

ACU CSD Undergraduate Program Review 2020

I. University Mission and Priorities (department-level responses)

1. How do your programs fit with the university mission to educate students for Christian

service and leadership throughout the world? Our program is uniquely equipped to prepare and direct students into paths of service and leadership. As an allied health profession, speech-language pathologists serve persons with communication disorders and feeding/swallowing problems from the cradle to the grave. In our undergraduate program, we emphasize the amazing capacity that our field gives for service to others, and we emphasize that this service is truly an opportunity for ministry to people around the world. We live this truth out by engaging our students in service learning throughout their time in our department: including mission trips to Uganda where students engage as therapy technicians for faculty members as we provide therapy, opportunities to create adapted toys and communication devices for children in our own community who have mobility and intellectual challenges, and many other similar experiences. We seek to offer our students leadership opportunities in our professional organization, the National Student Speech-Language-Hearing Association - ACU chapter. We mentor officers and committee chairs to support their effectiveness, and our program leaders are scholarshiped to attend our state convention, where they have opportunities to network and learn from other student leaders.

Our program targets three general outcomes: 1) preparing students well for graduate studies in our field so that they are accepted into a graduate program of their choice and may become fully-licensed individuals, or 2) preparing students for work on graduation as licensed assistants in our field, AND 3) in either case preparing students to see this field as an opportunity for joyful service in the name of Christ.

2. What connections do you see between your programs and the university's current strategic plan, available at [blogs.acu.edu/strategic plan?](https://blogs.acu.edu/strategic-plan/)

- a) Experiential Learning - our students are given opportunities to engage in high-impact, experiential learning activities including:
 - i) clinical practice -- our summer Clinical Practicum elective (CSD 494) which allows undergraduate students to work directly with a child who has been identified with a speech or language disorder in a "summer camp" setting (note: the majority of CSD programs do not provide clinical practice opportunities at the undergraduate level)
 - ii) study abroad -- we join with other health care "preprofessional groups" in traveling to Leipzig semi-annually for the Global Healthcare study abroad, where our students observe and interact with German speech and hearing professionals while learning about our own service delivery systems in the US
 - iii) mission trips -- we have instituted a semi-annual UG mission trip to Kampala, Uganda, where we partner with the speech pathology-specific, Christian mission "Hope Speaks". There our students work as therapy technicians for faculty members and other license professionals, learning key skills as they observe cross-cultural service provision
- b) Spiritual Formation -- our students know that the professional work we as faculty members do is driven by a desire to serve and please our Father by serving others. This is made overt in chapel services, extra service project meetings, and experiences such as the mission trip to Uganda. We meet monthly for departmental chapel where we rejoice in the opportunities God gives believers to serve in our field, focusing specifically on professionals in our area and beyond whom we know see the practice of speech-language pathology as ministry.

- c) Relational University -- we strive to maintain a hands-on approach to student mentoring. Each faculty member is assigned a group of student mentees, and is responsible for reaching out to those students a minimum of twice per school year to offer mentoring meetings. Many students (not all) take us up on these offers. If we become aware that students are struggling in class or in other areas, we reach out again with greater urgency to see if we can be of assistance, or help them locate resources to solve problems. Each student is known.

II. Enrollment and Completions (department-level responses)

3. Based on the provided numbers, describe your efforts to:

a. Promote student interest during prospective student visits.

- i) The CSD department conducts and encourages student visits during ACU sponsored visitation days and individually scheduled campus visits.

These visits include: Videos, slide presentation, pamphlets, and flyers highlighting:

- The field of speech-language pathology (SLP)_
<https://www.asha.org/Students/Speech-Language-Pathologists/>
 - Current trends in the field of speech-language pathology_
<https://money.usnews.com/careers/best-jobs/speech-language-pathologist>
 - Study abroad opportunities in Leipzig, Germany
 - Service trips and clinical opportunities with Hope Speaks, Uganda
 - Community service in the Abilene area
 - Information about ACU CSD's chapter of the National Student Speech-Language Hearing Association, Gold Honors, 2019-2020, pending for 2020-2021
- ii) Social media links are shared with visitors to encourage early involvement and education of events, students, and activities of our undergraduate and graduate programs via Instagram: acuspeechpathology. Updates are made several times per week highlighting events in the community, classroom and relationships unique to ACU.

b. Provide programs that compare competitively with other universities

- The CSD department partners with the ACU Maker Lab to create and adapt toys and everyday items for individuals with physical and cognitive disabilities.
 1. Co-sponsored the annual Toy Adapt A Thon with the ACU Maker Lab (2017, 2018).
 2. Awarded several grants by the ACU Maker Lab to create and adapt items for the ACU Maker Fest (2017, 2018).
 3. The CSD department utilized Student Government Association awarded funds to create low tech augmentative and alternative communication (AAC) supports to adapt switches and toys for use by children served through Hope Speaks in Kampala, Uganda. (2018, 2019, 2020)

4. Faculty and students presented “Interprofessional Practice and the Maker movement: Teaming Up to Create” at the Texas Speech Language Hearing Association convention (2019).
- Study Abroad in Leipzig, Germany- every other summer CSD students may apply to attend a global healthcare opportunity where they take a class within the major and shadow German speech and language professionals
 - Hope Speaks, Uganda. Undergraduate CSD students have the opportunity to participate in a 3 week mission/service trip to Kamapala, Uganda. ACU CSD has partnered with Hope Speaks to provide training, support, and materials to this Christian based mission providing speech, language, and feeding therapy to children and adults in Uganda.
 - Interprofessional Education (IPE)- CSD department participates in IPE events through the CEHS. (simulations, maker lab)
 - Active ACU chapter of the National Student Speech-Language Hearing Association (NSSLHA) receiving Gold Chapter Honors (2019-2020)
 - Paired clinician opportunities are provided to students while enrolled in CSD 493: Clinical Experiences course. The undergraduate students are partnered with a graduate clinician and work in the ACU Center for Speech, Language, and Learning and/or at King David’s Kids. Undergraduate clinicians have the unique opportunity to complete clinical tasks such as clinical documentation, create therapy materials and assist in therapy, under the direction of a licensed SLP.
 - Kiddie Kat Camp- the summer before senior year, students are invited to apply to be an undergraduate student clinician for a 2 week summer camp for children diagnosed with a communication disorder, ages 3-5 years. Students are able to obtain clinical hours required by the American Speech Language Hearing Association.
 - ACU CSD has a presence on social media with the Instagram account: [acuspeechpathology](#). This social media platform has allowed the department to highlight and promote service based projects, interprofessional events, experiential learning in and out of the classroom, and introduce followers (prospective students, current students, professionals, universities, ASHA) to our graduate and undergraduate students throughout the United States.

c. Retain students within your programs once they declare your major.

In the CSD department, relationship is a key priority. We believe we are training students for a life of ministry and service in the field of speech-language pathology or audiology.

We are a close-knit group and develop relationship by the following:

1. Each student is assigned a faculty mentor upon declaring the CSD major. Faculty mentors contact their students a minimum of 2 times per year with an invitation for coffee, meetings, or to be there if they need support/assistance. They also reach out to their mentees if academic concerns arise. Our administrative assistant maintains a spreadsheet with current student information so that it is easily accessible to faculty.
2. Admission to the CSD program is required after the completion of a menu of 3 out of 4 indicated courses. This encourages that students are obtaining the necessary skills and academic level to apply for and be admitted to graduate programs. We currently have a high acceptance rate into graduate programs in the fields of speech-language pathology and audiology.
3. Involvement in the ACU Chapter of the National Student Speech Language Association (NSSLHA). This allows students to come together and serve the community, build knowledge and skills with individuals with disabilities, and bond as fellow CSD majors.
4. King David's Kids (KDK)- the NSSLHA chapter will sponsor the annual family retreat in March 2020. The students will plan activities and mentor students on the autism spectrum for a full day of engagement and relationship building. Kind David's Kids (KDK) is a non profit organization in Abilene that provides training and respite care for families with children on the autism spectrum.

d. Support progress of current students toward degree completion.

- The percentage of students declaring our major who then complete the degree in our department is high; we attribute this to the ongoing efforts made in mentoring and the opportunities for experiential learning provided.

4. Name several trends present in your discipline and higher education that may affect enrollment in your programs, and please cite relevant statistics and sources. Based on these trends, what changes do you anticipate in enrollment in the next five years? Note: a department-level response is sufficient, although departments with multiple programs will likely discuss some specifically.

- The fields of speech-language pathology and audiology are experiencing significant growth with anticipated increase

<https://www.bls.gov/ooh/healthcare/speech-language-pathologists.htm>

<https://www.asha.org/Careers/Market-Trends/>

We feel that as ACU grows in national reputation, our department should experience growth as well as we continue to offer high-impact learning opportunities and focus on building relationships with our students.

- Another trend is an increase in CSD online programs at both undergraduate and graduate levels within the past 2 years in Texas; program directors at traditional programs have noted a decrease in demand that we are working to modify.

III. Curriculum and Assessment (program-level responses)

5. Provide the date of the last major curriculum revision of each of your majors/programs.

The department began to revise the COMP curriculum in Fall 2014. We added one special topics American Sign Language course and have added three ASL courses to the catalog since that time. In addition, we offered a special topics course in Summer 2016 to provide foundational information in neurological anatomy and physiology. Our visiting committee in Fall 2017 specifically addressed our undergraduate curriculum and made several recommendations. Since that time, the faculty have carefully considered those recommendations, and acted. This year, the department is in the middle of major revisions to the COMP curriculum. making changes to nine of the eighteen active courses in the catalog, making strategic changes to admissions requirements, and modifying placement of courses within the course sequence. Note that one recent change has been re-designating our major/course offerings as CSD courses (with that prefix) rather than COMP courses, which brings us more in line with major and course designations in our field at other universities.

6. Provide the current program outcomes that identify the competencies of your students upon graduation.

The undergraduate program has been successful in the past few years, demonstrating outstanding outcomes of our students. In the past five years, of the students who applied to graduate programs, an average of 93% of the students were accepted. This exceeded our ideal target of 90%. It should be noted that the year 14-15 was an unusually low score of 80%. Thus, in the past four years, the outcome averaged 96% admitted to a graduate program. Even in year 14-15, this met our proficiency target of 75% admitted.

7. Provide the date of the last revision of the assessment plan addressing each of your majors/programs.

The assessment plan has not been revised in several years. The exact date of the last assessment plan revision is unknown, as no individuals associated with creating the original TaskStream goals and objectives are still affiliated with the university. We anticipate a revision this year as part of our updated 2020-2025 strategic plan.

8. Provide two examples of success in meeting acceptable or ideal targets in measures of student learning outcomes and describe how you are maintaining those results.

One example of success in meeting targets is our outcome UG 1.2--Structures and Functions, where students are assessed at identifying and labeling structures and functions pertaining to anatomy and physiology. For this outcome, an acceptable target is 80% and an ideal target is 90%. For the past five years, the average score was 88%; the score exceeded the acceptable target of 80% each year.

A second example of success in meeting targets is Outcome UG 3.2 Professional Writing Skills. On this outcome set, an acceptable target is 80% criterion and an ideal target is 90%. In the past five years, the average outcome was 97% with three of these years scoring 100% met.

9. Provide two examples of times you did not reach your acceptable target for a measure of a student learning outcome, describe what you did to address the shortfall, and provide an update on progress toward reaching that target.

One example of a criterion unmet is UG 3.1 Professional Terminology. The measure for this outcome is the use of IPA notation in CSD 225 Phonetics. An acceptable target is 80% and ideal target is 90% criterion. In year 18-19, 73% of the class met criterion. In order to improve student outcomes, the department has increased the number of available tutoring sessions for this class and are in the process of adding a lab component in upcoming years.

There have been no other examples of criteria not being met at the acceptable levels.

IV. Faculty (department-level response)

10. Use the template below to compile a table that includes a row for each faculty member who has taught in your department from Fall 2015 through Spring 2020.

SEE ATTACHED APPENDIX A

V. Optional Response — Growth

11. The university will consider undergraduate and graduate programs for expansion and addition in the coming months. In no more than 300 words, explain any recommendations you have for investment in your discipline or a related discipline.

The undergraduate faculty are developing a proposal to offer two tracks to our undergraduate students: (1) the traditional program of study, and (2) an accelerated program in speech-language pathology (B.S. to M.S.) We believe this program naturally fits our UG and grad program and will provide a viable option for many students who want a shorter and financially more feasible program of study. This track only reduces the number of UG CSD courses by two, thus maintaining a strong program of study in both the UG and graduate programs. We believe that this program will attract more undergraduate students to ACU who would have otherwise chosen a cheaper option, and will allow us to increase our UG to Graduate program retention. This is planned to be taken through the proposal and committee process in Fall 2020 and start Fall 2021.

We also seek to strengthen our UG clinical program by providing more clinical practice opportunities (not typically provided at the UG level); in order to do so effectively we will be requiring funds for additional supervision hours.

ACU CSD Undergraduate Program Report – 2020 – Appendix A

Faculty	Number of Courses Taught (2015-2020)	Number of credit hours taught in same time frame	Number of students taught in same time period
Austin, Dr. Lynette	28 GR 7 UG	84 GR 21 UG	UG - 166 GR- 550
Baggs, Dr. Terry	24 GR 6 UG	72 GR 18 UG	UG - 170 GR - 592
Barnett, Dr. Denise	25 UG 14 GR	75 UG 42 GR	UG - 520 GR - 325
Bender, Dr. Brenda	6 UG 6 GR	18 UG 18 GR	UG - 152 GR - 113
Binkley, Jennifer	9 UG 4 GR	27 UG 12 GR	UG - 197 GR - 102
Brock, Dr. Sommer	11 UG	33 UG	UG - 277
Chrane, Lory	20 UG 5 GR	60 UG 15 GR	UG - 482 GR - 126
Garcia, Monica	2 GR	6 GR	Grad - 48
Knutson, Cassandra	10 UG	30 UG	UG - 222
Peek, Dr. Michelle	1 GR 1 UG	3 GR 3 UG	UG - 32 GR - 26
Smith, Rachel	9 UG 14 GR	27 UG 42 GR	UG - 138 GR - 336
Diana Taylor	10 GR 7 UG	30 GR 21 UG	UG- 194 GR - 233

Name	Rank/Status	Teaching	Scholarship	University Service
Austin, Dr. Lynette	Assoc Prof/FT Department Chair	7 UG Courses 28 GR Course 21 UG Credit Hrs 28 GR Credit Hrs 166 UG students 550 GR students	- Monograph Austin, D. L., Hernandez, A. E., Schwieter, J. W. (2019). Proficiency predictors in sequential bilinguals: Proficiency puzzle.. Cambridge: Cambridge University Press/Cambridge Elements. - Austin, Dana Lynette, "Effective Intervention for Young ELLs," Region 10 Education Service Center, Statewide Webinar. (April 12, 2019). - Austin, Dana Lynette, "Speech and language assessment for young English- language- learners/non-English speakers," Region 10 Education Service Center, Statewide Webinar. (March 22, 2019). - Austin, Dana Lynette, "Speech and language services for ELLs," Conroe Independent School District, Conroe, TX. (February 18, 2019). - Austin, Dana Lynette, "Ethical and Evidence-based Service Delivery to ELLs," Speech Pathologists and Audiologists Near Dallas Association (SPAND), Dallas, Tx. (February 16, 2019). - Austin, Dana Lynette, "Speech and language assessment and intervention for ELLs," Katy Independent School District, Katy, TX. (February 1, 2019). - Austin, Dana Lynette, "Interpreters and translators in special education: Legal and practical considerations," Region 10 Education	University Service - Department Chair, August 2016-Present. - Faculty Senate 2018 - Present - Committee Member, Academic Council for CEHS. (August 2014 - Aug 2017). - Committee Member, Internal Review Board. (August 2013 - Aug 2016). - Student Org Advisor (Non-Professional Org), Alpha Chi National College Honor Society, Texas Psi chapter. (September 2010 - Aug 2016). - Coordinator, Bilingual Emphasis Program. (August 2009 - Present). - Committee Member, Graduate Admissions Committee. (August 2008 - Present). - Committee Member, Graduate Curriculum Committee. (August 2008 - Present). Professional Service International - International Issues Board liason for joint project: Pan-American Health Organization and American Speech-Language-Hearing Association - Paraguay Project, Ad Hoc Committe for the ASHA/Pan-American Health Organization Paraguay Project. (August 1, 2016 - Present). - Member, International Issues Board - American Speech-Language-Hearing Association. (January 1, 2016 - Present). - Reviewer, Ad Hoc Reviewer, Journal of Allied Health. (February 2015 - Present).

Service Center, Dallas, Tx. (January 25, 2019).

- Austin, Dana Lynette, Lunch and Learn, "Effective Intervention for ELLs with Speech and Language Disorders," West Texas Rehabilitation Center SLP Service, Abilene, TX. (August 2, 2018).

- Austin, Dana Lynette, "Literacy development in multicultural/multilingual populations," Big Country Speech-Language-Hearing Association, Abilene, Texas. (April 26, 2018).

- Austin, Dana Lynette, "What about me and CLD: Speech and language services for ELLs/CLD students," Region 11 Education Service Center, Fort Worth, TX. (January 12, 2018).

- Austin, Dana Lynette, "Introduction to

Public Service

consultant to missionary families regarding child second language learning, Great Cities Missions--Consultant, Addison, Texas (TX).

(June 1, 2017 - Present).

Clinical supervisor, King David's Kids, Abilene, Texas.

(August 2013 - Present).

		Interpreting for Special Education/ARD Meetings," Region 7 Education Service Center, Kilgore, TX. (January 9, 2018). - Austin, Dana Lynette, "Special Education Assessment for CLD Students/ELLs," Region 7 Education Service Center, Kilgore, Texas. (January 8, 2018). - Austin, Dana Lynette, Flores, Ricardo (Author), Heller, Karissa (Author), Mayorga, Leyla (Author), Annual Convention of the American Speech-Language-Hearing Association, "Collaboration of Bilingual and Monolingual SLPs in Service Provision to English Language Learners," Los Angeles, CA. (November 11, 2017). - Austin, Dana Lynette, Texas Education Service Centers Speech Pathology 2016-17 Webinar Series, "Effective Speech-Language Intervention with English Language Learners," Region 10 Education Service Center, Webinar - statewide. (April 28, 2017). - Austin, Dana Lynette, Texas Education Service Centers Speech Pathology 2016-17 Webinar Series, "Dynamic Assessment for ELLs: Who, Why and How," Region 10 Education Service Center, Webinar - statewide. (February 17, 2017).	
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Baggs, Dr. Terry	Assoc Prof/FT Assistant Chair	6 UG Courses 24 GR Courses 18 UG Credit Hrs 72 GR Credit Hrs 170 UG students 592 GR students	- Baggs, Terry (Author & Presenter), Guest, Heather (Author), Paris, Wayne D. (Author), Paris, Donna (Author), Texas Speech-Language-Hearing Association Convention, "Do Interprofessional Simulations Really Change Cultural Competence in Healthcare Students?," TSHA, Fort Worth, TX. (March 1, 2019). - Martinez, Lorenzo (Author & Presenter), Sanders, Steelie (Author & Presenter), Baggs, Terry (Author & Presenter), Tillson, Miranda (Author), Stillwell, Lynn (Author), Texas Speech-Language-Hearing Association Convention, "Finding the Best Match: An Assessment of Nipple Flow Rates," TSHA, Fort Worth, TX. (March 1, 2019). - Baggs, Terry (Presenter), Barnett, D. Denise (Presenter), Binkley, Jennifer Kay (Presenter), Big Country Speech-Language-Hearing Association	University Service - Committee Member, CEHS Academic Council. (August 2017 - Present). - Committee Member, Disciplinary Review Board. (August 2013 - Present). - Board Member, ACU Center for Speech and Language Disorders. (2007 - Present). - Committee Member, CSD Graduate Team. (2007 - Present). - Committee Member, CSD Scholarship Team. (2007 - Present). - Faculty Advisor, CSD. (2007 - Present). - Committee Member, CSD, NSSLHA Team. (2007 - Present). - Guest Speaker. (November 26, 2018). - Guest Speaker. (November 14, 2018). - Committee Member, Graduate Council. (August
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		Country Speech-Language-Hearing Association Meeting, "Building Blocks for Ethical Decision Making," Big Country Speech-Language-Hearing Association, Abilene, TX. (October 25, 2018). - Baggs, Terry Wayne, Heather, Guest (Author), Donna, Paris (Author), Paris, Wayne D., "Interprofessional Simulation (IPS) as an Educational Tool to Address Underserved Student Representation and Cultural Competence," Texas Speech and Hearing Association, Houston, TX. (June 2018). - Guest, Heather (Author & Presenter), Kalb, Amy C (Author), Duebner, Aaron (Author), Wenckler, Debra (Author), Stegall, Gayle (Author), Walls, Donna Jo (Author), Keidl, Terran (Author), McKee, Cephra (Author), Ibach, Bethany (Author), Mahan, Rebecca (Author), Will, Kayley (Author), Klein, Mary (Author), Baggs, Terry Wayne, Fuentes, Irene, Jessup, Endelia, Barker, Taylor, Fordham, Chelsea, Tudor, Kaitlin, Paris, Wayne D., Paris, Donna, Rural Health at the Crossroads, "Interprofessional simulation (IPS) as an educational tool to address underserved representation and cultural competence among	2010 - 2015). - Faculty Advisor, Graduate Program. (August 2008 - August 2015). Professional Service State - Committee Member, University Issues Standing Committee of the Texas Speech-Language-Hearing Association. (September 2015 - Present). State - Committee Member, TTUHSC Abilene IPE Committee, Abilene, TX. (August 2015 - Present). State - Reviewer, Grant Proposal, Texas Speech-Language-Hearing Foundation, Austin, TX. (September 1, 2014 - Present). Local - Officer, Secretary, Big Country Speech-Language-Hearing Association, Abilene, TX. (August 2016 - Present). - Praxis Bowl Committee Member, Texas Speech-Language-Hearing Association
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Barnett, Dr. Denise	Assoc Prof/FT , Grad Program Coordinator, Abilene	25 UG Courses 14 GR Courses 75 UG Credit Hrs 42 GR Credit Hrs 520 UG students 325 GR students	- Baggs, Terry (Presenter), Barnett, D. Denise (Presenter), Binkley, Jennifer Kay (Presenter), Big Country Speech- Language-Hearing Association Meeting, "Building Blocks for Ethical Decision Making," Big Country Speech- Language-Hearing Association, Abilene, TX. (October 25, 2018). - Barnett, D. Denise, "Interprofessional Collaboration: Speech Pathologists and Nurses Working Together," Abilene, Tx. (October 23, 2018). - Barnett, Denise (Presenter), Council of Academic Programs in Communication Sciences and Disorders, "Creating Profiles for your CSDCAS Program Page: Best Practices and Ideas," CAPCSD, San Antonio, Tx. (April 1, 2016).	University Service - Committee Chair, Public Relations and Marketing Committee. (2019 - Present). - Committee Member, CEHS IPE Committee. (December 2018 - Present). - Committee Member, Graduate Council. (September 8, 2015 - Present). - Board Member, ACU Center for Speech & Language Disorders. (2007 - Present). - Committee Member, CSD Admissions Team. (2007 - Present). - Co-Chair, CSD Curriculum Review Committee. (2007 - Present). - Committee Member, CSD Undergraduate Curriculum Committee. (2007 - Present). - Committee Chair, CSD Library Acquisitions. (2005 - Present). - CEHS Representative, Faculty Senate. (2014 - 2018). - Faculty Advisor, ACU Chapter of the National Student Speech Language Hearing Association. (2007 - May 12, 2016). Professional Service Local Officer, Treasurer, Big Country Speech Language Hearing
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Bender, Dr. Brenda	Assoc Prof/FT, Assistant Chair, Grad Program Coordinator, Dallas	6 UG Courses 6 GR Courses 18 UG Credit Hrs 18 GR Credit Hrs 152 UG students 113GR students	- Bender, Brenda Kay, Hilliard, Julie (Author), Hadden, Reagan (Author), 2016 Annual Convention, "Discrimination abilities of thickened liquids across younger and older adults," Texas Speech-Language-Hearing Association, Ft. Worth, Texas. (March 11, 2016). - Bender, Brenda Kay (Author & Presenter), Yaites, Regine (Author & Presenter), 2016 Annual Convention, "Long Term Effects of Speech Therapy in Aphasia," Texas Speech-Language-Hearing Association, Ft. Worth, Texas. (March 11, 2016). - Bender, Brenda Kay (Author & Presenter), Bogschutz, Renee (Author & Presenter), Livingston, Tonia, 2016 Annual Convention, "Praxis Bowl," Texas Speech-Language-Hearing Association, Ft. Worth, Texas. (March 11, 2016).	University Service - Faculty Advisor, Department of Communication Sciences and Disorders. (August 2004 - Present). Graduate Advisor. (August 2003 - Present). - Committee Member, Admissions committee. (August 2002 - Present). - Chairperson, Faculty Renewal Leave Committee. (September 2013 - August 2016). - Committee Chair, QEP Assessment Team II - CORE 210. (May 2012 - May 2016). Public Service Local - Volunteer, City of Abilene, Abilene, TX. (June 2008 - Present). Local - Volunteer, Meals on Wheels, Abilene, TX. (January 2008 - Present). - Volunteer (as needed), Meals on Wheels. (September 2007 - Present). - Volunteer, Senior Citizens Program, City of Abilene, Recreation Division. (2003 - Present).
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Binkley, Jennifer	Instructor/FT	9 UG Courses 4 GR Courses 27 UG Credit Hrs 12 GR Credit Hrs 197 UG Students 102 GR Students	- Baggs, Terry (Presenter), Barnett, D. Denise (Presenter), Binkley, Jennifer Kay (Presenter), Big Country Speech- Language-Hearing Association Meeting, "Building Blocks for Ethical Decision Making," Big Country Speech-Language-Hearing Association, Abilene, TX. (October 25, 2018).	University Service - Faculty Mentor, New Faculty Mentor. (September 2019 - Present). - Committee Member, CSD Department Events Committee. (September 2018 - Present). - Committee Member, CSD Spiritual Formation Committee. (September 2018 - Present). - Chairperson, CSD Undergraduate Committee. (September 2018 - Present). - Co-Sponsor, NSSHLA. (August 2018 - Present). - Guest Speaker, IPE Course. (February 29, 2020). - Master Teacher Classroom Observer. (February 27, 2020). - Guest Speaker, New Faculty Orientation Panel Member. (August 13, 2019). - Guest Speaker, New Faculty Orientation Panel Member. (August 14, 2018). Professional Service <i>National</i>
Brock, Dr. Sommer	Adjunct Instru	11 UG Students 33 UG Credits 277 UG Students		

Chrane, Lory	Instructor/ FT, UG Program Coordinator	20 UG Courses 5 GR Courses 60 UG Credit Hrs 15 GR Credit Hrs 482 UG Students 126 GR Students		University Service - Sponser, NSSLHA . (2017-Present). - Committee Member, UG Curriculum (2018-Present) - Sponser and Clinical Supervisor, King David's Kids. (2016- Present). - Committee Member, CSD Department Events Committee. (2018 - Present). - Committee Member, CSD Spiritual Formation Committee. (2018 - Present).
Garcia, Monica	Instructor, Clinical Director	2 GR Courses 6 GR Credits 48 GR Students		#NAME?

Knutson, Cassandra	Adjunct Instru	10 UG Courses 30 UG Credits 222 UG Students		University Service - Sponser, ASL Chapel. (2018-2019) - Sponser/Director, ASL National Anthem at ACU Sport Events/Games. 2016-Present). Professional Service - Instructor, ASL , Cisco College. (2018-Present). - Interpretor, ASL. (2014-Present) Public Service - Volunteer Coach, Abilene Youth Sports Assoc. (2014-Present). - Volunteer, Deaf Olympics. (2017-Present).
Peek, Dr. Michelle	Adjunct Instru	1 UG Course 1 GR Course 3 UG Credit Hrs 3 GR Credit Hrs 32 UG Students 26 GR Studnets		

Smith, Rachel	Instructor/FT , Clinical Supervisor	9 UG Courses 14 GR Courses 27 UG Credit Hrs 42 GR Credit Hrs 138 UG Students 336 GR Students		University Service - Committee Member, Student Life Committee. (December 2015 - Present). - Committee Member, Graduate Admissions Committee for CSD. (February 2016 - April 2016). - Committee Member, Student Life Honor Awards Committee. (December 2015). Public Service <i>Local</i> volunteer, Wisteria Place Assisted Living, ABILENE, TX - Texas. (October 2014 - Present).
Diana Taylor	Instructor/FT , Clinical Director	7 UG Courses 10 GR Courses 21 UG Credit Hrs 30 GR Credit Hrs 194 UG students 233 GR students		University Service - Sponser and Clinical Supervisor, King David's Kids. (2016- Present).