will not occur until the project's completion. I directed an undergraduate student project starting Spring, 2008. The data collection and preliminary analysis are completed and the initial results were presented at the North Carolina Speech Language Hearing Association Convention. We will collect more data over the summer, and work toward submission of a paper by Fall. I am working with another undergraduate student on a poster presentation that has been submitted to the American Speech Language Hearing Association (ASHA) Annual Convention. Additionally, I submitted two additional presentations for ASHA. I recently completed work on an invited article to appear in the international journal *Aphasiology*.

Wertz, R.T., de Riesthal, M., & Irwin, W.H. Department of Veterans Affairs Contributions to Treatment Outcomes Research in Aphasia (Manuscript submitted to *Aphasiology*)

Woods, W. & Irwin, W.H. (Manuscript in preparation) Vocal Hygiene and Voice Use Among Theater and Music Majors.

Irwin, W.H. (Manuscript in preparation) Perception and production of affective prosody in normal older adults.

Bob Jones

I continue to oversee all ongoing evaluation activities associated with the group home component of this agency. This effort results in the production of approximately 50 thoroughgoing evaluation reports each year. During the most recent Triennial Certification Evaluation (February, 2007) of our entire agency by our national accrediting association (The Teaching-Family Association), the evaluation area which I supervise received one of the highest evaluation rating of all of the component areas of our organization (3.80 on a scale of 4.00) though the review team ratings were high for all areas of our agency activities. The evaluation activities are funded through contracts with the communities we serve, but are reviewed annually and become part of the archives of the nation Teaching-Family Association.

Also, I routinely supervise or assist with data collection in connection with various of our other, ongoing service programs including Professional Parenting, Adoption-Plus, our Youthful Sexual Offender program and, as needed, the consumer satisfaction component of our "Missing Curriculum" training in the public schools. These evaluation activities are supported from revenue streams associated with the respective programs.

The following articles reflect formal research projects at various stages of the publication process in the journals/newsletters indicated or in preparation/revision:

Jones, R.J., McWhorter, G.L., Timbers, G.D., & Ownbey, M.A. (under revision for resubmission). The Missing curriculum: Teaching social competencies in the schools. *The Journal of At-Risk Issues*.

Jones, R.J., Timbers, G.D., & Judkins, B.L. (in preparation). Child-focused respite (CFR): An alternative intervention for severely attachment disordered children.

Jones, R.J. (a concept paper in preparation for *Reclaiming Children and Youth*). The history of the evidence-based movement and its implications for current research and practice in child and family services.

David Koppenhaver

My research focused in three primary areas this year: (a) a web-delivered spelling intervention pilot study with an adult with severe speech and physical impairments; (b) developing a plan for studying guided reading as an intervention for language comprehension and theory of mind difficulties in children with autism spectrum disorders; and (c) initiating a comprehensive review of the research on literacy in persons who use augmentative and alternative communication.

Larry Kortering

I have ongoing formal projects involving age appropriate transition assessments and student perceptions of said and collecting student feedback on their perceptions of high school.

Monica Lambert

Dr. Margaret Werts and I completed an assessment survey in the Fall of 2007. We looked at views on the implementation of Response to Intervention (RtI) as allowed in IDEA04. In addition, we were interested in preparing our pre service special education students to be as knowledgeable as possible when they graduate and teach in NC school districts. The results have been presented at three conferences and a manuscript is in progress.

Provost, M.C. and Lambert, M. A. (Manuscript in revision). Methods for using quality literature for developing informal reading inventories. *Intervention in School and Clinic*

Nowacek, J and Lambert, M. A. (Manuscript in revision) Promoting teacher quality: The integration of technology in pre-service teacher education field experiences.

Werts, M. G. and Lambert, M. A. (Manuscript in preparation) Methods for using school practices to inform curriculum.

Daniel Leitch

Promoting Successful Outcomes in Youth Released From Long-Term Incarceration: A Case Study from Latvia (2008), currently under review by Education and Treatment of Children.

Angela Losardo

Funded Grant:

During this past year, I was Co-Principal Investigator on an Office of Special Education and Rehabilitative Services (OSERS) research grant, *Early Literacy: Comparison of Salient Features of Two Intervention Approaches*. The grant was operating on a no-cost extension (total funding \$537,054) and ended in September of 2007. I am in the process of preparing the final report due April 30, 2008.

Papers Submitted for Publication:

Losardo, A., Notari-Syverson, A., Coleman, T., & Botts, D. (in press). Cross-cultural assessment of young children's language and literacy development. In S.A. Giess (Ed.), *Special Interest Division, School-Based Issues*. (Invited Submission)

Nancy Mamlin

- I am working on an article with Dr. Jeanne Dodd Murphy which we hope to submit to *Intervention in School and Clinic*. This will be targeted for their “20 ways to...” feature and list 20 ways for teachers to make accommodations for students with minimal hearing loss. This is formal, non-funded.
- I am working on an article with Dr. Morgen Alwell about the meta-analysis that we presented about at TED (see #5 below). We will submit it to a referred journal, hopefully this summer.
- I have submitted a book proposal which has been accepted and the contract signed for a book with Guilford Press. *Special Education Teacher Preparation* is the working title.
- I completed a research project last summer which I presented at two international conferences this year. The research was an interview study of two women who were teaching in special education in the 1960s. One of the women has since died, so I feel very fortunate to have been able to capture her story. I will be working soon on writing this up for publication.

Mike Marlowe

Marlowe, M., & Hayden, T. (in progress). “Torey Hayden’s Relationship-Driven Approach to Teaching Troubled Children.”

Torey and I have written 12 chapters: (1) Hayden Introduction, (2) Marlowe Introduction, (3) Why Use Story to Teach Methodology, (4) Foundations of a Relationship-Driven Methodology, (5) Goal versus Process Orientation, (6) Additional Skills and Attributes (7) Setting Up A Relationship Driven Classroom: Establishing Boundaries, (8) Setting up A Relationship Driven Classroom: What Happens when Rules are Broken, (9) Setting Up A Relationship Driven Classroom: Creating A Positive Classroom Climate, (10) Strengthening the Relationship between Teacher and Student (11) Reaching Reluctant Students: Pioneer Wisdom and Insights from Torey, (12) Torey’s Behavior Management Response Patterns: A Storied Model, (13) Torey’s Social Curriculum and Strengthening the Group, (14) Torey’s Academic Instruction, and (15) Implications for Practice and Policy. Formal, funded (Board of Trustees Travel Grant).

Torey and I plan to meet in Scotland to discuss the book and its showing to publishers..

Rose Matuszny

I am current working on four projects at this time. (1) Working on submitting an article from my dissertation on the topic of “Involvement and needs of American Indian parents in the special education process” (FORMAL); (2). Writing a chapter on instructional strategies for students with intellectual disabilities with Dr. D. Banda and his colleagues, Texas Tech University (Formal); (3) Continue to work with Dr. T. Peacock, Dr. Strand from the University of Minnesota and Dr. Susan Faircloth on our book on American Indians and special education – we are planning to submit in January 2009. Dr. Peacock heads this project and is a full professor at U.M. and a member of the Ojibwa tribe. I was invited to work as a co-author with him and the other two professors while at the 2007 Council for Exceptional Children conference. (4)

Devery Mock

Kauffman, J. M., Mock, D. R., & Simpson, R. (in press). Problems related to underservice of students with emotional and behavioral disorders. *Behavior Disorders*.

Gary Moorman

Secondary Education Activity, Literacy Consultant, Macedonian Secondary Vocational Schools, a joint project of United States Agency for International Development, American Institute for Research, and the International Reading Association, formal, funded

Website and Technology Coordinator, American Reading Forum Yearbook Online (electronic Yearbook) formal, funded

Qatar University/Appalachian State University Collaborative Faculty Development Project, on-going, funded through Qatar University

Considine, D., Horton, J., & Moorman, G. *Teaching and Reaching the Millennial Generation thru Media Literacy* (submitted for publication in the Journal of Adolescent and Adult Literacy).

Darrell Morris

Articles completed this academic year and submitted for publication:

1. Morris, D. (under review). "Program" versus "practicum": Addressing the problem of early reading failure. Submitted to the Journal of Literacy Research

Jane Nowacek

Nowacek, E. J., & Lambert, M. A. Teaching using technology: Bridging the gap between theory and practice (manuscript submitted to Teacher Education and Special Education)

Nowacek, E. J., & Mamlin, N. L. (in press). General education teachers and students with ADHD: What modifications are made? *Preventing School Failure*.

Nowacek, E. J., Werts, M. G., Harris, S., Tillery, C., & Nowacek, G. (2005). Providing training for paraeducators: A collaboration among university, community college, and school district personnel (to be revised based on reviewers comments).

Ellen Pesko

Grammar Study – With Janet Bloodgood and Linda Pacifici, I am continuing a study of grammar instruction both in our undergraduate language arts classes and in the classrooms of the cooperating teachers. We have collected survey and grammar inventory data over four semesters at this point and presented on this work at NRC both in December, 2004 and December, 2005. We have submitted a proposal to present at NRC in December 2007. We are working on two articles from this research – one for a practitioner journal and one for a research journal. This is a formal project with IRB approval but is non-funded.

Susan Pogoloff

During the 2007-2008 academic year I have five projects at various stages of completion.

The first is a collaborative project with Morgen Alwell and Nancy Mamlin. The article is a systematic review of research on secondary inclusive education for students with disabilities. (see attached article)

I began preliminary work on a project that I want to implement within in the next year. I began reviewing literature related to facilitating high school inclusion through a peer buddy program.

The third project I have been working on in the past year is a revision of an article describing my research study examining parent-teacher relationships. Revisions for this article have been put on hold due to the urgency of other tasks.

The fourth and fifth projects are in progress. Both projects are qualitative and require an enormous number of hours devoted to data collection and analysis. A description of the projects is outlined in the following paragraph.

The former Director of Special Education in Watauga County and a special education teacher at Watauga High School are collaborating on both projects. The first is a qualitative study examining the experiences of two high school age students with Down Syndrome who were educated in a segregated center at an elementary school until four years ago when they were moved to the local high school. Interviews will be conducted with parents, family members, teachers and students from both settings to learn the varying perceptions related to the transition experiences as well as the inclusive and segregated educational experiences of these two young men. The second research project involves teen-age students with mental retardation who have been educated in a segregated center located on an elementary school campus. These students moved to an age-appropriate setting (local high school) in the fall of 2002. I attended a parent meeting in May 2003 to introduce me to parents and explain the project to participants. I plan to interview parents, teachers, assistants, family members, administrators and students before and during the move to examine their perceptions about the change, including their hopes, fears, feelings and expectations. I plan to conduct follow-up interviews and observations at various times after the move (after one year, after two years).

Bob Schlagal

-intensive involvement in final year of longitudinal study of development of reading fluency. (Formal. Unfunded.)

- Yang, Y., DeCelle, S., Reed, M., Rosengren, K. Schlagal, R. Greene, J.. My life is now my art: Subjective experiences of older adults practicing taiji and qigong. Submitted to International Journal on Aging and Human Development. (formal, unfunded)
- Contributed a component ("Analyzing Words and Reading by Sight") to *Components of Reading*, a DVD created Adult Basic Skills Professional Development Project at ASU.

Mary Ruth Sizer

Continued the efforts in gathering longitudinal data for a hearing screening project with Jeanne Murphy.

Consulting with Watauga Medical Center concerning their newborn hearing screening project and high school health fair.

Continued as a part of the committee developing policies for the Institute for Health and Human Services and creating a new site for the Communication Disorders Clinic.

With Heather Clark applied to participate in a pilot project to enhance the integration of clinical practice and research. This project is sponsored by ASHA.

Sherry Street

During the spring 08 semester, I participated in a new elective class in the CDP program CD 5541 Special Topic: Cultural and Language Issues. This course was designed provide students in our program with the knowledge necessary to understand the complex issues associated with non-native English speakers who may have communication disorders. The course offered opportunities for development of second-language skills and enhanced cultural awareness in order to improve the clinical effectiveness of our students who may someday work with these populations. In addition to academic class work, the class also offered a

travel component to Guatemala during the spring break. In Guatemala the students and instructors for the class attended a Spanish Language school, participated in home stays with Spanish speaking families and attended excursions with a Spanish language tutor in order to practice conversational Spanish.

Woodrow Trathen

I have published two refereed publications for this report period. I participated in preparing 2 conference presentations. I served as chair for a symposium presented at the 15th European Reading Conference. These are all characterized as formal projects. In addition, I have maintained four Web pages as informal projects.

Trathen, W. (2004-08). *Product of learning telefolios for the Masters Degree in Reading Education*. Retrieved September 13, 2008, from <http://www.ltl.appstate.edu/prodlearn/>

Trathen, W. (2004-08). *Reading resources: Materials for reading methods courses*. Retrieved September 13, 2008, http://www.ltl.appstate.edu/reading_resources/index.htm

Trathen, W., & Frye, E. (2001-08). *Literature circle lessons*. Retrieved September 13, 2008, from <http://www.ltl.appstate.edu/litcircleunits/index.html>

Trathen, W., & Moorman, G. (2000-08). *C A R O L: Content area reading on-line*. Retrieved September 13, 2008, from <http://www.ltl.appstate.edu/carol/>

I have participated in several research projects with colleagues and doctoral students, looking at reading fluency.

Connie Ulmer

On going scholarship during this time period

Informal:

Incomplete but were in process during this time frame. (Two papers ongoing, poetry and meaning making and the “nappy hair” affair). One is how to use poetry to discuss culture and the other how to use children’s stories to create positive literacy conversations.

Formal

Successful Application of Learning and Technology (SALT) Grant February-May 2008. Funded (9,136.00). “Children’s Literacy and Technologies: Enhancements or Disenchantments? Online resources of intra-global stories and their classroom use”. February- May, 2007-2008.

Web page is complete. Paper is accepted at the September 2008 International Board of Books for Youth (IBBY) conference in Copenhagen Denmark September 2008.

Jennifer VanGilder

CIF Grant: I created the Collaboration Initiative for Faculty (CIF) grant as a function of the Faculty Development Committee. The grant was funded at \$4,000 by the dean to begin accepting applications in the fall of 2008.

ASHA BookTalk Group: I initiated and organized a continuing education opportunity for the clinical educators on our faculty. Six of us selected, read, and discussed a book in the fall and another in the spring semester. We met for a total of 12 hours each semester, receiving 1.2 CEUs per person, per semester. The BookTalk meetings have led to the clinical educators planning seminar topics for our graduate students. I

also wrote a summary of our efforts which has been published on the ASHA web page and will be published in the upcoming NCASSPA Newsletter.

Bliss Warren

I will continue to participate in THE EARLY LITERACY PROJECT, a federally funded grant involving Activity Based Intervention and Direct Instruction methods of teaching children pre-literacy skills.

4. List all publications that appeared in print during this period. Make certain they are in proper bibliographical format. For journal articles, indicate whether referred or non-referred.

Morgen Alwell

Manuscript published in refereed journals:

Wolgemuth, J., Cobb, B., & Alwell, M. (2008). The effects of mnemonic interventions on academic outcomes for youth with disabilities: A systematic review. *Learning Disabilities Research & Practice*, 23(1), 1-10.

Manuscripts in submission to refereed journals:

Wolgemuth, J., Trujillo, E., Cobb, B., & Alwell, M. (2008). The effects of visual display interventions on academic outcomes for youth with disabilities: A systematic review. *Manuscript in submission*. Manuscript also posted at National Post-School Outcomes Center (NPSO) at <http://www.psocenter.org/publications.html>

Cobb, B., & Alwell, M. (2008). Transition planning/coordinating interventions for youth with disabilities: A systematic review. *Manuscript in submission*.

Alwell, M., & Cobb, B. (2006). A systematic review of the effects of curricular interventions on the acquisition of functional life skills by youth with disabilities. **(Has been invited for publication in special issue of CDEI, summer, 2008)**. Manuscript posted at the National Secondary Transition Technical Assistance Center (NSTTAC) at http://www.nsttac.org/?FileName=what_works

Alwell, M., & Cobb, B. (2006). A systematic review of the impact of communicative and social skills interventions on the social competence of youth with disabilities. **(Has been invited for publication in special issue of CDEI, summer, 2008)**. Manuscript posted at National Secondary Transition Technical Assistance Center (NSTTAC) at http://www.nsttac.org/?FileName=what_works

Manuscripts in preparation for submission to refereed journals:

Alwell, M., Cobb, B. Mamlin, N., & Pogoloff, S. (2008). A systematic review of the research on secondary inclusive education for youth with disabilities. *Manuscript in preparation*. Will also be posted at the National Post-School Outcomes Center (NPSO) website.

Cobb, B., Lehmann, J., Sample, P., & Alwell, M. (2008). A systematic review of the effectiveness of self-determination interventions for youth with disabilities. *Manuscript in preparation*. Will also be posted at the National Post-School Outcomes Center (NPSO) website.

Dawn Botts

Botts, D. C., Losardo, A., & Notari-Syverson, A. (2007). Alternative assessment: the pathway to individualized instruction for young children. *Young Exceptional Children Monograph, 9*, 71-85

Beth Frye

Frye, E. (In Press). Every picture tells a story: Supporting young authors with wordless picture books. In S. Israel (Ed.) *Breakthroughs in literacy: One child at a time*. New York: Jossey-Bass.

Connie Green

Green, C. (2007) *Alex. Schools: Studies in Education 4 (2)*, 25-38.

Bob Jones

Jones, R.J. (Spring, 2007). Respondent and operant conditioning: The elegant and forever dance. *Teaching-Family Newsletter, 33*, (1), 2-15.

Jones, R.J., & Timbers, G.D. (Autumn, 2007). Understanding the “evidenced-based issue:” One more try. *Teaching-Family Newsletter, 33*, (2), 1-14.

David Koppenhaver

Books and Book Chapters

Koppenhaver, David A., and Erickson, Karen A. (in press). Literacy in Individuals with Autism Spectrum Disorders Who Use Augmentative and Alternative Communication. In Pat Mirenda, Teresa Iacono, and Janice Light (eds.), AAC for Individuals with Autism Spectrum Disorders. Baltimore, MD: Paul H. Brookes.

Koppenhaver, David A. Foley, Beth E., and Williams, Amy R. (in press). Reading Assessment to Guide Instruction of School-Aged Children. In Gloria Soto and Carole Zangari (Eds.), Practically Speaking: Language, Literacy, and Academic Development for Students With AAC Needs. Baltimore, MD: Paul H. Brookes.

Foley, Beth E., Williams, Amy R., and Koppenhaver, David A. (in press). Writing Assessment for Students with AAC Needs. In Gloria Soto and Carole Zangari (Eds.), Practically Speaking: Language, Literacy, and Academic Development for Students With AAC Needs. Baltimore, MD: Paul H. Brookes.

Peer-reviewed Publications

Williams, Amy R., Koppenhaver, David A., and Wollak, Barbara. (2007). Email Interactions of Preservice Teachers and Adolescents with Special Needs. American Reading Forum Online Yearbook, 27, http://www.americanreadingforum.org/07_yearbook/html/arf_07_Williams.htm.

Moni, K. B., Jobling, A., van Kraayenoord, C. E., Elkins, J., Miller, R., and Koppenhaver, D. A. (in press). Teachers’ knowledge, attitudes, and the implementation of practices around the teaching of writing in inclusive middle years’ classrooms: No quick fix. *International Journal of Psychology*.

Erickson, Karen A., Clendon, Sally A., Cunningham, James W., Spadorcia, Stephanie, Koppenhaver, David A., Sturm, Janet, and Yoder, David E. (2008). Automatic Word Recognition: The Validity of a Universally Accessible Assessment Task. Augmentative and Alternative Communication, 24 (1), 64-75.

(Amy Williams, a doctoral student in Educational Leadership, is a co-author of two of the chapters in press and the published online paper.)

Larry Korterling

Korterling, L. & Braziel, P (2008). Introduction to Special Issue on School Completion. *Psychology in the Schools*. May issue.

Zhang, D., Katsiyannis, A. & Korterling, L. (2007). Performance on exit exams by students with disabilities: A four year analysis. *Career Development for Exceptional Individuals*, 30, 48-57.

Korterling, L. & Braziel, P. (in press). Age Appropriate Transition Assessment: A look at what students say. *Journal of At Risk Youth*.

Korterling, L. & Christenson, S. (in press). School completion: The right stuff. *Exceptionality*.

Korterling, L., McClannon, T., & Braziel, P. (in press). Universal design for learning: What students have to say. *Remedial and Special Education*.

*all are referred publications

Monica Lambert

Lambert, M. A. (2008). Companion Website for *Teaching Students With Special Needs in Inclusive Classrooms*, <http://www.ablongman.com/bryantsmith1e>

Lambert, M. A. (2008). Instructors Resource Manuel for *Teaching Students With Special Needs in Inclusive Classrooms*, Bryant, Smith, and Bryant.

Dan Leitch

Transitional Programming for Incarcerated Youth in Latvia: Exploring Promising Practices, Relational Child & Youth Care Practice (21)1 2008.

Angela Losardo

Notari-Syverson, A., & Losardo, A. (2008). Assessment for learning: Teaching about alternative assessment approaches. In Winton, P.J., McCollum, J.A., & Catlett, C. (Eds.), *Preparing and supporting effective professionals: Evidence and applications in early childhood and early intervention* (pp. 161-186). Washington, DC: Zero to Three Press.

Botts, D., & Losardo, A. (2007). Alternative assessment: The pathway to individualized instruction for young children, *Young Exceptional Children Monograph Series No. 8 Linking Curriculum and Child Outcomes* (pp. 55-70). (Referred)

Devery Mock

Morris, R. D., Mock, D. R., & Perney, J. (2007). The relationship between word recognition automaticity and reading rate: Necessary but not sufficient. Paper presented at the 57th National Reading Conference, Austin, TX.

Mock, D. R. (2007). Breaking the code: The basics of beginning reading instruction for nonreaders at any grade. Invited full-day presentation at the 29th International Conference on Learning Disabilities, Myrtle Beach, SC.

Gary Moorman

Lewis, J., & Moorman, G. (2008). *Education Mandates: Unintended Consequences and Advocating for Change*. In A. Berger, L. Rush, & J. Eakle (Eds.) *Secondary School Reading and Writing: What Research Reveals for Classroom Practices*, Volume IV. NCTE. (In Press).

Lewis, J., & Moorman, G., Eds. (2007). *Adolescent Literacy Instruction: Policies and Promising Practices*. Newark, DE.: International Reading Association.

Moorman, G., & Horton, J. (2007). *Millennials and how to teach them*. In J. Lewis & G. Moorman (Eds.) *Adolescent Literacy Instruction: Policies and Promising Practices*. Newark, DE.: International Reading Association.

Moorman, G., & Blanton, B. (2008). *Uberto Price: CRA President, 1969-1970*. (with Bill Blanton), In Link, W., Sampson, M., Massey, D., Sturtevant, E. *The College Reading Association Legacy: A Celebration of 50 Years of Literacy Leadership*. College Reading Association.

Darrell Morris

Book Chapters

1. Morris, D. (2007). One-to-one intervention in the primary grades: An idea that must evolve to survive. In B. Taylor & J. Ysseldyke (Eds.), Educational interventions for struggling readers, K-6 (pp. 19-36. New York: Teachers College Press.

2. Morris, D. (2005). Preventing reading failure in the primary grades. In Z. Fang (Ed.), Literacy teaching and learning: Current issues and trends (pp. 184-196). Upper Saddle River, NJ: Prentice-Hall.
[This article is a reprint of a paper I presented at the 1998 meeting of the National Reading Conference in Austin, TX. I was surprised, but pleased, to see it reprinted in this book.]

Books

1. Morris, D. (2008). Diagnosis and Correction of Reading Problems. New York, Guilford Press.

Bob Schlagal

Yang, Y., Verkuilen, J., Rosengren, K. A., Mariani, R. A., Reed, M., Grubisich, S. A., Woods, J. A., & Schlagal, B. (forthcoming). Effects of Traditional Taiji/Qigong Curriculum on Older Adults' Immune Response to Influenza Vaccine. *Medicine and Sport Science*. (Refereed.)

Schlagal, B. (2007). Best Practices in the Teaching of Spelling and Handwriting. In S. Graham, MacArthur, C., & Fitzgerald, J. (Eds.) *Best Practices in Writing*. New York: Guilford Press. (Refereed.)

Woodrow Trathen

Kucan, L., Trathen, W., Straits, W. J., Hash, D., Link, D., Miller, L., & Pasley, L. (2007). A professional development initiative for developing approaches to vocabulary instruction with secondary mathematics, art, science, and English teachers. *Reading Research and Instruction*, Vol. 46, 175-196.

Miller, L., Straits, W., Kucan, L., Trathen, W., & Dass, M. (2007). Using literature circle roles for enhanced science vocabulary understanding. *The Science Teacher*, 74(5), 52-56.

Connie Ulmer

Ulmer C. J., & Kirby, E. (2008). *Online resources of intra-global stories and their classroom use*. <http://children'sliteraturewetpaint.com>. Website for invited participants.

Ulmer C. J. & Truett C. (2007). The Reading Teacher and the School Library Media Specialist: A Dynamic Duo to Improve Those Reading Scores. *School Library Journal* under review

5. List papers or talks presented at professional meetings during this period. Cite title/date/place/association. List recitals and/or exhibitions presented during this period.

Morgen Alwell

Referred Presentations:

Alwell, M., & Cobb, B. (May, 2008). *Systematic review of research on secondary inclusive education for youth with disabilities*. The Eight Annual International Campbell Collaboration Colloquium, Vancouver, BC.

Alwell, M., Pogoloff, S., & Matuszny, R. (January, 2008). *All means all: Inclusive education for students with significant cognitive disabilities*. **Annual NC-CEC Conference, Wilmington, NC.**

Please note: Also submitted proposals to CEC (April, 2007) & AERA (April, 2008) which were rejected. Proposals available on request.

Bill Barber

Although I was accepted to present at the 2007 ASHA Convention in Boston, I was unable to do so because of post-surgical complications.

Dawn Botts

Botts, D. C., & Van Gilder, J. P. (2007). Invited speaker. Institute #21: Written Language Lab for Speech-Language Pathologists. Department of Public Instruction, Greensboro, NC.

Losardo, A., Notari-Syverson, A., Coleman, T., & Botts, D.C. (2007). Cross-cultural assessment of young children's language and literacy development. Poster session American Speech and Hearing Association Schools Conference 2007, Pittsburgh, PA.

Heather Clark

Invited Presentations

- Clark, H. M. (2008). Matching the solution to the problem: Clinical decision making in adult dysphagia. Presented at the Kentucky Conference on Communication Disorders. February 21, Covington, KY.
- Clark, H. M. (2007). Sensorimotor treatments: Science and evidence. Presented at the North Florida Conference on Communication Disorders, December 8, Tallahassee, FL.
- Clark, H. M. (2007). Advances in sensorimotor therapies. Presented at the Iowa Speech-Language and Hearing Association Convention. October 26, Coralville, IA

Refereed Presentations

- Solomon, N.P., Clark, H. M., Makashay, M. J., & Newman, L. A. (2008). Orofacial strength and speech in normal and disordered adults. Poster presented at the Biennial Conference on Motor Speech, Monterey, CA.
- Clark, H. M., Solomon, N. P., O'Brien, K., Calleja, A. & Newcomb, S. (2008). Lingual and buccal strength: Innovations in clinical assessment. Poster presented at the Biennial Conference on Motor Speech, Monterey, CA.
- Arvedson, J., Clark, H. M., Lazarus, K., Lof, G., McCauley, R., Strand, E., Frymark, T., Schooling, T., Mullen, R. (2007). The effectiveness of oral-motor exercises: An evidence-based systematic review. Seminar presented at the Annual Convention of the American Speech-Language-Hearing Association, Boston, MA, November 16.
- Clark, H. M., Newcomb, S., Obrien, K., & Calleja, A. (2007). Stability of orofacial strength measures. Seminar presented at the Annual Convention of the American Speech-Language-Hearing Association, Boston, MA, November 15.
- Clark, H. M., Solomon, N. P., Obrien, K., Calleja, A. & Newcomb, S. (2007). Relationships among orofacial strength measures. Seminar presented at the Annual Convention of the American Speech-Language-Hearing Association, Boston, MA, November 15.
- Clark, H. M., Solomon, N. P., Calleja, A., Newcomb, S., & Obrien, K. (2007). Differential effects of lingual muscle training among orofacial strength measures. Seminar presented at the Annual Convention of the American Speech-Language-Hearing Association, Boston, MA, November 16.

Thalia Coleman

Losardo, A. Coleman, T., & Botts, D. (2007) Variables that influence language and literacy development in young children. North Carolina Speech, Hearing and Language Association Conference. Raleigh, NC

Jeanne Dodd-Murphy

Dodd-Murphy, J. & Murphy, W. (2007, November). *Educational risk and perception of listening difficulty in schoolchildren*. American Speech-Language-Hearing Association annual meeting, Boston, MA. (refereed)

Dodd-Murphy, J. & Sizer, M.R. (2007, November). *Enhancing undergraduate communication disorders education for prospective audiology students*. American Speech-Language-Hearing Association annual meeting, Boston, MA. (refereed)

Lisa Forster

April 2008: NCSHLA Convention: Get Fired Up! Develop Your Leadership Skills in NCSHLA and Your Profession. Lisa H. Forster, MA, CCC/SLP and Bliss Warren, MA, CCC/SLP

April 2008 NCSHLA Convention: Counseling Across the Lifespan: Lisa H. Forster, MA, CCC/SLP, Pam Henson, MS, CCC/SLP, Mary Ruth Sizer, MS, CCC/SLP, Sherry Street, MS, CCC/SLP, Jennifer Van Gilder, MA, CCC/SLP, Bliss Warren, MA, CCC/SLP

Oct. 11, 15, 22, 29 2007

September 17, 25, 28 2007: Code Stroke: Are You Ready? Watauga Medical Center: presented speech therapy and dysphagia protocols, dysphagia screening tool for nursing staff.

Beth Frye

Frye, E. (2008, April). *If the shoe fits... A Sociohistorical analysis of the Cinderella fairy tale with instructional implications*. In concert with the 16th International Congress of Central American Literature, Universidad Nacional, Nicoya, Costa Rica.

Frye, E. (2008, April). *The Cinderella fairy tale: A Sociohistorical analysis with instructional implications*. Universidad Nacional, Sede Regional Chorotega, Liberia, Costa Rica.

Frye, E. (2007, December). Norms for reading performance (Word recognition, oral and silent reading, and spelling) in grades 2-6. In D. Morris (Chair) *Assessing Reading Fluency and Concomitant Abilities in Second through Sixth Grade*. Symposium conducted at the annual meeting of the National Reading Conference, Austin, TX.

Trathen, W., Schlagal, R., Frye, B., Hendrix, M., Snow, A. (2007, August) *An empirical study of reading fluency: Automaticity, accuracy, prosody, and their relationships*. Symposium conducted at the 15th European Conference on Reading, Berlin, Germany.

Connie Green

Green, C. & DeHart, R. (April, 2008). *Listen to My Story: A Vivian Paley Approach*. Paper presented at the 29th Child and Family Development Conference, Charlotte, NC.

Green, C. & Oldendorf, S. B. (March, 2008). *Religious and Spiritual Diversity*. Paper presented at the annual meeting of the Association for Childhood Education International. Atlanta, GA.

Green, C. (2007, November). *My daddy, my pa-paw and me went fishin': Incorporating storytelling and story acting into the preschool curriculum*. Paper presented at the National Association for the Education of Young Children, Chicago, IL.

DeHart, R.; Green, C. & McGrath, C. (September, 2007). *Listen to My Story: A Vivian Paley Approach*. Paper presented at the North Carolina Association for the Education of Young Children.

Pam Henson

Watauga Medical Center/Code Stroke: Are You Ready?

Speech therapy and dysphagia protocols and dysphagia screening tool for nursing staff.

Dates: October 11,15,22,29 2007

September 17,25,28 2007

March 2007 NCSHLA Convention, Raleigh, NC

Presenter: New Graduates: Come Join the Workforce

Panelist: Supervision in a Hospital Setting/NCASSPA Tools for Teaching – A Swap Shop

Billy Irwin

Irwin, W.H. & Barber, W.D. (2008) Teaching Laryngeal Anatomy And Physiology Using An Animated Larynx Model. Paper submitted to the American Speech Language Hearing Association, Annual Convention, Chicago, IL.

Jozefowicz, S.D. & Irwin, W.H. TBI Case Study: An Insider's View. (2008) Poster submitted to the American Speech Language Hearing Association, Annual Convention, Chicago, IL.

Barber, W.D., Domby, L., Irwin, W.H., Street, S., and Reinhartsen, D. (2008) Shared Cultural & Language Experience: Spring Break in Guatemala. Paper submitted to the American Speech Language Hearing Association, Annual Convention, Chicago, IL.

Belyeu, N., Irwin, B., & Woods, W. (2008) University Students' Vocal Hygiene and Knowledge. Poster presented to the North Carolina Speech Language Hearing

Association. Asheville, N.C.

- Purdy, M., Irwin, W.H., & Schneider, S. (2007) Doctoral Education in Neurogenic Communication Disorders: Who, What, Why, How? Poster to be presented to the American Speech-Language Hearing Association, Annual Convention. Boston, MA.
- Woods, W. & Irwin, W.H. (2007) Vocal Hygiene and Voice Use Among Theater and Music Majors. Paper presented to the Occupational Voice Conference, San Antonio, TX.
- Clark, H. & Irwin W.H. (2007) Integrating Service Learning and Evidence Based Practice for Pre-Practicum Students. Poster presented to the annual Clinical Aphasiology Conference. Scottsdale, AZ.

David Koppenhaver

International Conferences

- Williams, Amy R., & Koppenhaver, David A. (2007, December). Literacy learning and instruction of persons with complex communication needs: A preliminary examination. Paper presented (by Karen Erickson) at the Invitational Conference on Aided Literacy at Radboud University, Nijmegen, The Netherlands.

Regional and State

- Williams, A. R., and Koppenhaver, D. A. Written Language: Assessment and Intervention for SLP's. Invited presentation at the North Carolina Speech-Language-Hearing Association Conference, Asheville, NC, April 11, 2008.

Larry Korterling

- Korterling, L & Braziel, P (April 2008). *Transition Assessment: A user's guide & Keeping Youth in School: Things you can do that will make a difference*. North Carolina Division for Career Development and Transition Annual Conference. High Point, NC.
- Korterling, L & Braziel, P (April 2008). *Transition Assessment: A user's guide*. South Carolina Transition Summit. Myrtle Beach, SC
- Korterling, L & Braziel, P (March 2008). *Transition Assessment and Improving School Outcomes*. Alabama Transition Conference. Auburn, AL
- Korterling, L. (February 2008). *How to do Transition Assessment*. South Carolina Council for Exceptional Children. Spartanburg, SC.
- Korterling, L & Braziel, P (January, 2008). *Age Appropriate Transition Assessment: A tool for school completion*. Wisconsin Transition Conference. Wisconsin Dells, WI.
- Korterling, L. (September, 2007). *A Look at the Youth to Work Coalition and NSTTAC*. United States Business Leadership Network. Orlando, FL.
- Korterling, L & Braziel, P (September, 2007). *Parental Involvement in a New Era of Accountability*. Pro Parent of SC Workshop. Columbia, SC
- Korterling, L & Braziel, P (September, 2007). *Parental Involvement in a New Era of Accountability*. Pro Parent of SC Workshop. Charleston, SC
- Korterling, L & Braziel, P (September, 2007). *Parental Involvement in a New Era of*

Accountability. Pro Parent of SC Workshop. Spartanburg, SC

Kortering, L. & Braziel, P. (September, 2007). *Parent Involvement as a Key to Transition and Transition Assessment*. Moving Students with Disabilities into the Real World. Support and Training for Exceptional Parents. Knoxville, TN.

Kortering, L. & Braziel, P. (September, 2007). *Parental Involvement in a New Era of Accountability*. Pro Parent of SC Workshop. Spartanburg, SC

Kortering, L. (May, 2007). *IDEA and Transition Services: The role for parents*. PACER's Annual TATRA Conference. Arlington, VA. (invited)

Kortering, L. & Braziel, P. (May, 2007). *Age Appropriate Transition Assessment and the Transition Assessment Guide*. Charlotte, NC: National Secondary Transition Technical Assistance Center's First Annual Capacity Building Institute.

Monica Lambert

"Using RTI in North Carolina Schools: State of the Practice" North Carolina Council for Exceptional Children, Wilmington, NC, Jan. 30, 2008

"Methods for Using School Practices to Inform Curriculum" with Margaret Werts, Teacher Education Division of the Council for Exceptional Education, Milwaukee, WI, Nov. 10, 2007

"Leadership Opportunities for Doctoral Students and Early Career Researchers" ,
Invited speaker for Council for Learning Disabilities International Conference. Coastal Treasures: Effective Collaboration and Research- based Teaching, Myrtle Beach, SC October 12-13, 2007

"Effective Research Based Practices in Reading and Writing" Invited speaker
For Council for Learning Disabilities International Conference, Coastal Treasures: Effective Collaboration and Research-based Teaching, Myrtle Beach, SC October 12-13, 2007

"Special Education Directors Perceptions of Issues in Using RTI"
Council for Learning Disabilities, Coastal Treasures: Effective Collaboration and Research-based Teaching, Myrtle Beach, SC October 12-13, 2007

"Creating Learning Communities In Online Courses" North Carolina
Teacher Education Forum, Raleigh, NC September 20-21, 2007

Dan Leitch

Transitional Programming for Incarcerated Youth in Latvia: Exploring Promising Practices, Robert B. Rutherford Memorial TECBD Conference, Arizona State University, Tempe, Arizona, November 16, 2007

China-U.S. Youth At Risk Forum, I presented an empirical study of a transitional program for incarcerated youth in Latvia, Beijing Normal University, Beijing, China, July 2007

Angela Losardo

Losardo, A. (2007). Activity-based communication intervention. 19th Annual Leo M. Croghan Conference on Developmental Disabilities. Durham, NC. (Invited Speaker)

Macy, M., Losardo, A., Slentz, K., Squires, J., & Werts, M. (2007). What constitutes a theoretical contribution in EI/ECSE? The case of activity-based intervention. International Conference of the Division of Early Childhood. Niagara Falls, Ontario.

Werts, M.G. & Losardo, A. (April, 2007). ABI and DI: Looking for the salient variables. Council for Exceptional Children, Louisville, KY.

Nancy Mamlin

Mamlin, N. (2008, April). *Pioneering Women in Special Education: Voices of Parents and Professionals*. Paper presented at the Annual Meeting of the Council for Exceptional Children, Boston.

Mamlin, N. (2007, November). *Stories of Pioneering Women Can Inform Current Practices in Teacher Education*. Paper presented at the Annual Meeting of the Teacher Education Division (Council for Exceptional Children), Milwaukee, WI.

Angel, R. B., Mamlin, N., McKethan, R., Norwood, J. P. & Brewer D. M. (2007, September). *Creating Supervision-Focused Communities of Practice Through Successful Applications of Learning Technologies*. Paper presented at the 25th Annual NC Teacher Forum, Raleigh, NC.

Mike Marlowe

Marlowe, M. (2007). Torey Hayden's pedagogy of caring: Its influence on teachers' professional development. Paper presented at the 19th International Conference on College Teaching and Learning, 2-5 April, Jacksonville, FL

Rose Matuszny

Alwell, A., Pogoloff, S., & Matuszny, R. M. (February, 2008). All means all:

Inclusive education for students with significant cognitive disabilities.

Presented at the North Carolina Council for Exceptional Children 2008

Annual Conference, Wilmington, NC.

Matuszny, R. M. (October 2007). Developing collaborative relationships with

diverse families in the special education process. Presented at the Western

Regional Conference, Appalachian State University, Boone, NC.

Devery Mock

October 2007—Annual Conference of the International Conference on Learning Disabilities, Myrtle Beach, SC.

December 2007—Annual Conference of National Reading Conference, Austin, TX.

December 2007-- Annual Conference of American Reading Forum, Sanibel Island, FLA.

Gary Moorman

Building Reform Communities in International Literacy Projects, Berlin, Germany, July, 2007, European Reading Conference.

Reading to Children: The Cornerstone of Elementary Education, Keynote, Modern Teaching Challenges and Solutions: Toward Creative Teaching, Doha, Qatar, March, 2008

Living, Learning and Teaching in the Global Village, Keynote, Institute: Technology Tools to Engage ALL Learners in Literacy, Atlanta, GA. Annual Conference of the International Reading Association, May, 2008.

The Qatar University Academic Literacy Project: An International Collaboration for Faculty Development. Atlanta, GA. Annual Conference of the International Reading Association, May, 2008.

Darrell Morris

1. Morris, D. (2007, May). Program versus practicum: Addressing the problem of early reading failure. Invited research address at the annual meeting of the International Reading Association, Toronto.

2. Morris, D., Bloodgood, J., Trathen, W., Kucan, L., Frye, B., Mock, D., & Schlagal, R. (2007, November). Assessing reading fluency and concomitant abilities in second through sixth grade. Paper presented at the annual meeting of the National Reading Conference, Austin, TX.

3. Morris, D. (2007, November). How the publication process works: A researcher's perspective. Invited paper in a symposium aimed at doctoral students and new PhDs. National Reading Conference, Austin, TX.

4. Morris, D. (2007, November). Discussant for a symposium on the assessment of preschooler's reading ability (symposium organized by Heidi Mesmer, Virginia Tech). National Reading Conference, Austin, TX.

5. Morris, D. (2008, March). Program versus practicum: Addressing the problem of early reading failure (revised). Invited address at the annual meeting of the Virginia State Reading Association, Richmond, VA.

Jane Nowacek

Invited Speaker: Nowacek, E. J. (October, 2006). What Doctoral Students Need to Know. Council for Learning Disabilities Annual Meeting, Mc Lean, VA.

Lambert, M. A., & Nowacek, E. J. (October, 2006). Preparing North Carolina Educators: Implementing State Improvement Project Goals in a Teacher Education Program. Council for Learning Disabilities Annual Meeting, Mc Lean, VA.

Nowacek, E. J., & Lambert, M. A. (April, 2006). Promoting teacher quality: The integration of Technology in teacher education field experiences. American Educational Research Association Annual Meeting. San Francisco, CA.

Ellen Pesko

Tackling the Grammar Dilemma: Grammar Instruction for Pre-Service Teachers and Elementary Students, September 17, Raleigh, NC: North Carolina/ Association for College Teacher Educators.

Mediating Text Features in Science Text: Reading, Interpreting and Evaluating Information in Figures and Tables, December 2007, Austin, Texas: National Reading Conference,

What Elementary Teachers Say about Grammar Instruction, December 2007: National Reading Conference, Austin, Texas.

Reading and Science Learning: Teaching Students to Decode and Interpret Figures and Tables in Science May 5, 2008, Atlanta , GA: International Reading Association

Susan Pogoloff

My scholarly activities for the 2007-2008 academic year included a collaborative presentation in January 2008 with Dr. Morgen Alwell and Dr. Rose Matuszky at the Annual North Carolina Convention of Council of Exceptional Children in Wilmington, NC

The title of our presentation was: *All means ALL: Including students with moderate and severe disabilities in general education classrooms*

Bob Schlagal

Schlagal, B. (with Morris, D., Trathen, W., Frye, E., Kucan, L.L., Mock, D., Hendrix, M., & Snow, A.). Assessing Reading Fluency and Concomitant Abilities in Second through Sixth Grade. Symposium presented at National Reading Conference: Fall, 2007.

Schlagal, B. (in concert with Trathen, W., Frye, E., Hendrix, M., Snow, A.) An empirical study of reading fluency: Automaticity, accuracy, prosody, and their relationships: A symposium: 15th European Conference of Reading. Berlin: August, 2007.--FL.

Mary Ruth Sizer

ASHA's Specialty Recognition Program, lunch session presented at the ASHA Convention, November 2007.

Enhancing Undergraduate Communication Disorders Education for Prospective Audiology Students, Dodd-Murphy & Sizer, presented at the ASHA Convention, November 2007.

Counseling Families Across the Lifespan, Warren, et al., presented at the NCSHLA convention, April 2008.

Sherry Street

In-service presentation on Seizure Disorders, Boone United Methodist Preschool, September 14, 2008. Presenter.

"Counseling Families Across the Lifespan" , presented at the North Carolina Speech, Hearing and Language Association State Convention , April 9-12.

Woodrow Trathen

Trathen, W., Hendix, M., Snow, A., Morris, D., & Schlagal, B. (2008, July). *Relationships between prosody, rate, and other measures of reading fluency*. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Asheville, NC.

Frye, B., Trathen, W., & Morris, D. (2008, July). *Rapid word identification as a measure of word-level automaticity*. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Asheville, NC.

Morris, D., Bloodgood, J., Frye, B., Kucan, L. Perney, J., Trathen, W., Mock, D., & Schlagal, B. (2008, July). *Reading rate and concomitant abilities in second- through sixth-grade students*. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Asheville, NC.

Hendrix, M., Snow, A., & Trathen, W. (2007, November). Examining the relationship between reading rate and reading fluency. In D. Morris (Chair) *Assessing reading fluency and concomitant abilities in second through sixth grade*. Paper presented at the annual meeting of the National Reading Conference, Austin, TX.

Trathen, W., Schlagal, B., Frye, B., Hendrix, M., & Snow, A. (2007, August). An empirical study of reading fluency: Automaticity, accuracy, prosody and their relationships. In W. Trathen (Chair) *Assessment of language and literacy development*. Symposium presented at the 15th European Conference on Reading, Berlin, Germany.

Connie Ulmer

Ulmer C. J., (October 2007). *What's in a picture anyway?* International Society for Exploring Teaching and Learning (ISETL) Conference. Atlanta, Georgia. Paper session

Ulmer C.J. (November 2007). Meaning Making, National Reading Conference (NRC). Austin Texas. Paper session.

Ulmer C.J. (December 2007). *Visuals As Meaning Through Written Responses*. American Reading Forum (ARF). Sanibel Island, Florida. Paper session.

Ulmer C. J. & Timothy M. (2008). Visuals As Meaning Through Written Responses. *American Reading Conference Yearbook*. under review

Jennifer Van Gilder

Van Gilder, J.P. (April, 2008). Targeting Language Impairment in Older Students. North Carolina Speech-Language-Hearing Association. Asheville, NC.

Warren, B.H., Forster, L., Sizer, M.R., Street, S.L., and Van Gilder, J.P. (April, 2008). Counseling Families Across the Lifespan. North Carolina Speech-Language-Hearing Association. Asheville, NC.

Van Gilder, J.P. and Botts, D.C. (July, 2007). Written Language Lab for SLPs. Summer Study Institute for the Exceptional Children's Division of the North Carolina Department of Public Instruction (by invitation). Greensboro, NC.

Bliss Warren

- 1) NCSHLA Convention, Asheville, NC (April 10, 2006) Presentation Title: Get Fired Up!!!!Develop your leadership skills with NCSHLA
- 2) NCSHLA Convention, Asheville, NC (April 11, 2008) Presentation Title: Counseling Families across the Lifespan

6. List attendance at professional meetings. Include information if chairing sessions or doing committee work for the professional organization.

Morgen Alwell

National Secondary Transition Technical Assistance Center (NSTTAC) Secondary Transition State Planning Institute, Charlotte, NC: May 1-4, 2007 (Invited to work as state team planning facilitator)

Regional Co-Chair of NC/CEC (Hosted conference on campus, September, 2007)

Attended State NC-CEC conference, Wilmington, Jan. 2008

Attending International Campbell Collaboration Colloquium, Vancouver, BC- May 2008

Bill Barber

Teaching and Learning with Technology, Purdue University (Lafayette, IN), April 2007 where I was a presenter (see 06-07 annual report).

North Carolina Speech-Hearing-Language Association, High Point, NC, Sept 2007.

North Carolina Speech-Hearing-Language Association, Asheville, NC, April 2008..

Dawn Botts

North Carolina Speech, Hearing, and Language Spring Convention, Asheville, NC, April 9-12, 2008

38th Annual Uberto Price Reading and Language Arts Symposium: Dr. Charles Perfetti, Boone, NC, November 2, 2007

American Speech-Language-Hearing Association Schools Conference 2006, Pittsburgh, PN, July13-15, 2007

Donna Brown

ASHA---2007, NCSHLA---2008; NCASSPA 2007-2008; CApCSD 2007

SEUCE—2007

Heather Clark

North Carolina Speech, Hearing, and Language Association Fall Conference, Chair

American Speech-Language-Hearing Association, Program Committee

2008 Conference on Motor Speech

Rich Culatta

American Speech Language and Hearing Association Annual Meeting, Boston, MA. November 2007.

American Reading Foundation Annual Meeting, Sanibel Island, FL, December 2007.

Jeanne Dodd-Murphy

Attended 14th Annual Appalachian Spring Conference in Mountain Home, TN, June 2007

Attended the national convention of the American Speech-Language-Hearing Association, November, 2007

Attended the national convention of the American Academy of Audiology, Charlotte, NC, April, 2008

Lisa Forster

April 2008: NCSHLA Convention, Asheville NC

April 2008: ASHA Booktalk: "Survival for the Beginning Speech-Language Clinician

March 2008: Dementia Treatment Approaches, Asheville NC

November 2007: ASHA Booktalk: "Counseling in Communication Disorders: A Wellness Perspective"

November 2007: NCSLHA Leadership Conference

October 2007: WMC Continuing Education Day/Healthcare Provider CPR Renewal

September 2007 SEUCE Conference, Charleston NC

April 2007: NCSHLA Convention, Raleigh NC

Beth Frye

I attended the following Conferences:

- 15th European Conference on Reading, Berlin, Germany
- The National Reading Conference in Austin, Texas
- The Annual Meeting of the American Reading Forum (I am the Chair of this organization.)
- The 16th International Congress of Central American Literature, Nicoya, Costa Rica.

Connie Green

I attended and presented at the following conferences:

Green, C. & DeHart, R. (April, 2008). *Listen to My Story: A Vivian Paley Approach*. Paper presented at the 29th Child and Family Development Conference, Charlotte, NC.

Green, C. & Oldendorf, S. B. (March, 2008). *Religious and Spiritual Diversity*. Paper presented at the annual meeting of the Association for Childhood Education International. Atlanta, GA.

Green, C. (2007, November). *My daddy, my pa-paw and me went fishin': Incorporating storytelling and story acting into the preschool curriculum*. Paper presented at the National Association for the Education of Young Children, Chicago, IL.

DeHart, R.; Green, C. & McGrath, C. (September, 2007). *Listen to My Story: A Vivian Paley Approach*. Paper presented at the North Carolina Association for the Education of Young Children.

Tim Harris

North Carolina Speech-Hearing-Language Association Annual Convention, April 9-12 in Asheville, NC.

I helped staff the Continuing Education table for the Education and Public Information Committee, and served as a member of the Membership and Recognition Committee.

Pam Henson

April 2008 Council on Academic Programs in Communication Sciences & Disorders (CAPCSD)
Palm Harbor, Florida

Participated in the planning and content of the NCSHLA April 2008 Presentation: Counseling Families Across the Lifespan (unable to attend, as I was attending the CAPCSD meeting in Florida during the same time as the NCSHLA Convention).

September 2007 Southeast University Clinical Educators Conference Charleston, SC

Billy Irwin

North Carolina Speech Language Hearing Association Spring Convention (2008) Asheville, NC. (Featured speaker)

American Speech-Language Hearing Association Annual Convention(2007) Boston, MA. Presented on behalf of the Education and Mentoring Committee, Special Interest Division 2, Neurophysiology and Neurogenic Speech and Language Disorders.

Larry Kortering

North Carolina Division for Career Development and Transition Annual Conference. High Point, NC; South Carolina Transition Summit. Myrtle Beach, SC; Alabama Transition Conference. Auburn, AL; South Carolina Council for Exceptional Children. Spartanburg, SC; Wisconsin Transition Conference. Wisconsin Dells, WI; United States Business Leadership Network. Orlando, FL; Four Pro Parent of SC Workshop. Columbia, SC; Moving Students with Disabilities into the Real World. Support and Training for Exceptional Parents. Knoxville, TN; PACER's Annual TATRA Conference. Arlington, VA; Charlotte, NC; National Secondary Transition Technical Assistance Center's First Annual Capacity Building Institute.

Monica Lambert

Council for Learning Disabilities:

- Fall Board Meeting
- Chair of the Leadership Development Committee meet in October 2007
- Session leader for the Doctoral Session at the 28th International Conference on Learning Disabilities, October, 2007.
- Business meeting October 12, 2007
- President, CLD of the Carolinas

NC Fall Teacher Education Forum September, 2007

Teacher Education Division of the Council for Exceptional Children business meeting - Nov. 2007

NC Spring Teacher Education Forum, April, 2008

Angela Losardo

19th Annual Leo M. Croghan Conference on Developmental Disabilities. Durham, NC. (Invited Speaker)

International Conference of the Division of Early Childhood. Niagara Falls, Ontario.

North Carolina Speech, Hearing, and Language Association Conference, Raleigh, NC.

Nancy Mamlin

I attended the three conferences listed above where I had presentations. In addition I attended the fall meeting of the CPC. To my knowledge there was not a spring meeting.

In fall 2007 I attended the annual meeting of the Council for Learning Disabilities. I was a member of the local arrangements committee, and headed up registration for the conference, held in Myrtle Beach in October.

Mike Marlowe

19th International Conference on College Teaching and Learning, April 2-5, Jacksonville, FL

Rose Matuszny

Attended the National Indian Education Association Conference (October, 2007), Honolulu, Hawaii

Attended the National Council for Exceptional Children Annual Convention and Expo, April 2-5, 2008 in Boston, MA.

Attended multiple meetings as the Child Advocacy Network (CAN) Coordinator for the Division of Culturally and Linguistically Diverse Exceptional Learners
Volunteer- Legislative Action Booth for the Council of Exceptional Children on April 5, 2008
Co-Chair for American Indian Caucus, held at Sheraton Copley Hotel, Boston during the CEC Convention in Boston, MA., April 5, 2008
Volunteer – tended to the AI Caucus Information Booth to encourage attendance and answer questions posed by interested individuals; also helped raise \$150.00 for the Caucus, during the National Council for Exceptional Children Convention, Boston, MA, April 2-5, 2008

Gary Moorman

European Reading Conference, Berlin, Germany, July, 2007
American Reading Forum, Sanibel Island, FL, December, 2007
Chair, Website Committee
Website Coordinator
Session Reactor

International Reading Association, Atlanta, May, 2008
Special Consultant, ReadWriteThink Website

Jane Nowacek

I attended the annual conferences/meetings of Council for Learning Disabilities (CLD) and American Education Research Association annual conference.
I served as Strand Leader, Program Committee, 29th International Council for Learning Disabilities 2007. In this role I selected and invited speakers for the Reading and Writing Strand and reviewed on proposals for this strand. I also served on the Legislative Liaison Committee for CLD. I have already begun work as Co-Chair of the Publicity Committee for CLD's national conference held October, 2007.

Ellen Pesko

Price Reading Symposium, October 2007 Boone, North Carolina; Charles Perfetti, guest speaker
North Carolina/ Association for College Teacher Educators September 2007
National Reading Conference, Austin, Texas December 2007
International Reading Association, Atlanta, GA, May 2008

Susan Pogoloff

I attended the Annual International TASH Convention in Seattle, WA in December 2007

Bob Schlagal

National Reading Conference
European Conference on Reading
American Reading Forum
North Carolina Branch of the International Dyslexia Association

Mary Ruth Sizer

Southeastern University Clinical Educators Conference, September 2007
ASHA Annual Convention, November 2007
Appalachian Spring Conference, Johnson City, TN, June 2007
Annual Convention, NCSHLA, April 2008

Sherry Street

North Carolina Association of Supervisors in Speech-Language Pathology and Audiology (NCASSPA) board meetings, August 24, 2007, Boone, NC and January 26, 2008, Winston-Salem, NC, April 10, 2008, Asheville, NC. Serve as newsletter editor.

South Eastern University Clinical Educators Conference, Charleston, SC, September 20-21, 2007.

North Carolina Infant-Toddler Program; Orientation to Early Intervention, on-line course, November 8, 2007.

ASHA Book Talk: *Survival Guide for the Beginning Speech-Language Clinician, 2nd Edition*, Susan Moon Meyer, fall 2007

Using the Carolina Curriculum to Assess and Intervene with Young Children with Special Needs, Boone, N.C. February 1, 2008.

The Art of Changing the Brain: Enriching the Practice of Teaching By Exploring the Biology of Learning, A book study, Hubbard Center, ASU, Boone, N.C. February 11 and 18, 2008.

North Carolina State Speech, Language and Hearing Association Spring Conference, Raleigh, NC, April 9-12, 2008, presenter, Volunteer Coordinator.

ASHA Book Talk: *Counseling in Communication Disorders*, Audrey L. Holland, Boone, NC spring 2008.

Woodrow Trathen

Trathen, W. (2007) *Assessment of language and literacy development*. Chaired symposium presented at the 15th European Conference on Reading, Berlin, Germany.

Attended National Reading Conference in Austin Texas.

Connie Ulmer

American Reading Forum (ARF) elected co-chair International committee 2007
International Reading Association May 2007, Toronto Canada (committee work)
Counsel For Faculty and Staff Advisory committee, ASU 2008
Faculty Senate (sub committee Welfare of students chair) 2008

Jennifer Van Gilder

2008:

54th North Carolina Speech-Hearing-Language Association Annual Convention, Raleigh, North Carolina, April 9-12, 2008 – Attendee.

54th North Carolina Speech-Hearing-Language Association Annual Convention, Raleigh, North Carolina, April 9-12, 2008 – Convention Committee – A-V Coordinator.

ASHA BookTalk: *Counseling in Communication Disorders: A Wellness Perspective* by Audrey Holland. Appalachian State University Clinical Educators, Boone, NC, Spring 2008.

Book Discussion Group on *The Art of Changing the Brain: Enriching the Practice of Teaching by Exploring the Biology of Learning* by James E. Zull. Hubbard Center, Appalachian State

University, Boone, NC, Spring, 2008.

Workshop: Blueprint for Learning, Dr. Laurie Richlin, Hubbard Center, Appalachian State University, Boone, NC, Spring 2008.

Book Discussion Group on *Middlesex* by Jeffrey Eugenides. RCOE Diversity Committee, Appalachian State University, Boone, NC, Spring 2008.

2007:

ASHA BookTalk: *Survival Guide for the Beginning Speech-Language Clinician* by Susan Moon Meyer. Appalachian State University Clinical Educators, Boone, NC, Fall, 2007.

Book Discussion Group on *The Faith Club: A Muslim, a Christian, a Jew – Three Women Search for Understanding* by Ranya Idliby. RCOE Diversity Committee, Appalachian State University, Boone, NC, Fall, 2007.

Southeastern University Clinical Educators Conference, Charleston, SC, September 20-21, 2007.

LD and Written Expression. Steve Graham and Karen R. Harris. National Center for Learning Disabilities, On-Line Chat, June 19, 2007.

Getting a Ph.D.: Learn How Clinicians Like You Have Done It. ASHA's Academic Affairs Team, Web Forum, May 31, 2007.

Bliss Warren

Southeast University Clinic Educators (SEUCE) conference, Charleston, SC (September 19-21, 2007)

2008 NCSHLA Convention, Asheville, NC (April 9-12, 2008)

The Art of Changing the Brain: Enriching the Practice of Teaching By Exploring the Biology of Learning, A book study, Hubbard Center, ASU, Boone, N.C. February 11 & 18, 2008.

Using the Carolina Curriculum to Assess and Intervene with Young Children with Special Needs, Boone, N.C. February 1, 2008.

North Carolina Infant-Toddler Program – Orientation to Early Intervention, on-line course, November 8, 2007.

7. Did you have an off-campus scholarly assignment during this period? If yes, indicate its purpose.

Beth Frye

I taught RE 5130 in the spring in Hickory

Angela Losardo

I taught one class, SPE 3273 Educational Assessment & Intervention for Infants with Disabilities and Their Families, at Wilkes Community College during the summer of 2007.

Rose Matuszny

NO – only off campus supervision spring 2008 in Shelby/Cleveland County, NC and in Wilkesboro and VA during the fall semester

Gary Moorman

Yes. Develop an international project with Qatar University

Bliss Warren

I continue to consult with area daycares as a part of the SIFT-OUT grant (from several years ago) as needed.

I supervise graduate students on Preschool screenings weekly in child care centers throughout Watauga County. This provides me with the opportunity to educate the community about our profession.

8. Did you have released time during this period? If yes, indicate how much and its purpose.

Bill Barber

Yes, one course per semester to serve as the Campus Coordinator for the NC Consortium for Distance Education in Communication Sciences and Disorders. I used part of that time, and a lot of my own time, to serve as State Coordinator for that Consortium, and to develop and implement the 3-credit graduate elective that included a Spring Break experience in Guatemala.

Donna Brown

Quarter time for CD Program Coordination

Heather Clark

One quarter reassigned time for scholarship

Thalia Coleman

Quarter time -Scholarly Activity, Quarter time - Departmental Ombudsman

Rich Culatta

Yes. 75% of Chair the Department of Language Reading and Exceptionalities

Jeanne Dodd-Murphy

Yes, 3 hours of release time for scholarship

Connie Green

Quarter time release time to work on these two manuscripts:

Green, C. & Oldendorf, S. *Teaching and Learning about Religion and Faith through Child and Adolescent Literature*. Olney, MD: Association for Childhood Education International. (Will be published within the coming year.)

Green, C. *The Lydia Year: Teaching Young Children in Rural Appalachia*. Olney, MD: Association for Childhood Education International. (Will be published within the coming year.)

Billy Irwin

One quarter release for scholarly activity/research

Larry Kortering

NSTTAC buys out 50% of my time.

Monica Lambert

Fall 07 and Spring 08 – Special Education Program Coordinator, one course release time

Nancy Mamlin

Three hours/semester of reassigned time (NOT RELEASE TIME) for research. I worked on the book proposal, as well as the research study on pioneering women.

Gary Moorman

One course reassigned time fall semester, Reading Program co-coordinator

One course reassigned time fall semester, scholarship

OCSA, spring semester

Darrell Morris

I have a contracted half-time release to direct the operations of the Reading Clinic at Appalachian State University. As clinic director, I am responsible for supervising graduate students, conducting reading evaluations, scheduling tutoring sessions, ordering materials, communicating with parents, and so on. As our masters program in reading has grown over the past five years (we now have three summer clinic sites) my responsibilities as Clinic Director have increased accordingly.

This year we tutored 100 children for approximately 1,500 hours between June, 2007, and May, 2008. (Sixty (60) children were tutored for a full semester on the Boone campus and 40 more at our Davie County summer extension site.) All of this tutoring was conducted by undergraduate and graduate students under the close supervision of me and my clinic staff.

This year I had a one-course release in the spring semester (2008), to conduct scholarship. I completed an article on the importance of practicum training for teachers of beginning reading and submitted it to the Journal of Literacy Research, one of the two leading journals in my field. In the spring, I also began writing a research article describing our faculty's four-year longitudinal study of children's developing reading ability.

Jane Nowacek

I received three hours of scholarly reassigned time to pursue data analysis and dissemination

Susan Pogoloff

Yes, I had three s.h. for scholarship in the fall.

Bob Schlagal

Three hours per semester used for research, scholarship, and dissemination.

- preparing one manuscript for publication
- presented at one international conference
- presented at two national conferences
- presented at one state conference

Mary Ruth Sizer

Release time to serve as director of the Communication Disorders Clinic – see the Clinic Annual Report for a list of activities accomplished during the 2007-2008 academic year

Woodrow Trathen

3 hour release for fall. Coordinate reading education graduate program.

3 hour release for spring. Coordinate reading education graduate program.

Connie Ulmer

3 hour writing and research

9. List all proposals for external funding submitted during this period. Indicate status (funded, pending or rejected), your role in writing the proposal and anticipated participation, if funded. Include and identify any proposals and grants not processed through the Grants Office.

Bill Barber

None for external funding, but I did have a project funded by the Office of the Dean, RCOE, via a SALT Grant (see item 12).

Lisa Forster

I actively participated in the interdisciplinary effort at WMC Medical Center in the North Carolina Collaborative Stroke Registry (NCCSR) grant, which was awarded to ARHS in the amount of \$5380.00: the grant was not processed through the ASU Grants Office.

Pam Henson

Participated as part of speech therapy discipline at Watauga Medical Center in the North Carolina Collaborative Stroke Registry (NCCSR) grant, which was awarded to ARHS in the amount of \$5,380.00, grant was not processed through the ASU Grants Office.

Bob Jones

As I will be retiring from this organization in June of this year, I have not initiated any new program/funding proposals during the interval.

I continue, however, to provide routine support for various other AFI service grants and contracts, especially those that I participated in writing during the previous reporting period.

Dave Koppenhaver

Koppenhaver, David A. John Simon Guggenheim Memorial Foundation Fellowship to Assist Research and Artistic Creation. Submitted proposal to study to the use of guided reading lessons in beginning readers with autism spectrum disorders as a language comprehension and theory of mind intervention strategy. September 14, 2007. Was not funded.

Monica Lambert

Textbook Grant \$600 funded through the Hubbard Center with Rose Matuszny, Susan Pogoloff, Morgen Alwell, and Dan Leitch to write a Student Teaching and First Year Teaching Handbook

Dan Leitch

Identifying Pathways to Purposefulness, Stanford University, Role: Principal Investigator, rejected

Angela Losardo

Rejected:

Agency: OSER, U.S. Department of Education

Title: Model Demonstration Program: Center for Activity-Based Communication Intervention

Position: Project Director

Award Period: 01/01/08 to 12/31/11

Total Award: \$1,200,000

Rose Matuszny

Submitted a proposal for a **textbook grant** I served as the lead person in this effort and invited interested colleagues to join in the effort (i.e., Morgen Alwell, Monica Lambert, Dan Leitch, and Susan Pogoloff). The grant was funded (\$600,000). We are creating a student teaching handbook for special education student teachers that will include information for their time during the student teaching assignment and to support them in their first year. WE are including research-based information regarding strategies and behaviors of successful first-year teachers, as well as a CD of useful websites and information for their use.

Gary Moorman

Collaborative Project RCOE and Qatar University College of Education, ongoing, funded through Qatar University

Mary Ruth Sizer

Clinical contracts to provide speech-language pathology services to Watauga Medical Center, Foothills Correctional Institute, Western Youth Institute, Two Rivers Community School, and Watauga County Schools and Ashe County Schools hearing screening.

Scottish Rite Masonic Foundation, Inc. grant for \$75,000. Secured additional future funding through naming opportunities with the new clinic facility.

10. Please describe your involvement in instructional or faculty development activities during this period.**Morgen Alwell**

Ongoing refinement of Adapted licensure course sequence and content

Served on Faculty Development Committee for college [chaired Faculty Awards tasks for college]

Bill Barber

In summer 08 I taught the first offering of a web course in Neuroanatomy which was developed to further expedite the program of study of out-of-field graduate students. I have received inquiries from UNCG about using that course in their program (they would let us use one or more of their courses in trade).

To assist with the web course, I wrote a supplemental textbook entitled "Chemistry of the Human Nervous System" (published by Hubbard Center for Faculty and Staff Support in Jan 2007). That book was used in summer 07, fall 07, and spring 08 offerings of the course, and received very high praise. The book was co-authored by Anna Eller, who is one of our graduate students.

I believe that one of my lasting legacies upon retirement will be the Guatemala experience that I initiated as a joint effort with Chapel Hill, and that I helped Billy Irwin develop. It was a component of a 3-credit graduate elective course entitled "Issues in Culture and Language", which the CD program has agreed to propose as a new course to be offered every spring.

Dawn Botts

In the area of curriculum development, I served as co-developer with Angela Losardo of the language course CD 5678, Language Disorders III.

Heather Clark

Participated in New Directions conference

Attended AsULearn (Moodle) training

Personal consultations with John Spagnolo (RCOE) and Jeff Church (Learning Technology)

Thalia Coleman

Course syllabi were revised to reflect ASHA standards and outcomes.

Continued a program of informal and formal support and counseling for students experiencing difficulties in the Communication Disorders Program.

Assisted several students in their efforts to apply to graduate schools. This included counseling them on strategies, preparation for the GRE, and writing many letters of recommendation.

Rich Culatta

Curriculum Committee Member

Distance Education Committee Member

Jeanne Dodd-Murphy

Attended workshops on Banner Student Information System

Participated in Audiology Online session: Modality Specificity in Diagnosing (C) APD: A Reasonable Expectation?, 10/17/07

Attended 'Quickstart' workshop on AsULearn web-assisted instructional system, 12/7/07

Underwent training on use of GSI-70 otoacoustic emissions screener, April 2008

Renewal of CPR training (infants, children & adults): May 2008

See also #6

Lisa Forster

April 2007: NCSLHA Spring Convention

Oct. 2007: NCSLHA Leadership Symposium

ASHA ACE Award for continuing education, Sept. 2006 - 2009

Oct. 2007 Watauga Medical Ed Day, CPR re-certification for Healthcare providers

August 2007 HIPAA Regulations and Infection Control, ASU Communication Disorders Program

Aug. 2005 - present: Dysphagia Perspectives, ASHA Division 13, Specialty Focus Group

April 2005 - present: ongoing inservices with Medical Center Home Health

Beth Frye

Designed Common Assignments: Multi-Text Study and Reading Assessment for RE 4030 to meet

NCATE/DPI Standards for the Undergraduate Elementary Education Program
Helped Elementary Education Block II faculty integrate reading assessments, interdisciplinary units and technology into reading methods course
Maintained relationship with Hardin Park Elementary as a Professional Development School.

Connie Green

Diversity reading group: Spring semester

Tim Harris

I continually modify/revise the courses I teach based on what worked well and not so well each year. I base these changes largely on student performance on exams, projects, and on student evaluations.

Pam Henson

April 9-12, 2008 CAPCSD Palm Harbor, Florida
February 29, 2008 Cross Country Education: Therapeutic Approaches to Dementia, Asheville, NC
October 18, 2007 Watauga Medical Center, Education Day
October 18, 2007 Basic Life Support/CPR
September 20-21, 2007 Southeast University Clinical Educators

Billy Irwin

My involvement in instructional and faculty development activities this year have included participating on the University Faculty Development Advisory Committee. I have continued to collaborate with colleagues in my department and in other RCOE departments, including C&I, to develop instructional materials and courses. My involvement with the Adult Basic Skills Institute through the Adult Basic Skills project affiliated with the department of Curriculum and Instruction continues. I will be teaching in the Institute again this May to offer two graduate level courses to Institute participants.

David Koppenhaver

Continue to work with Barb Wollak and John Spagnolo to increase my knowledge and use of instructional, communications, and assistive technologies (e.g., this year I learned from John how to use wikis and integrated the use of one into my teaching of RE 5532; from Barb I learned how to use.

Monica Lambert

I have mentored 5 adjunct faculty this semester.

Nancy Mamlin

I was a member of the Faculty Senate. I also, in that capacity, served on a subcommittee to look at the new electronic version of the annual report, which should be rolled out this coming year.

Rose Matuszny

Textbook Grant - \$600.00
Blueprint for Learning: Constructing courses to facilitate, assess, and document learning, February 11, 2008

Gary Moorman

Visiting Faculty and Special Consultant, Qatar University

Jane Nowacek

In the course of chairing and serving on dissertation and qualifying exam committees, I have engaged in discussions with other committee members and with the student regarding research methods and current literature that have added to my knowledge.

In preparing for a course in content areas other than special education, I have read extensively and expanded my knowledge and understanding.

In preparing to revise an undergraduate course, I read a great deal and learned much in the process.

As a member of the Responsible Conduct of Research Task Force, I have learned a great deal both through readings and discussions.

I attended multiple sessions at two national conferences that addressed instruction, curriculum, and national issues in the field of special education.

Ellen Pesko

Participated in a diversity book group with faculty and staff of LRE in Fall 07 and Spring 08

Accepted as a participant in a research study headed by Dr. Linda Kucan and Dr. Annemarie Palincsar. This study will include using video instructional materials relating to reading comprehension in a teacher education program. Project begins in (June 2008).

Attended several instructional technology workshops for Taskstream, WebCT, and using excel spreadsheets.

I was a peer evaluator for Dr. Connie Green in Spring term 07.

Worked on committee of faculty who teach the CI4000 course to develop rubrics, common artifacts and evaluation tools for cooperating teachers.

Susan Pogoloff

I am on the Diversity Committee for the College of Education. I continue to believe disability is the most neglected form of diversity within the college of education as a whole. I am excited about the efforts of this committee and very much want to be a part of the processes as they evolve over the next few years.

Bob Schlagal

Continued formal study of German.

Mary Ruth Sizer

Although the Clinic Manual and Office Procedures Manual for the Communication Disorders Clinic are complete, they continue to need reviews for revisions as needed.

With the able directing from Kathy Mann, Office Manager, we continued to hold staff meetings as needed. The meeting allows the staff members to air their problems and frustrations to assist in streamlining projects in the office.

Continued the development and implementation of new standards for students and staff as required as a covered entity under the Health Insurance Portability and Accountability Act of 1996 (HIPAA).

Sherry Street

Member of the Continuing Education Committee.

I have searched out information on the topics of Angelman's Syndrome, Selective Mutism, Seizure Disorders, Childhood Apraxia of Speech, Autism Spectrum Disorders, phonological processing disorders and phonological awareness in order to provide better services to the clients with those disorders whom I am serving this semester. I have read articles, books and information on the internet as well as consulting with my colleagues in the department.

I am on a committee with the Institute for Health and Human Services that is seeking support for an Autism and Developmental Disorders Clinic. This clinic will provide evaluations and treatment for children in the High Country with Autism and other developmental disorders. I will be on the evaluation and treatment team for this clinic.

Recertified in infant/child CPR, May, 2008.

Woodrow Trathen

Served as Faculty Mentor to Beth Frye.

Served as Faculty Mentor to adjuncts.

Served as Faculty Mentor to Mary Hendrix and Amie Snow, doctoral students.

Collaborated on the redesign of block methods courses and assignments

Connie Ulmer

Three Moodle Workshops or ASU Learn

Jennifer Van Gilder

1) Full-time clinical educator in the CDP Graduate Program.

2) Guest Lecturer, CD Course: School Age Language Disorders, Topic: Nonverbal Language Disorders, Fall 2007. Guest Lecturer, CD Course: Language Disorders (undergraduate).

3) Facilitator, Discussion Group, Summer Reading Program, *A Home on the Field*.

4) Member, Faculty Development Committee, RCOE

Bliss Warren

I teach a weekly one-hour Language Seminar for graduate students involved with children in the PLCC (see attached agenda)

Guest Lecturer in CD5675 Preschool Language, December 2007 & February 2008

Guest Lecturer in CD5661 Diagnostic Process, September 2007 & January 2008

Guest Lecturer in CD4864 Intervention Process in CD, November 2007 & February 2008

Re- Certified in adult and infant/child CPR (May 2008)

11. List your efforts dealing with curricular activities or other activities relating to the mission of the department.

Dawn Botts

I provided a student-centered, outcome-based learning experience in the academic setting by 1) incorporating current research and evidence-based practice in my teaching and in student learning activities; 2) encouraging students to participate in professional organizations; 3) supporting students in their development of professional, interpersonal, and communication skills as a graduate advisor; 4) supporting social event held for faculty and students, i.e., fall picnic; and 5) including outcome-based measures, ASHA standards, methods of demonstrations, and grading criterion in course syllabi.

I enhanced the acquisition and integration of knowledge and skills crucial for professional development by collaborating with clinical faculty and inviting clinical faculty to guest lecture in courses I teach.

I honored human diversity by engaging in scholarly study in the area of language and literacy assessment and culturally diverse populations and infusing courses I instruct with information relative to cultural diversity.

Heather Clark

I am an active participant in program discussions about our vision for the future and the possible relocation to the new health college.

Richard Culatta

Curriculum Committee Member

Distance Education Committee Member

Jeanne Dodd-Murphy

Met with Billy Irwin and graduate teaching assistants to evaluate and modify the basic speech & hearing science lab (CD 2465) experience; reviewed feedback from TAs about each lab session and collaborated with Dr. Irwin to make improvements in the lab sessions and in the coordination of the lab activities with the material presented in the lecture part of the course (CD 2464)

CD Search Committee—discussed program needs, priorities, to develop a description of the open faculty position, participated in dissemination of the position announcement, met with prospective candidates at ASHA, reviewed 20 applications, helped develop short list of candidates, conducted telephone interviews of references, participated in interview process for 4 CD candidates

CD Academic issues committee--discussed numerous issues related to curriculum, including the use of writing assignments or assessments across the curriculum, development of criteria for meeting course outcomes, ways to encourage student involvement in classroom or clinic based projects that would culminate in presentations and/or publications, infusing diversity across the curriculum, collegial reorganization)

Participated on an ongoing basis in curricular discussions and decision-making in CD faculty meetings (e.g., graduate electives—topic needs and sequencing, courses for non-degree seeking students); invited new library liaison (Marilia Antunez) to February faculty meeting to discuss her role in assisting faculty; attended and participated in additional meetings called by the provost to discuss collegial reorganization Revised all course syllabi to comply with CAA recommendations re: establishing specific criteria for competency in both undergraduate and graduate courses

See also 16A.

Lisa Forster.

I am a member of the following committees: Graduate Admissions, Clinical Issues, Honors and Scholarship, Curriculum, Continuing Education and chair the Recruiting committee. I serve as the faculty for the ASU chapter of NSSLHA. 2007-2008 CD Academic Search Committee

Beth Frye

Mentored adjunct faculty in teaching Children's Literature courses and RE 4030.

Connie Green

Continued to serve on the birth-Kindergarten council.

Tim Harris

I serve on the CD Academic and Clinical Issues committees. I facilitated submitting CD Faculty-approved changes to the CD Undergraduate Admission Policies and Procedures through the necessary other approval channels. The changes have been approved up to AP&P, and will go to AP&P early in the fall term (2008). I coordinated the development and approval of a program policy regarding requests to take graduate courses in non-degree-seeking status, and the preparation of related information materials for students who make these requests.

Billy Irwin

During the previous year, I have served on the curriculum committee to assist in implementation of the changes we developed over the last two years. I also have participated in other activities that further the mission of the department. I have been a highly involved member of the faculty in all curricular discussions, and serve on the Strategic Planning Committee to address all issues that affect our program.

Bob Jones

I have directed most research- and evaluation-related activities of most AFI sub-program areas during the reporting interval and have, until recently, shared with Dr. Timbers the supervision and senior consultation of most employees of AFI with the main exception of those who work in our Home Remedies program.

David Koppenhaver

I continue to seek ways to engage my students in problem-solving processes (social constructivism) and integrate technology use in student learning activities (e.g., used a threaded discussion in all my classes, added a wiki in RE 5532: Technology-Supported Literacy).

Monica Lambert

Compiled documents and wrote the graduate program report for the North Carolina Department of Public Instruction review for the SPE graduate program.

Chaired one successful faculty search and co-chaired a second successful faculty search

Angela Losardo

I have completed work on an AP&P proposal for Language Disorders III, a class focused on the identification, evaluation, and management of written language disorders in individuals from birth to 18 years who are at risk for or who have been identified as having a communication and/or specific language impairment (SLI). A special emphasis of the class is on the written language skills of individuals in a variety of educational contexts (e.g., daycare settings, developmental preschool programs, public schools, etc.). Formal and informal strategies for assessment, alternative service delivery models, and specific strategies for intervention are covered.

Nancy Mamlin

I was on three search committees, chairing two of them with Monica Lambert. We filled two of the three positions.

Mike Marlowe

Participated in special education program curriculum discussions and three searches for assistant professor openings

Devery Mock

I currently serve on the Graduate Admissions Committee for Reading Education and the LRE Policies and Procedures Committee.

Gary Moorman

Departmental Website Liaison

Darrell Morris

I was an active member of an ad hoc LRE committee which drafted a short proposal for a clinical, interdisciplinary doctoral program in the area of literacy learning. We met with the provost during the summer of 2007 to discuss this proposal.

I served as a peer reviewer on the post-tenure applications of two LRE faculty: Mike Marlowe and Angela Losardo.

I served as chair of the search committee for two job openings in our Reading program. This was a time-consuming responsibility, involving contacting the candidates, hosting their visits to our campus, and communicating with faculty regarding the ongoing search process.

Jane Nowacek

Served as representative to LRE's Departmental Personnel Committee.

Served as a member of the LRE Intradepartmental Collaboration Committee that has not been very active.

Served as a member of the Special Education Search Committee, along with all special education faculty

Ellen Pesko

Continued to develop two model units –an integrated unit as a model for students in CI4000, and a multi-text unit for use in the RE5730 graduate course (Reading and Writing in the Content Areas).

I have developed a packet for cooperating teachers (CI 4000 internship).

I am developing a packet of materials that could be used to support new people working with Block II students (CI4000).

I am developing a special topics course entitled “ for the graduate cohort in Winston-Salem in Fall 08.

Susan Pogoloff

My work with the Extension office has facilitated recruitment of students to the undergraduate and graduate programs and we are helping train teachers to reduce the shortage of special education teachers in the state. I worked with extension staff to develop and revise brochures and plan extension recruiting meetings. I participated in a new cohort orientation meeting in Winston-Salem in June. I made advising visits to Caldwell, Burke and Yadkin in the summer, fall and in January to assist students in placement arrangements for internships and student teaching. I also counseled numerous students by phone and in class related to placement issues. Many of these students have complicated circumstances to address to accommodate their placement needs. I continued to support them through personal counseling, problem solving and proposing solutions and planning/arranging placement opportunities for Adapted students both on and off campus. I have communicated all of this information to Dr. Lambert for final placement decision approval through the field experience office.

On a personal level, I have continued to revise/refine syllabi, assignments, projects, portfolios, and graduate internship requirements for the Advanced Master's program. We have been implementing the new program and transitioning students who started under old requirements and are graduating under new requirements. I teach two of the graduate courses and have supervised internships, action research projects, and facilitated the portfolio review process and meetings for students. I have solicited feedback from students and colleagues to improve the components of the program that I have participated in. This helped with the required curriculum revisions and NCATE/DPI reviews during the past five years.

Bob Schlagal

Refinements of standard internship assignment for RE3030 courses

Mary Ruth Sizer

The CDP works as a whole in deciding issues.

Chair, Clinical Issues Committee

Member, Scholarship Committee

Sherry Street

Member of the Clinical Issues Committee. Discuss and problem solve clinical issues, which arise in the CD Program.

I attend the Communication Disorders Departmental Meetings regularly where issues regarding our department are discussed.

I spoke to Dr. Angela Losardo's Preschool Language Class in the fall 2007 and spring 2008 semesters on the topic of "Providing Speech and Language Services for Infants and Toddlers with Communication Delays and Their Families".

I was a guest speaker in Dr. Dawn Botts class Phonologic Disorders in spring 2007 and fall 2008. I presented on the Phonological Approach to treating speech sound disorders.

I supervise undergraduate participant observer clinicians in clinic as they are paired with a graduate student clinician.

Woodrow Trathen

Coordinate reading program.

Collaborated on searches for reading positions.

Designed common assignments for the reading methods courses in block courses.

Wrote mission statement, goals and objectives for the graduate reading program.

Connie Ulmer

Group worked on assignments in Reading 3240 course outline and put in the NC standards for the course. Worked on diversity issues throughout the semesters both formally and informally. Same as last year.

Jennifer Van Gilder

1) Active participation in monthly CDP faculty meetings (Our Curriculum Committee and Strategic Planning Committee (both of which I was a member) were both disbanded; the issues those subcommittees were discussing are now handled in the CDP Faculty Meetings.)

2) Active Membership on the Clinical Issues Committee.

3) Active Membership on the CD Social Committee, which, in addition to typical social concerns, was charged with developing activities to foster morale between and among faculty and students, as well as retirement and graduation receptions.

4) Active Membership on the LRE Social Committee.

Bliss Warren

I attend all CDP faculty meetings. I serve on the Clinical Issues Committee, CDP Social Committee, and the CDP recruitment committee

12. List all other creative and scholarly activity not included above during this period:

Morgen Alwell

Invited editor for Speerings, will be peer-reviewed online journal produced by Appalachian State University

(commencing Spring 2008)

Bill Barber

Along with Billy Irwin, I received a *SUCCESSFUL APPLICATIONS OF LEARNING TECHNOLOGIES (SALT)* Grant for a project entitled, "Enhancement of Proven Animated Larynx Model". Work on that project is on schedule, and it is anticipated that the product will be of great value for our own courses and as a marketable product.

The enhanced animated larynx model can be made available on course web pages to enhance learning in A&P, Basic Speech & Hearing Science, Voice Disorders, and possibly other courses. This model also promises to be a valuable educational tool for many practicing physicians as well as Communication Disorders Programs at other universities, so it is expected to have significant market value

Dawn Botts

I was invited to attend the DPI Workshop: Research Collaboration with School Clinicians on October 31, 2007. Academic faculty from North Carolina universities met with lead SLPs in North Carolina to facilitate research in school based settings.

I created Supervisor of the Year guidelines and evaluation rubric for the North Carolina Association of Supervisors in Speech-Pathology and Audiology (NCASSPA). The guidelines and rubric are used each year by the selection committee to evaluate and rank nominees for the Supervisor of the Year Award. This award is presented each year at the North Carolina Speech, Hearing, and Language Association Spring convention.

Heather Clark

I maintained the website for the Clinical Aphasiology Conference <http://www.clinicalaphasiology.org>.

Thalia Coleman

Paper Submitted:

Losardo, A. Notari-Syverson, A., Coleman, T., & Botts, D. (in press- June, 2008 issue). Cross-cultural assessment of young children's language and literacy development. In S.A. Gless (Ed.) Special Interest Division, School-Based Issues.

Peer Reviewer -

Journal of Negro Education
Allyn and Bacon Publishers

Rich Culatta

Editorial Activities:

Journal of Fluency Disorders Reviewer
American Reading Forum Yearbook
Journal of Speech-Language and Hearing Research
American Journal of Speech Language Pathology

Lisa Forster

Dec. 2007: Presented information regarding the field of speech-language pathology to the Health Occupations Class at Watauga High School.

Spring 08, I guest lectured in Neuro 2 class.

Summer 07, guest lectured in Ethics.

Beth Frye

President/Chair of the *American Reading Forum 2008*

Mentored faculty at the Universidad Nacional, Sede Regional Chorotega, Liberia, Costa Rica in teaching literature.

Mentored elementary school teachers at the Centro Educativo San Ambrosio in Nicoya, Costa Rica.

Organized Book Drive for the Children and Teachers at San Ambrosio.

Connie Green

I presented in 5 classes this semester on my work on religious diversity.

Billy Irwin

Irwin, W.H. & Barber, W.D. (2008). *Enhancement of Proven Animated Larynx Model*. Successful Applications of Learning Technologies (SALT) Grant from Reich College of Education. (\$8,000)

Bob Jones

As in the past, I routinely read and review the developing literature in the program intervention arenas in which AFI operates and offers programs.

Monica Lambert

Associate Editor, Intervention in School and Clinic 1997- present

Consulting Editor, *Learning Disabilities Quarterly*, 2005 – present

American Association of Colleges for Teacher Education – member

Angela Losardo

I have worked on the development of an LRE interdisciplinary doctoral program in literacy learning

Nancy Mamlin

This spring I was a guest in DAN2014 – Dance Appreciation, presenting Appalachian dance to the students.

Mike Marlowe

Conducted five independent/individual studies.

Rose Matuszny

April 2008, Invited Reviewer – Merrill-Prentice Hall Book *Introduction to Mental Retardation*, 6th edition

Devery Mock

In addition to the work described above, I am currently conducting a pilot study investigating the effect of practicum experiences on the orthographic and reading knowledge of pre-service teachers. I have submitted a proposal to present the results from this study at the annual conference of the International Dyslexia Association.

Gary Moorman

Reviewer, ReadWriteThink website

Editorial Review Board, *Journal of Adolescent and Adult Literacy*

Darrel Morris

I submitted a conference proposal to the Society for the Scientific Study of Reading. The proposal was accepted, and I (along with several colleagues) will present the paper this summer at the Society's annual meeting in Asheville, NC.

I arranged for Dr. Richard Lomax of Ohio State University, a nationally-respected statistician, to work with our ASU reading group in analyzing data from our longitudinal study. This was a real coup. Researchers of Lomax's status seldom collaborate with faculty at comprehensive universities. But as Richard said, "The last time I worked with you, Darrell, we won a prize. I liked that."

Jane Nowacek

Editorial Board for Leading Edge; an electronic tools for enhancing school leadership development (SALT grant)

Served as consulting Editor, Intervention in School and Clinic .

Acting Vice President, Council for Learning Disabilities of the Carolinas, 2007-2008

Bob Schlagal

--Developed and taught a credit course in beginning taijiquan course for the PE Department,

--Worked to establish outreach from the ASU reading program to the state branch of the International Dyslexia Association by establishing an Uberto Price lecture at their annual conference.

Mary Ruth Sizer

As a part of my job, I supervised students performing audiologic testing with 300 to 350 patients. In addition I supervised students performing the required OSHA testing for the University and hearing screening in the schools.

I continue as a licensed hearing aid dispenser.

Revising the Clinic Policy and Procedures Manual.

Developing HIPAA Policies

Revising the manual for off-campus clinical educators

Developed an OSHA brochure for the employees of ASU.

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Woodrow Trathen

I have been working on designing an ESL minor for undergraduate students. I was appointed to the Task Force for TESOL instruction at ASU. Always doing something with my classes and grant.

Connie Ulmer

Students worked on outreach projects during the courses this term. They read stories, interviewed students, wrote stories, made quilts etc. All were related to the children's literature courses I teach.

Bliss Warren

I co-teach a weekly Language Seminar (1 hour per week) that accompanies the curriculum for the PLCC (see attached agenda)

I supervise undergraduate participant observers in clinic when they are paired with a graduate student I supervise in clinical practicum.

13. Describe your work with student activities excluding formal instruction and advisement.

Bill Barber

Along with Billy Irwin, planned and accompanied 14 ASU graduate students on a 10-day Spring Break educational experience in Guatemala (a component of a 3-credit graduate elective)

Dawn Botts

I aided students in applying for GSAS Travel Grant from the Office of Student Research. One student received funding to attend ASHA.

I served as a member of Scholarship Committee and participated in the selection of recipients for scholarships.

I provided written recommendations for students who had completed CD coursework and were pursuing jobs in Speech-Language Pathology.

I provided consultation for former students who are now working in the schools and had questions regarding assessment and intervention.

I provided written recommendations for graduate students who were applying for scholarships.

I was invited to speak to the ASU National Student Speech, Hearing, and Language Association meeting on November 30, 2007. The presentation focused on scaffolding techniques appropriate for use with school-aged students exhibiting language-learning disorders.

Donna Brown

I do not advise but do clinical practicum education

Heather Clark

I served as faculty contact for out of field students interested in the graduate program in Communication Disorders.

I served as faculty leader for Phase II orientation

I served as discussion leader for the Summer Reading Program

I served as third reader for an Honor's Thesis conducted by a psychology student

Thalia Coleman

I am sought out for advisement and support by students with whom I have no formal relationships. That includes students not in our department and sometimes not even at this university

Jeanne Dodd-Murphy

--freshman/transfer orientation summer 2007

--participated in Academic year opening cookout welcoming new graduate students

--participated in the graduate student orientations both semesters

--participated in and helped organize the undergraduate student orientation in the spring (2/29/08)

--attended commencement ceremonies (undergraduate & graduate, Spring, 2007 & Spring 2008);

participated in a reception for graduating CD students and their families following graduate commencement ceremony (2007 & 2008)

- participated in undecided majors fair October 3rd, 2007 (recruitment & advisement)
- have had numerous contacts (either in person, by phone or email) with prospective undergraduate and graduate students, students who are either trying to decide on a major or decide between master's programs in speech/language pathology and audiology
- helped students make contact with professionals or students currently working in their field of interest
- wrote many recommendations of students for graduate school applications, peer leader appointments or employment (provided over 60 recommendations for fall 2008 admission to graduate school for undergraduate students)
- organized and led 'field trip' to East Tennessee State University (Au.D. faculty) and Mountain Home VA Medical Center (audiology dept.) in Johnson City, TN (11/9/07) with 8 students considering audiology as a profession and/or ETSU for potential graduate study)
- sponsored a graduate student (paid for registration) to attend the NCSHLA convention (April, 2008)

Lisa Forster

I am the faculty advisor for the NSSLHA organization at ASU.

March 2008: guest lectured for Neuro 2 on Modified Barium Studies

July 2007: Guest lectured on Ethics on Medical Ethics for SLPs

Beth Frye

I model literacy assessment, interdisciplinary literature circle instruction, writing, and other teaching strategies for our university students. In RE 4030 *Development of Literacy for Learning*, students administer a Reading Assessment, an Informal Reading Inventory. I believe it is critical that I demonstrate this assignment with children in an elementary school setting. So each semester, that is exactly what I do. I arrange for my students to observe the administration of this informal assessment, then my students and I score the assessment together and discuss the implications for classroom instruction.

I provide opportunities for preservice teachers to order from Scholastic Book Clubs so that they may begin their classroom libraries in an economical way and, as an added bonus, help these students become more knowledgeable about children's literature.

Tim Harris

I scheduled and coordinated an orientation session for students newly admitted to the CDP undergraduate program in February, 2008. This orientation session was for students from both the fall 2007 and spring 2008 entry groups.

Pam Henson

Invited Speaker for NSSLHA on March 28, 2008 New Graduates, Welcome to the Workforce, instructing graduate and undergraduate students on transitioning into the job market.

Guest Lecturer for Neuro II class March 2008 on Modified Barium Swallow Studies.

Guest Lecturer for Intro to CD class November 16, 2007 on Dysphagia.

Billy Irwin

In addition to formal instruction and advisement, I contribute to student development outside the classroom. For example, I maintain contact with students after they have taken my courses in order to provide advisory and resource services. I have helped students to locate employment contacts, develop inservices, and have answered numerous questions regarding patient services. I continue my efforts to promote student involvement in research projects and am currently directing a student project that will culminate in a

presentation at a national conference in November. I continue involvement on a project that was completed with a former graduate student (completed after she graduated) that we will continue to present and develop for publication.

Bob Jones

As mentioned above, I direct and chair the thesis committees of all students in the Teaching-Family Specialty who elect to undertake the thesis option. None, however, have so elected during this reporting interval.

David Koppenhaver

I continue to mentor Amy Williams in areas of scholarship (presentations, co-authorship, consulting, designing and conducting research), teaching (She sat in on my undergraduate RE 3030 course all of the spring semester, 2008. I advised her on a series of problematic student relationships this past spring semester.), and service (I advised her not to accept two requests from the Reading Program that would have distracted her from her scholarship and teaching.). I met with an undergraduate student seeking advice on honors thesis topics and several students in special education seeking information on literacy in children with disabilities.

Larry Kortering

I serve as an advisor

Monica Lambert

I am a co-advisor for the ASU student Council for Exceptional Children organization

Angela Losardo

I have involved master's level students in activities related to a federal research grant dissemination efforts and in the development of a doctoral proposal for the LRE.

Nancy Mamlin

I was the faculty advisor for SCEC – Student Council for Exceptional Children.

Mike Marlowe

Attended Reception for Teaching Fellows at Chancellor's Residence

Rose Matuszny

Working with students who had writing problems (one-on-one); helping with graduate and undergraduate portfolio reviews and attending portfolio presentations.

Mentor for the student Council for Exceptional Children, 2007-2008

Devery Mock

Over the past year, I have written letters of recommendation for both graduate and undergraduate students.

Gary Moorman

Fall Freshman Orientation

Summer Reading Program Seminar Leader

Darrell Morris

Along with Drs. Trathen and Schlagal, I supervised a research internship for one of our doctoral students (Mary Hendrix). I also helped another doctoral student (Amie Snow) complete a pedagogical article that she is submitting for publication (I think it will be accepted).

Jane Nowacek

Served as Chair of two Dissertation Committees
Serve as Chair of two Qualifying Exam Committees
Served as a member of four doctoral dissertation committees
Served on three B-K Masters Committees

Ellen Pesko

Discussion leader for the book "A Home in the Field" for freshman in Fall 07.
I arranged a presentation on readers who struggle in the primary grades (May 14, 2008)
I will be a faculty discussion leader for the book chosen for Fall 08
Masters Thesis committee for Stephanie Helmer

Bob Schlagal

Worked closely with students outside of PE 1050 to improve and apply elements of taijiquan to self-defense and daily living.
Worked closely with doctoral students in developing seminar topics on dyslexia.

Sherry Street

At the end of each semester I have all of my students over to my home for dinner to celebrate our time together for the semester.

I regularly have the opportunity to counsel students who are in the job search process about their career choices.

I chaired the social committee which plans extracurricular activities for students and faculty and staff such as the Welcome Back Picnic which was held in the fall semester, the holiday party which was held in December 2007, the Commencement Reception which will be held on May 11, 2008 and the secret pals program which is held every year.

I am the faculty advisor for Delta Zeta Sorority. I regularly attend their chapter meetings and recruitment activities. I assisted with their second annual *Turtle Trot* 5K fundraiser. The proceeds from this fundraiser go to the ASU Communication Disorders Clinic.

Woodrow Trathen

Serve as a mentor to master and doctoral students.

Connie Ulmer

BSA and BFA collaboration
Diversity week- student fund raising for African trip

Jennifer Van Gilder

- 1) Active Membership on the Social Committee to plan and participate in a fall welcoming picnic, orientation luncheon and activities in fall, spring, and summer, as well as a graduation reception in May.
- 2) Include graduate students in school-based language-learning activities.
- 3) End-of-Semester celebratory dinner and/or mid-semester luncheon provided.
- 4) Facilitator, Discussion Group, Summer Reading Program, *A Home on the Field*.

Bliss Warren

I assisted in planning the Fall 2007 “Welcome back” cookout, the Holiday party (December 2007) , and the Graduation reception (May 2008) for the students in our program.

14. A. List instances of cooperation with/assistance to the public schools:

Morgen Alwell

Special Activities in my Classes

Working to identify and develop relationships with local and regional personnel and identify/ access local and regional resources for/with students

Spring 2008:

- Hosted/taught two seminars on Assistive Technology (AT) for 14 student teachers seeking adapted licensure: secured funds, ordered materials, set up computer with software, demonstrated features of software (3 different AT programs) for students and shared semester-ware versions with students for use in field placements
- Hosted former doc. student panel in EDL 7190 class with Kelly Clark/Keefe in February: Drs. Bricca Sweet, Lynn Swann, Cordelia Wilson, and (ABD) Matt Roberts
- Invited team from Greensboro schools to present to Inclusion class (came in April)

Summer/Fall 2007:

- Regional Positive Behavior Supports (PBS) Coordinator: Julie Weatherman provided guest lecture to Caldwell PBS class
- Dr. Susan Pogoloff provided guest lecture to Caldwell PBS class
- County PBS Coordinator: Cindy Brown provided guest lecture to on-campus PBS class
- Site visit: On campus PBS class visited *Parkway ES* to observe schoolwide PBS model in action
- Hosted PBS *team* from Iredell-Statesville schools for guest lecture/ activities with on-campus PBS class
- Site visits: Methods class took field trip to Center for Early Communication and Learning (CECL) in Morganton to see AT/AAC resources and access lending library; also arranged and facilitated separate site visit to the CECL with Caldwell methods class
- Site visit: Methods class took field trip to *Hardin Park ES* where teacher Haley McKinney-Gowdy and physical therapist Cindy Brown-Greer provided overview of adaptive positioning and transfers with students with physical disabilities
- Hosted Carol Houston, S/LP from CECL at session on making literacy materials

Bill Barber

Evaluated transcripts of several public school SLPs and proposed programs of study for them to obtain a NCDPI Advanced License.

Dawn Botts

I provided curriculum and personnel development consultation for Morganton Day School, Morganton, NC on April 17, 2008. We discussed guidelines for creating a position for a speech-language pathologist. Additional discussion included educational requirements, certification and licensure requirements, experience, role in the educational setting, service delivery, salary, and philosophy and mission of the Day School.

I collaborated with the Institute of Health and Human Services (Dr. Kurt Michael) to provide language and literacy assessment services at Watauga High School.

Donna Brown

I work closely with the Three school systems in the area for services to my preschool children.

Thalia Coleman

Continued to serve as consultant and mentor to public school based speech-language pathologists

Rich Culatta

Consultant with local school-based speech-language pathologists on specific clients.
Academic and Intellectually Gifted Advisory Group (Watauga Co.)
Watauga High School Teaching Fellows Screening Committee

Jeanne Dodd-Murphy

Supervised 22 graduate students and 7 undergraduate students conducting hearing screenings for 6 of the 8 Watauga Co. elementary schools (1334 children screened); Supervised data entry for record-keeping and follow-up

Beth Frye

Worked with Watauga County Schools to maintain field experience sites for preservice teachers at Hardin Park Elementary School.

Worked with the teachers on reading/language arts curriculum. Planned extensively for intern experiences for preservice teachers. Collaborated with classroom teachers in assisting preservice teachers during internship experiences.

Connie Green

More at Four advisory council for Watauga County
Worked with a teacher from Hardin Park on two presentations
Collaborated with ASU Child Development Center and another Hardin Park teacher to bring children to the ASU bookstore and library for special activities with my students

Billy Irwin

I continue to consult with public school SLPs for collaborative intervention for students with voice disorders.

Bob Jones

I routinely work with our service programs that have clients in the public schools to assist in the coordination of our treatment efforts for those clients with the schools' educational responsibilities to them.

Additionally, AFI continues to present its teacher-training program, The Missing Curriculum, in two-day formats at various public schools in the region as requested. I developed and sometimes still supervise the conduct of both consumer and outcome evaluation protocols in connection with these continuing training workshops.

David Koppenhaver

I have consulted formally and informally (e.g., literacy assessments, secured student tutors, attended IEP meetings, answered questions...) with families of children with significant disabilities in Watauga, Avery, and Burke County Schools.

For the 4th consecutive year students in one or more of my classes each semester have been e-pals with adolescents with a wide variety of developmental disabilities in St. Paul (MN) Schools.

Larry Kortering

Provided four half day workshops for local teachers (Freedom, Patton, Ashe and Allegheny High Schools

Provide age appropriate transition assessments to over 200 local NC high school students

Monica Lambert

I work with the Content Literacy Curriculum in Cumberland County Schools conducting workshops, demonstration lessons in classrooms, and follow-up observations in classrooms.

Content Literacy Continuum Initiative and Cumberland County Schools teacher training workshops, demonstration lessons in classrooms, and follow-up observations of teachers implementing strategies in the following strategies: "LINCS," "Fundamentals in Sentence Writing," "Proficiency in Sentence Writing" "Paragraph Writing" and "Framing" in Cumberland County, NC 2006-7

I volunteer at Parkway school for a variety of school activities (i.e., field trip chaperone, volunteer in classrooms, grade parent, etc.)

Dan Leitch

Board of Trustees: Grandfather Academy, Banner Elk

Nancy Mamlin

Being in so many schools this semester I have had numerous opportunities to provide informal consultation with teachers and others. I also am a member of two IEP teams and participate in meetings for those students. Each of those students will be going to high school next fall, so we have been meeting regarding transition issues in addition to the regular IEP meetings.

Rose Matuszny

Invited Guest speaker, Cove Creek Elementary School, November, 2008. Spoke to 3rd grade students about American games and made Indian fry bread.

Organized, donated food and paper goods, and cooked for Teachers/Staff Appreciation Luncheon at Moravian Falls Elementary School, Wilkesboro, NC as a thank you for agreeing to support and allow our student interns to work in their classrooms and schools (SPE 3000 – 417, Learner Diversity)

Jane Nowacek

Board of Directors member for Triad Academy, Winston-Salem, NC

Member of the Advisory Council of the Hill Center, Durham, NC.

As I meet with students in the field, I often am consult informally with teachers in the schools

Ellen Pesko

As an instructor for CI4000, I interact with the cooperating teachers. I have provided children's literature and ideas for instruction during conversations with these teachers. I am the faculty mentor for the Price Reading Council which serves teachers in Watauga and Ashe Counties. We provided a session on working with struggling primary readers in May.

I provided some assistance to the assistant principal at Blue Ridge Elementary in writing a grant.

Worked on committee with Roma Angel for the summer meeting with cooperating teachers (CI4000)

Susan Pogoloff

During the 2007-2008 academic year, I have continued to act as a consultant and advocate for an eighth grade student with an intellectual disability whose parents are requesting inclusive education. This is an on-going commitment of time for observations, meetings, and the sharing of expertise related to inclusive practices as well as behavior management issues. It has been a joy to see her peers and teachers grow and learn from her. I have provided this type of on-going support since the 1998-99 academic year.

I consulted with a middle school teacher in Ashe County related to a student with severe disabilities and extreme behavioral problems. This included advising the teacher about ways to work with the student and strategies for maintaining a positive relationship with difficult parents in a volatile situation. Additionally, I advised this teacher related to Transition programs for students with moderate and severe disabilities.

During the fall and spring semesters I placed or collaborated to place students in the new Adapted Curriculum in the schools in this area. I consulted/collaborated with the Exceptional Children's Directors in Burke and Caldwell Counties and principals and teachers in Watauga County and Ashe, and Avery Counties. I revised the comprehensive special education field experience hand book for students in the Adapted Curriculum. (see attached student teaching notebook contents/ assignments and Adapted Block II internship project directions) Work will continue on these projects as we begin the third implementation of Block II in the fall 2008. Dr. Alwell and I have worked together to create a rigorous set of assignments and requirements to prepare students in the Adapted program.

Bob Schlagal

Provided extensive instructional materials and hands on assistance to Kathy Oliver, lead teacher for elementary reading in Burke County.

Mary Ruth Sizer

Along with graduate students, I provided hearing screening to Watauga and Ashe County Schools.

Continued as the audiologic consultant for Ashe and Watauga County schools, overseeing their hearing screening programs. The fees for my consulting work were paid directly to the Clinic.

Along with graduate students, I provided hearing screenings to Two Rivers Community School.

Sherry Street

I attended IEP and IFSP conferences for children that are served by our clinic and by the public schools.

I collaborate with Watauga County Schools preschool teachers for clients that we share.

Woodrow Trathen

Serve on the PAC committee for the reading program.
Assisted teachers in Catawba County Schools.
Assisted teachers in Watauga County Schools.
Assisted teachers in Hickory City Schools.

Connie Ulmer

Students worked on their outreach projects in the classroom and I helped critique the children's responses and gave them back to the teachers.

Jennifer Vangilder

See # 12
Attended IEP meeting at Blowing Rock Elementary School, fall, 2007.

Bliss Warren

I work closely with the Watauga County Preschool Teachers, Occupational Therapists, Physical Therapist, and Psychologist that also serve children I work with.

I also participate in Kindergarten transition meetings involving the preschool children on my caseload.

I consult with SLP's in area schools as well as teachers of students who come to the Communication Disorders Clinic for individual speech-language therapy

B. List other instance of leadership or active participation in regional service activities (not listed in 14.A.).

Morgen Alwell

Invited Member of NC state-wide Positive Behavioral Intervention/Support (PBIS) Team

Bill Barber

Worked with NCDPI as State Coordinator of the NC Consortium for Distance Education in CSD (on issues related to graduate program size, SLP preparation, and SLP continuing education)

Donna Brown

NCSHLA Convention committee; NCASSPA President; chair of honors committee for NCSHLA, planning committee member for NCSHLA

Thalia Coleman

Consultant and resource person for local, state, and regional agencies working with culturally and linguistically diverse children and families

Heather Clark

Served as a scientist mentor for an ASHA Student Research Travel Awardee

Lisa Forster

Chair of CD Recruitment committee 2005 – present
CD Academic Search Committee 2007-2008

I serve on numerous CD committees (all committees are listed in my vitae).

Pam Henson

May 2007 Participant in Walk With Spirit National Competition representing Appalachian Regional Healthcare System ARHS (1st place ARHS received \$1000 grant)

July 1 – September 2007 Participant in Race Across America representing ARHS, walking 228 miles.

ASHA Continuing Education Administrator

Chair of CDP Continuing Education Committee

Chair of CDP Scholarship Committee

Billy Irwin

I have implemented a program to provide outreach from the CD program to the community through development of a Communication Partners Program that has been successful. This project is ongoing. I also provide clinical services to the community and have developed a caseload of Neurogenic and voice disordered patients..

Bob Jones

Serve, as required, on the Institutional Review Board of Wake Forest University as an outside member. However, as my participation on that board requires that I be on the active faculty of an accredited university, I will be officially resigning from future involvement with that group upon my upcoming retirement.

Larry Kortering

As part of NSTTAC, I work with the Department of Education and state leaders on a regular basis. This work entails participating in routine teleconferences, assisting with their state transition conferences, and providing on-site assistance as requested.

Nancy Mamlin

As membership chair of CLD of the Carolinas, I headed up registration for the National Conference, which was held in Myrtle Beach in the fall.

Rose Matuszny

Western Regional Co-chairperson for North Carolina Council for Exceptional Children (began Jan, 2007 - current)

Susan Pogoloff

Invited speaker for King World Awareness and Activation Campaign (KWAAC) at King College in Bristol TN / February 21, 2008 (see attached handout)

Title of presentation:

The Forgotten Minority: Discrimination Against Individuals with Disabilities in the US

Bob Schlagal

Assisted Kathy Oliver, a public school teacher and graduate of our masters program, in preparing for and assuming responsibility for the teaching of an off-campus Foundations of Reading course

Mary Ruth Sizer

Provided hearing screening for the speech prerequisite test at several off-campus programs
Active member of the Boone Chamber of Commerce

Sherry Street

I have been a member of the Local Interagency Coordinating Council since September 1999.

Jennifer Van Gilder

Treasurer, North Carolina Association of Supervisors in Speech Language Pathology and
Audiology, January 2007 to present

Volunteer, NCSHLA Convention, Raleigh, NC, March 2007

Convention Committee – Audio-Visual Coordinator, NCSHLA Convention, Asheville, NC,
April, 2008

Reviewer of poster session proposals for the American Speech-Language-Hearing
Association School's 2008 Conference

Chair, Workshop Committee, Greenway Baptist Child Development Center, summer 2007
Arranged and organized workshop on topic of discipline of young children, *Love
and Logic*

President, Parent-Teacher Association, Greenway Baptist Child Development Center

C. List professional activities on and off campus related to international studies or programs (including brief notations of appropriate items which also appear in other sections of this report.)

Bill Barber

Worked with International Studies to plan and organize the Spring Break experience in Guatemala for 14 of our graduate students. Major planning issues included transportation, costs to the students; arrangements with a Spanish language school; arrangements for home stays in Antigua; planning of tours and excursions; planning donations for, a visit to, and volunteer opportunities at a charity long-term care facility where there were many patients with cerebral palsy, cleft palate, etc.; embassy registrations; travel planning and insurance; pre-travel immunizations; and educating students on travel risks and health issues related to this trip. I am very appreciative of the efforts by Billy Irwin and Meg Marck-Kennedy (Internationsl Studies) to help make this trip a success.

Rich Culatta

Member of International Fluency Association

Beth Frye

In conjunction with our Assistant Dean, Dr. Roma Angel, I was invited by Mr. M.Sc. Orlando De La O Castañeda, Dean at Sede Chorotega, Universidad Nacional, to provide in-service to his professors and students in the area of children's literature. I presented in-service on *The Cinderella Fairy Tale: A Sociohistorical Analysis with Instructional Implications for the Classroom*. Through this presentation, I explored traditional literature and delineated a brief sociohistorical analysis of the fairy tale, more specifically the Cinderella tale. A rationale was presented for exploring Cinderella in the classroom. Several systems for categorizing Cinderella tales were outlined and a new system was proposed. Through an examination of several Cinderella variants, including *Cuento de la Cenicienta basado en la tradicion Mexicana*, I revealed opportunities for engaging students in cross-cultural inquiry through Cinderella

tales. Several reader response strategies were presented through our University students' examples. I presented a variation of this in-service on two different University Campuses in Costa Rica.

I also attended and participated in the XVI Central American Literature International Congress (CILCA) with Mr. Orlando De La O Castañeda. In addition, I worked with teachers at San Ambrosia School and our student teachers from ASU.

These efforts were funded through International Programs.

Tim Harris

Member, Appalachian's Task Force on General Education. Part of our work has involved developing a general education goal that addresses internationalizing the curriculum in some manageable fashion.

Billy Irwin

I am currently working with the consortium of CD programs in NC to develop courses and programs to enhance our preparation of students to provide services to ESL clients. Our international travel to Guatemala was part of that ongoing effort.

David Koppenhaver

I continue to collaborate with Gary Moorman on a project with Qatar University in the Middle East. Initial work involved faculty training in April/May 2007. Some preliminary discussions have begun regarding a possible collaborative research project involving children with autism.

I continue to collaborate with researchers in the School of Education at the University of Queensland (Australia) on a few publications and as an editor on the International Journal of Disability, Development, and Education. I hosted Dr. Christa van Kraayenoord for a week in May, 2008, during which time we explored potential future projects.

I will be co-teaching a week-long short course on Literacy in Augmentative Communication (AAC) with Dr. Erickson in Mississauga, Ontario, Canada in May 2008; a series of 5 workshops, a nationwide videoteleconference, and a similar short course on Literacy in AAC in Perth, Brisbane, Melbourne, Sydney, Adelaide, and Rawson, Australia in June and July, 2008. Amy Williams, a doctoral student in Educational Leadership, secured funding to attend and co-present in these Australia meetings.

Dan Leitch

Participated in ASU delegation to China in November of 2007
Board of Directors: Friends of Chernobyl Centers United States

Gary Moorman

Volunteer for the International Reading Association/US Agency for International Development project in Republic of Macedonia vocational high schools
Presentations regarding this project at European Conference on Reading

Director, collaborative project between RCOE and Qatar University College of Education
Visiting Professor, Qatar University, spring semester (OCSA)

Bob Schlagal

Auditing second year German courses
Applied for and received approval to develop and teach courses at the Paedagogische Hochschule Karlsruhe, with which university our foreign language department has an ongoing relationship

Undertook a second revision to a co-written a paper detailing elders' self-reported responses following a six month regimen of Taijiquan
College International Studies Committee

Connie Ulmer

Correspondence with a teacher in Costa Rica to create a reading library there at her university.
Invited speaker on Alternative Assessment practices. What are the new practices in the U.S and Costa Rica?
American Reading Forum International Committee
Black Faculty and Staff Committee (inclusive of faculty from Africa)
International Festivities on campus (help when needed)
International open house (Broyhill)
Skype correspondence with Poland on literacy projects (google) links
New international faculty mentor
Meetings with the Costa Rican delegation when they visited
Invited lecturer to Costa Rica this summer (Alternative Assessment for ESL and Adult Education).
Helped with an Indian meal for business students

15. List leadership roles during the past year, in any special institutes, conferences, etc., either at ASU or elsewhere. If participation included being an officer or making a presentation, please state what it was. (Do not include items listed in Section 6.)

Bill Barber

Chaired meetings of the NC Consortium for Distance Education in CSD

Dawn Botts

Chair of the NCSHLA Spring Convention. This position required chairing the committee that planned the State Convention which was held in Asheville, North Carolina, at the Grove Park Inn.

President Elect of the North Carolina Association of Supervisors for Speech-Language Pathology and Audiology.

Chair of Poster Sessions, ASHA Schools Conference, 2007. This position required chairing the committee that reviewed all poster session submissions and selected the submission for the conference.

Donna Brown

NCSHLA Convention and NCASSPA President

Heather Clark

Served as Chair for North Carolina Speech-Language Hearing Association Fall Convention 2006
Served on the Board of Directors for the North Carolina Speech-Language Hearing Association
Served on the expert panel for the ASHA Center for Evidence-based Practice Systematic Review of Oral Motor Exercise

Thalia Coleman

American Speech-Language-Hearing Association, Committee on Supervision

Lisa Forster

Feb. 2007: NCSLHA Leadership Symposium
April 07-April 08 NCSLHA Chair of Nominations Committee

Pam Henson

Served as Facilitator on assigned sessions for ASHA Book Talk.

Larry Kortering

Continue work as an RDO officer for ASU

Angela Losardo

I have chaired the committee for the planning and development of the LRE interdisciplinary doctoral program in literacy learning. Also, I am the faculty representative for Appalachian State University on the NC Graduate Council which approves all proposals for doctoral programs in the state.

Rose Matuszny

*National Child Advocacy Network Coordinator for National Council for Exceptional Children (CEC),
Division of Culturally and Linguistically Diverse Exceptional Learners*

Secretary – National CEC Advisory Board

Committee Member for National Child Advocacy Advisory Board

Co Chair for the American Indian Caucus during the National Council for Exceptional Children Convention and Expo, April 2008

Gary Moorman

Price Reading Symposium, ASU

Darrell Morris

I was responsible for organizing the Price Reading Symposium in October of 2007. In this capacity, I invited Dr. Charles Perfetti from the University of Pittsburgh to visit our campus. Dr. Perfetti, one of the preeminent reading researchers in the world, delivered an address and also consulted with our reading faculty on our own research efforts. Everyone in the reading program benefitted from Perfetti's visit, but it was a truly special occasion for our doctoral students and junior faculty.

Jane Nowacek

Leadership roles and positions have been enumerated above

Bob Schlagal

--Worked to establish outreach from the ASU reading program to the state branch of the International Dyslexia Association by establishing an Uberto Price lecture at their annual conference.

Woodrow Trathen

I am on the editorial board for Journal of Literacy Research (NRC).
I am a reviewer for ARF.

Jennifer VanGilder

Treasurer, North Carolina Association of Supervisors in Speech Language Pathology and
Audiology, January 2007 to present
Convention Committee – Audio-Visual Coordinator, NCSHLA Convention, Asheville, NC,
April, 2008
Reviewer of poster session proposals for the American Speech-Language-Hearing
Association School's 2008 Conference.

**16. List all committee/council/board/task force and other university governance assignments
and your function thereon.**

A. Departmental

Morgen Alwell

Member, Program Advisory Committee (PAC) for Special Education (ongoing)
Member, Budget Committee (2006-2008) for LRE Dept.

Bill Barber

CD Distance Education Committee (Chair)
CD Undergraduate Admissions Committee
LRE DPC (Alternate)

Dawn Botts

Department

DPC

Program

Communication Disorders Program Committee
Graduate Admissions Committee
Graduate Advisory Committee
Academic Issues Committee

Scholarship Committee

Search Committee

Donna Brown

Curriculum; CIC; CD

Heather Clark

CDP

Graduate Advising Committee (Chair)

Distance Education Committee

Academic Issues Committee

LRE

Policies & Procedures Committee

Web Site Committee

Thalia Coleman

Undergraduate Admissions Committee
Undergraduate Advisory Committee
CDP Diversity Committee
Ad Hoc Intradepartmental Committee

Rich Culatta

Graduate Admissions Committee
Chair, DPC
Budget Committee
Curriculum Committee
Undergraduate Advising Committee

Jeanne Dodd-Murphy

tenured faculty member, LRE Departmental Personnel Committee—participated in many DPC meetings, discussing program recommendations and voting on reappointment, promotion and tenure for numerous faculty members, as well as hiring decisions related to searches for 6 open faculty positions across the 3 programs, besides the CD faculty interviews (see search committee notes below), reviewed credentials and participated in most of the interviews (6 of 9) for the Reading and Special Education positions by attending candidate presentations and/or DPC/program interview sessions.

member, CD Search Committee—discussed program needs, priorities, to develop a description of the open faculty position, participated in dissemination of the position announcement, met with prospective candidates at ASHA, reviewed 20 applications, helped develop short list of candidates, conducted telephone interviews of references, participated in interview process for 4 CD candidates, participated in decision-making about offering the position and ranking the candidates

member, CD undergraduate admissions committee; participated in undergraduate admissions interviews (11/2/07); helped organize & participated in undergraduate orientation, spring 2008

member, CD graduate admissions committee; multiple reviews and discussions of applicants' credentials, assisted with data compilation from applications and decision-making regarding students' admission status

chair, CD undergraduate advising committee; committee revised advising tips, discussed topics for undergrad orientation; CDP liaison to general advising, met with Shirley Harris regarding coordination/collaboration between CD and general advising, updated and clarified general advising information sheets on admissions policies and ASHA science requirement, with Tim Harris & Heather Clark, reviewed and updated RCOE CD undergraduate program web pages, coordinated temporary reassignment of Dr. Thalia Coleman's advisees during the spring 2008 semester when she was on medical leave

member, CD Academic Issues Committee, shared ideas about enhancement of writing across the curriculum and the development of criteria for students to meet course outcomes and reflecting the criteria in course syllabi, ways to encourage student involvement in classroom or clinic based projects that would culminate in presentations and/or publications, infusing diversity across the curriculum, collegial reorganization)

Lisa Forster

I am a member of the following committees: Graduate Admissions, Clinical Issues, Honors and Scholarship, Curriculum, Continuing Education and chair the Recruiting committee. I serve as the faculty for the ASU chapter of NSSLHA. 2007-2008 CD Academic Search Committee

Beth Frye

Member of the Language, Reading and Exceptionalities DPC.
Attended program, department, and college meetings.

Connie Green

Departmental Personnel Committee and Social Committee for the LRE Department.

Tim Harris

Communication Disorders Program/Clinic Faculty, Department of Language, Reading, and Exceptionalities, September, 1986 to present
Member, Undergraduate Admissions Committee, Communication Disorders Program, Department of Language, Reading, and Exceptionalities, Reich College of Education, Spring 1997 to present, Co-Chairperson 2004-present
Member, Undergraduate Advising Committee, Communication Disorders Program, Department of Language, Reading, and Exceptionalities, Reich College of Education, Spring 1997 to present
Member, Academic Issues Committee, Communication Disorders Program, Department of Language, Reading, and Exceptionalities, Reich College of Education, Spring 2006 to present
Member, Scholarship Committee, Communication Disorders Program, Department of Language, Reading, and Exceptionalities, Reich College of Education, Fall 2001 to present
Member, Distance Education Committee, Communication Disorders Program, Department of Language, Reading, and Exceptionalities, Reich College of Education, Fall 2003 to present
Member, Search Committee, Assistant/Associate Professor, Communication Disorders Program, Department of Language, Reading, and Exceptionalities, Reich College of Education, Summer 2007-2008 academic year
Tenured Alternate, Departmental Personnel Committee, Department of Language, Reading, and Exceptionalities, Reich College of Education, 2007-2008 academic year

Pam Henson

CDP Graduate Admissions Committee
CDP Continuing Education Committee, Chair
CDP Scholarship Committee, Chair
CDP Clinical Issues Committee
CDP Distance Education Committee
CDP Recruitment Committee

Billy Irwin

LRE social, Departmental personnel
CDP curriculum, graduate advising, scholarship, undergraduate admissions, strategic planning

David Koppenhaver

Member of Language, Reading, and Exceptionalities Department Personnel Committee (August, 2007 – August, 2110).
Member of Reading Program Admissions Committee (January, 2007 – present)
Chair, Program Advisory Council (January, 2005 – present).

Co-Chair, Price Reading Symposium (Fall, 2008).

Member, Language, Reading, and Exceptionalities Budget Committee (August, 2006 – present).

Facilitator for RE 3030 and Curriculum and Instruction Department (2005 – present).

Larry Kortering

RDO Officer

Monica Lambert

Special Education Faculty Search Committee member and chair

Department Personnel Committee

Special Education Program Advisory Committee, Chair 2005-present

Special Education Program Coordinator – Graduate and Undergraduate programs

Daniel Leitch

Policies and Procedures

Angela Losardo

Departmental committee work:

Chair of LRE Doctoral Planning Committee

Chair of Intra Departmental Affairs Committee

Member of Departmental Personnel Committee

Member of Birth through Kindergarten Coordinating Council

Program committee work:

Chair of Academic Faculty Issues Committee

Chair of Graduate Admissions Committee

Chair of Ad-hoc Child Language Curriculum Committee

Chair Ad-hoc Program Evaluation Committee (no longer active)

Member of Graduate Advising Committee

Member of Strategic Planning Committee (no longer active)

Nancy Mamlin

SPE Program

SPE Search committees

Rose Matuszny

Attended Jane Nowacek's retirement reception

Helped with Social committee activities

Member of retirement planning committee for Jane Nowacek

Member of each search committee (3) during the 2007-08 year; made phone calls to indicated and non-indicated references for candidates

Participated in Fall and Spring group advising sessions for special education majors

Met with students for spring orientation

Devery Mock

Reading Education Graduate Admissions

Department

LRE Policies and Procedures Committee

Gary Moorman

Webpage committee
Webpage liaison
Reading Program Coordinator

Darrell Morris

Member of the doctoral (PhD.) planning committee within LRE.

Jane Nowacek

Served as member of the Departmental Personnel Committee
Served as a member of the Special Education Search Committee, along with all special education faculty.
Served as peer reviewer for one faculty
Served as reviewer for one post tenure reviews
Served as a member of the LRE Intradepartmental Collaboration Committee.

Ellen Pesko

Diversity Book Group
Search Committee for two faculty positions
Will co-chair search committee this fall

Susan Pogoloff

NOTE: I served on two of the three special education search committees even though I was officially on family illness leave during the spring 2008 faculty searches.

Search Committee: Adapted Curriculum position
Search Committee: General Curriculum position
Undergraduate transition and advising.
Graduate admissions –on campus
Graduate admissions off-campus

Mary Ruth Sizer

Clinical Audiologist, Communication Disorders Clinic
Dispensing Audiologist, Communication Disorders Clinic
Director, Communication Disorders Clinic
Chair, CDP Clinical Issues Committee
LRE Library Representative
Member, CDP Curriculum Committee
Member, CDP Scholarship Committee

Sherry Street

Social Committee, chair
Clinical Issues Committee, member
Scholarship Committee

Woodrow Trathen

Search Committee

PAC for reading program
Budget Committee
Post-Tenure Review

Connie Ulmer

Social Committee
Reading Search Committees

Jennifer Van Gilder

Program-Level Committees:
1) CDP Faculty Meetings
2) Clinical Issues Committee
Social Committee

Bliss Warren

Clinical Issues Committee, CDP Social committee, and the Recruitment

B. College/University

Morgen Alwell

Member-at-large, Faculty Development Committee (chaired faculty awards tasks, Spring 2008)
Invited Member, Program Planning Committee (PPC) Doctoral Program in Educational Leadership (serving two-year term: Fall 2007 – Spring 2009)

Bill Barber

ASU Athletics Council.
Chaired ASU Athletics Council Minority Enhancement Committee (renamed Diversity Enhancement Committee last month).

Dawn Botts

University

Institute of Health and Human Services Clinical Advisory Committee

Donna Brown

Grad and Undergrad council

Heather Clark

RCOE Faculty Development Committee
Core Curriculum Council
IHHS Research Advisory Committee

Thalia Coleman

Advisory Committee for Research - Institute for Health and Human Service

Rich Culatta

Administrative Council (RCOE)
Council of Chairs
Birth-Kindergarten Advisory Committee

Council on Teacher Education
Subcommittee on Arts and Sciences
Planning Committee New RCOE Building
Health and Human Sciences Planning Committee

Jeanne Dodd-Murphy

Member University Admissions Committee

Lisa Forster

Chair of CD Recruitment committee 2005 – present
CD Academic Search Committee 2007-2008

Beth Frye

Appointed Member of the Teacher Education Council
Elected Member of the RCOE Scholarship Committee

Tim Harris

Member, Task Force on General Education, Appalachian State University
Member, Ad Hoc Committee on Faculty Voting Rights, Appalachian State University Faculty Senate
Member, Bookstore Committee, Appalachian State University
Member, Search Committee, Vice Provost for Faculty Affairs, 2007-2008 academic year
Member, Faculty Coordinating Committee, Historical and Social Perspectives, Appalachian's new
General Education Curriculum, spring 2008

Billy Irwin

Faculty Grievance Council member
Faculty Development Advisory Council alternate

David Koppenhaver

Chair of Jeff Isenhour's dissertation committee.

Monica Lambert

University Senate - member at large
University Senate Academic Policy and Procedures Committee co-chair, 2007-2008
Teacher Education Council
Undergraduate Coordinators Committee
College of Education General Education Study Team

Dan Leitch

International Programs
Diversity

Angela Losardo

University committee work:
Member of North Carolina State Graduate Council
Member of University Strategic Planning Commission
Member of Advisory Committee for the IHHS Division of Research

Member of Fulbright Scholarship Committee
Member of Distinguished Graduate Faculty Selection Committee.

College committee work:
Member of Policies and Procedures Committee for Educational Leadership Program.

Nancy Mamlin

Faculty Senate; Chair of the Committee on Committees
Graduate Council
Subcommittee looking at electronic annual reports

Mike Marlowe

Member, 504 Committee

Rose Matuszny

Dean's Diversity Advisory Board Member
Faculty/Staff Book Club (Fall and Spring semesters)

Gary Moorman

University Strategic Planning Commission

Jane Nowacek

Served as a member of the University Task Force on the Responsible Conduct of Research

Susan Pogoloff

Diversity Committee for College of Education
DPI Specialty Area standards compliance –collaborate/consult/advise Dr. Lambert
Represented special education program with DPI follow-up review of graduate program (because Dr. Lambert had to go out of town before the review was complete)

Bob Schlagal

International Studies Committee

Mary Ruth Sizer

Member, 504/ADA Task Force
Member, Clinical Services Committee/Clinical Practices Committee for the Institute of Health and Human Services
Member, Library Search Committee for a Science and Allied Health Librarian

Sherry Street

RCOE Scholarship Committee

Woodrow Trathen

University Research Council
Post-Tenure Appeals
Dissertation Chair
Master's Thesis Chair

Connie Ulmer

Teaching Fellows Advisory Board
Black Faculty and Staff Association committee
Black Faculty and Staff and Student Award Reception
Faculty Senate
Council for Faculty and Staff Advisory committee

Jennifer Van Gilder

University: Non-Tenure Track Faculty Committee, Chair
RCOE Faculty Development Committee
LRE Social Committee

Bliss Warren

ASU – ALC (Alumni Leadership Committee)

C. Off-campus (state or national)

Morgen Alwell

Invited member: Statewide Positive Behavioral/Intervention Support (PBIS) Team
Regional Co-Chair for NC-CEC
National Secondary Transition Technical Assistance Center (NSTTAC) Secondary Transition State Planning Institute, Charlotte, NC: May 1-4, 2007 (Invited to work as state team planning facilitator)

Bill Barber

Coordinator, NC Consortium for Distance Education in CSD (a 6-university consortium),

Heather Clark

Steering Committee, Clinical Aphasiology Conference
Program Committee, ASHA 2007 & 2008 Convention
Panel Member, ASHA Center for Evidence-based Practice Systematic Review of Oral Motor Exercise
Member at Large, North Carolina Speech, Hearing, and Language Association Board of Directors

Thalia Coleman

ASHA Ad Hoc Committee on Supervision, ASHA PRAXIS Item Writer

Jeanne Dodd-Murphy

Educational Audiology Association—member, Professional Development Committee

Beth Frye

President/Chair of the *American Reading Forum 2008*

Connie Green

Association for Childhood Education International Publications Committee
North Carolina Birth-Kindergarten Consortium

Tim Harris

Member, Education and Public Information Committee, North Carolina Speech-Hearing-Language Association.

Member, Membership and Recognition committee, North Carolina Speech-Hearing-Language Association.

Pam Henson

ASHA Continuing Education Administrator 2007

Medical Staff Associate Watauga Medical Center

NCSHLA Nominations Committee Member 2007-08

Billy Irwin

Special Interest Division-2, Neurophysiology and Neurogenic Communication Disorders, American Speech-Language Hearing Association, education and Mentoring Committee

Department of Veterans Affairs National Task Force on Evidence-Based Practice in Aphasia

Larry Kortering

On a national level I have been involved with the following:

Helped coordinate a conference sponsored by the Office of Special Education and Rehabilitative Services (U.S. Dept. of Education) and the United States Business Leadership Network (USBLN).

Developed and posted various online resources on the Summary of Performance requirement for the Office of Special Education Programs (U.S. Dept. of Education)

Coordinated dissemination and outreach efforts for the National Secondary Transition Technical Assistance Center (NSTTAC at <http://www.nsttac.org>)

Developed a variety of training resources (e.g., instructional podcasts, instructional guides, and web-based resources) to help states meet the Indicator 13 requirements.

Provided ongoing technical assistance to PACER and TATRA, both national parent organizations. The assistance included workshops and follow-up support for various parents and their children.

Helped coordinate the second annual Secondary Transition Conference in conjunction with NSTTAC, the National Dropout Center, and National Post-school Outcomes Center

On a state level, I have been involved with the following:

Coordinated NSTTAC state capacity building efforts around transition for the following states or teams of states: South Carolina, Wisconsin, and the Tri-State team (DE, VA, and PA). These efforts include conference presentations, onsite assistance for local schools and participation with their state planning teams.

Provided presentations at the following state transition conferences: WI, AL, SC, NC, KS, and PA

Provided workshops for parent groups in SC and WI.

Monica Lambert

Council for Learning Disabilities - Leadership Development Committee, Chair

Cumberland County Content Literacy Continuum Steering Committee member

Angela Losardo

Member of American Speech-Language-Hearing Association

Member of Council for Exceptional Children, Division for Early Childhood

Member of North Carolina Speech, Hearing, and Language Association

Member of Watauga County Interagency Coordinating Council

Rose Matuszny

National Child Advocacy Network Coordinator for the Council for Exceptional Children, Division of Diverse Exceptional Learners

Lobbied on Capitol Hill for National CEC (NC State reps and senators) – June 2007

North Carolina Council for Exceptional Children Western Region Chair

Devery Mock

Secretary of the American Reading Forum

Gary Moorman

Chair, Website Committee, American Reading Forum

Webmaster, American Reading Forum

Editorial Review Board, **Journal of Adolescent and Adult Literacy**

Special Consultant, ReadWriteThink website

Jane Nowacek

Co-chair of the Publicity Committee for CLD's national conference

Member of the Council for Learning Disabilities Legislative Liaison Committee (national)

Strand Leader for the Council for Learning Disabilities National Conference

Editorial Board of Intervention in School and Clinic

Acting Vice President and Executive Board member of CLD of the Carolinas

Susan Pogoloff

North Carolina TASH Board Member (elected November 2007)

Mary Ruth Sizer

Member, Council for Clinical Specialty Recognition, ASHA

Chair of above Council beginning 2006

Member, Committee of Chairs, ASHA

President-Elect, NCSHLA

Woodrow Trathen

ARF publications committee

ARF program committee

Reviewer for JLR

Reviewer for Educational Psychologist

Reviewer for American Reading Forum

Connie Ulmer

International committee –co president American Reading Forum and represented at the International Reading Association Conference

Jennifer Vangilder

Treasurer, North Carolina Association of Supervisors in Speech-Language Pathology and Audiology (NCASSPA)

Convention Committee – Audio-Visual Coordinator, NCSHLA Convention, Asheville, NC,

April, 2008

Reviewer of poster session proposals for the American Speech-Language-Hearing Association School's 2008 Conference.

Bliss Warren

ASU representative on the Local Interagency Coordinating Council (LICC) of Watauga County

NCSHLA 2006, 2007, & 2008 Convention Committees, chair of Convention Sponsors

NCASSPA -Membership chair , 2005-2008 (North Carolina Association of Supervisors in Speech Language Pathology and Audiology.)

17. List honors received including state, regional, national, and/or international recognition during the year:

Morgen Alwell

Nominated for Outstanding Teaching Award, College of Education at Appalachian, Spring 2008

Dawn Botts

I was the recipient of the ACE Award. Each year, ASHA members and/or certificate holders are presented the Award for Continuing Education (ACE) by the Continuing Education Board (CEB) in recognition of continued professional study.

Heather Clark

RCOE Outstanding Teaching Award 2007-2008

Pam Henson

3rd ASHA Award for Continuing Education (ACE) 2006 – 2009.

Rose Matuszny

Recognition award for service to DDEL as CAN Coordinator 2008

Certificate of Recognition Award presentation at NC-CEC State Conference

18. List any other professional activities not covered above:

Morgen Alwell

Guest lectures in SPE/CI courses:

Spring 2008:

- Presented lecture and activity on children's literature to explicitly teach and promote awareness of different abilities to two sections of Dr. Connie Ulmer's Children's World Literature classes
- Scheduled teaching observations of Drs. Barbara Scarboro and Kelly Clark/Keefe (invited peer reviews)

Fall 2007:

- Presented during two different sessions of Dr. Matuszny's CI/SPE 3000: Diversity class (one class about historical treatment of persons with disabilities; one on assistive technology);
- Guest lecture for Dr. Matuszny's SPE 3370: Intro. to Intellectual Disabilities class, topic: Stressors on families with children with disabilities

Dawn Botts

Taught an overload during Spring 2008 semester (Communication Development) during Dr. Thalia Coleman's medical leave.

Provided clinical supervision in the PLCC for several weeks during the Spring 2008 semester while Ms. Donna Brown was on medical leave.

Conducted one independent study in language-learning disorders for a graduate student.
Presented information on The Charles and Geneva Scott Scottish Rite Communication Disorders Clinic to the Institute of Health and Human Services Clinical Advisory Committee on March 27, 2008.

Provided direct clinical services on a 50 minute, twice weekly basis for a 5 year-old with a phonological disorder (speech sound disorder).

Participated in a peer review and post-tenure review.

Edited a chapter for Losardo & Notari-Syverson.

Reviewed a chapter on cleft palate for Wolters Kluwer Health Publications.

Submitted a proposal for a poster presentation to ASHA Schools

Submitted proposals for a two poster presentations to ASHA. One poster session is a collaborative effort with clinical faculty at UNCG.

Heather Clark

Co-book editor for the *Journal of Medical Speech-Language Pathology*

Editorial consultant for the *Journal of Medical Speech-Language Pathology* and *Folia Phoniatica et Logopaedica*

Reviewer for the Veterans Affairs Rehabilitation Research and Development Scientific Merit Competition

Thalia Coleman

ASHA's Minority Leadership Program, ASHA's Professional Mentoring Program

Jeanne Dodd Murphy

Attended meetings regarding the new clinic facilities in summer 2008, provided feedback regarding plans for audiology area

Besides professional service provided during clinical practicum, I conducted numerous pediatric evaluations on my own to accommodate families whose young children were having a speech-language evaluation on the same day; also 'worked in' extra hearing evaluations during both semesters to assist students who had been referred as a result of the RCOE speech prerequisite.

With Mary Ruth Sizer, met with audiologists from local ENT physician's office to maintain local professional network

Provided consultation for speech-language pathologists working with clients with hearing impairment

Served as reviewer of CD Clinic Records (fall, 2007)

Attended meeting(s) with the architects regarding the new RCOE building plans and gave feedback related to the research and speech/hearing science laboratory areas (3/28/08)

Served as a member of the post-tenure review committee for Dr. Heather Clark; reviewed her credentials and provided a written summary of my evaluation to our Dept. chair (Spring, 2008)

Lisa Forster

ASHA, NCSLHA, NCASSPA, faculty advisor for NSSLHA, SLP licensure for Tennessee.

Tim Harris

I was elected to serve as the Speech-Language Vice-Chair for the Fall Conference of the North Carolina Speech-Hearing-Language Association. This will be at least a two-year commitment (Vice-Chairperson for the Fall 2008 conference, and Chairperson for the fall 2009 conference).

Pam Henson

ASHA Member (American Speech, Language & Hearing Association)

NCSHLA Member (NC Speech, Hearing & Language Association)

NCASSPA Member (NC Association of Supervisors in Speech/Language Pathology & Audiology)

Bob Jones

Lanier, K.M. (November, 2007). *Effective behavioral tools and techniques for the very young child*. Paper presented at the 30th Annual Conference of the Teaching-Family Association, Washington, D.C.

Lanier, K.M. (November, 2007). *Youth and family investment: The key to optimal success*. Paper presented at the 30th Annual Conference of the Teaching-Family Association, Washington, D.C.

Hussey, M. & Lanier, K.M. *Consultation and evaluation workshop*. Special workshop presented at the 30th Annual Conference of the Teaching-Family Association, Washington, D.C.

Monica Lambert

Member of the Reading First Higher Education Consortium attending meetings in Summer 07 – St. Louis, MS, Fall, 07 – Denver, CO and Spring, 08 - Austin, TX

Rose Matuszny

Invited speaker in Karen Caldwell's Multicultural Counseling Class (HPC 5110), 3-2008

Invited *Storyteller* for Bill Peacock's family Stories Project (2 times during spring 2008)

Darrell Morris

I am on the editorial advisory boards of the Elementary School Journal and Reading Research Quarterly. I reviewed four manuscripts for each journal. This reviewing for quality journals takes a considerable amount of time, approximately two days for each manuscript reviewed.

I was one of three outside scholars asked to review a proposal for the Reading Recovery research group. The proposed study will compare the efficacy of one-to-one with small-group reading instruction. (I met with the Reading Recovery group at the National Reading Conference (Nov. 2007) to discuss their proposal.)

For the seventh consecutive year, I tutored, two times per week, an eighth-grade child who has a severe reading disability.

Ellen Pesko

Attended the Scholarship of Teaching and Learning meeting of faculty from across campus in March. Will attend a Scholarship of Teaching and Learning meeting in Raleigh on May 30.

Attended meetings of the Beginning to Teach Network as a co-committee member with Susan Colby

Susan Pogoloff

I am not sure where to record my work as an expert witness for families of children with disabilities in North Carolina. I have worked on three cases since September 2007. The first case was for the Protection and Advocacy agency of North Carolina- *Disability Rights North Carolina*. The agency provided legal /advocacy services for a child in a neighboring county. The second case was April and May 2008 and is (ongoing) for a private firm working for parents of a child with a disability in a North Carolina school district. In these cases I provided expert testimony for the family and child related to special education law, Individualized Education Plans, appropriate education, positive behavior support plans, least restrictive environment, placement decisions, curricular modifications, social /peer relationships, and family involvement in special education.

My work in these two cases involved observations of students, document review, observations of school sites, deposition testimony and due process hearing testimony. The third case has involved document review and advising the attorney for the case.

Expert witness work has been grueling and challenging. I am excited about the possibilities for positive change because of the court cases/ legal action taken on behalf of children and their families.

Mary Ruth Sizer

Fellow, American Academy of Audiology

Member, American Speech, Language, and Hearing Association

Member, North Carolina Speech, Language, and Hearing Association

Sherry Street

Member of the North Carolina Association of Supervisors in Speech-Language Pathology and Audiology (NCASSPA). In April 2006 was elected Newsletter Editor for this organization for the 2006-07 year. Served in this position again for the 2007-2008 year.

Member of the North Carolina Speech, Hearing and Language Association (NCSHLA)

Member of the American Speech and Hearing Association (ASHA)

Jennifer VanGilder

Member, American Speech-Language-Hearing Association

Member, North Carolina Speech-Language-Hearing Association

Member, North Carolina Association of Supervisors in Speech-Language Pathology and Audiology

Member, International Dyslexia Association

Member, ASHA Special Interest Division I – Language

Member, Price Reading Council

Bliss Warren

member of the North Carolina Association of Supervisors in Speech-Language Pathology and Audiology (NCASSPA)

member of the North Carolina Speech, Hearing, and Language Association (NCSHLA)
member of the American Speech and Hearing Association (ASHA)

19. List publications or presentations at professional meetings by graduate students or undergraduate students:

Heather Clark

Clark, H. M., Newcomb, S., Obrien, K., & Calleja, A. (2007). Stability of orofacial strength measures. Seminar presented at the Annual Convention of the American Speech-Language-Hearing Association, Boston, MA, November 15.

Clark, H. M., Solomon, N. P., Obrien, K., Calleja, A. & Newcomb, S. (2007). Relationships among orofacial strength measures. Seminar presented at the Annual Convention of the American Speech-Language-Hearing Association, Boston, MA, November 15.

Clark, H. M., Solomon, N. P., Calleja, A., Newcomb, S., & Obrien, K. (2007). Differential effects of lingual muscle training among orofacial strength measures. Seminar presented at the Annual Convention of the American Speech-Language-Hearing Association, Boston, MA, November 16.

Tim Harris

A number of students, graduate and undergraduate, presented with various faculty at the November ASHA Convention, and at the April NCSHLA Convention in Asheville, NC.

Billy Irwin

Jozefowicz, S.D. & Irwin, W.H. TBI Case Study: An Insider's View. (2008) Poster submitted to the American Speech Language Hearing Association, Annual Convention, Chicago, IL.

Belyeu, N., Irwin, W.H., & Woods, W. (2008) University Students' Vocal Hygiene and Knowledge. Poster presented to the North Carolina Speech Language Hearing Association. Asheville, N.C.

Woods, W. & Irwin, W.H. (2007) Vocal Hygiene and Voice Use Among Theater and Music Majors. Paper presented to the Occupational Voice Conference, San Antonio, TX.

David Koppenhaver

Peer-Reviewed Publications:

Williams, Amy R., Koppenhaver, David A., and Wollak, Barbara. (2007). Email Interactions of Preservice Teachers and Adolescents with Special Needs. American Reading Forum Online Yearbook, 27, http://www.americanreadingforum.org/07_yearbook/html/arf_07_Williams.htm.

Book Chapters:

Koppenhaver, David A. Foley, Beth E., and Williams, Amy R. (in press). Reading Assessment to Guide Instruction of School-Aged Children. In Gloria Soto and Carole Zangari (Eds.), Practically Speaking: Language, Literacy, and Academic Development for Students With AAC Needs. Baltimore, MD: Paul H. Brookes.

Foley, Beth E., Williams, Amy R., and Koppenhaver, David A. (in press). Writing Assessment for Students with AAC Needs. In Gloria Soto and Carole Zangari (Eds.), Practically Speaking: Language, Literacy, and Academic Development for Students With AAC Needs. Baltimore, MD: Paul H. Brookes.

International Conference Presentations:

Williams, Amy R., & Koppenhaver, David A. (2007, December). Literacy learning and instruction of persons with complex communication needs: A preliminary examination. Paper presented (by Karen Erickson) at the Invitational Conference on Aided Literacy at Radboud University, Nijmegen, The Netherlands.

State Conference Presentations:

Williams, A. R., and Koppenhaver, D. A. Written Language: Assessment and Intervention for SLP's. Invited presentation at the North Carolina Speech-Language-Hearing Association Conference, Asheville, NC, April 11, 2008.

Larry Korterling

Korterling, L., McClannon, T., & Braziel, P. (in press). Universal design for learning: What students have to say. *Remedial and Special Education*.

Jane Nowacek

Several of the doctoral students I teach have made presentation at state and national conferences.

Bob Schlagal

Schlagal, B. (with Morris, D., Trathen, W., Frye, E., Kucan, L.L., Mock, D., Hendrix, M., & Snow, A.). Assessing Reading Fluency and Concomitant Abilities in Second through Sixth Grade. Symposium presented at National Reading Conference: Fall, 2007.

Schlagal, B. (in concert with Trathen, W., Frye, E., *Hendrix, M., Snow, A.*) An empirical study of reading fluency: Automaticity, accuracy, prosody, and their relationships: A symposium: 15th European Conference of Reading. Berlin: August, 2007. (Names in italics are graduate students.)

Woodrow Trathen

Mary Hendrix, Amie Snow presented research.

Hendrix, M., Snow, A., & Trathen, W. (2007, November). Examining the relationship between reading rate and reading fluency. In D. Morris (Chair) *Assessing reading fluency and concomitant abilities in second through sixth grade*. Paper presented at the annual meeting of the National Reading Conference, Austin, TX.

Trathen, W, Schlagal, B., Frye, B., Hendrix, M., & Snow, A. (2007, August). An empirical study of reading fluency: Automaticity, accuracy, prosody and their relationships. In W. Trathen (Chair) *Assessment of language and literacy development*. Symposium presented at the 15th European Conference on Reading, Berlin, Germany.

Connie Ulmer

Proposal for paper presentation of undergraduate student outreach projects (four students, 2009) National Reading conference. under review

20. Please report special distinctions or honors received by your majors or graduates:

Heather Clark

Katy O'Brien awarded NCSHLA scholarship.

Jeanne Dodd-Murphy

Kristal Mills, former advisee and student of mine, graduate of ASU with B.S. in Communication Disorders, was awarded a Student Investigator Research Award from the Foundation of the American Academy of Audiology in April, 2008 at the national convention in Charlotte, NC. She is currently a student in the Ph.D. program in Audiology at East Carolina University.

Beth Frye

Several of our Reading Education Masters students have been selected as teachers of the year. Several of our graduates have been awarded grants that they applied for.

Tim Harris

Katherine Barnard, and Kathryn O'Brien, CD graduate students, were recipients of the NCSHLA Student Student Educational Achievement Award at the April NCSHLA Convention in Asheville, NC.

David Koppenhaver

Amy R. Williams, my doctoral graduate research assistant, received travel grants from the Dean, the Dept., and the International Office to travel to Australia with me this summer and co-present a series of workshops and a short course on literacy in AAC.

Nancy Mamlin

Sarah Magruder-Barnett received a grant from OSR to complete her graduate action research project. Sarah Coffey received two scholarships- Scholar Scholarship & Alumni Fellowship

Woodrow Trathen

National Board Certification

Jennifer Vangilder

Two of our graduate students were awarded scholarships at our state convention in April, 2008

21. Summary of Faculty Activity, 2007-2008

LANGUAGE, READING AND EXCEPTIONALITIES DEPARTMENT

		Number of Projects, Activities, Papers, Honors Etc.	Number of Faculty Reporting Projects, Papers, Etc.
3.	Research Projects/ Creative Activities	124	32
4.	Publications	43	16
5.	Papers/Talk	122	30
6.	Professional Meetings Attended	122	30
7.	Off-campus Scholarly Assignment	XXXXXXXX	
8.	Release Time	XXXXXXXX	
9.	Proposals for External Funding	4	4
10.	Instructional or Faculty Development Activities	74	29
14 a.	Cooperation with/assistance to Public Schools	72	27
14 b.	Regional Service Activities	22	17
14 c.	Internationally Related Activities	29	10
15.	Leadership Roles	28	16
16.	Committee/Council/Board/ Faculty Senate Assignments	256	33
17.	Honors	6	5

* Numbers refer to item number in Annual Report, Appendix D. Faculty Activity

E. INSTITUTIONAL EFFECTIVENESS

The data upon which programs, policies and procedural changes are based is gathered from several sources. Formally, individual programs conduct yearly surveys of past graduates, current employers, and conduct exit interviews with graduate and undergraduate students. Program Advisory Committee (PAC) reports are evaluated by each Program. Comments from class evaluations are also collated by the chair and shared with program when appropriate. Informally, information is gathered during scheduled meetings with field-based supervisors and other interested personnel. In addition, some modifications are based on responses to certification agencies and governmental boards.

Communication Disorders

The Program has “front loaded” its academic courses to insure that all graduates have the academic knowledge needed to begin clinical practicum experiences.

The Program is employing an Outcome Based Curriculum for both the Graduate and Undergraduate Programs in response to mandates from the American Speech-Language and Hearing Association.

Various policies and procedures were updated and changed due to feedback obtained during exit interviews with students and practicum and internship student feedback.

In response to student concerns Clinical Practice courses were renumbered in an attempt to make it less confusing for students to register in an acceptable sequence.

The Communication Disorders Clinic sponsors a semi-annual meeting for field-based supervisors to calibrate the evaluations and expectations of external supervisors with campus supervisors.

Reading and Language Arts

A chapter of the International Reading Association is now functioning for graduates and students currently enrolled. It is linked to the Price Symposium and the price Reading Council. This was a response to student feedback expressing a need to remain in contact professionally after graduation.

Extension courses are being scheduled on an ongoing curricular basis, rather than a cohort model, after reviewing researched data and student feedback.

Special Education

The Program now runs an annual meeting for field supervisors on campus. The purpose of this meeting is to strengthen the ties between these cooperating teachers and faculty. Dorothea Rau, a Professor Emeritus has been the sponsor for these meetings.

**APPALACHIAN STATE UNIVERSITY
COMMUNICATION DISORDERS CLINIC**

ANNUAL REPORT TO THE CHANCELLOR, 2007-2008

Major Accomplishments

During the 2007-2008 fiscal year the Communication Disorders Clinic as well as other programs within the Reich College of Education continued to use the Alliance Church building purchased by the University. Plans are now in place for the Communication Disorders Clinic to become a part of Institute for Health and Human Services. Renovations have started at University Hall for all clinical programs at Appalachian State University. The renovations may be completed in time for the Fall 2008 semester.

Administrative

Budget

1. Continued fee rates of \$60.00 per hour for services in the Clinic. The sliding fee scale remains in effect for clients and we do not deny services to anyone because of an inability to pay.
2. Generated comprehensive budget report for the Clinic as well as quarterly reports for revenue and accounts receivable reporting. This undertaking involved the entire Communication Disorders faculty.

Management including Policies and Procedures

1. The Communication Disorders Clinic is operated using best practice guidelines and under the code of ethics of the American Speech, Language, and Hearing Association (ASHA). The accreditation process for the Communication Disorders Program benefits our clients and our students, since it holds the faculty to the highest standards for speech-language pathologists and audiologists. The Communication Disorders Program is accredited by the Council of Academic Accreditation of the American Speech, Language and Hearing Association.
2. Continued to convene the Clinical Issues Committee, which met once a month for either one or two hours to discuss and recommend solutions to issues of clinical management and clinical education.
3. We used much of the Clinical Issues Committee meeting time to complete continuing education activities through the American Speech-Language-Hearing Association. The clinical educators read two books which will be considered for a class for students enrolled in the Clinical Practicum courses.
4. Continued to revise the Clinic Policies and Procedures Manual to reflect current practices. The Clinic Manual is maintained on the clinic website, so everyone can now get the manual information online at the new web address: www.cdclinic.appstate.edu.

5. The Clinic Director continued work on information under the Health Insurance Portability and Accountability Act of 1996 (HIPAA). The Clinic had one HIPAA breach during the academic year.
6. Submitted Annual and monthly reports to the Scottish Rite Foundation of North Carolina and received funding for 2007 @ \$75,000.
7. Continued semester reviews of current clinical records and to review records for third-party billing.
8. Continued to utilize a reporting system for Clinic Service Statistics to accurately reflect the number of clients served and the number of service hours provided.
9. Using the company that the Clinic uses to maintain client records, we initiated a contract with their clearinghouse to submit all insurance electronically. This electronic billing contract will begin in May 2008.
10. Continued longer hours for the Clinic Office. Using staff with flexible beginning and ending times, we were able to open the office at 7:00 each morning and close at 6:00 at night. These hours allowed the students and faculty easier access to client records as well as to tests and materials.
11. The clinic continues as an In-Network Provider for Blue Cross/Blue Shield of North Carolina. Payments of all claims are now made directly to the Clinic instead of to the member. Processing time is also reduced.
12. We can also check claim status, member eligibility and member search through BCBSNS Electronic Data Interchange Provider Information(BLUE e). This feature provided by BCBSNC with no charge allows direct claim status determination therefore eliminating telephone waiting time.
13. In January 2006, the Clinic became a Medicare provider for audiologic services. This is a valuable service for our older clients and we continue to have good success getting referrals from primary care physicians.
14. In January 2007 the Clinic became a provider for the Children's Developmental Services Agency (CDSA) of the Blue Ridge. Under this contract we will be seeing young children for early intervention services.

Marketing

1. Continued the Clinic's listings in the telephone directory.
2. Maintained membership in the Boone Chamber of Commerce. This allows our services to be marketed through an external source.

3. Clinic is approved for MasterCard and Visa for payment for services.
4. Continued to disseminate the Clinic brochures to appropriate referral sources. The brochures include early intervention services, developmental milestones, audiology services, hearing aid purchasing information, voice services, Preschool Language and Communication Center, Language Learning Center, and Notice of Privacy Practices (HIPAA) brochures, as well as a general brochure concerning all clinical services. All brochures will be updated when we move to University Hall.
5. Received free materials from SuperDuper and Linguisystems which were used in the clinic and given to students as incentives.

Program Development and Maintenance

1. Worked collaboratively to provide clinical services to individuals with speech, language, hearing, and reading disabilities. During 2007, some 7404 individuals were served through this effort for a total of 8841.4 service hours (See attached statistical information).
2. Continued to sponsor the Parent-to-Parent Program, under the direction of Ms. Kaaren Hayes. Parent to Parent Family Support Network of the High Country began in 1988 as a joint effort of the Family Support Network of North Carolina, the Developmental Evaluation Center, and the Department of Language, Reading, & Exceptionalities. It is affiliated with the Family Support Network of North Carolina. Parent-to-Parent is an active organization that provides a needed and distinct service in Watauga County and the surrounding High Country area for families who have children with special needs and for individuals with disabilities. In addition Parent-to-Parent works with Foster Families and the Watauga County Department of Social Services, has been the catalyst for bringing the High country First in Families Program to our area, and is supporting the new System of Care initiative in our community.
3. Continued to provide speech, language, and swallowing services to Watauga Medical Center.
4. Continued to provide speech and language services to Western Youth Institution and Foothills Correctional Facility.
5. Continued the hearing aid dispensing program.
6. Continued speech and language services in area preschools, daycares, and homes. Some of these services were in conjunction with the CDSA contract.
7. Continued preschool speech, language, and hearing screenings in various programs in Watauga County.
8. Shared facilities with faculty and students from Marriage and Family Therapy and other appropriate components of the HPC department.

9. Conducted hearing screenings in all 5 Ashe county and 9 Watauga county schools and Two Rivers Community School. Additionally, conducted OSHA-required hearing screenings for ASU employees as well as other companies, including the North Carolina Department of Agriculture – Upper Mountain Research Division.
10. Continued the provision of the Hanen Program at the Clinic in the Fall 2007. This program assists parents in learning to facilitate language development in their young children.

Clinical Education

1. Communication Disorders Program Faculty approved the peer review for the Clinical Educators. The clinical faculty continued peer review under this system during the 2007-2008 academic year.
2. Continued the current system of outcomes measures for students participating in clinical education with revisions as necessary. The system for clinical practicum will be combined with a new ASHA-initiated system for outcomes measures designed to ensure appropriately-qualified speech-language pathologists.
3. Participated in a two-day orientation for entering and returning graduate students held two times a year. All students receive information concerning the academic and clinical programs, infection control training, HIPAA training, and CPR certification through the American Heart Association.
4. Continued the use of seminars to accompany the various on-site practica (e. g., Hospital Programs, Voice Practicum, Language-Learning Center, Preschool Language and Communication Center).
5. Placed 26 graduate interns in clinical externships. Many were placed in such prestigious sites as Charlotte Institute of Rehabilitation; Iredell Memorial Hospital; University of North Carolina Medical Center; Mercy Medical Center in Charlotte; Moses Cone Health System in Greensboro, NC; and Quillen Rehabilitation at Johnson City (TN) Medical Center.
6. Continued to maintain our Clinic website with new enhancements for clients. The client information includes appointment information, fee information, and guidelines for receiving clinical services. In addition, clients can download background histories that they need to complete for appointments.
7. Required all faculty, staff, and students affiliated with the Clinic to have a criminal background check.

Clinical Research

1. Encouraged clinical supervisors and academic faculty to present at state and national conferences on issues of clinical education; and, encouraged academic faculty to conduct collaborative research projects in clinical education. Five of the clinical faculty (Pam Henson, Billy Irwin, Sherry Street, Mary Ruth Sizer, Jennifer van Gilder, and Bliss Warren) made presentations at regional, state, and national conferences during the 2007-2008 academic year.
2. Continued to participate in a pilot project to enhance the integration of clinical practice and research. This project is sponsored by ASHA.

Other

1. Continued the alliance with N.C. community service work program. We were able to use various people placed in the Community Service system to assist with projects in the clinic. This Clinic is an extremely popular site for participants in the program. In 2007-2008, we had 6 CS workers for a total of 120 hours.
2. Provided financial support for several graduate assistants for clinical faculty.
3. Clinical faculty continued to serve in offices at state and national levels for several associations, including the North Carolina Association of Supervisors in Speech-Language Pathology and Audiology (NCASSPA), the North Carolina Speech-Hearing-Language Association (NCSHLA) and ASHA.

Dawn Botts

President Elect, NCASSPA
Chair of Convention, NCSHLA

Donna Brown

Current president NCASSPA
Chair of Membership and Recognition, NCSHLA

Heather Clark

Chair Fall Conference, NCSHLA
Member At-Large, NCSHLA Board of Directors

Lisa Forster

Chair of Nominations, NCSHLA

Mary Ruth Sizer

President-Elect, NCSHLA
Chair, Council of Clinical Specialty Recognition, ASHA
Member, Committee of Chairs, ASHA

Sherry Street

Newsletter Editor, NCASSPA

Jennifer van Gilder
Treasurer, NCASSPA
Bliss Warren
Membership Chair, NCASSPA

Major Problems

a. In order for the Clinic to grow and to continue to offer best practice services, we will need to establish a timeline and methodology for the replacement of the current facility. Hopefully the University will have the new facility ready for use by September 2008. Client privacy and security remain paramount considerations for the new facility.

b. The Communication Disorders Program and the Communication Disorders Clinic are in desperate need of establishing an ongoing endowment budget for retaining good clinical faculty as well as for equipment maintenance and repair. The continued budget crunch for the state of North Carolina during the past year pointed out the importance of developing resources for faculty retention in the Clinic. We continue to designate certain portions of existing budget to secure an equipment account.

3. **Other Comments**

None

Appendices

Appendix A: Unit Mission Statement

The primary purpose of the Appalachian State University Communication Disorders Clinic is the provision of clinical learning experiences for students in the Communication Disorders Program at Appalachian State University through the provision of quality professional services to persons in the region. The Clinic is a non-discriminatory provider of comprehensive audiologic and speech-language pathology services. (See the ASHA Scope of Practice.) – Reviewed April 2007

Appendix B: Personnel

1. Ms. Kathryn Clontz was hired on a part-time basis to provide additional services in the Communication Disorders Clinic and to provide services at the Three Rivers School.
2. The Clinic will cover the costs for all clinical educators during the summer semester
3. Two independent contractors were hired to fill the contracts at Western Youth Institution and Foothills Correctional Facility in Morganton: Ms. Geneva Coffey, and Mr. Patrick

Bartholomew. Susan Bowen has served as an independent contactor for the Western Youth contract.

Appendix C: Equal Opportunity and Diversity

The Clinic is an equal opportunity service provider and does not discriminate against clients on the bases of race, color, national origin, religion, sex, age, disabling condition, or sexual preference. In addition, the Clinic advertises all vacant positions according to the affirmative action guidelines established by Appalachian State University and actively encourages women and individuals from under-represented groups to apply.

Appendix D: Staff Activity

Clinical Educators

See LRE Annual Report for the full-time clinical educators: Brown, Forster, Henson, Sizer, Street, Van Gilder, and Warren. See the LRE Annual Report for the part-time clinical educators: Harris, Irwin, and Clark.

Office Staff

Mann, K.

- ❖ Banner Student training
- ❖ Staff Council member (monthly meetings)
- ❖ Serving on 3 Staff Council Committees:
 - Membership Committee
 - Constitution Committee
 - Scholarship Committee
- ❖ Banner Finance Training
- ❖ Seminar: How to Supervise People (Hickory)
- ❖ Career Banding Basics
- ❖ HIPAA training
- ❖ Managing Multiple Priorities, Projects, and Deadlines (Johnson City)
- ❖ University Strategic Plan Forum
- ❖ Workshop: More Excel
- ❖ Career Banding workshop: Position Descriptions, Work Plans
- ❖ Career Banding workshop: Competency Assessments

Litrenta, Susie

- ❖ October 17, 2007, HIPAA on-line Training class
- ❖ November 29, 2007, Career Banding Workshop
- ❖ March 12, 2008, Secure Connect Basics training class.

Debe Jones

- ❖ July 30, 2007, Banner Training
- ❖ October 2, 2007, Dealing with Change
- ❖ October 24 & 31, 2007, Relax and Learn Tools to Reduce Stress at Work
- ❖ November 30, 2007, HIPAA/Infection Control Workshops
- ❖ December 11, 2007, What's New in Word 2007 for Windows
- ❖ February 11, 2008, Managing Multiple Priorities
- ❖ February 29/March 18, 2008, Balancing Elder Care and Work

Heather Woodruff

- ❖ Stress Reduction Lunch and Learn
- ❖ Access 2007 Workshop
- ❖ Employee Health Benefits Fair
- ❖ Career Banding Workshop
- ❖ Microsoft 2007 Workshop
- ❖ Managing Multiple Priorities, Projects, and Deadlines

Appendix E: Organization

See Clinic website at <http://www.cdclinic.appstate.edu>.

Appendix F: Institutional Effectiveness

See attached Budget and Statistical information.

**CLINICAL ISSUES COMMITTEE MEETING
ISSUES DISCUSSED - ACTION PLAN**

September 20, 2006

Background Checks

ACTION: The HIPAA regulations for the Clinic require that everyone working in the Clinic have a criminal background check. The check will be completed through CastleBranch, which is the company doing the background checks on students.

SOLUTION: Everyone was given a form to complete and turn in at the Office. The office staff will fax the forms to Castle Branch. The staff also will complete background checks.

COMPLETED: ASAP

Clinical Educator Evaluation Form

ACTION: Dawn Botts completely revised the clinical educator evaluation form.

SOLUTION: The new version was approved. Heather will add this to the Clinic website to use in December.

COMPLETED: Immediately

Students having trouble in clinical practicum

ACTION: In an effort to follow students more closely, the CIC recently began to have discussions concerning students having difficulty in the practicum setting.

SOLUTION: Several students were noted as having possible trouble in practicum along with suggestions for clinical educators in how to handle problems.

COMPLETED: No action needed.

**CLINICAL ISSUES COMMITTEE MEETING
ISSUES DISCUSSED - ACTION PLAN**

October 25, 2006

Bookmarks for long appendices

ACTION: Jeanne Dodd-Murphy indicated that she was having difficulty finding information in Appendix M of the Clinic Policies and Procedures Manual (Audiology).

SOLUTION: We need to have bookmarks to make it easier to find information in long appendices. Mary Ruth will attempt to develop the bookmarks.

COMPLETED: Immediately

Consent for Services and Other Pertinent Forms

ACTION: All forms need to be signed before a client can be seen in the Clinic. This would include Consent for Services, HIPAA Consent, and Release of Information.

SOLUTION: The office staff will check files before distributing them for an evaluation. The Clinical Educator should reconfirm that the forms are signed before beginning the evaluation.

COMPLETED: Immediately

Off-Campus Clinical Educators for Spring

ACTION: We had several clinical educators who could not supervise this past semester.

SOLUTION: Mary Ruth will send out an email to all potential clinical educators to determine who will be available for supervision in the Spring semester..

COMPLETED: Immediately

Student Problem

ACTION: A clinical educator recently had a student who committed forgery of a clinical educator's and fellow student's signatures, then lied about it.

SOLUTION: After much discussion, it was suggested that the clinical educator adhere to our clinical policies which state that a student must have "yes" for every General Requirement before passing clinic. Since this was an ethical situation and ethics are a part of the General Requirements, the student would receive a "No" for that particular requirement, thus failing the course.

COMPLETED: Immediately

**CLINICAL ISSUES COMMITTEE MEETING
ISSUES DISCUSSED - ACTION PLAN**

January 24, 2007

Parkway Program – Jennifer van Gilder

ACTION: Jennifer asked to go to Parkway School this semester with a couple of graduate clinicians to work in a transitional kindergarten classroom.

SOLUTION: She and the students will present language activities for the kindergarten children many of which are identified as having language disorders. It will give us the opportunity to volunteer in the schools and work with children who could later have language-based reading difficulties. Jennifer will keep the group up-to-date on her progress.

It was suggested that the Clinic may want to consider offering a transition classroom for children who have been in the More at 4 Program, but because of language problems are not ready to go to Kindergarten. As we make the move to University Hall, we can consider this option.

COMPLETED: No action needed.

WebCT Project – Sherry Street

ACTION: Sherry was able to use WebCT last year in teaching a B-K class. She wanted to try the program in clinical practicum.

SOLUTION: Sherry designed a program to give her students access to her syllabus, threaded discussions and articles relevant to the treatment they are doing this semester. She also included some examples of report information for students doing diagnostics with her. Several faculty members were interested in using the program, but we must work out how to get the students to the website without having to use the clinical practicum class or how to put several clinical course on WebCT for all students.

It was suggested that we ask the people in charge of the program what our options are.

COMPLETED: Immediately.

Lunch and Learn for the Delta Zetas

ACTION: The Delta Zeta sorority donates money to the Clinic as a part of their yearly philanthropy. We are interested in having the group know more about the Clinic.

SOLUTION: Mary Ruth and Sherry thought that hosting a Lunch and Learn for the officers would be good for getting the information to the group. The CIC decided to use their next meeting to host such an activity. Sherry will check to see if that will work into the officers' schedules. As soon as Sherry knows if the day will work, then the CIC will be notified.

COMPLETED: Once Sherry knows if Wednesday February 21 will work for the Delta Zetas.

Students having trouble in clinical practicum

ACTION: In an effort to follow students more closely, the CIC recently began to have discussions concerning students having difficulty in the practicum setting.

SOLUTION: Several students were noted as having possible trouble in practicum along with suggestions for clinical educators in how to handle problems.

COMPLETED: No action needed.

**Fiscal Year 2006-07 Projected Budget
Communication Disorders Clinic
Appalachian State University**

<u>Item</u>	<u>Budget</u>
<u>Revenues</u>	
Revenue Account	\$217,681.00
Hearing Aid Revenue	
Scottish Rite	35,000.00
State Monies	
Total Revenues:	\$252,681.00
<u>Expenditures</u>	
Salaries	\$198,335.00
Graduate Assistantships	\$9,746.00
Ed. Materials	3,000.00
Office Supplies	2,800.00
*Travel/Education	12,000.00
Phone	2,200.00
Postage	2,000.00
Printing	5,150.00
Bldg Repairs	
**Equipment Repairs	1,600.00
Advertising	800.00
***Other Services	1,400.00
Membership/Licensure	4,800.00
Other Supplies/Material	6,600.00
****Hearing Aid Expenses	
PLCC/Hanen Materials	2,250.00
Total Expenditures:	\$252,681.00

* Includes fees paid for conventions, conferences and workshops and travel expenses.

** Includes annual equipment calibration

*** Includes maintenance contract on Therapist Helper

**** Includes Hearing Aids, Hearing Aid supplies, Hearing Aid repair and warranties

An Equipment Fund of \$200,000 has been established that is not reflected in the annual budget

Appalachian State University
 Communication Disorders Clinic Annual Report
 Service Statistics
 2006

Description	Preschool	School	Adult	ASU Students*	Totals
Audiological Evaluations					
Outpatient Clients					
Spring 2007	9	21	59	33	89
Summer 2007	3	16	50	12	69
Fall 2007	<u>2</u>	<u>7</u>	<u>162</u>	<u>83</u>	<u>171</u>
Total Outpatient Clients 2007	14	44	271	128	329
Service Hours:					
Spring 2007	4.1	36.8	55.6	37.0	96.5
Summer 2007	2.5	14.0	32.0	3.8	48.5
Fall 2007	<u>1.8</u>	<u>6.0</u>	<u>160.2</u>	<u>67.3</u>	<u>168.0</u>
Total Outpatient Service Hours 2007	8.4	56.8	247.8	108.1	313.0
OSHA Clients					
Spring 2007	0	0	92	0	92
Summer 2007	0	0	2	0	2
Fall 2007	<u>0</u>	<u>0</u>	<u>127</u>	<u>0</u>	<u>127</u>
Total OSHA Clients	0	0	221	0	221
Service Hours					
Spring 2007	0	0	42.5	0	42.5
Summer 2007	0	0	2.0	0	2.0
Fall 2007	<u>0</u>	<u>0</u>	<u>29.0</u>	<u>0</u>	<u>29.0</u>
Total OSHA Service Hours	0	0	73.5	0	73.5
Grand Total Audiological Evaluation Clients	14	44	492	128	550
Grand Total Audiological Evaluation Service Hours	8.4	56.8	321.3	108.1	386.5

Appalachian State University
 Communication Disorders Clinic Annual Report
 Service Statistics
 2006

Description	Preschool	School	Adult	ASU Students*	Totals
AUDIOLOGICAL SCREENINGS					
Public School Screenings					
Clients					
Spring 2007	0	543	0	0	543
Summer 2007	0	0	0	0	0
Fall 2007	<u>0</u>	<u>2881</u>	<u>0</u>	<u>0</u>	<u>2881</u>
Total Public School Clients	0	3424	0	0	3424
Service Hours					
Spring 2007	0	27.6	0	0	27.6
Summer 2007	0	0.0	0	0	0.0
Fall 2007	<u>0</u>	<u>46.0</u>	<u>0</u>	<u>0</u>	<u>46.0</u>
Total Public School Service Hours	0	73.6	0	0	73.6
Grand Total Audiological Screening Clients	0	3424	0	0	3424
Grand Total Audiological Screening Service Hours	0	73.55	0	0	73.55
Speech/Language Evaluations					
Clients:					
Spring 2007	11	10	4	0	25
Summer 2007	3	6	5	0	14
Fall 2007	<u>10</u>	<u>6</u>	<u>12</u>	<u>0</u>	<u>28</u>
TOTAL SPEECH/LANGUAGE EVAL.- CLIENTS	24	22	21	0	67
Service Hours:					
Spring 2007	30.0	49.3	3.9	0	83.2
Summer 2007	5.7	25.0	5.9	0	36.6
Fall 2007	<u>20.1</u>	<u>24.3</u>	<u>21.8</u>	<u>0</u>	<u>66.2</u>
TOTAL SPEECH/LANGUAGE EVALUATION SERVICE HOURS	55.8	98.6	31.6	0	186.0

Appalachian State University
 Communication Disorders Clinic Annual Report
 Service Statistics
 2006

Description	Preschool	School	Adult	ASU Students*	Totals
SPEECH/LANGUAGE SCREENINGS					
Speech Proficiencies					
Clients					
Spring 2007	0	0	248	248	248
Summer 2007	0	0	42	42	42
Fall 2007	<u>0</u>	<u>0</u>	<u>354</u>	<u>354</u>	<u>354</u>
Total Speech Proficiency Clients	0	0	644	644	644
Service Hours					
Spring 2007	0	0	24.8	24.8	24.8
Summer 2007	0	0	4.2	4.2	4.2
Fall 2007	<u>0</u>	<u>0</u>	<u>35.4</u>	<u>35.4</u>	<u>35.4</u>
Total Speech Proficiency Service Hours	0	0	64.4	64.4	64.4
Preschool Screenings					
Clients					
Spring 2007	70	0	0	0	70
Summer 2007	31	0	0	0	31
Fall 2007	<u>87</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>87</u>
Total Preschool Screening Clients	188	0	0	0	188
Service Hours					
Spring 2007	57.0	0	0	0	57.0
Summer 2007	16.0	0	0	0	16.0
Fall 2007	<u>53.0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>53.0</u>
Total Preschool Service Hours	126.0	0	0	0	126.0
Grand Total Speech/Language Screening Clients	188	0	644	644	832
Grand Total Speech/Language Screening Service Hours	126.0	0	64.4	64.4	190.4

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Description	Preschool	School	Adult	ASU Students*	Totals
INDIVIDUAL SPEECH/LANGUAGE THERAPY					
Outpatient Clients					
Spring 2007	11	18	4	2	33
Summer 2007	12	17	2	1	31
Fall 2007	<u>20</u>	<u>21</u>	<u>8</u>	<u>1</u>	<u>49</u>
Total Outpatient Clients	43	56	14	4	113
Service Hours					
Spring 2007	478.7	426.8	73.2	60.8	978.7
Summer 2007	103.1	284.7	29.0	11.0	416.8
Fall 2007	<u>382.9</u>	<u>401.0</u>	<u>77.5</u>	<u>7.8</u>	<u>861.4</u>
Total Outpatient Service Hours	964.7	1112.5	179.7	79.6	2256.9
Preschool Language & Communication Center (PLCC)					
Clients					
Spring 2007	9	0	0	0	9
Summer 2007	10	0	0	0	10
Fall 2007	<u>6</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>6</u>
Total PLCC Clients	25	0	0	0	25
Service Hours					
Spring 2007	1023.6	0	0	0	1023.6
Summer 2007	55.8	0	0	0	55.8
Fall 2007	<u>605.0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>605.0</u>
Total PLCC Service hours	1684.4	0	0	0	1684.4
Hanen Parent Education Program					
Clients					
Spring 2007	0	0	0	0	0
Summer 2007	0	0	0	0	0
Fall 2007	<u>6</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>6</u>
Total Hanen Clients	6	0	0	0	6
Hanen Parent Education Service Hours					
Spring 2007	0.0	0	0	0	0.0
Summer 2007	0.0	0	0	0	0.0
Fall 2007	<u>69.7</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>69.7</u>
Total Hanen Service Hours	69.7	0	0	0	69.7
Grand Total Individual Therapy Clients	74	56	14	4	144
Grand Total Individual Therapy Service Hours	2718.8	1112.5	179.7	79.6	4011.0

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Description	Preschool	School	Adult	ASU Students*	Totals
GROUP SPEECH/LANGUAGE THERAPY					
PLCC					
Clients					
Spring 2007	9	0	0	0	9
Summer 2007	10	0	0	0	10
Fall 2007	<u>6</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>6</u>
Total PLCC Clients	25	0	0	0	25
Service Hours					
Spring 2007	1023.6	0	0	0	1023.6
Summer 2007	592.8	0	0	0	592.8
Fall 2007	<u>665.0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>665.0</u>
Total PLCC Service Hours	2281.4	0	0	0	2281.4
Hanen Clients					
Spring 2007	0	0	0	0	0
Summer 2007	0	0	0	0	0
Fall 2007	<u>6</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>6</u>
Total Hanen Clients	6	0	0	0	6
Hanen Service Hours					
Spring 2007	0.0	0	0	0	0.0
Summer 2007	0.0	0	0	0	0.0
Fall 2007	<u>69.7</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>69.7</u>
Total Hanen Service Hours	69.7	0	0	0	69.7
Grand Total Group Therapy Clients	31	0	0	0	31
Grand Total Group Therapy Service Hours	2351.1	0	0	0	2351.1

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Description	Preschool	School	Adult	ASU Students*	Totals
CONTRACTED SERVICES					
Watauga Medical Center					
Clients					
Spring 2007	0	0	268	0	268
Summer 2007	0	0	208	0	208
Fall 2007	<u>0</u>	<u>0</u>	<u>311</u>	<u>0</u>	<u>311</u>
Total Watauga Medical Center Clients	0	0	787	0	787
Two Rivers Community School					
Clients					
Spring 2007	0	0	29	0	29
Summer 2007	0	0	1	0	1
Fall 2007	<u>0</u>	<u>0</u>	<u>36</u>	<u>0</u>	<u>36</u>
Total Two Rivers Community School Clients	0	0	66	0	66
Service Hours					
Spring 2007	0	0	113.0	0	113.0
Summer 2007	0	0	7.3	0	7.3
Fall 2007	<u>0</u>	<u>0</u>	<u>146.5</u>	<u>0</u>	<u>146.5</u>
Total Two Rivers Community School Hours	0	0	266.8	0	266.8
Watauga Home Health Care					
Clients					
Spring 2007	0	0	15	0	15
Summer 2007	0	0	9	0	9
Fall 2007	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Watauga Home Health Care Clients	0	0	24	0	24
Service Hours					
Spring 2007	0	0	14.6	0	14.6
Summer 2007	0	0	1.5	0	1.5
Fall 2007	<u>0</u>	<u>0</u>	<u>0.0</u>	<u>0</u>	<u>0.0</u>
Total Watauga Home Health Care Service Hours	0	0	16.1	0	16.1

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Description	Preschool	School	Adult	ASU Students*	Totals
Correctional Facilities					
Foothills Correctional Institution					
Clients					
Spring 2007	0	0	383	0	383
Summer 2007	0	0	189	0	189
Fall 2007	<u>0</u>	<u>0</u>	<u>312</u>	<u>0</u>	<u>312</u>
Total Foothills Correctional Institution Clients	0	0	884	0	884
Service Hours					
Spring 2007	0	0	408	0	408
Summer 2007	0	0	175	0	175
Fall 2007	<u>0</u>	<u>0</u>	<u>320</u>	<u>0</u>	<u>320</u>
Total Foothills Correctional Institution Service Hours	0	0	903	0	903
Western Youth Correctional Institution					
Clients					
Spring 2007	0	158	0	0	158
Summer 2007	0	211	0	0	211
Fall 2007	<u>0</u>	<u>226</u>	<u>0</u>	<u>0</u>	<u>226</u>
Total Western Youth CI Clients	0	595	0	0	595
Service Hours					
Spring 2007	0	95	0	0	95
Summer 2007	0	226	0	0	226
Fall 2007	<u>0</u>	<u>136</u>	<u>0</u>	<u>0</u>	<u>136</u>
Total Western Youth CI Service Hours	0	457	0	0	457
GRAND TOTAL CONTRACTED CLIENTS	0	595	1761	0	2356
GRAND TOTAL CONTRACTED SERVICE HOURS	0	457.0	1185.8	0	1642.8
CUMULATIVE GRAND TOTAL CLIENTS, 2007					
	331	4,141	2,932	776	7,404
CUMULATIVE GRAND TOTAL SERVICE HOURS, 2007					
	5,260	1798.5	1782.8	252.1	8841.4

* NOTE: ASU Students are counted in the Adult category, but NOT in the client totals for statistical purposes

**Fiscal Year 04-05 Budget
Communication Disorders Clinic
Appalachian State University**

<u>ITEM</u>	<u>AMOUNT</u>
<u>REVENUES</u>	
REVENUE ACCOUNT	\$180,850.00
SCOTTISH RITE	\$35,000.00
STATE MONIES	<u>\$8,550.00</u>
Total Revenues:	\$224,850.00
<u>EXPENDITURES</u>	
SALARIES	\$179,400.00
ED. MATERIALS	\$3,000.00
OFFICE SUPPLIES	\$3,000.00
TRAVEL	\$10,000.00
PHONE	\$3,000.00
POSTAGE	\$2,600.00
PRINTING	\$650.00
XEROX	\$4,500.00
EQUIPMENT REPAIRS	\$1,500.00
ADVERTISING	\$100.00
*OTHER SERVICES	\$1,000.00
MEMBERSHIP/LICENSURE	\$4,500.00
EQUIPMENT /FURNITURE	\$500.00
**REGISTRATION FEES	\$2,000.00
***OTR SUPPLIES/MATERIAL	\$9,100.00
Total Expenditures:	\$224,850.00

* Includes hearing aid repair and warranties

** Includes fees paid for conventions, conferences and workshops

*** Includes hearing aids, hearing aid supplies, and maintenance contract on Therapist Helper

An equipment replacement fund of \$50,000 has been established that is not reflected in the annual

**Fiscal Year 04-05 Budget
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al budget.