APPENDICES

A. 2012 EXTERNAL FUNDING IN SLHS BY FUNDING TYPE ......................................................... 90
B. COMPARISON OF GRANT EXPENDITURES AND FACULTY SALARIES .................................. 92
C. FACULTY EMPLOYMENT HISTORY ......................................................................................... 93
D. SLHS CLINICAL FACULTY AND LECTURERS OVER TIME .................................................. 94
E. SLHS STAFF EMPLOYMENT HISTORY ..................................................................................... 95
F. FACULTY COLLABORATIONS WITH THE UNIVERSITY ......................................................... 97
G. MASTER OF SCIENCE PROGRAM OF STUDY 2012-2013 ...................................................... 98
H. DOCTOR OF AUDIOLOGY (AUD) 2012-2013 PROGRAM OF STUDY ........................................ 100
I. OVERVIEW OF REQUIREMENTS FOR PHD IN SPEECH, LANGUAGE, AND HEARING SCIENCES ... 102
J. SLHS COURSE NUMBERS AND TITLES ................................................................................... 103
K. ASHA STANDARDS FOR SPEECH-LANGUAGE PATHOLOGY .................................................... 104
L. ASHA STANDARDS FOR AUDIOLOGY ...................................................................................... 107
M. MATRIX SHOWING COURSEWORK MEETING KNOWLEDGE AND SKILLS IN AUDIOLOGY ...... 116
N. PHD STUDENT OUTCOMES FOR THOSE GRADUATING 2005-06 – 2011-12 ............................ 118
O. PHD STUDENT OUTCOMES FOR THOSE CURRENTLY OR RECENTLY MATRICULATING ........... 119
P. COMMUNITY AND PROFESSIONAL EDUCATIONAL OUTREACH .......................................... 120
Q. FACULTY BIOSKETCHES .......................................................................................................... 125
## APPENDIX A. 2012 EXTERNAL FUNDING IN SLHS BY FUNDING TYPE

### Research Grants

<table>
<thead>
<tr>
<th>Grant Type</th>
<th>Sponsor</th>
<th>PI</th>
<th>Title</th>
<th>Total Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>R01</td>
<td>NIH/NIDCD subcontract</td>
<td>Alt</td>
<td>Working Memory and Word Learning in Children with Typical Development and Language, 2011-16</td>
<td>$697,000</td>
</tr>
<tr>
<td>R01</td>
<td>NIH/NIDCD</td>
<td>Beeson</td>
<td>Developing an Evidence-Based Treatment Continuum for Spoken and Written Language, 2011-16</td>
<td>$2,042,938</td>
</tr>
<tr>
<td>Research</td>
<td>Assoc of Univ Centers on Disability</td>
<td>Cone</td>
<td>Innovations in Electrophysiologic Assessment of Infant Hearing, 2010-12</td>
<td>$192,308</td>
</tr>
<tr>
<td>R01</td>
<td>NIH/NIDCD</td>
<td>Hoit Bunton</td>
<td>Velopharyngeal Function During Oral Sound Production in Healthy Children, 2010-15</td>
<td>$1,532,156</td>
</tr>
<tr>
<td>Research</td>
<td>NSF</td>
<td>Lotto</td>
<td>Collaborative Research: Learning Complex Auditory Categories, 2008-2012</td>
<td>$149,980</td>
</tr>
<tr>
<td>R01</td>
<td>NIH/NIDCD subcontract (Arizona State)</td>
<td>Lotto</td>
<td>Perception of Dysarthric Speech: Research Supplement to Promote Diversity in Health-Related Research, 2010-15</td>
<td>$317,238</td>
</tr>
<tr>
<td>R01</td>
<td>DHHS subcontract (U. Texas)</td>
<td>Lotto</td>
<td>Auditory and Cognitive Factors in Speech Perception and Category Learning 2009-12</td>
<td>$123,427</td>
</tr>
<tr>
<td>R01</td>
<td>DHHS subcontract (Carnegie Mellon)</td>
<td>Lotto</td>
<td>Formation and Tuning of Complex Auditory Categories, 2011-16</td>
<td>$933,981</td>
</tr>
<tr>
<td>R01</td>
<td>NIH/NIDCD</td>
<td>Plante</td>
<td>Imaging Learning in Developmental Language Disorders, 2011-15</td>
<td>$2,066,318</td>
</tr>
<tr>
<td>Research</td>
<td>US DOE subcontract (Western Michigan)</td>
<td>Plante</td>
<td>Test of Integrated Language and Literacy Skills (TILLS) Validation Research, 2010-15</td>
<td>$216,981</td>
</tr>
<tr>
<td>Research</td>
<td>NSF</td>
<td>Story Bunton</td>
<td>A Model of Sound Production in Children</td>
<td>$445,626</td>
</tr>
<tr>
<td>R01</td>
<td>NIH/NIDCD</td>
<td>Story Bunton</td>
<td>An Acoustic Model of Child-Like Speech, 2011-2016</td>
<td>$1,587,310</td>
</tr>
<tr>
<td>R03</td>
<td>NIH/NIDCD</td>
<td>Wilson</td>
<td>Functional Neuroimaging of Language Processing in Primary Progressive Aphasia, 2010-13</td>
<td>$359,547</td>
</tr>
</tbody>
</table>

Total: $10,664,810

### Career Development Awards

<table>
<thead>
<tr>
<th>Grant Type</th>
<th>Sponsor</th>
<th>PI</th>
<th>Title</th>
<th>Total Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>K01</td>
<td>NIH/NIDCD</td>
<td>Maas</td>
<td>Psycholinguistic Investigations of Development and Disorders of Speech Production, 2010-15</td>
<td>$688,784</td>
</tr>
<tr>
<td>K23</td>
<td>NIH/NIDCD</td>
<td>DeDe</td>
<td>Sentence Comprehension Impairments in Aphasia 2011-2016</td>
<td>$868,431</td>
</tr>
<tr>
<td>K24</td>
<td>NIH/NIDCD</td>
<td>Cone</td>
<td>Electrophysiology of Infant Speech Perception, 2007-12</td>
<td>$693,250</td>
</tr>
</tbody>
</table>

Total: $2,250,465
### Training Grants

<table>
<thead>
<tr>
<th>T-32</th>
<th>NIH/NIDCD</th>
<th>Cone/Plante</th>
<th>Developing Clinical Investigators in Audiology and Speech-Language Pathology, 2008-13</th>
<th>$948,664</th>
</tr>
</thead>
<tbody>
<tr>
<td>T-35 subcontract</td>
<td>NIDCD (Vanderbilt)</td>
<td>Cone</td>
<td>Developing Research Careers in the Hearing Sciences</td>
<td>$3,966</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Total</strong></td>
<td><strong>$952,630</strong></td>
</tr>
</tbody>
</table>

### Other

<table>
<thead>
<tr>
<th>Industry</th>
<th>Intricon Corporation</th>
<th>Marrone</th>
<th>Simplified Procedures for Estimating Hearing Thresholds</th>
<th>$12,196</th>
</tr>
</thead>
<tbody>
<tr>
<td>State</td>
<td>AZ First Things First</td>
<td>Kiernan</td>
<td>Language and Communication Development</td>
<td>$369,989</td>
</tr>
<tr>
<td>UA</td>
<td>UA VPR</td>
<td>Fabiano-Smith</td>
<td>Initial Consonant Deletion in Bilingual Speech: Difference or Disorder?</td>
<td>9,135</td>
</tr>
<tr>
<td>UA</td>
<td>UA VPR</td>
<td>Wilson</td>
<td>Neural Correlates of Recovery from Vascular Aphasia</td>
<td>9,977</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Total</strong></td>
<td><strong>$401,297</strong></td>
</tr>
</tbody>
</table>
APPENDIX B: COMPARISON OF GRANT EXPENDITURES AND FACULTY SALARIES:
UA Departments of SLHS, Psychology, and Neuroscience

SLHS Grant Expenditures

SLHS Faculty Salaries

Psychology Grant Expenditures

Psychology Faculty Salaries

Neuroscience Grant Expenditures

Neuroscience Faculty Salaries
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Alt, Mary</td>
<td>Adjunct Lecturer</td>
<td>Asst. Prof, TE</td>
<td>Asst. Prof, TE</td>
<td>Asst. Prof, TE</td>
<td>Asst. Prof, TE</td>
<td>Asst. Prof, TE</td>
<td>Asst. Prof, TE</td>
<td>Assoc. Prof, T+</td>
</tr>
<tr>
<td>Barkmeier-Kraemer, Julie</td>
<td>Assoc. Prof, T+</td>
<td>Assoc. Prof, T+</td>
<td>Assoc. Prof, T+</td>
<td>Assoc. Prof, T+</td>
<td>Assoc. Prof, T+</td>
<td>Assoc. Prof, T+</td>
<td>Assoc. Prof, T+</td>
<td>Assoc. Prof, T+</td>
</tr>
<tr>
<td>Bayles, Kathryn</td>
<td>Professor, T+</td>
<td>Retired 06/05/06</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beeson, Pélagie M.</td>
<td>Assoc. Prof, TE</td>
<td>Assoc. Prof, TE</td>
<td>Assoc. Prof, T+</td>
<td>Assoc. Prof, T+</td>
<td>Professor, T+</td>
<td>Professor, T+</td>
<td>Professor, T+</td>
<td>Assoc. Prof, TE</td>
</tr>
<tr>
<td>Cone, Barbara</td>
<td>Assoc. Prof, T+</td>
<td>Assoc. Prof, T+</td>
<td>Professor, T+</td>
<td>Professor, T+</td>
<td>Professor, T+</td>
<td>Professor, T+</td>
<td>Professor, T+</td>
<td>Assoc. Prof, T+</td>
</tr>
<tr>
<td>Dai, Haunping</td>
<td>Assoc. Prof, TE</td>
<td>Assoc. Prof, TE</td>
<td>Assoc. Prof, TE</td>
<td>Assoc. Prof, TE</td>
<td>Assoc. Prof, TE</td>
<td>Assoc. Prof, TE</td>
<td>Assoc. Prof, TE</td>
<td>Assoc. Prof, TE</td>
</tr>
<tr>
<td>DeDe, Gayle</td>
<td>Asst. Prof, 1/2008</td>
<td>Asst. Prof, TE</td>
<td>Asst. Prof, TE</td>
<td>Assoc. Prof, TE</td>
<td>Assoc. Prof, TE</td>
<td>Assoc. Prof, TE</td>
<td>Assoc. Prof, TE</td>
<td></td>
</tr>
<tr>
<td>Fabiano-Smith, Leah</td>
<td>Assoc. Prof, TE</td>
<td>Assoc. Prof, TE</td>
<td>Ten not granted</td>
<td>Resign 8/03/2007</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finn, Patrick</td>
<td>Assoc. Prof, TE</td>
<td>Assoc. Prof, TE</td>
<td>Assoc. Prof, TE</td>
<td>Assoc. Prof, TE</td>
<td>Assoc. Prof, TE</td>
<td>Assoc. Prof, TE</td>
<td>Assoc. Prof, TE</td>
<td>Assoc. Prof, TE</td>
</tr>
<tr>
<td>Glattke, Ted</td>
<td>Professor, T+</td>
<td>Professor, T+</td>
<td>Professor, T+</td>
<td>Professor, T+</td>
<td>Prof Emeritus</td>
<td>Prof Emeritus</td>
<td>Prof Emeritus</td>
<td>Prof Emeritus</td>
</tr>
<tr>
<td>Hixon, Thomas</td>
<td>Assoc. Dean</td>
<td>Assoc. Dean</td>
<td>Assoc. Dean</td>
<td>Assoc. Dean</td>
<td>Assoc. Dean</td>
<td>Assoc. Dean</td>
<td>Assoc. Dean</td>
<td>Assoc. Dean</td>
</tr>
<tr>
<td>Hogans, Tiffany</td>
<td>Assoc. Prof, TE</td>
<td>Assoc. Prof, TE</td>
<td>Assoc. Prof, TE</td>
<td>Assoc. Prof, TE</td>
<td>Assoc. Prof, TE</td>
<td>Assoc. Prof, TE</td>
<td>Assoc. Prof, TE</td>
<td>Assoc. Prof, TE</td>
</tr>
<tr>
<td>Hoit, Jeannette D.</td>
<td>Professor, T+</td>
<td>Professor, T+</td>
<td>Professor, T+</td>
<td>Professor, T+</td>
<td>Professor, T+</td>
<td>Professor, T+</td>
<td>Professor, T+</td>
<td>Professor, T+</td>
</tr>
<tr>
<td>Holland, Audrey</td>
<td>Adjunct Lecturer</td>
<td>Adjunct Lecturer</td>
<td>Adjunct Lecturer</td>
<td>Adjunct Lecturer</td>
<td>Adjunct Lecturer</td>
<td>Adjunct Lecturer</td>
<td>Adjunct Lecturer</td>
<td>Adjunct Lecturer</td>
</tr>
<tr>
<td>Lee, Jungmee</td>
<td>Asst. Prof, TE</td>
<td>Asst. Prof, TE</td>
<td>Asst. Prof, TE</td>
<td>Asst. Prof, TE</td>
<td>Resign 05/18/09</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lotto, Andrew</td>
<td>Asst. Prof, TE</td>
<td>Asst. Prof, TE</td>
<td>Asst. Prof, TE</td>
<td>Assoc. Prof, T+</td>
<td>Assoc. Prof, T+</td>
<td>Assoc. Prof, T+</td>
<td>Assoc. Prof, T+</td>
<td>Assoc. Prof, T+</td>
</tr>
<tr>
<td>Maas, Edwin</td>
<td>Adjunct Lecturer</td>
<td>Adjunct Lecturer</td>
<td>Adjunct Lecturer</td>
<td>Adjunct Lecturer</td>
<td>Adjunct Lecturer</td>
<td>Adjunct Lecturer</td>
<td>Adjunct Lecturer</td>
<td>Assoc. Prof, TE</td>
</tr>
<tr>
<td>Marrone, Nicole</td>
<td>Assoc. Prof, T+</td>
<td>Assoc. Prof, T+</td>
<td>Acting Head</td>
<td>Professor, T+</td>
<td>Professor, T+</td>
<td>Professor, T+</td>
<td>Professor, T+</td>
<td>Assoc. Prof, T+</td>
</tr>
<tr>
<td>Plante, Elena</td>
<td>Assoc. Prof, T+</td>
<td>Assoc. Prof, T+</td>
<td>Assoc. Prof, T+</td>
<td>Assoc. Prof, T+</td>
<td>Assoc. Prof, T+</td>
<td>Assoc. Prof, T+</td>
<td>Assoc. Prof, T+</td>
<td>Assoc. Prof, T+</td>
</tr>
<tr>
<td>Story, Brad</td>
<td>Asst. Prof, TE</td>
<td>Asst. Prof, TE</td>
<td>Asst. Prof, TE</td>
<td>Assoc. Prof, T+</td>
<td>Assoc. Prof, T+</td>
<td>Assoc. Prof, T+</td>
<td>Assoc. Prof, T+</td>
<td>Assoc. Prof, T+</td>
</tr>
<tr>
<td>VanTasell, Dianne</td>
<td>Adjunct Lecturer</td>
<td>Adj. Professor</td>
<td>Position Ended 03/24/2008</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wilson, Stephen</td>
<td>Adjunct Lecturer</td>
<td>Adjunct Lecturer</td>
<td>Assoc. Prof, TE</td>
<td>Assoc. Prof, TE</td>
<td>Assoc. Prof, TE</td>
<td>Assoc. Prof, TE</td>
<td>Assoc. Prof, TE</td>
<td>Assoc. Prof, TE</td>
</tr>
</tbody>
</table>

**Total Perm Faculty**: 10

**APPENDIX C. FACULTY EMPLOYMENT HISTORY** (T = Tenure Eligible; T+ = Tenured; C = Continuing status; BOLD = tenure-track)
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Crooks, Kimberly</td>
<td>Clinical Inst.</td>
<td>Director-Autism Ctr</td>
<td>Director-Autism Ctr</td>
<td>Director-Autism Ctr</td>
<td>Voluntary Resignation 02/01/2011</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DeFeo, Anthony</td>
<td>Director</td>
<td>Director</td>
<td>Director</td>
<td>Retired 12/27/2008</td>
<td>Deceased 09/22/2010</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dean, James</td>
<td>Sr Lecturer</td>
<td>Sr Lecturer</td>
<td>Sr Lecturer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guilmette, Karen</td>
<td>Clinical Inst.</td>
<td>Adjunct Lecturer</td>
<td>Adjunct Lecturer</td>
<td>Clinical Asst.Prof.</td>
<td>Clinical Asst.Prof.</td>
<td>Clinical Asst.Prof.</td>
<td>Clinical Asst.Prof.</td>
</tr>
<tr>
<td>Harris, Frances P.</td>
<td>Sr.Lecturer</td>
<td>Adjunct Lecturer.</td>
<td>Adjunct Lecturer.</td>
<td>Clinical Asst.Prof.</td>
<td>Clinical Asst.Prof.</td>
<td>Clinical Asst.Prof.</td>
<td>Clinical Asst.Prof.</td>
</tr>
<tr>
<td>Hesse, Kristi</td>
<td>Clinical Inst.</td>
<td>Resigned 01/08/2009</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kaplan, Tracey</td>
<td>SLP</td>
<td>Clinical Asst.Prof.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kiernan, Barbara</td>
<td>Director- WOW</td>
<td>Director- WOW</td>
<td>Director- WOW</td>
<td>Director- WOW</td>
<td>Director- WOW</td>
<td>Director- WOW</td>
<td>Director- WOW</td>
</tr>
<tr>
<td>Velenovsky, David</td>
<td>Sr Lecturer</td>
<td>Sr Lecturer</td>
<td>Sr Lecturer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wiley, Kay</td>
<td>Technical Expert</td>
<td></td>
<td></td>
<td>Voluntary Resignation 06/06/2011</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td>----------------</td>
<td>-----</td>
<td>---------------</td>
<td>---------------</td>
<td>---------------</td>
<td>---------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Andersen, Sarah</td>
<td>10/4/10</td>
<td>0.80</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aparicio, Patricia</td>
<td>6/23/10</td>
<td>1.00</td>
<td></td>
<td></td>
<td>Instructional Aide</td>
<td>Instructional Aide</td>
<td>Instructional Aide</td>
</tr>
<tr>
<td>Baze, Sara (W.O.W)</td>
<td>6/2/08</td>
<td>0.88</td>
<td>Instructional Aide</td>
<td>Instructional Aide</td>
<td>Instructional Aide</td>
<td>Instructional Aide</td>
<td>Instructional Aide</td>
</tr>
<tr>
<td>Chiquette, Olivia</td>
<td>8/13/01</td>
<td>0.88</td>
<td>Instructional Aide</td>
<td>Instructional Aide</td>
<td>Instructional Aide</td>
<td>Instructional Aide</td>
<td>Instructional Aide</td>
</tr>
<tr>
<td>Enneking, Lacy</td>
<td>9/12/94</td>
<td>1.00</td>
<td>Admin.Secretary</td>
<td>Admin.Secretary</td>
<td>Admin.Secretary</td>
<td>Admin.Secretary</td>
<td>Admin.Secretary</td>
</tr>
<tr>
<td>Fay, Cathy</td>
<td>7/1/01</td>
<td>1.00</td>
<td>Admin. Assistant</td>
<td>Admin. Assistant</td>
<td>Admin. Assistant</td>
<td>Admin. Assistant</td>
<td>Admin. Assistant</td>
</tr>
<tr>
<td>Greff, Amy (W.O.W.)</td>
<td>8/30/10</td>
<td>0.88</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heinecke, Shaunna</td>
<td>9/7/10</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hinds, Marina (W.O.W)</td>
<td>8/29/94</td>
<td>0.88</td>
<td>Instructional Aide</td>
<td>Instructional Aide</td>
<td>Instructional Aide</td>
<td>Instructional Aide</td>
<td>Instructional Aide</td>
</tr>
<tr>
<td>Johnson, Annette (W.O.W)</td>
<td>1/9/06</td>
<td>0.88</td>
<td>Instructional Aide</td>
<td></td>
<td>Voluntary Resignation 07/11/2006</td>
<td>Instructional Spec.Sr</td>
<td>Instructional Spec.Sr</td>
</tr>
<tr>
<td>Kennelly, Candy (W.O.W)</td>
<td>1/8/01</td>
<td>0.88</td>
<td>Instructional Spec.Sr</td>
<td>Instructional Spec.Sr</td>
<td>Instructional Spec.Sr</td>
<td>Instructional Spec.Sr</td>
<td>Instructional Spec.Sr</td>
</tr>
<tr>
<td>Kim, Esther</td>
<td>4/5/99</td>
<td>0.80</td>
<td>Grad.Assoc.Research</td>
<td>Research Specialist</td>
<td>Research Specialist</td>
<td>Research Specialist</td>
<td></td>
</tr>
<tr>
<td>MacLellan, Liz</td>
<td>1/25/10</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meeks, Heather (W.O.W)</td>
<td>8/14/06</td>
<td>1.00</td>
<td>Instructional Aide</td>
<td>Instructional Aide</td>
<td>Instructional Spec.</td>
<td>Layoff w/Recall Rights</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Date</td>
<td>Hours</td>
<td>Title</td>
<td>Date</td>
<td>Hours</td>
<td>Title</td>
<td>Date</td>
</tr>
<tr>
<td>----------------------</td>
<td>-----------</td>
<td>-------</td>
<td>------------------------------</td>
<td>-------------</td>
<td>-------</td>
<td>------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Minopoli, Denise</td>
<td>5/29/07</td>
<td>1.00</td>
<td>Office Specialist</td>
<td></td>
<td></td>
<td>Office Specialist</td>
<td></td>
</tr>
<tr>
<td>Murphy, Benham</td>
<td>10/17/11</td>
<td>1.00</td>
<td>Office Specialist</td>
<td></td>
<td></td>
<td>Office Specialist</td>
<td></td>
</tr>
<tr>
<td>Patterson, Dianne</td>
<td>10/30/00</td>
<td>0.75</td>
<td>Asst.Comp.Manager</td>
<td></td>
<td></td>
<td>Asst.Comp.Manager</td>
<td></td>
</tr>
<tr>
<td>Perona, Gayle</td>
<td>8/2/04</td>
<td>0.50</td>
<td>Office Specialist</td>
<td></td>
<td></td>
<td>Office Specialist</td>
<td></td>
</tr>
<tr>
<td>Pihle, Michelle</td>
<td>5/28/02</td>
<td>1.00</td>
<td>Instructional Aide</td>
<td></td>
<td></td>
<td>Instructional Spec.</td>
<td></td>
</tr>
<tr>
<td>Reyna, Magda</td>
<td>11/1/05</td>
<td>0.50</td>
<td>Office Assistant</td>
<td></td>
<td></td>
<td>Office Assistant</td>
<td></td>
</tr>
<tr>
<td>Rising, Kindle</td>
<td>1/1/99</td>
<td>0.80</td>
<td>Research Spec. Sr</td>
<td></td>
<td></td>
<td>Research Spec. Sr</td>
<td></td>
</tr>
<tr>
<td>Rost-Zakerwski, Karen</td>
<td>6/12/95</td>
<td>1.00</td>
<td>Prgrm Coordinator,Sr</td>
<td></td>
<td></td>
<td>Prgrm Coordinator,Sr</td>
<td></td>
</tr>
<tr>
<td>Sullivan, Sarah</td>
<td>3/26/07</td>
<td>1.00</td>
<td>Research Specialist</td>
<td></td>
<td></td>
<td>Research Specialist</td>
<td></td>
</tr>
<tr>
<td>Tomoeda, Cheryl (COS)</td>
<td>7/1/81</td>
<td>1.00</td>
<td>Prgrm Coordinator,Sr</td>
<td></td>
<td></td>
<td>Assoc.Director - COS</td>
<td></td>
</tr>
<tr>
<td>Valenzuela, Lydia</td>
<td>6/30/08</td>
<td>1.00</td>
<td>Research Spec. Sr</td>
<td></td>
<td></td>
<td>Research Spec. Sr</td>
<td></td>
</tr>
<tr>
<td>Vance, Becky</td>
<td>1/18/82</td>
<td>1.00</td>
<td>Research Spec. Sr</td>
<td></td>
<td></td>
<td>Research Spec. Sr</td>
<td></td>
</tr>
<tr>
<td>Waller, Christopher</td>
<td>10/3/07</td>
<td>0.75</td>
<td>Support Syst. Analyst</td>
<td></td>
<td></td>
<td>Support Syst. Analyst</td>
<td></td>
</tr>
<tr>
<td>Wijeweera, Tharini</td>
<td>7/21/08</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
<td>Academic Advisor</td>
<td></td>
</tr>
<tr>
<td>Xia, Guowei</td>
<td>2/26/07</td>
<td>0.50</td>
<td>Research Specialist</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Zimmerman, Veronica</td>
<td>1/2/06</td>
<td></td>
<td>Admin.Secretary</td>
<td></td>
<td></td>
<td>Admin.Secretary</td>
<td></td>
</tr>
</tbody>
</table>
## APPENDIX F. FACULTY COLLABORATIONS WITHIN THE UNIVERSITY OF ARIZONA

<table>
<thead>
<tr>
<th>Graduate Interdisciplinary Programs</th>
<th>Inst</th>
<th>School</th>
<th>UA Departments</th>
<th>University of Arizona Medical Center</th>
<th>School of Public Health</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ten Track Faculty</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alt, Mary</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beeson, Pélage</td>
<td>M</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bunton, Kate</td>
<td></td>
<td></td>
<td>C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cone, Barbara</td>
<td>M</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dai, Haunping</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DeDe, Gayle</td>
<td>M</td>
<td>M</td>
<td>C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fabiano-Smith, Leah</td>
<td>M</td>
<td></td>
<td>C</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>Hoit, Jeannette</td>
<td>M</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lotto, Andrew</td>
<td>M</td>
<td></td>
<td>C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maas, Edwin</td>
<td>M</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marrone, Nicole</td>
<td>M, C</td>
<td></td>
<td>C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plante, Elena</td>
<td>M, C</td>
<td>J</td>
<td>C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Story, Brad</td>
<td>M</td>
<td>M</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wilson, Stephen</td>
<td>M</td>
<td></td>
<td></td>
<td></td>
<td>J, C</td>
</tr>
<tr>
<td><strong>Clinical Faculty</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Castiex, Jennifer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>J, C</td>
</tr>
<tr>
<td>Faux, Cass</td>
<td>C</td>
<td>C</td>
<td></td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>Harris, Fran</td>
<td>C</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>McGrath, Kathe</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Muller, Tom</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Cog Sci = Cognitive Science Graduate Interdisciplinary Program; Neurosci = Neuroscience Graduate Interdisciplinary Program; Bio5 = Bio5 Institute; Bio Med = Biomedical Engineering; Educ = Education; Ling = Linguistics; Psych = Psychology; SISTA = School of Science, Technology, and Arts; SLAT = Second Language Acquisition & Teaching; Span/Port = Spanish Portuguese; ENT = Division of Otolaryngology; Peds = Pediatrics; Neurol = Neurology; Radiol = Radiology.
APPENDIX G. MASTER OF SCIENCE PROGRAM OF STUDY 2012-2013  (from MS-SLP Student Handbook)

Overview of Course Requirements for M.S Degree with emphasis in Speech-Language Pathology

<table>
<thead>
<tr>
<th>Course #</th>
<th>Fall 1st year</th>
<th>Course #</th>
<th>Spring 1st year</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>555</td>
<td>Developmental Language:</td>
<td>3</td>
<td>552</td>
<td>School-Age Language</td>
</tr>
<tr>
<td>544</td>
<td>Adult Language Disorders: Aphasia</td>
<td>3</td>
<td>543</td>
<td>Adult Language Disorders: TBI</td>
</tr>
<tr>
<td>567</td>
<td>Preclinical Speech Science</td>
<td>3</td>
<td>557</td>
<td>Dysphagia</td>
</tr>
<tr>
<td>511</td>
<td>Tool School (Clinical)</td>
<td>3</td>
<td>512</td>
<td>Evaluation</td>
</tr>
<tr>
<td>571</td>
<td><em>Speech Sound Disorders (if needed)</em></td>
<td>3</td>
<td></td>
<td>Colloquium</td>
</tr>
<tr>
<td>Clinic (1 unit if 571 needed)</td>
<td>2</td>
<td></td>
<td>Clinic</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL HOURS</td>
<td>14-17</td>
<td>TOTAL HOURS</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Summer 1st year Clinic</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course#</td>
<td>Fall 2nd year</td>
<td>Course#</td>
<td>Spring 2nd year</td>
<td>Units</td>
</tr>
<tr>
<td>----------</td>
<td>---------------</td>
<td>----------</td>
<td>-----------------</td>
<td>-------</td>
</tr>
<tr>
<td>575</td>
<td>Neuromotor Speech</td>
<td>3</td>
<td>574</td>
<td>Speech Disorders II</td>
</tr>
<tr>
<td>554</td>
<td>Audiology (Across Lifespan)</td>
<td>3</td>
<td>500</td>
<td>Research Methods</td>
</tr>
<tr>
<td>572</td>
<td>Speech Disorders I</td>
<td>3</td>
<td></td>
<td>Elective</td>
</tr>
<tr>
<td>501</td>
<td>Professional Issues</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinic</td>
<td>2</td>
<td></td>
<td>Clinic</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL HOURS</td>
<td>12</td>
<td>TOTAL HOURS</td>
<td>10-11</td>
<td></td>
</tr>
</tbody>
</table>

Total units required for MS degree  36

Note that if you have not previously completed the following coursework, you should call this to the attention of your advisor, and take it as early as possible during your graduate study:

- 1 course in Physical Science, 1 course in Biological Sciences, 1 course in Behavioral/Social Sciences, 1 Math course (college algebra or above), and 1 statistics course
- Speech Sound Disorders (Articulation & Phonology)

Overview of Practicum Requirements

Students completing the MS degree in clinical sciences must have coursework and practicum experiences meeting the certification requirements of the American Speech, Language, and Hearing Association (ASHA). The University views the practicum courses as laboratory courses. As such, the University requires 45 hours of assigned experience for each unit of academic credit in practicum enrollment.

A total of 400 clock hours of supervised clinical practicum must be completed in the practice of speech-language pathology, including an initial 25 hours in clinical observation followed by 375 hours in direct client/patient contact. Up to 75 hours can be transferred from an undergraduate program. At least 325 hours must be completed during graduate training in at least three distinct settings. To comply with current Arizona state licensure laws, students will be required to complete 20 hours of clinical practicum in audiology.
Overview of Three Year Program for Clinical M.S. in Speech-Language Pathology

Students admitted to the Master’s Degree Program with backgrounds in other fields will need to complete preliminary coursework during their first year. This first year (called Zero year) will include both undergraduate and graduate level coursework. Students must register for at least 6 units of graduate-level credit each semester. When a course is offered both on the 400- and 500-level, students must register for the 500- level course. The student’s academic advisor will review academic records and recommend coursework for the Zero year. (See Guidance for Zero year sections).

Academic Requirements for Three-Year Program in SLP

**Fall**
- SLHS 565 – Acoustics for the Speech and Hearing Sciences (3)
- SLHS 340 – Language Science (3)
- SLHS 571 – Speech Sound Disorders (3)
- SLHS 477 – Communication Disorders I (3)
- SLHS 583R/L – Principles of Audiology (4)
- SLHS 595a – Colloquium (1)
- Statistics course or other deficiency (3)

**Spring**
- SLHS 261 – Anatomy and Physiology of the Speech Mechanism(3+1)
- SLHS 541 – Language Acquisition (3)
- SLHS 567 Speech Perception (3) or SLHS 530 Cognitive Neuroscience of Language (3)
- SLHS 473 – Communication Disorders II (3)
- SLHS 380 – Phonetics (3)
- SLHS 596a – Clinical Observations and Analysis (1)
- SLHS 458-Clinician Assistant Program

All deficiencies identified during admission, should also be taken during the zero year. Please meet with your advisor early in your first semester to determine what courses need to be completed.

**Clinical Training:** Clinical training begins in the on-campus clinics under the supervision of clinical faculty. During the clinic orientation, students will be introduced to several forms that are used to guide and evaluate performance in the clinical program: the Grading Overview (G.O.), the Formative Assessment of Student Training (F.A.S.T.), and the Portfolio Assessment of Clinical Education (P.A.C.E.) forms. The F.A.S.T. ratings will be entered electronically by the clinical instructor and a summary of the ratings will be entered in the ROKSA. The G.O. is discussed at the time of grading and kept on file in the clinic office. A copy of the P.A.C.E. will be placed on record each semester.

**Master of Science in Speech, Language, and Hearing Science without clinical training**

Students, who elect to major in basic speech, language, or hearing science (without clinical training) must plan their courses of study with an advisor and have the plan reviewed, and approved by the Department’s Masters Committee. Coursework will include basic sciences, clinical sciences, and the completion of a master’s thesis.
APPENDIX H. DOCTOR OF AUDIOLOGY (AuD) 2012-2013 Program of Study  
(from Student Handbook for Doctor of Audiology)

Required Coursework (* is Take or Show; can be at undergraduate level. If you have had another course that fulfills this requirement, then it should be indicated in the line below the required course)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Title</th>
<th>Sem (f,sp,s, year)</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLHS 562A</td>
<td>3</td>
<td>Anatomy &amp; Physiology of Aud &amp; Vest Sys</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLHS 562B</td>
<td>3</td>
<td>Psychophysical Acoustics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLHS 584</td>
<td>1</td>
<td>Occupational &amp; Community Audiology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLHS 581A</td>
<td>3</td>
<td>Auditory Prosthetics I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLHS 581B</td>
<td>3</td>
<td>Auditory Prosthetics II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLHS 596G</td>
<td>3</td>
<td>Cochlear Implants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLHS 582</td>
<td>3</td>
<td>Disorders of Hearing &amp; Balance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLHS 565*</td>
<td>3</td>
<td>Acoustics for Speech &amp; Hearing Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLHS 586</td>
<td>4</td>
<td>Pediatric Audiology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLHS 587</td>
<td>2</td>
<td>Laboratory in Auditory Prosthetics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLHS 588A</td>
<td>3</td>
<td>Physiological Eval of the Auditory Sys</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLHS 588L</td>
<td>2</td>
<td>Lab in Physiol Eval of Aud System</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLHS 588B</td>
<td>3</td>
<td>Assessment &amp; Rehab of the Balance Sys / Lab</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLHS 588Q</td>
<td>1</td>
<td>Lab in Assessment &amp; Rehab of the Balance Sys / Lab</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLHS 588C</td>
<td>3</td>
<td>Electrophysiol of Auditory Perception &amp; Cognition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLHS 589R</td>
<td>3</td>
<td>Advanced Audiologic Eval &amp; Laboratory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counseling requirement</td>
<td>3</td>
<td>SLHS 510, Counseling Techniques in Comm. Disorders or approved counseling course outside the SLHS Department at graduate or undergraduate level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLHS 501</td>
<td>1</td>
<td>Professional Issues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLHS 795a</td>
<td>3</td>
<td>Clinical Issues in Audiology (3 units [3 semesters])</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Seminars and Workshops SLHS

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Title</th>
<th>Sem</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLHS 596J</td>
<td>2</td>
<td>Seminar: Business Aspects of Audiology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLHS 596M</td>
<td>1</td>
<td>Tinnitus</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX H. DOCTOR OF AUDIOLOGY (Au.D.) 2012-2013 Program of Study
Additional Required Coursework

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Title</th>
<th>Sem</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] SLHS 500</td>
<td>3</td>
<td>Research Methods*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[ ]</td>
<td>3</td>
<td>Course in Speech or Language Development*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[ ]</td>
<td>3</td>
<td>Course in either Adult or Pediatric Comm Disorders*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[ ]</td>
<td>3</td>
<td>Course in Speech Perception*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[ ]</td>
<td>3</td>
<td>Statistics* (Graduate level or as approved by advisor; must include analysis of variance/GLM)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[ ]</td>
<td>3</td>
<td>Pharmacology (Graduate level)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[ ]</td>
<td>3-4</td>
<td>Neurosciences (Graduate level, but must be approved by advisor)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(If using undergraduate course to meet requirements, enter waived under semester and grade)

Research Project (minimum 3 units; maximum 9 units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Title</th>
<th>Sem</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] SLHS 900</td>
<td>3</td>
<td>Research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[ ] SLHS 900</td>
<td>3</td>
<td>Research</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Clinical Studies Coursework: (minimum units: 16 units total)
List each enrollment separately with the name(s) of supervisor(s). Add lines if necessary

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Title</th>
<th>Sem (f, sp, s, year)</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] SLHS 559</td>
<td></td>
<td>Clinical Studies: Audiology</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

[ ] SLHS 659
Advanced Clinical Studies: Audiology

[ ] SLHS 921
Externship: Audiology (minimum 4 units)
APPENDIX I: OVERVIEW OF REQUIREMENTS FOR PHD IN SPEECH, LANGUAGE, AND HEARING SCIENCES
Abstracted from “Quick Guide to Doctoral Program Requirements” in SLHS PhD Student Handbook

Note: Each requirement is followed by either SLHS, GC, or UA. These refer to whether the requirement is departmental (SLHS), Graduate College (GC), or University policy (UA). In general, any GC-based requirement involves official paperwork to be submitted to the Graduate College.

- Students are required to complete a minimum of 36 graduate semester credits according to the plan of study approved by the student’s mentor and Qualifying/Program Development committee. These credits are in addition to credits obtained via dissertation research and audits. (GC)

- Required courses (SLHS)
  - SLHS 649 Survival Skills and Ethics (3 credits)
  - SLHS 696 Doctoral Seminars in Speech, Language, and Hearing (6 credits)
  - SLHS 696 Grant Writing (2 credits)
  - SLHS 900 Laboratory research rotations (two registrations for 3 units each); one rotation must be in a lab other than that of the student’s primary mentor.

- Students are required to complete or present (“take or show”) coursework to the Qualifying/Program Development Committee that is equivalent to SPH 500. (SLHS)

- Individuals who did not complete a master’s thesis prior to enrolling in the doctoral program are required to complete a thesis-equivalent research project and present this research in a public forum (e.g. colloquium, seminar, conference, etc.). This project must be completed prior to taking the comprehensive exam. (SLHS)

- The Graduate College requires that a student complete a formal minor course of study. The minor must consist of at least 9 credits of graduate-level coursework. (GC)

- All students are required to prepare a prospectus document and hold a prospectus meeting with their chosen dissertation committee. (SLHS)

- All students are required to present a dissertation proposal at a departmental colloquium. (SLHS)

- The dissertation defense must be held publically and scheduled such that it does not conflict or coincide with the departmental colloquium. (SLHS/GC)
## APPENDIX J. SLHS Course Numbers and Titles

<table>
<thead>
<tr>
<th>SLHS #</th>
<th>Course Title</th>
<th>SLHS #</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>207</td>
<td>Human Communications and Its Disorders</td>
<td>572</td>
<td>Speech Disorders I</td>
</tr>
<tr>
<td>261R</td>
<td>Anatomy and Physiology of Speech Mech</td>
<td>574</td>
<td>Speech Disorders II</td>
</tr>
<tr>
<td>261L</td>
<td>Anatomy &amp; Phys of Speech Mech: Lab</td>
<td>575</td>
<td>Neuromotor Speech Disorders</td>
</tr>
<tr>
<td>255</td>
<td>Hearing, Health, Society</td>
<td>581A</td>
<td>Auditory Prosthetics I</td>
</tr>
<tr>
<td>263</td>
<td>The World of Sound: Speech, Music, &amp; MP3s</td>
<td>581B</td>
<td>Auditory Prosthetics II</td>
</tr>
<tr>
<td>267</td>
<td>Acoustics for SLHS</td>
<td>582A</td>
<td>Disorders of Hearing/Balance</td>
</tr>
<tr>
<td>270</td>
<td>Scientific Thinking in SLHS</td>
<td>584</td>
<td>Occupational and Community Audiology</td>
</tr>
<tr>
<td>340</td>
<td>Language Science</td>
<td>586</td>
<td>Pediatric Audiology</td>
</tr>
<tr>
<td>362</td>
<td>Neurobiology of Communication</td>
<td>587</td>
<td>Laboratory in Auditory Prosthetics</td>
</tr>
<tr>
<td>367</td>
<td>Phonetics</td>
<td>588A</td>
<td>Physiological Evaluation in Audiology</td>
</tr>
<tr>
<td>380</td>
<td>Hearing Science (includes lab)</td>
<td>588B</td>
<td>Assessment &amp; Rehab of the Balance System</td>
</tr>
<tr>
<td>391/491</td>
<td>Preceptor in SLHS</td>
<td>588C</td>
<td>Electrophysiology of Auditory Perception</td>
</tr>
<tr>
<td>392</td>
<td>Directed Research</td>
<td>588L</td>
<td>Laboratory in Electrophysiology</td>
</tr>
<tr>
<td>399/499</td>
<td>Independent Study</td>
<td>588Q</td>
<td>Laboratory in Balance</td>
</tr>
<tr>
<td>399H</td>
<td>Honors Independent Study</td>
<td>589R</td>
<td>Advanced Audiological Evaluation</td>
</tr>
<tr>
<td>430/530</td>
<td>Cognitive Neuroscience of Language</td>
<td>595a</td>
<td>Colloquium</td>
</tr>
<tr>
<td>435/535</td>
<td>Bilingualism, Multiculturalism</td>
<td>596</td>
<td>Seminars</td>
</tr>
<tr>
<td>441/541</td>
<td>Language Acquisition</td>
<td>596A</td>
<td>Experimental Phonetics</td>
</tr>
<tr>
<td>454/554</td>
<td>Audiologic Rehabilitation-Lifespan</td>
<td>596B</td>
<td>Clinical Audiology</td>
</tr>
<tr>
<td>458/558</td>
<td>Clinical Studies: Speech-Language Pathology</td>
<td>596C</td>
<td>Hearing: Physiology and Psychophysics</td>
</tr>
<tr>
<td>459/559</td>
<td>Clinical Studies: Audiology</td>
<td>596D</td>
<td>Language and Language Disorders</td>
</tr>
<tr>
<td>471/571</td>
<td>Speech Sound Disorders</td>
<td>596E</td>
<td>Speech Pathology</td>
</tr>
<tr>
<td>473</td>
<td>Communication Disorders II</td>
<td>596F</td>
<td>Counseling for Speech and Hearing</td>
</tr>
<tr>
<td>477</td>
<td>Communication Disorders I</td>
<td>596G</td>
<td>Cochlear Implants</td>
</tr>
<tr>
<td>483/583</td>
<td>Principles of Audiology (Lecture)</td>
<td>596I</td>
<td>Research Forum in Audiology</td>
</tr>
<tr>
<td>483/583L</td>
<td>Laboratory in Principles of Audiology</td>
<td>596J</td>
<td>Business Issues in Audiology</td>
</tr>
<tr>
<td>492</td>
<td>Directed Research</td>
<td>596K</td>
<td>Imaging Technologies</td>
</tr>
<tr>
<td>495a</td>
<td>Colloquium</td>
<td>596L</td>
<td>Aging and the Auditory System</td>
</tr>
<tr>
<td>496a/</td>
<td>Seminar: Advanced Clinical Observation, Analysis, &amp; Writing</td>
<td>596M</td>
<td>Tinnitus</td>
</tr>
<tr>
<td>496a</td>
<td>Analysis, &amp; Writing</td>
<td>596N</td>
<td>Educational Aud &amp; Speech-Lang Pathology</td>
</tr>
<tr>
<td>498</td>
<td>Senior Capstone</td>
<td>597</td>
<td>Workshop</td>
</tr>
<tr>
<td>498H</td>
<td>Honors Thesis</td>
<td>597A</td>
<td>Supervision in Speech and Hearing</td>
</tr>
<tr>
<td>499H</td>
<td>Honors Independent Study</td>
<td>597B</td>
<td>Professional and Legal Issues in Audiology</td>
</tr>
<tr>
<td>500</td>
<td>Introduction to Research Methods in SLHS</td>
<td>597C</td>
<td>Cerumen Management</td>
</tr>
<tr>
<td>501</td>
<td>Professional Issues in SLP and Aud</td>
<td>597D</td>
<td>Software Application in SLHS</td>
</tr>
<tr>
<td>510</td>
<td>Counseling Techniques in Comm Disorders</td>
<td>599/699</td>
<td>Independent Study</td>
</tr>
<tr>
<td>511</td>
<td>Tool School: Intro to Clinical Practice in SLP</td>
<td>649</td>
<td>Survival Skills and Ethics</td>
</tr>
<tr>
<td>512</td>
<td>Evaluation Process in SLP</td>
<td>658</td>
<td>Advanced Clinical Studies: Speech-Language</td>
</tr>
<tr>
<td>520</td>
<td>Cognitive Neuroscience of Hearing</td>
<td>659</td>
<td>Advanced Clinical Studies: Audiology</td>
</tr>
<tr>
<td>543</td>
<td>Adult Lang Disorders: TBI and Dementia</td>
<td>691</td>
<td>Preceptorship</td>
</tr>
<tr>
<td>544</td>
<td>Adult Lang Disorders: Aphasia &amp; RH Dis</td>
<td>696</td>
<td>Seminar</td>
</tr>
<tr>
<td>552</td>
<td>Language Disorders in School Age Children</td>
<td>696A</td>
<td>Topics in Speech, Language, Hearing Science</td>
</tr>
<tr>
<td>555</td>
<td>Developmental Language Disorders</td>
<td>696B</td>
<td>Clinical Audiology</td>
</tr>
<tr>
<td>557</td>
<td>Dysphagia (Swallowing Disorders)</td>
<td>799</td>
<td>Independent Study</td>
</tr>
<tr>
<td>558</td>
<td>Clinical Studies: Speech-Language Pathology</td>
<td>795a</td>
<td>Clinical Issues in Audiology</td>
</tr>
<tr>
<td>559</td>
<td>Clinical Studies: Audiology</td>
<td>900</td>
<td>Research</td>
</tr>
<tr>
<td>562A</td>
<td>Anat/Physiology of Auditory &amp; Vestibular Sys</td>
<td>908</td>
<td>Case Studies</td>
</tr>
<tr>
<td>562B</td>
<td>Psychophysical Acoustics</td>
<td>910</td>
<td>Thesis</td>
</tr>
<tr>
<td>565</td>
<td>Acoustics for Speech and Hearing Sciences</td>
<td>920</td>
<td>Dissertation</td>
</tr>
<tr>
<td>567</td>
<td>Preclinical Speech Science</td>
<td>921</td>
<td>Audiology Externship</td>
</tr>
<tr>
<td>568</td>
<td>Speech Perception</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX K. ASHA Standards for Speech-Language Pathology

ASHA Standards for Speech-Language Pathology are listed below, followed by the SLHS courses in which the knowledge and skills are covered and assessed, and in what manner. All lecture classes involve didactic teaching and discussion. See APPENDIX J course numbers/names.

Standard III: Program of Study: Knowledge Outcomes
A. The student must have prerequisite knowledge of the biological sciences, physical sciences, mathematics, and the social/behavioral sciences.
   o SLHS 500, 572, 574, 520, 530, 565: Problem-based learning, exams

B. The student must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.
   o SLHS 544, 552, 554, 567, 570, 571, 572, 574, 520, 530, 565, 596g: Problem-based learning, exams
   o SLHS 543, 557: Case study, homework, exams

C. The student must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. Specific knowledge must be demonstrated in the following areas: articulation, fluency, voice and resonance, including respiration and phonation receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities hearing, including the impact on speech and language swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction) cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning) social aspects of communication (including challenging behavior, ineffective social skills, lack of communication opportunities) communication modalities (including oral, manual, augmentative, and alternative communication techniques and assistive technologies).
   o SLHS 511, 512, 544, 552, 554, 570, 571, 572, 574, 575, 510, 520, 530, 596g: Problem-based learning, discussion, exams
   o SLHS 543, 557: Case study, exams, homework

Standard III-D: The student must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.
   o SLHS 511: Homework
   o SLHS 512, 543, 544, 552, 554, 555, 575, 510: Problem-based learning, exams
   o SLHS 557: Case study, homework, exams
   o SLHS 570, 571, 574: Quizzes, presentations, short papers
   o SLHS 572: Observations, discussions, quizzes, exams

Standard III-E: The student must demonstrate knowledge of standards of ethical conduct.
   o SLHS 500, 501: Problem-based learning, participation, exams
   o SLHS 512: Project, exams
   o SLHS 544, 555, 570, 574, 575, 510: Problem-based learning, discussion, paper, exams
   o SLHS 557: Case study, homework, exam
   o SLHS 596g: Exam
Standard III-F: The student must demonstrate knowledge of processes used in research and the integration of research principles into evidence-based clinical practice.
- SLHS 500, 543, 552, 554, 555, 530: Problem-based learning, participation, presentation, paper, exam
- SLHS 512: Project, exam
- SLHS 596g: Exam

Standard III-G: The student must demonstrate knowledge of contemporary professional issues.
- SLHS 501, 510, 512, 543, 552, 555: Problem-based learning, participation, exam
- SLHS 512: Project, exam
- SLHS 557: Case study, homework, exam
- SLHS 570, 574, 575: Presentation, paper, exam
- SLHS 572: Problem-based learning, observations, exam
- SLHS 596g: Exam

Standard III-H: The student must demonstrate knowledge about certification, specialty recognition, licensure, and other relevant professional credentials.
- SLHS 501, 510: Problem-based learning, participation, exam
- SLHS 557: Problem-based learning, homework, exam
- SLHS 570, 574, 575: Problem-based learning, presentation, paper, exam
- SLHS 572: Problem-based learning, observation, exam

**Standard IV: Program of Study: Skills Outcomes**

Standard IV-A: The student must complete a curriculum of academic and clinical education that follows an appropriate sequence of learning sufficient to achieve the skills outcomes in Standard IV-G.

Standard IV-B: The student must possess skill in oral and written or other forms of communication sufficient for entry into professional practice.
- SLHS 500, 510, 552, 557: Problem-based learning, participation, exam
- SLHS 501: Resumé, research proposal
- SLHS 512: Project, exam
- SLHS 520: Exam
- SLHS 530, 596g: Presentation, paper
- SLHS 543, 554, 555, 567, 570, 571, 572, 574, 575: Presentation, paper, exam

Standard IV-C: The student for certification in speech-language pathology must complete a minimum for 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in clinical observation, and 375 hours must be spent in direct client/patient contact.

Standard IV-D: At least 325 of the 400 clock hours must be completed while the student is engaged in graduate study in a program accredited in speech-language pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology.

Standard IV-E: Supervision must be provided by individuals who hold the Certificate of Clinical Competence in the appropriate area of practice. The amount of supervision must be appropriate to the student's level of knowledge, experience, and competence. Supervision must be sufficient to ensure the welfare of the client/patient.

Standard IV-F: Supervised practicum must include experience with client/patient populations across the life span and from culturally/linguistically diverse backgrounds. Practicum must include experience with client/patient populations with various types and severities of communication and/or related disorders, differences, and disabilities.

Standard IV-G: The student for certification must complete a program of study that includes supervised clinical experiences sufficient in breadth and depth to achieve the following skills outcomes:

1. Evaluation
a. Conduct screening and prevention procedures (including prevention activities).
b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals.
c. Select and administer appropriate evaluation procedures, such as behavioral observations, non-standardized and standardized tests, and instrumental procedures.
d. Adapt evaluation procedures to meet client/patient needs.
e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
f. Complete administrative and reporting functions necessary to support evaluation.
g. Refer clients/patients for appropriate services.

2. Intervention
   a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process.
   b. Implement intervention plans (involve clients/patients and relevant others in the intervention process).
   c. Select or develop and use appropriate materials and instrumentation for prevention and intervention.
   d. Measure and evaluate clients'/patients' performance and progress.
   e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.
   f. Complete administrative and reporting functions necessary to support intervention.
   g. Identify and refer clients/patients for services as appropriate.

3. Interaction and Personal Qualities
   a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.
   b. Collaborate with other professionals in case management.
   c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.
   d. Adhere to the ASHA Code of Ethics and behave professionally.

**Standard IV: Assessment**
The student for certification must demonstrate successful achievement of the knowledge and skills delineated in Standard III and Standard IV by means of both formative and summative assessment.

**Standard V-A: Formative Assessment**
The student must meet the education program's requirements for demonstrating satisfactory performance through on-going formative assessment of knowledge and skills.

**Standard V-B: Summative Assessment**
The student must pass the national examination adopted by ASHA for purposes of certification in speech-language pathology.
APPENDIX L. ASHA STANDARDS FOR AUDIOLOGY
2012 Standards and Implementation Procedures for the Certificate of Clinical Competence in Audiology
http://www.asha.org/Certification/2012-Audiology-Certification-Standards/

Standard IV: Knowledge and Skills Outcomes
Students for certification must have acquired knowledge and developed skills in six areas: foundations of practice, prevention/identification, assessment, (re)habilitation, advocacy/consultation, and education/research/administration.

Standard IV-A: Foundations of Practice
The student must have knowledge of:

A1. Embryology and development of the auditory and vestibular systems, anatomy and physiology, neuroanatomy and neurophysiology, and pathophysiology
   - SLHS 562a: Class discussion, presentations, exam
   - SLHS 582, 596m: Oral & written assignments
   - SLHS 586, 588a, 588b, 589r: Written exam

A2. Genetics and associated syndromes related to hearing and balance
   - SLHS 562a: Class discussion, presentations, exam
   - SLHS 582, 596m: Oral & written assignments
   - SLHS 584: Lab projects, exam
   - SLHS 586, 588a, 588b, 589r, 596g: Written exam

A3. Normal aspects of auditory physiology and behavior over the life span
   - SLHS 562a: Class discussion, presentations, exam
   - SLHS 581b: Class discussion
   - SLHS 588a, 589r: Written exam
   - SLHS 588l: Lab projects

A4. Normal development of speech and language
   - SLHS 586: Written exam

A5. Language and speech characteristics and their development across the life span

A6. Phonologic, morphologic, syntactic, and pragmatic aspects of human communication associated with hearing impairment
   - SLHS 586: Written exam

A7. Effects of hearing loss on communication and educational, vocational, social, and psychological functioning
   - SLHS 562b, 581a: Class discussion, exam
   - SLHS 581b: Class discussion, paper, presentation, exam
   - SLHS 582, 596m: Oral & written assignments
   - SLHS 584, 795a: Projects, exam

A8. Effects of pharmacologic and teratogenic agents on the auditory and vestibular systems
   - SLHS 582: Written assignments
   - SLHS 586, 588a, 588b, 589r, 596g: Written exam
   - SLHS 596m: Oral & written assignments

A9. Patient characteristics (e.g., age, demographics, cultural and linguistic diversity, medical history and status, cognitive status, and physical and sensory abilities) and how they relate to clinical services
   - SLHS 510: Class discussion, paper
   - SLHS 581b: Class discussion, paper, presentation, exam
A10. Pathologies related to hearing and balance and their medical diagnosis and treatment
   - SLHS 586, 589r: Written exam
   - SLHS 588b: Lab, written exam
   - SLHS 596m: Oral & written assignments

A11. Principles, methods, and applications of psychometrics
   - SLHS 562b, 588c: Class discussion, exam
   - SLHS 581b: Class discussion, written assignment
   - SLHS 596m: Oral & written assignments

A12. Principles, methods, and applications of psychoacoustics
   - SLHS 562b, 581b, 588c: Class discussion, exam
   - SLHS 589r: Written exam
   - SLHS 596m: Oral & written assignments

A13. Instrumentation and bioelectrical hazards
   - SLHS 584, 795a: Projects, exam
   - SLHS 588a, 589r: Written exam
   - SLHS 588b: Lab, written exam
   - SLHS 588l: Lab projects

A14. Physical characteristics and measurement of electric and other nonacoustic stimuli
   - SLHS 588a: Written exam
   - SLHS 588b: Lab, written exam
   - SLHS 588c: Class discussion, exam
   - SLHS 588l: Lab projects

A15. Assistive technology
   - SLHS 581b: Class discussion, lab project, presentation
   - SLHS 586: Written exam
   - SLHS 587: Lab project
   - SLHS 596m: Oral & written assignments
   - SLHS 795a: Projects, exam

A16. Effects of cultural diversity and family systems on professional practice
   - SLHS 500, 581b: Class discussion, exam
   - SLHS 586, 589r: Written exam
   - SLHS 596m: Oral & written assignments
   - SLHS 795a: Projects, exam

A17. American Sign Language and other visual communication systems
   - SLHS 586, 588a: Written exam
   - SLHS 588c: Class discussion
   - SLHS 596m: Oral & written assignments
A18. Principles and practices of research, including experimental design, statistical methods, and application to clinical populations
  o SLHS 500: Class discussion, research proposal, presentation, exam
  o SLHS 581b: Class discussion, paper, presentation, exam
  o SLHS 586, 589r: Written exam
  o SLHS 587: Lab project
  o SLHS 596j, 795a: Projects, exam
  o SLHS 596m: Oral & written assignments

A19. Legal and ethical practices (e.g., standards for professional conduct, patient rights, credentialing, and legislative and regulatory mandates)
  o SLHS 500, 501: Class discussion, exam
  o SLHS 581b: Class discussion, lab quiz
  o SLHS 584, 596j, 795a: Projects, exam
  o SLHS 586: Written exam
  o SLHS 587: Lab project

A20. Health care and educational delivery systems
  o SLHS 581b: Class discussion
  o SLHS 586: Written exam
  o SLHS 587: Lab project
  o SLHS 588b: Lab
  o SLHS 795a: Projects, exam

A21. Universal precautions and infectious/contagious diseases
  o SLHS 582: Written assignments
  o SLHS 588a, 596g: Written exam
  o SLHS 596j, 795a: Projects, exam

The student must have knowledge and skills in:

A22. Oral and written forms of communication
  o SLHS 500, 501, 582: Oral & written assignments, presentations
  o SLHS 565: Journal article reviews
  o SLHS 581b: Class discussion, paper, presentation, exam
  o SLHS 586: Written exam

A23. Principles, methods, and applications of acoustics (e.g., basic parameters of sound, principles of acoustics as related to speech sounds, sound/noise measurement and analysis, and calibration of audiometric equipment), as applicable to: occupational and industrial environments, b. community noise, classroom, and other educational environments, workplace environments
  o SLHS 565: Homework, quizzes, exam
  o SLHS 584, 795a: Projects, exam
  o SLHS 586: Written exam
  o SLHS 587, 588l: Lab projects
  o SLHS 588a, 588b: Lab

A24. The use of instrumentation according to manufacturer's specifications and recommendations
  o SLHS 581b: Class discussion
  o SLHS 584, 795a: Projects, exam
  o SLHS 586, 588b: Lab
  o SLHS 587, 588l: Lab projects
  o SLHS 588a: Lab, written exam
  o SLHS 589r: Written exam
A25. Determining whether instrumentation is in calibration according to accepted standards
   - SLHS 565: Demonstration
   - SLHS 584, 588a, 795a: Projects, exam
   - SLHS 586, 588b: Lab
   - SLHS 587, 588l: Lab projects
   - SLHS 589r: Written exam

A26. Principles and applications of counseling
   - SLHS 510: Class discussion, paper
   - SLHS 581b: Class discussion, paper, presentation, exam
   - SLHS 587: Lab project
   - SLHS 588a, 588b: Lab, written exam
   - SLHS 589r: Written exam
   - SLHS 586, 589m: Oral & written assignments
   - SLHS 795a: Projects, exam

A27. Use of interpreters and translators for both spoken and visual communication
   - SLHS 586: Written exam

A28. Management and business practices, including but not limited to cost analysis, budgeting, coding and reimbursement, and patient management
   - SLHS 596j, 795a: Projects, exam

A29. Consultation with professionals in related and/or allied service areas
   - SLHS 581b: Class discussion, group project
   - SLHS 582, 596m: Oral & written assignments
   - SLHS 586, 589r: Written exam
   - SLHS 587: Lab project
   - SLHS 596j, 795a: Projects, exam

Standard IV-B: Prevention and Identification
The student must have the knowledge and skills necessary to:

B1. Implement activities that prevent and identify dysfunction in hearing and communication, balance, and other auditory-related systems
   - SLHS 584, 795a: Lab project, exam
   - SLHS 586, 589r: Written exam
   - SLHS 588a, 588b: Lab, written exam

B2. Promote hearing wellness, as well as the prevention of hearing loss and protection of hearing function by designing, implementing, and coordinating universal newborn hearing screening, school screening, community hearing, and occupational conservation and identification programs
   - SLHS 584, 795a: Lab project, exam
   - SLHS 586: Written exam

B3. Screen individuals for hearing impairment and disability/handicap using clinically appropriate, culturally sensitive, and age- and site-specific screening measures
   - SLHS 584, 795a: Lab project, exam
   - SLHS 586, 588a, 588b, 589r: Written exam

B4. Screen individuals for speech and language impairments and other factors affecting communication function using clinically appropriate, culturally sensitive, and age- and site-specific screening measures
   - SLHS 586: Written exam
B5. Educate individuals on potential causes and effects of vestibular loss
   o SLHS 586: Written exam
   o SLHS 588b: Lab, written exam

B6. Identify individuals at risk for balance problems and falls who require further vestibular assessment and/or treatment or referral for other professional services
   o SLHS 586: Written exam
   o SLHS 588b: Lab, written exam

Standard IV-C: Assessment

The student must have knowledge of:

C1. Measuring and interpreting sensory and motor evoked potentials, electromyography, and other electrodiagnostic tests for purposes of neurophysiologic intraoperative monitoring and cranial nerve assessment
   o SLHS 586: Written exam
   o SLHS 588a: Lectures, class discussion

The student must have knowledge and skills in:

C2. Assessing individuals with suspected disorders of hearing, communication, balance, and related systems
   o SLHS 562b, 581a, 581b: Class discussion, exam
   o SLHS 582, 586, 589r: Written exam
   o SLHS 588a, 588b: Lab, written exam
   o SLHS 588l: Lab projects
   o SLHS 596m: Oral & written assignments
   o SLHS 795a: Projects, exam

C3. Evaluating information from appropriate sources and obtaining a case history to facilitate assessment planning
   o SLHS 581b: Class discussion, exam
   o SLHS 582: Oral & written assignments
   o SLHS 586: Written exam
   o SLHS 587, 588l: Lab project
   o SLHS 588a: Lab, written exam
   o SLHS 596m: Oral & written assignments
   o SLHS 795a: Projects, exam

C4. Performing otoscopy for appropriate audiological assessment/management decisions, determining the need for cerumen removal, and providing a basis for medical referral
   o SLHS 586: Written exam
   o SLHS 588a, 588b: Lab, written exam
   o SLHS 588l: Lab projects
   o SLHS 589r: Class exercise, written exam
   o SLHS 795a: Project, exam

C5. Conducting and interpreting behavioral and/or electrophysiologic methods to assess hearing thresholds and auditory neural function
   o SLHS 562b, 581a, 581b: Class discussion, exam
   o SLHS 582, 596m: Oral & written assignments
   o SLHS 586, 589r: Written exam
   o SLHS 588a: Lab, written exam
   o SLHS 588l: Lab projects
C6. Conducting and interpreting behavioral and/or electrophysiologic methods to assess balance and related systems
   o SLHS 582, 596m: Oral & written assignments
   o SLHS 588b: Lab, written exam
   o SLHS 795a: Project, exam

C7. Conducting and interpreting otoacoustic emissions and acoustic immitance (reflexes)
   o SLHS 586, 589r: Written exam
   o SLHS 588a: Lab, written exam
   o SLHS 588l: Lab projects
   o SLHS 795a: Projects, exam

C8. Evaluating auditory-related processing disorders
   o SLHS 582, 596m: Oral & written assignments
   o SLHS 586, 589r: Written exam
   o SLHS 795a: Projects, exam

C9. Evaluating functional use of hearing
   o SLHS 581b: Class discussion, lab project, exam
   o SLHS 586: Written exam
   o SLHS 587: Lab project
   o SLHS 795a: Projects, exam

C10. Preparing a report, including interpreting data, summarizing findings, generating recommendations, and developing an audiologic treatment/management plan
   o SLHS 581b: Class discussion, in-class activities, lab, exam
   o SLHS 586, 589r: Written exam
   o SLHS 587, 588l: Lab project
   o SLHS 588a, 588b: Lab, written exam
   o SLHS 795a: Projects, exam

C11. Referring to other professions, agencies, and/or consumer organizations
   o SLHS 581b: Class discussion, in-class activites, lab, exam
   o SLHS 586, 589r: Written exam
   o SLHS 587, 588l: Lab project
   o SLHS 588a, 588b: Lab, written exam
   o SLHS 795a: Projects, exam

Standard IV-D: Intervention (Treatment)
The student must have knowledge and skills in:
D1. The provision of intervention services (treatment) to individuals with hearing loss, balance disorders, and other auditory dysfunction that compromises receptive and expressive communication
   o SLHS 581a: Class discussion, exam
   o SLHS 581b: Class discussion, paper, project, exam
   o SLHS 586, 596g: Written exam
   o SLHS 587: Lab project
   o SLHS 588b: Lab, written exam
   o SLHS 596m: Oral & written assignments
   o SLHS 795a: Projects, exam
D2. Development of a culturally appropriate, audiologic rehabilitative management plan that includes, when appropriate, the following:

a. Evaluation, selection, verification, validation, and dispensing of hearing aids, sensory aids, hearing assistive devices, alerting systems, and captioning devices, and educating the consumer and family/caregivers in the use of and adjustment to such technology
   - SLHS 581a: Class discussion, exam
   - SLHS 581b: Class discussion, lab project, paper, presentation, exam
   - SLHS 586: Written exam
   - SLHS 587: Lab project
   - SLHS 596m: Oral & written assignments
   - SLHS 795a: Projects, exam

b. Determination of candidacy of persons with hearing loss for cochlear implants and other implantable sensory devices and provision of fitting, mapping, and audiologic rehabilitation to optimize device use
   - SLHS 581b: Class discussion, exam
   - SLHS 586, 588a, 596g: Written exam
   - SLHS 587: Lab projects
   - SLHS 795a: Projects, exam

c. Counseling relating to psychosocial aspects of hearing loss and other auditory dysfunction, and processes to enhance communication competence
   - SLHS 510, 581b: Class discussion, paper
   - SLHS 586, 589r: Written exam
   - SLHS 587: Lab project
   - SLHS 596m: Oral & written assignments
   - SLHS 795a: Projects, exam

d. Provision of comprehensive audiologic treatment for persons with hearing loss or other auditory dysfunction, including but not exclusive to communication strategies, auditory training, speech reading, and visual communication systems
   - SLHS 581b: Class discussion, paper, presentation, exam
   - SLHS 587: Lab project
   - SLHS 795a: Projects, exam

D3. Determination of candidacy for vestibular and balance rehabilitation therapy to persons with vestibular and balance impairments
   - SLHS 588b, 596m: Written exam

D4. Treatment and audiologic management of tinnitus
   - SLHS 581a: Class discussion
   - SLHS 587: Lab project
   - SLHS 596m: Oral & written assignments
   - SLHS 795a: Projects, exam

D5. Provision of treatment services for infants and children with hearing loss; collaboration/consultation with early interventionists, school based professionals, and other service providers regarding development of intervention plans (i.e., individualized education programs and/or individualized family service plans)
   - SLHS 581b: Class discussion, group project
   - SLHS 586: Written exam
   - SLHS 795a: Projects, exam

D6. Management of the selection, purchase, installation, and evaluation of large-area amplification systems
D7. Evaluation of the efficacy of intervention (treatment) services
- SLHS 500: Class discussion, research proposal, presentation, exam
- SLHS 581b: Class discussion, paper, presentation, lab project, exam
- SLHS 586, 588b, 596g: Written exam
- SLHS 587: Lab project
- SLHS 596m: Oral & written assignments
- SLHS 795a: Projects, exam

Standard IV-E: Advocacy/Consultation
The student must have knowledge and skills in:
E1. Educating and advocating for communication needs of all individuals that may include advocating for the programmatic needs, rights, and funding of services for those with hearing loss, other auditory dysfunction, or vestibular disorders
- SLHS 510: Class discussion, papers
- SLHS 581b: Class discussion, lab project
- SLHS 586, 589: Written exam
- SLHS 587: Lab project
- SLHS 596j, 795a: Projects, exam

E2. Consulting about accessibility for persons with hearing loss and other auditory dysfunction in public and private buildings, programs, and services
- SLHS 581b: Class discussion, lab project
- SLHS 586: Written exam
- SLHS 587: Lab project
- SLHS 596j, 795a: Projects, exam

E3. Identifying underserved populations and promoting access to care
- SLHS 581b: Class discussion
- SLHS 586: Written exam

Standard IV-F: Education/Research/Administration
The student must have knowledge and skills in:
F1. Measuring functional outcomes, consumer satisfaction, efficacy, effectiveness, and efficiency of practices and programs to maintain and improve the quality of audiologic services
- SLHS 581b: Class discussion, paper, presentation, exam
- SLHS 587: Lab project
- SLHS 596g: Written exam
- SLHS 596j, 795a: Projects, exam
- SLHS 596m: Oral & written assignments

F2. Applying research findings in the provision of patient care (evidence-based practice)
- SLHS 500: Class discussion, research proposal, presentation, exam
- SLHS 581b: Class discussion, paper, presentation, exam
- SLHS 582, 588c, 596m: Oral & written assignments
- SLHS 586, 589r, 596g: Written exam
- SLHS 587: Lab project
- SLHS 596j, 795a: Projects, exam
F3. Critically evaluating and appropriately implementing new techniques and technologies supported by research-based evidence
   - SLHS 581b: Class discussion, paper, presentation, exam
   - SLHS 582, 588c, 596m: Oral & written assignments
   - SLHS 587: Lab project
   - SLHS 588a, 588b, 596g: Written exam
   - SLHS 596j, 795a: Projects, exam

F4. Administering clinical programs and providing supervision of professionals as well as support personnel
   - SLHS 510: Class discussion, papers
   - SLHS 596j, 795a: Projects, exam

F5. Identifying internal programmatic needs and developing new programs
   - SLHS 596j, 795a: Projects, exam
   - SLHS 596m: Oral & written assignments

F6. Maintaining or establishing links with external programs, including but not limited to education programs, government programs, and philanthropic agencies
   - SLHS 581b: Group project
   - SLHS 584: Lab project, exam
   - SLHS 586: Written exam
   - SLHS 596j, 795a: Projects, exam
   - SLHS 596m: Oral & written assignments

Standard V: Assessment
Students for certification must demonstrate successful achievement of the knowledge and skills delineated in Standard IV by means of both formative and summative assessments.

Standard V-A: Formative Assessment
The student must meet the education program’s requirements for demonstrating satisfactory performance through ongoing formative assessment of knowledge and skills.
Implementation:
- Students and program faculties should use the ongoing assessment to help the student achieve requisite knowledge and skills. Thus, assessments should be followed by implementation strategies for acquisition of knowledge and skills.

Standard V-B: Summative Assessment
The student must pass the national examination adopted by ASHA for purposes of certification in audiology.
Implementation:
- Evidence of a passing score on the ASHA-approved national examination in audiology must be submitted to the ASHA National Office by the testing agency administering the examination. Acceptable exam results are those submitted for initial certification in audiology that have been obtained no more than 5 years prior to the submission of the certification application, and no more than 2 years after the application for certification is received by the Certification Unit of the ASHA National Office.
### Standards

<table>
<thead>
<tr>
<th>Standards</th>
<th>Knowledge/Skill Met? (check)</th>
<th>Course # and Title</th>
<th>Practicum Experiences # and Title</th>
<th>Other (e.g. labs, research) (include descriptions of activity)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard III-A. The applicant must demonstrate knowledge of the principles of:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>· Biological Sciences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>· Physical Sciences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>· Mathematics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>· Social/behavioral Sciences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard III-B. The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>· Basic Human Communication Processes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>· Biological</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### APPENDIX M. MATRIX SHOWING COURSEWORK MEETING KNOWLEDGE AND SKILLS IN AU迪OLOGY (p. 1 of 8)

#### Overview of Au.D. Curriculum Topic Coverage Relative to the ASHA 2011 Standards

| Course                                                                 | Course                                                                 | Course                                                                 | Course                                                                 | Course                                                                 | Course                                                                 | Course                                                                 | Course                                                                 | Course                                                                 | Course                                                                 | Course                                                                 | Course                                                                 | Course                                                                 | Course                                                                 | Course                                                                 | Course                                                                 | Course                                                                 | Course                                                                 | Course                                                                 | Course                                                                 |
|------------------------------------------------------------------------|------------------------------------------------------------------------|------------------------------------------------------------------------|------------------------------------------------------------------------|------------------------------------------------------------------------|------------------------------------------------------------------------|------------------------------------------------------------------------|------------------------------------------------------------------------|------------------------------------------------------------------------|------------------------------------------------------------------------|------------------------------------------------------------------------|------------------------------------------------------------------------|------------------------------------------------------------------------|------------------------------------------------------------------------|------------------------------------------------------------------------|------------------------------------------------------------------------|------------------------------------------------------------------------|------------------------------------------------------------------------|------------------------------------------------------------------------|
| TOTAL                                                                  |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |
| A1. Embryology and development of the auditory and vestibular systems, anatomy and physiology, neuroanatomy and neuropathology | 1                                                                      | 1                                                                     | 1                                                                     | 1                                                                     | 1                                                                     | 1                                                                     | 1                                                                     | 1                                                                     | 1                                                                     | 1                                                                     | 1                                                                     | 1                                                                     | 1                                                                     | 1                                                                     | 1                                                                     | 1                                                                     | 1                                                                     | 1                                                                     | 1                                                                     | 1                                                                     |
| A2. Genetics and associated syndromes related to hearing and balance    |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |
| A3. Normal aspects of auditory physiology and behavior over the life span|                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |
| A4. Normal development of speech and language                          |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |
| A5. Language and speech characteristics and their development across the life span |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |
| A6. Phonology, morphologic, syntactic, and pragmatic aspects of human communication associated with hearing impairment |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |
| A7. Effects of hearing loss on communication and educational, vocational, social, and psychological functioning |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |
| A8. Effects of pharmacologic and teratogenic agents on the auditory and vestibular systems |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |
| A9. Patient characteristics (e.g., age, demographics, cultural and linguistic diversity, medical history and status, cognitive status, and physical and sensory abilities) and how they relate to clinical services |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |
| A10. Pathologies related to hearing and balance and their medical diagnosis and treatment |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |
| A11. Principles, methods, and applications of psychometrics              |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |
| A12. Principles, methods, and applications of psychosurgery             |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |
| A13. Instrumentation and bioclinical hazards                            |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |
| A14. Physical characteristics and measurement of electric and other nonacoustic stimuli |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |
| A15. Assistive technology                                              |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |
| A16. Effects of cultural diversity and family systems on professional practice |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |
| A17. American Sign Language and other visual communication systems     |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |
| A18. Principles and practices of research, including experimental design, statistical methods, and application to clinical populations |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |
| A19. Legal and ethical practices (e.g., standards for professional conduct, patient rights, credentialing, and legislative and regulatory mandates) |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |
| A20. Health care and educational delivery systems                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |
| A21. Universal precautions and infectious/contagious diseases           |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |                                                                       |

The applicant must have knowledge in:

- A1
- A2
- A3
- A4
- A5
- A6
- A7
- A8
- A9
- A10
- A11
- A12
- A13
- A14
- A15
- A16
- A17
- A18
- A19
- A20
- A21
# APPENDIX N. PhD STUDENT OUTCOMES FOR THOSE GRADUATING 2005-06 – 2011-12

<table>
<thead>
<tr>
<th>Start PhD</th>
<th>Area</th>
<th>Mentor</th>
<th>Qual Exam</th>
<th>Written Comp Exam</th>
<th>Oral Comp Exam</th>
<th>Dissert Defense</th>
<th>Grad Date</th>
<th>Yrs to comp</th>
<th>T32</th>
<th>F31</th>
<th>Post Doc</th>
<th>Current 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2001</td>
<td>Speech</td>
<td>Barkmeier</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Dec 2005</td>
<td>4.5</td>
<td>no</td>
<td></td>
<td>Yes</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Fall 2001</td>
<td>Speech</td>
<td>Barkmeier</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>May 2006</td>
<td>5.5</td>
<td>no</td>
<td></td>
<td>Yes</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Fall 2002</td>
<td>Speech</td>
<td>Story</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Dec 2006</td>
<td>4.5</td>
<td>no</td>
<td></td>
<td>Yes F32</td>
<td>Speech-Language Pathologist</td>
</tr>
<tr>
<td>Fall 2001</td>
<td>Speech</td>
<td>Hixon</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Dec 2006</td>
<td>5.5</td>
<td>no</td>
<td></td>
<td>Yes</td>
<td>Associate Clinical Professor</td>
</tr>
<tr>
<td>Fall 2001</td>
<td>Lang</td>
<td>Bayles</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Aug 2006</td>
<td>5.25</td>
<td>no</td>
<td></td>
<td>Yes</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>Speech</td>
<td>Hoit</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>May 2007</td>
<td>4</td>
<td>no</td>
<td></td>
<td>Yes</td>
<td>Speech-Language Pathologist</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>Lang</td>
<td>Plante</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>May 2008</td>
<td>5</td>
<td></td>
<td>F31</td>
<td>no</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>Hearing</td>
<td>Cone</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Aug 2008</td>
<td>5.5</td>
<td>no</td>
<td></td>
<td>Yes</td>
<td>Research Audiologist</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>Lang</td>
<td>Beeson</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>May 2009</td>
<td>5</td>
<td></td>
<td>F32</td>
<td>no</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Jan 2003</td>
<td>Lang/Speech</td>
<td>Plante/Beeson/Story</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>May 2009</td>
<td>6.5</td>
<td>no</td>
<td></td>
<td>no</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>Lang</td>
<td>Beeson</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Aug 2010</td>
<td>6.25</td>
<td>no</td>
<td></td>
<td>no</td>
<td>Research Associate</td>
</tr>
<tr>
<td>Sprng 2004</td>
<td>Speech</td>
<td>Story</td>
<td>X</td>
<td>Failed</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
<td></td>
<td></td>
<td>Changed to MS in SLHS, grad 2006</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>Hearing</td>
<td>Cone</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
<td></td>
<td>no</td>
<td>Completed AuD only 2008</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>Lang</td>
<td>Plante</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>May 2010</td>
<td>5</td>
<td>no</td>
<td></td>
<td>no</td>
<td>Towson University (currently getting certified in SLP)</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>Lang</td>
<td>Plante</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Aug 2011</td>
<td>5.25</td>
<td>no</td>
<td></td>
<td>no</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>Speech</td>
<td>Story</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Aug 2011</td>
<td>5.25</td>
<td>F31</td>
<td></td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Fall 2006</td>
<td>Speech</td>
<td>Barkmeier/Story</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>May 2012</td>
<td>6</td>
<td></td>
<td>F31</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Fall 2006</td>
<td>Hearing</td>
<td>Cone</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Dissertation not complete</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>Speech</td>
<td>Barkmeier</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Speech-Language Pathologist</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>Hearing</td>
<td>Lotto</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Dec 2012</td>
<td>5.5</td>
<td>F31</td>
<td></td>
<td>UA-Lecture</td>
<td>Seeking post-doc</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>Speech</td>
<td>Barkmeier-Kraemer</td>
<td>X</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
<td>T32</td>
<td></td>
<td>MS May 2009 CFY 11-12</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>Hearing</td>
<td>Lotto</td>
<td>X</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
<td></td>
<td>no</td>
<td>withdrew Spring 2009</td>
</tr>
</tbody>
</table>
APPENDIX O. PhD STUDENT OUTCOMES FOR THOSE CURRENTLY OR RECENTLY MATRICULATING

<table>
<thead>
<tr>
<th>Start PhD</th>
<th>Area</th>
<th>Mentor</th>
<th>Qual Exam</th>
<th>Written Comp Exam</th>
<th>Oral Comp Exam</th>
<th>Dissert Defense</th>
<th>Grad Date</th>
<th>Yrs to comp</th>
<th>Funding</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2007</td>
<td>Child Lang</td>
<td>Plante</td>
<td>X</td>
<td>on leave</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>T-32</td>
<td>MS 2008-10</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>Child Lang</td>
<td>Plante</td>
<td>X</td>
<td>Cont status</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>T-32</td>
<td></td>
</tr>
<tr>
<td>Fall 2009</td>
<td>Hearing</td>
<td>Lotto</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>in prog</td>
<td></td>
<td></td>
<td>F-31</td>
<td>F-31 in prep</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>Speech</td>
<td>Barkmeier</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Prospectus Sept 2012</td>
<td>in prog</td>
<td>F31</td>
<td>F31</td>
<td></td>
</tr>
<tr>
<td>Fall 2009</td>
<td>Child Lang</td>
<td>Plante</td>
<td>X</td>
<td>Cont status</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>T-32</td>
<td>MS 2011 CFY 2011-12</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>Child Lang</td>
<td>Plante</td>
<td>X</td>
<td>Cont status</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>T-32</td>
<td></td>
</tr>
<tr>
<td>Fall 2009</td>
<td>Speech</td>
<td>Hoit</td>
<td>X</td>
<td>on leave</td>
<td>CFY</td>
<td></td>
<td></td>
<td></td>
<td>T-32</td>
<td>MS Dec 2011 CFY 2011-13</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>Hearing</td>
<td>Cone</td>
<td>X</td>
<td>on leave</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>T32</td>
<td>On leave</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>Speech</td>
<td>Maas</td>
<td>X</td>
<td>Cont status</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2010</td>
<td>Child Lang</td>
<td>Alt</td>
<td>X</td>
<td>--</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>T-32</td>
<td>MS 2011, CFY 2011-12 – discontinue PhD</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>Adult Lang</td>
<td>Beeson</td>
<td>X</td>
<td>Cont status</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2011</td>
<td>Speech</td>
<td>Fabiano-Smith</td>
<td>X</td>
<td>Cont status</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>T32</td>
<td>MS Dec 2012</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>Hearing</td>
<td>Cone</td>
<td>X</td>
<td>Cont status</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>T32</td>
<td></td>
</tr>
<tr>
<td>Fall 2012</td>
<td>Child Lang</td>
<td>Alt/Plante</td>
<td>X</td>
<td>Cont status</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>T-32</td>
<td></td>
</tr>
<tr>
<td>Fall 2012</td>
<td>Hearing</td>
<td>Lotto</td>
<td>X</td>
<td>Cont status</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>T32</td>
<td>T32</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>Hearing</td>
<td>Cone</td>
<td>X</td>
<td>Cont status</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>T32</td>
<td>T32</td>
</tr>
</tbody>
</table>
APPENDIX P: COMMUNITY AND PROFESSIONAL EDUCATIONAL OUTREACH

Workshops, Lectures and Other CE opportunities – Each year we offer several day and two-day long continuing education workshops to local professionals. Funding provided in part by Abbey J. Grunewald Foundation, Arizona Early Hearing Detection and Intervention Program and James S. and Dyan Pignatelli/Unisource Clinical Program for Audiologic Rehabilitation in Adults. All workshops support themselves through workshop fees.

Mar 3, 2006  Central Auditory Pathways: Development, Plasticity and Processing
Approximately 60 participants .08 CEUs

Sept 15 & 16, 2006  Southern Arizona Autism Workshops
Approximately 181 participants 1.15 CEU’s

Mar 23, 2007  Cochlear Implants and Habilitation Resources in Southern AZ for “Little Ears”
Approximately 80 participants .07 CEUs

Approximately 152 participants 1.5 CEUs

Oct 17, 2008  Promoting Learning without Trying
Approximately 69 participants .775 CEUs

Jul 16, 2009  Teaching “Social Thinking” and Related Social Skills
Approximately 45 participants 0.6 CEUs

Oct 9, 2009  Pediatric Interdisciplinary Feeding, Swallowing and Nutrition Team
Approximately 58 participants 0.8 CEUs

Jan 15 & 16, 2010  Audiologic Rehabilitation for Adults: Evidence, Implementation & Resources
Approximately 60 participants 1.0 CEUs

Sept 17, 2010  Speech Sound Disorders in Children: Cleft Palate and Childhood Apraxia of Speech
Approximately 112 participants 0.7 CEUs

Dec 3, 2010  Tinnitus: Causes, Evaluation & Treatment
Approximately 68 participants 0.7 CEUs

Sept 16, 2011  Evidence-Based Assessment and Treatment of Bilingual Children with Communication Disorders
Approximately 81 participants 0.75 CEUs

Nov 14, 2011  Hearing, Listening and Learning: New perspectives on auditory processing in individuals with normal and impaired hearing
Approximately 85 participants 0.75 CEUs

Jan 20, 2012  The Deaf/Hard of Hearing Child’s Journey to Listening and Spoken Language – A Workshop for Parents and Professionals
Approximately 92 participants 0.65 CEUs

Mar 16, 2012  An Update on Treatments for Aphasia, Alexia, and Agraphia
Approximately 40 participants 0.6 CEUs

Sept 21, 2012  Pediatric TBI: From Injury Through Recovery
Approximately 91 participants 0.7 CEUS

Oct. 19, 2012  Cognition and Hearing Aid Decisions for Children and Older Adults
Approximately 86 participants 0.7 CEUS

Nov 10, 2012  New Research Findings in Speech, Language and Hearing Science
Math and Language: Academic Implications for Children with Specific Language Impairment (Seven students also presented posters.)
Approximately 50 participants 0.2 CEUs
The Anthony B. DeFeo Lecture in Speech-Language Pathology Series made possible through the generosity of Drs. Jeannette D. Hoit and Thomas J. Hixon

Aug 24, 2007  
**Please Help Me I’m Falling: Effects of Cognitive-Linguistic Load on Parameters of Gait and Balance and Injurious Fall Risk in Parkinson Disease**  
Leonard L. LaPointe, PhD, Florida State University College of Medicine

Sept 5, 2008  
**The Role of Genetic and Malformation Syndromes in Autism Spectrum Disorders**  
H. Eugene Hoyme, MD, University of South Dakota Sanford School of Medicine

Sept 11, 2009  
**Puzzles and Mysteries: Unraveling the Origins of Childhood Apraxia of Speech**  
Lawrence D. Shriberg, PhD, University of Wisconsin-Madison

Aug 27, 2010  
**Principled Care for Children with Motor Speech Disorders: Theory to Practice to Evidence**  
Megan Hodge, PhD, RSLP, The University of Alberta

Aug 26, 2011  
**The Dynamic Adolescent Brain: Interaction of typical development with acquired and developmental communication disorders**  
Lyn Turkstra, PhD, University of Wisconsin-Madison

**Annual Conference of the Auditory Cognitive Neuroscience Society: 2006 - 2013**

Each year in January, researchers in speech, hearing, neuroscience, musical cognition, and cognitive science converge on Tucson for the annual conference of the Auditory Cognitive Neuroscience Society (ACNS) hosted by Dr. Andrew Lotto, Associate Professor in Speech, Language & Hearing Sciences. The 2012 conference included an impressive list of presenters includes researchers from Spain, England, Canada and 13 different states. Topics ranged from the auditory systems of fish to the benefits of musical training to the function of brain rhythms in speech perception. In addition to the oral presentations, the conference includes wellattended poster sessions and a variety of social events.

**Free Community Lectures in Speech, Language, and Hearing Sciences**

Oct 31, 2009  
**Hearing Loss in Adults: Causes, Consequences and Solutions**  
James Dean, AuD, University of Arizona  
Frances P. Harris, PhD, University of Arizona

Mar 27, 2010  
**Hear it! Learn it! Say it! Promoting speech-language-auditory skill development in your hearing impaired child (birth to 5 years)**  
James Dean, AuD, University of Arizona  
Cass Faux, MS, University of Arizona  
Linda Norrix, PhD, University of Arizona

Apr 10, 2010  
**Living Well with Hearing Loss**  
Frances P. Harris, Ph.D., University of Arizona  
Adult Loss of Hearing Association panel, Tucson AZ

Apr 27, 2010  
**Living Well with Hearing Loss (presented in Green Valley)**  
Frances P. Harris, Ph.D., University of Arizona  
Adult Loss of Hearing Association panel, Tucson AZ

Jan 7, 2011  
**Hearing Loss Help – Implantable Devices (CI & BAHA) & Tinnitus**  
Thomas Muller, Au.D., University of Arizona
Adult Loss of Hearing Association Panel

Jan 8, 2011
*Hearing Loss Help – Implantable Devices (CI & BAHA) & Tinnitus*
Thomas Muller, Au.D., University of Arizona

Feb 10, 2011
*AAC Evaluation*
Cass Faux, MS, CCC-SLP, University of Arizona
Adult Loss of Hearing Association Panel

Mar 24, 2011
*Focus on Communication: For People with Hearing Loss, their Families and Friends*
Frances P. Harris, Ph.D., University of Arizona
Thomas Muller, Au.D., University of Arizona
Adult Loss of Hearing Association Panel

Mar 26, 2011
*Focus on Communication: For People with Hearing Loss, their Families and Friends* (presented in Green Valley)
Frances P. Harris, Ph.D., University of Arizona
Thomas Muller, Au.D., University of Arizona
Adult Loss of Hearing Association Panel

Oct 15, 2011
*Technology for Better Hearing: Why Wait?*
Frances P. Harris, PhD, University of Arizona
Tom Muller, AuD, University of Arizona

Feb 10, 2011
*AAC Evaluation*
Cass Faux, MS, CCC-SLP, University of Arizona

Mar 24, 2012
*Memory and Aging: How does memory change in normal aging and can anything be done to improve memory function?*
Gayle DeDe, PhD, University of Arizona
Tom Muller, Aud, University of Arizona
Frances P. Harris, PhD, University of Arizona

Oct 29, 2012
*What Do You Do When Hearing Aids are Not Enough?*
Frances P. Harris, Ph.D., University of Arizona
Thomas Muller, Au.D., University of Arizona
Adult Loss of Hearing Association Panel

Oct 30, 2012
*What Do You Do When Hearing Aids are Not Enough? (presented in Green Valley)*
Frances P. Harris, Ph.D., University of Arizona
Thomas Muller, Au.D., University of Arizona
Adult Loss of Hearing Association Panel

Apr 14, 2012
*Hearing The UnHeard*
Josh Swiller, writer and advocate

Oct 13, 2012
*Tinnitus: What’s the Buzz? Causes, Research, and Solutions*
Julie Peterson, MS, University of Arizona
David Velenovsky, PhD, University of Arizona
Lynn Iversen, BA, University of Arizona

Oct 19, 2012
*Eye Technology and other Speech Generating Devices for persons with Motor Speech Disorders*
Cass Faux, MS, CCC-SLP, University of Arizona
<table>
<thead>
<tr>
<th>Date</th>
<th>CEUs</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 2005</td>
<td>.02</td>
<td>The Nature and Treatment of Naming Impairments in Aphasia</td>
</tr>
<tr>
<td>Oct 2005</td>
<td>.02</td>
<td>Language Disorders and IDEA</td>
</tr>
<tr>
<td>Dec 2005</td>
<td>.02</td>
<td>Early Intervention and the Tohono O’Odham Nation</td>
</tr>
<tr>
<td>Jan 2006</td>
<td>.02</td>
<td>The Audiologist and Vestibular Disorders: New Views, Old Movements</td>
</tr>
<tr>
<td>Feb 2006</td>
<td>.02</td>
<td>Diagnostic Decisions and Therapy Plans: Cleft Palate/Velopharyngeal Problems</td>
</tr>
<tr>
<td>Mar 2006</td>
<td>.02</td>
<td>Early Hearing Detection in Arizona. Looking Forward to New Opportunities</td>
</tr>
<tr>
<td>Mar 2006</td>
<td>.02</td>
<td>Teaching Healthy Vocal Habits to Preschool Children</td>
</tr>
<tr>
<td>Sept 2006</td>
<td>.02</td>
<td>Primary Progressive Aphasia (PPA) and Semantic Dementia</td>
</tr>
<tr>
<td>Oct 2006</td>
<td>.02</td>
<td>Assessment and Treatment of Individuals with Right Hemisphere Damage (RHD)</td>
</tr>
<tr>
<td>Nov 2006</td>
<td>.03</td>
<td>Overview of the Lidcombe Program</td>
</tr>
<tr>
<td>Nov 2006</td>
<td>.02</td>
<td>Dysphagia Treatment</td>
</tr>
<tr>
<td>Jan 2007</td>
<td>.02</td>
<td>Early Risk for Reading Disability: What SLPs Need to Know</td>
</tr>
<tr>
<td>Feb 2007</td>
<td>.02</td>
<td>Computer Software for Speech-Language Pathology</td>
</tr>
<tr>
<td>Mar 2007</td>
<td>.02</td>
<td>Speech Intelligibility: Clinical Treatment Approaches</td>
</tr>
<tr>
<td>Apr 2007</td>
<td>.02</td>
<td>Evaluation and Management of Speech Breathing Disorders</td>
</tr>
<tr>
<td>Sept 2007</td>
<td>.02</td>
<td>Diagnosis of Normal vs. Impaired Language Function</td>
</tr>
<tr>
<td>Oct 2007</td>
<td>.02</td>
<td>Auditory Cognitive Science</td>
</tr>
<tr>
<td>Jan 2008</td>
<td>.02</td>
<td>An Overview of Word Learning in Bilingual Children</td>
</tr>
<tr>
<td>Feb 2008</td>
<td>.02</td>
<td>Evaluation and Treatment of Childhood Apraxia of Speech</td>
</tr>
<tr>
<td>Apr 2008</td>
<td>.02</td>
<td>Sentence Production Treatment in Aphasia</td>
</tr>
<tr>
<td>Jan 2009</td>
<td>.02</td>
<td>Good News in the Kingdom: The growth of psychosocial and community approaches to aphasia.</td>
</tr>
<tr>
<td>Mar 2009</td>
<td>.02</td>
<td>Conditions of Practice in Treatment for Motor Speech Disorders</td>
</tr>
<tr>
<td>Apr 2009</td>
<td>.02</td>
<td>World-Wide Affordable Hearing Aid Project</td>
</tr>
<tr>
<td>Dec 2009</td>
<td>.02</td>
<td>Classroom-Based Vocal Hygiene Program: What we’ve learned thus far</td>
</tr>
<tr>
<td>Feb 2010</td>
<td>.02</td>
<td>Group Therapy Approaches for Individuals Living with Aphasia</td>
</tr>
<tr>
<td>Feb 2010</td>
<td>.02</td>
<td>Update on cochlear Implants &amp; the Diagnosis and Treatment of Auditory Neuropathy/Dys-synchrony</td>
</tr>
<tr>
<td>Nov 2010</td>
<td>.02</td>
<td>Evidence-Based Assessment and Intervention with Children from Culturally and Linguistically Diverse Populations</td>
</tr>
<tr>
<td>Feb 2011</td>
<td>.02</td>
<td>Primary Progressive Aphasia: Speech and Language, Anatomy and Etiology</td>
</tr>
<tr>
<td>Apr 2012</td>
<td>.02</td>
<td>Explaining Resilience in Noise: Improving Quality of Life with Hearing Loss</td>
</tr>
<tr>
<td>Oct 2012</td>
<td>.02</td>
<td>Introduction to Normal Swallow Function: Clinical Evaluation of Swallowing, and Acute Dysphagia Management</td>
</tr>
<tr>
<td>Nov 2012</td>
<td>.02</td>
<td>Assessing Bilingual Children: Challenges and Suggestions</td>
</tr>
</tbody>
</table>
Health Fairs Attended by SLHS Faculty

St. Andrews
Pima Community College
Apr 18, 2010
Eldercare Fair
Tom Muller, Fran Harris, Linda Norrix
May 23, 2010
Eldercare Fair
Elder Care Is Not Just For Elders
Gayle DeDe
Oct. 20, 2010
UA Mini Wellness Fair at Campus Rec
Cass Faux
Mar 2-3, 2012
Pima Council on Aging – AGES’n STAGES Active Adult Trade Show
Faculty, staff and students participated in the two-day event
Mar. 18, 2012
Family Caregiver and Senior Resource Fair
Stephen Wilson
St. Philip’s In the Hills Episcopal Church
Apr. 22, 2012
The aging brain: What goes right, what goes wrong, & what you can do about it.
Stephen Wilson and Gayle DeDe
St. Philip’s In the Hills Episcopal Church
“The Turn Down The Volume” Noise Awareness on UA mall
Fran Harris

Tucson Hope Fest
The Tucson Hopefest is a large-scale health and services fair for low income and homeless Tucsonsans. Each year our clinical faculty and students provide hearing and speech screenings and referrals for approximately 100 individuals ranging from newborn to elderly.

Pima County Hearing Aid Bank
The Pima County Hearing Aid Bank is a cooperative program of the Community Outreach Program for the Deaf, Midtown Sertoma, and the University of Arizona Hearing Clinic through which low-income elderly adults can obtain reconditioned used hearing aids at very little cost, $70 per aid. The U of A Hearing Clinic provides all clinical care from evaluation, through fitting and follow up for years. We serve approximately 70 new patients per year and spend approximately 600 hours per year providing these services.

La Clinica at St. Andrews, Nogales
Once a month, our clinical faculty and students provide hearing evaluations and help with the provision of hearing aid verification through this multidisciplinary clinic for low income children given special permission to cross the border from Nogales Mexico. We have been involved in this program for more than 15 years.

Living WELL with Hearing Loss
This program promotes hearing wellness for adults with hearing loss and their frequent communication partners. In addition to on-campus service, there are numerous outreach initiatives at Senior Centers, Recreational Centers for young people, Assisted Living facilities, a group for younger adults with hearing loss (Hear@Tucson: http://hearattucson.com/), a website (http://lwhl.arizona.edu), and numerous brochures and materials.
APPENDIX Q. FACULTY BIOSKETCHES

Tenure-Track Faculty
        Alt
        Beeson
        Bunton
        Cone
        Dai
        DeDe
        Fabiano-Smith
        Hoit
        Lotto
        Maas
        Marrone
        Plante
        Story
        Wilson

Senior Lecturers
        Dean
        Velenovsky

Research Scientist
        Christiansen

Clinical Faculty
        Casteix
        Faux
        Harris
        Hawley
        Kaplan
        Kiernan
        McGrath
        Muller
        Muller
        Norrrix
        Peterson
        Wymer
BIOGRAPHICAL SKETCH
Provide the following information for the Senior/key personnel and other significant contributors. Follow this format for each person. DO NOT EXCEED FOUR PAGES.

NAME
Alt, Mary

POSITION TITLE
Associate Professor of Speech, Language, and Hearing Sciences

eRA COMMONS USER NAME (credential, e.g., agency login)
MARYALT

EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.)

<table>
<thead>
<tr>
<th>INSTITUTION AND LOCATION</th>
<th>DEGREE (if applicable)</th>
<th>MM/YY</th>
<th>FIELD OF STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oberlin College, Ohio</td>
<td>B.A.</td>
<td>1990</td>
<td>English Literature</td>
</tr>
<tr>
<td>University of New Orleans</td>
<td>Coursework</td>
<td>1992-1993</td>
<td>Early Childhood Ed.</td>
</tr>
</tbody>
</table>

NOTE: I did not begin my research career until FALL 2006 due to family obligations.

A. Personal Statement

My lab is named the L4 Lab. Those four L’s stand for the topics that are of most interest to me: language, learning, literacy, lexicon. My research is centered on answering this question: How do people learn words and the concepts associated with those words? The answers to this question are fundamental to our understanding of language development and disorders of language and learning. All human beings need to learn words and concepts to communicate our basic needs. However, the need to learn words and concepts does not end in early childhood once we learn to talk. All people need to be proficient at learning words and concepts in order to be successful in school, professional settings, or learning new hobbies. Despite the importance of this skill set, there is much to be discovered about the processes underlying vocabulary development. It is my mission to better understand these processes so we can apply that knowledge towards helping people who are not successful at learning new words and concepts. My lab approaches this larger problem from three angles: 1) word learning (learning the names of things), 2) concept learning (learning the meanings of the words), and 3) clarifying how learning manifests in people who are bilingual. My research often integrates these three components, and is extending findings from our lab into clinically-driven research.

B. Honors and Awards

2009 f of Speech, Language, Hearing Science pre-tenure research contribution award. Awarded the pre-tenure faculty member who has the highest number of points in research on his/her Annual Performance Review.

2010 Finalist (one of 5 University-wide) for the 5-Star-Faculty Award from the University of Arizona Honor’s College. This is a student-nominated award where finalists are honored at the Honors Awards Ceremony.

2012 Department of Speech, Language, and Hearing Science’s nominee for the University of Arizona’s College of Science Early Career Distinguished Teaching Award.


C2. Invited Talks, Jan. 2008-present


C3. Number of peer-reviewed/scientific conference presentations (2008-present)

2008 – 1; 2009 – 5; 2010 – 6; 2011 – 5; 2012 - 3
D. **Active Research Support**

**RO1 DC010140-01A1 Hoit (PI)**  4/10-4/15
NIH/NIDCD

Velopharyngeal function during oral sound production in healthy children

This project will be a longitudinal study of velopharyngeal function during speech development in typically-developing children in order to determine age of closure and factors that influence VP function.

Role: Co-Investigator

**RO1 DC010784-01A1 Gray (PI)**  2/11-2/16
NIH/NIDCD

Working memory and word learning in children with typical development and language impairment.

This project will model working memory and word learning performance in groups of children with typical language skills and language impairment in order to advance understanding of how children learn and help in the development of effective treatments and instructional techniques.

Role: Co-Investigator; PI on subcontract.

E. **Major Service or Committee Assignments**

**Local/Community:**

2008–present  Host of L4 Community Forum. This series allows researchers and community Speech Language Pathologists to discuss the intersection of research and current practice. Researchers present relevant research findings, and facilitate discussion of the topic. Speech Language Pathologists who attend receive Continuing Education Units, which are mandatory for state licensure. Sessions to date: 17

2010  Represented the Department at First Things First meeting regarding incentives for Speech Language Pathologists to work with the 0-5 population.

2011–present  Represented the Department on Arizona Department of Education State Task Force to develop new eligibility guidelines for speech language services in the school and give input on the issue of Speech Language Technicians.

**University, College, Department:**

2006-2012  Chair of Colloquium committee, SLHS
Summer 2007  Clinical Faculty Search committee, SLHS
2009  Search committee for Professor of Practice, SLHS
2010  Search committee for Assistant Professor, SLHS
2011–present  Curriculum Committee, SLHS
2012–present  Graduate Admissions Committee, SLHS

**Professional/Scientific**

2009  Ad hoc associate editor: *Journal of Speech, Language, and Hearing Research*
2009  Invited participant ASHFoundation review panel for the New Investigators Award and New Century Scholars Award
2010  Ad hoc associate editor: *Language, Speech, Hearing Services in Schools*
2011  Reviewed poster submissions for American Speech Language Hearing Association’s Schools Conference
2011  Ad hoc Associate Editor for *Journal of Speech, Language, and Hearing Research*
2012  Reviewed for ASHFoundation’s Student Research Grant in Early Childhood Language Development
2012  Ad hoc reviewer for National Science Foundation Doctoral Dissertation Research Grant
2012–present  Associate Editor: *Language, Speech, Hearing Services in Schools*

NAME
Beeson, Pélagie M.

POSITION TITLE
Professor

EDUCATION/TRAINING  (Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.)

<table>
<thead>
<tr>
<th>INSTITUTION AND LOCATION</th>
<th>DEGREE (if applicable)</th>
<th>MM/YY</th>
<th>FIELD OF STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Kansas</td>
<td>B.S.</td>
<td>05/75</td>
<td>Speech Pathology</td>
</tr>
<tr>
<td>University of Kansas</td>
<td>M.A.</td>
<td>08/76</td>
<td>Speech Pathology</td>
</tr>
<tr>
<td>University of Arizona</td>
<td>Ph.D.</td>
<td>08/90</td>
<td>Speech, Lang., Hearing Sciences</td>
</tr>
</tbody>
</table>

A.  Personal Statement

Early in my career as a speech-language pathologist, I felt particular compassion toward individuals who experienced sudden onset of language impairment due to brain damage. I wanted to do all that I could to maximize their language recovery, and I was also intrigued regarding how the damaged brain was able to support recovery over time. It amazes me that a few decades later, my funded research is directed specifically toward these questions. In my lab, we develop and test behavioral treatments for spoken and written language impairments. Our work is unique in the attention given to written language, and the potential benefit of interactive use of residual written and spoken language. The results of our work to date have helped to clarify treatment sequences appropriate to maximize the communication skills of individuals across a range of language profiles.

A complementary line of research is directed toward understanding the cognitive processes and neural substrates that support language. Our research with individuals with acquired impairments of reading and spelling has helped to clarify critical brain regions for specific aspects of written language processing. Our current work using functional magnetic resonance imaging is directed toward understanding the neural support for language recovery. By examining the response to treatment as well as associated changes in regional brain activity, we gain better understanding of the mechanisms of recovery.

B.  Honors and Awards

1987  Faculty/Staff Award: Outstanding Contribution to Native American Students, University of Arizona
1996  Chair, ASHA Special Interest Division 2: Neurophysiology & Neurogenic Communication Disorders
1998  Voted to Academy of Aphasia
1999  Elected to Governing Board, Academy of Neurologic Communication Disorders and Sciences
2001  Fellow, American Speech-Language-Hearing Association
2008  Member, Research Group on Aphasia & Cognitive Disorders, World Federation of Neurology
2009  Outstanding Mentor Award from the Graduate & Professional Student Association, Univ. of Arizona
2012  Distinguished Career Teaching Award, College of Science, University of Arizona


Refereed Journal Articles


**Chapters**


**Textbooks**

**C2. Invited Talks, Jan. 2008-present**
2008 - 2; 2010 - 2; 2011- 2; 2012- 4

**C3. Number of peer-reviewed/scientific conference presentations (2008-present)**
2008 - 12; 2009 - 14; 2010 - 6; 2011- 5; 2012- 2

**D. Active Research Support**
R01DC07646-06 (Beeson) 2/01/11 – 1/31/16
NIH/NIDCD
Developing an Evidence-Based Treatment Continuum for Spoken and Written Language
This project examines the treatment outcomes from sequences of behavioral interventions designed to maximize recovery from aphasia, alexia, and agraphia in adults.

**E. Major Service or Committee Contributions (Jan. 2008 – present)**

**Local/Community Service**
- Board Member, Pima Council on Aging (2007-2011)
- Public Relations Committee Member, Pima Council on Aging (2007-2011)
- State Representative for the National Aphasia Association

**University Service**
- Elected Member, Department Advisory Committee, Dept. of Speech, Language, & Hearing Sciences (2008-2011)
- Member, University of Arizona ADVANCE Leadership Workgroup 1 (2008-2011)
- Member, Graduate Admissions and Policy Committee, Department of Speech, Language, Hearing Sciences, University of Arizona (2008-2011)
- Chair, Ad Hoc Search Committee for Senior Lecturer Positions, Department of Speech, Language, Hearing Sciences, University of Arizona (2008-2009)
- Chair, Ad Hoc Search Committee for Assistant Professor in Language and Neuroimaging, Department of Speech, Language, Hearing Sciences, University of Arizona (2009-2010)
• Chair, Ad Hoc Search Committee for Assistant/Associate Professor in Child Language, Department of Speech, Language, Hearing Sciences, University of Arizona (2009-2010)
• Department Head, Speech, Language, and Hearing Sciences (2011-current)
• Member, Steering Committee, School of Mind, Brain, and Behavior (2011-current)

Professional/Scientific Service
• Panel Member, Language and Communication Study Section, National of Health (2007-2011)
• Member, Program Committee, Discipline-Wide Research for the 2008 American Speech-Language-Hearing Association Convention (2008)
• Member, Program Committee, Adult Language Committee for the 2009 American Speech-Language-Hearing Association Convention (2009)
• Reviewer, VA Merit Grant Program (2010)
• Ad Hoc Reviewer, Communication Disorders, National Institutes of Health (current)
BIOGRAPHICAL SKETCH

NAME
Bunton, Kate

POSITION TITLE
Associate Professor, Speech, Language, and Hearing Sciences

EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.)

<table>
<thead>
<tr>
<th>INSTITUTION AND LOCATION</th>
<th>DEGREE</th>
<th>MM/YY</th>
<th>FIELD OF STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Iowa, Iowa City, IA</td>
<td>B.S.</td>
<td>12/90</td>
<td>Speech &amp; Hearing Sciences</td>
</tr>
<tr>
<td>University of Wisconsin-Madison</td>
<td>M.S.</td>
<td>5/93</td>
<td>Communicative Disorders</td>
</tr>
<tr>
<td>University of Wisconsin-Madison</td>
<td>Ph.D.</td>
<td>5/99</td>
<td>Communicative Disorders</td>
</tr>
<tr>
<td>University of Arizona</td>
<td>Post-Doc</td>
<td>8/00-8/02</td>
<td>Speech &amp; Hearing Sciences</td>
</tr>
</tbody>
</table>

A. Personal Statement

My research focuses on improving basic knowledge about normal speech production as well speech development and disordered speech production. Knowledge in these areas, I believe, will influence the development of clinical treatment programs for individuals with reduced speech intelligibility. My program of research uses several different methodologies to examine speech production. These include audio data from acoustic recordings, airflow data, and movement data using a real-time motion capture system. Computational modeling is also used to examine the relation between speech production, speech acoustics, and speech perception.

B. Honors and Awards (Include ASHA Fellow, Dept/College/UA Awards)


C2. Invited Talks, Jan. 2008-present (Professional talks, workshops, keynotes – not community lectures or submitted presentations)


C3. Number of peer-reviewed/scientific conference presentations (2008-present)

2008- 3; 2009-2; 2010- 4; 2011- 3; 2012- 5;

D. Active Research Support

R01 DC04789 (B. H. Story, PI) 2006-2012
NIDCD/NIH (no-cost ext.)
Quantitative Modeling of Speech
*Role*: Co-Investigator

R01-DC10140 (J.D. Hoit, PI) 2010-2015
NIDCD/NIH
Velopharyngeal Function for Oral Sound Production in Healthy Children
*Role*: Co-Investigator

R01 DC011275 (B. H. Story, PI) 2011-2016
NIDCD/NIH
An Acoustic Model of Child-like Speech
*Role*: Co-Investigator

BCS-1145011 (B.H. Story, K. Bunton, Co-PIs) 2012-2015
NSF
A Model of Vowel Production in Children
*Role*: Co-Pi, Design and Collection of Longitudinal Database
E. Major Service or Committee Contributions (Jan. 2008 – present)

**Local/Community:**
2003-2009  Board of Directors, Arizona Chapter of the American Parkinson Disease Association

**University:**
2006-2012  Chair, Human Subjects Review Committee, Department of Speech, Language, and Hearing Sciences
2009      Reviewer, University of Arizona Faculty Small Grant program
2010      Judge, Student Showcase program sponsored by the Graduate and Professional Student Council, University of Arizona
2011-present  Chair, Curriculum Committee, Department of Speech, Language, and Hearing Sciences
2011-present  Member, Curriculum Committee, Neuroscience and Cognitive Science Undergraduate Major

**Professional/Scientific:**
2008-2009  Chair, Speech Science Program Committee, America Speech-Language-Hearing Association Convention
2008-present  Member, Speech Communication Technical Committee, Acoustical Society of America
2011-present  Chair, Conference on Motor Speech Disorders
2011-2012  Guest Associate Editor, American Journal of Speech-Language Pathology
2011-present  Associate Editor-Speech, Journal of Speech, Language, and Hearing Research
BIOGRAPHICAL SKETCH

NAME
Cone, Barbara

POSITION TITLE
Professor

EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.)

<table>
<thead>
<tr>
<th>INSTITUTION AND LOCATION</th>
<th>DEGREE (if applicable)</th>
<th>MM/YY</th>
<th>FIELD OF STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of California Santa Barbara</td>
<td>B.A.</td>
<td>08-73</td>
<td>Speech and Hearing Sci</td>
</tr>
<tr>
<td>University of California Santa Barbara</td>
<td>M.A.</td>
<td>08-75</td>
<td>Speech and Hearing Sci</td>
</tr>
<tr>
<td>University of Texas at Dallas</td>
<td>Ph.D.</td>
<td>12-79</td>
<td>Communication Disorders</td>
</tr>
</tbody>
</table>

A. The overall goals of my research are to: 1) understand how infants and children develop the ability to hear and understand speech; and 2) use this understanding to create clinically useful tests of speech perception to test infants and children with hearing loss. I combine brain wave tests (known as auditory evoked potentials) with those of inner ear function (known as otoacoustic emissions) and behavioral (known as psychoacoustic) methods to provide converging evidence about the development of perceptual abilities in infants and children.

I bring to this endeavor expertise in human electrophysiology, pediatric audiology, and in designing and conducting large-scale clinical research projects. I have 25+ years of experience in auditory electrophysiology in humans, particularly in infants, and the use of electrophysiological measures in pediatric hearing assessment. I have expertise in using auditory evoked potentials from the brainstem to the cortex (including event-related potentials) to investigate basic mechanisms of hearing (threshold, binaural hearing, laterality) and its development.

B. Honors and Awards (Include ASHA Fellow, Dept/College/UA Awards)

ASHA Fellow, 2007
Erskine Fellow, University of Canterbury, Christchurch, New Zealand, 2010
Distinguished Alumnus Award, School of Behavioral and Brain Sciences, University of Texas at Dallas, 2011.


Refereed Journal Articles


Chapters


C2. Invited Talks, Jan. 2008-present (Professional talks, workshops, keynotes – not community lectures or submitted presentations)

University of Auckland, June 2010 Invited Lecture: /u/-/i/-/u/-/a/-/a/ And other aspects of Infant Speech Feature Perception.

University of Melbourne, School of Audiology June 2010 Invited Lecture /u/-/i/-/u/-/a/-/a/ And other aspects of Infant Speech Feature Perception.

University of Melbourne, Dept. of Otolaryngology June 2010 Invited Lecture Attention and Efferent Modulation of the Afferent Auditory System

Australian National University, Eccles Neuroscience Institute, July 2010, Invited Lecture Attention and Efferent Modulation of the Afferent Auditory System

NZ Institute of Language Brain and Behavior: July 2010 Invited Lecture Listen Up! Electrophysiological evidence of efferent control of the auditory system.

Albert Einstein College of Medicine, Kennedy Institute, November 2010, Invited Lecture Attention and Efferent Modulation of the Afferent Auditory System

Arizona State University November 2010: Invited Lecture Speech Evoked Potentials from the brainstem and cortex.

International Evoked Response Audiometry Study Group, Biennial Symposium, Sao Paolo, Brazil, June 6-12 (2009) Keynote Address: Attention! Efferent Control of the Auditory System

Alabama Speech and Hearing Association: Keynote Speaker ASSR for infant hearing assessment. 2008

University of North Carolina: Featured Speaker Auditory Neuropathy: The Electrophysiology of Auditory Neuropathy Spectrum Disorder; consensus conference outcomes; Clinical Physiology of the Auditory Cortex. 2008


Maine-New Hampshire Academy of Audiology: Keynote and Featured Speaker. The Electrophysiology of Auditory Neuropathy Spectrum Disorder; consensus conference outcomes; Clinical Physiology of the Auditory Cortex; ABR and ASSR for infant hearing evaluations. 2008

Auditory Neuropathy Consensus Conference, Lake Como, Italy: Electrophysiology of Auditory Neuropathy Spectrum Disorder; Consensus panel member. 2008

ASHA: Featured Speaker: Update ’08, Evidence base for pediatric audiology. 2008

C3. Number of peer-reviewed/scientific conference presentations (2008-present)

<table>
<thead>
<tr>
<th>Year</th>
<th>Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2</td>
<td>2011-3</td>
</tr>
<tr>
<td>2009-3</td>
<td>2012-2</td>
</tr>
<tr>
<td>2010-2</td>
<td></td>
</tr>
</tbody>
</table>

D. Active Research Support


2008-2013 From clinicians to researchers: developing clinical investigators in speech-language pathology and audiololgy. NIH-NIDCD T32 DC 009398

2007-2012 Electrophysiology of Infant Speech Perception, NIH-NIDCD K24 DC 008826

E. Major Service or Committee Contributions (Jan. 2008 – present)

Local/Community:
Music Advisory Committee, St. Philip’s in the Hills Episcopal Church; Homeowner’s Association Board Member, Serenidad Homeowners Association

University:
Ad hoc Grant Review Committee for College of Science 2002-2007

Professional/Scientific:
ASHA Special Interest Division #6, Hearing Science and Research, Steering Committee, 2005-2012.
International Evoked Response Audiometry Study Group, Council Member, 1993-present.
Associate editor for Journal of Speech, Language and Hearing Research, 2004 to 2008
NAME | POSITION TITLE
---|---
Dai, Huanping | Associate Professor of Audiology, Department of Speech, Language, and Hearing Sciences, University of Arizona

EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.)

<table>
<thead>
<tr>
<th>INSTITUTION AND LOCATION</th>
<th>DEGREE (if applicable)</th>
<th>MM/YY</th>
<th>FIELD OF STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept of Psychology, Northeastern University, Boston, MA.</td>
<td>PhD</td>
<td>1989</td>
<td>Experimental Psychology</td>
</tr>
<tr>
<td>Dept of Psychology, Northeastern University, Boston, MA.</td>
<td>MA</td>
<td>1987</td>
<td>Experimental Psychology</td>
</tr>
<tr>
<td>Acoustics Institute, Nanjing University, Nanjing, China</td>
<td>MS (ABD)</td>
<td>1986</td>
<td>Acoustics</td>
</tr>
<tr>
<td>Dept of Physics, Nanjing University, Nanjing, China</td>
<td>BS</td>
<td>1983</td>
<td>Physics</td>
</tr>
</tbody>
</table>

A. Personal Statement

My research is concerned with auditory perception of complex sounds by human listeners. On the empirical side, we design and carry out behavioral (psychophysical) experiments to study listeners' ability to extract useful information from various sounds, and how this ability is affected by hearing disorders. On the theoretical side, we construct computational models to characterize the listeners' individual listening behavior, and to predict their performance in perceptual tasks. While the primary focus of our research is on the basic-science aspects of auditory perception, we also work on applied issues related to hearing, including the application of statistical and psychophysical principles and methods to the diagnoses of hearing disorders, and the signal processing for amplification.


Refereed Journal Articles


C2. Invited Talks, Jan. 2008-present (Professional talks, workshops, keynotes – not community lectures or submitted presentations)

06/2011: University of California, Irvine, CA
01/2011: ACNS, University of Arizona, Tucson, AZ

C3. Number of peer-reviewed/scientific conference presentations (2008-present)

2008-2009: 2; 2010-2011: 3; 2012-2013: 5

E. Major Service or Committee Contributions (Jan. 2008 – present)

*University, College, Department:*

2009-2010, Doctoral Admissions Committee, SLHS.
2010-2011, AUD Admissions Committee, SLHS
2011-present, IRB Committee, chair/co-chair, SLHS
2012-present, Teaching Labs Committee, chair, SLHS

*Professional/Scientific:*

2012: Co-chair of the organizing committee, 2012 IEEE International Conference of Audio, language, and Image Processing
2010: Co-chair of the publishing committee, 2010 IEEE International Conference of Audio, language, and Image Processing

Reviewer for:
Psychological Review
Journal of the Acoustical Society of America
Attention, Perception, & Psychophysics
Journal of Speech, Language, and Hearing Research
Hearing Research
Acta Acustica united with Acustica
Memory and Cognition
Spatial Vision
Seeing and Perceiving
Journal of the Association for Research in Otolaryngology
BIOGRAPHICAL SKETCH

NAME
DeDe, Gayle Lucia

POSITION TITLE
Assistant Professor

EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.)

<table>
<thead>
<tr>
<th>INSTITUTION AND LOCATION</th>
<th>DEGREE (if applicable)</th>
<th>MM/YY</th>
<th>FIELD OF STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td>McGill University</td>
<td>B.A.</td>
<td>1996</td>
<td>Psychology</td>
</tr>
<tr>
<td>Boston University</td>
<td>M.S.</td>
<td>2002</td>
<td>SLHS</td>
</tr>
<tr>
<td>Boston University</td>
<td>Ph.D.</td>
<td>2007</td>
<td>SLHS</td>
</tr>
</tbody>
</table>

A. Personal Statement.

My research is focused on explaining how people understand sentences. Sentence comprehension is a highly complex process, but people typically are able to understand spoken and written language quickly and effortlessly. I am interested in the moment-by-moment processes involved in building a mental representation of a spoken or written sentence, and in how these processes change in people who are normally aging and and people with brain damage. I am also interested in describing how general cognitive processes such as memory relate to sentence comprehension ability.

B. Honors and Awards
2003 American Speech and Hearing Foundation New Century Scholar Doctoral Scholarship
2003 Sargent College Dean’s Award, Boston University Science & Technology Day
2003 NIDCD Travel Fellow, Clinical Aphasiology Conference
2005
2008 Advancing Academic Research Careers Award from American Speech Language Hearing Association
2010 “Most Clinically Relevant Coursework” award from the University of Arizona local chapter of the National Student Speech Language Hearing Association.
2011 Invited participant in ASHFoundation Grant Review and Reviewer Training.
2011 Invited participant in NIDCD-sponsored workshop for new clinician-investigators in communication disorders: Strategies for Success.


**C2. Invited Talks, Jan. 2008-present**


**C3. Number of peer-reviewed/scientific conference presentations (2008-present)**

2008- 9; 2009- 0; 2010- 0; 2011- 1; 2012- 4

**D. Active Research Support**

K23 DC010808 (G DeDe, PI) 03/2011-03/2016

NIDCD/NIH

Sentence Comprehension Impairments in Aphasia

Role: PI

**E. Major Service or Committee Contributions (Jan. 2008 – present)**

**University:**

2008-present: National Student Speech Language and Hearing Association, Local Chapter Co-Advisor

2008-present: Member, Master’s Admissions and Policy Committee

2011-present: Chair, Professional Exams Committee

2010-2011: Chair, Student Awards Committee

**Professional/Scientific:**


2011: Ad Hoc, Scientific Grant Reviewer for Veteran’s Administration.

2011: Member, Scientific Grant Reviewer for American Speech and Hearing Foundation

BIOGRAPHICAL SKETCH

NAME
Fabiano-Smith, Leah

POSITION TITLE
Assistant Professor

EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.)

<table>
<thead>
<tr>
<th>INSTITUTION AND LOCATION</th>
<th>DEGREE (if applicable)</th>
<th>MM/YY</th>
<th>FIELD OF STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td>State University of New York College at Fredonia Fredonia, New York</td>
<td>B.S.</td>
<td>05/00</td>
<td>Speech-Language Pathology</td>
</tr>
<tr>
<td>State University of New York College at Fredonia Fredonia, New York</td>
<td>M.S.</td>
<td>08/01</td>
<td>Speech-Language Pathology</td>
</tr>
<tr>
<td>Temple University Philadelphia, Pennsylvania</td>
<td>PhD</td>
<td>08/06</td>
<td>Communication Sciences</td>
</tr>
<tr>
<td>University of California San Diego and San Diego State University San Diego, California</td>
<td>Postdoctoral Training</td>
<td>08/08</td>
<td>Theoretical Linguistics</td>
</tr>
</tbody>
</table>

A. Personal Statement

My research is focused on measuring characteristics of speech difference and speech disorder in bilingual Spanish-English speaking children. In my laboratory, we examine both typical and disordered aspects of bilingual phonology in both English and Spanish with the aim of developing evidence-based methods of assessment and intervention for this population. My research uses phonetic transcription and acoustic analysis to examine audio recordings of child speech. We apply both quantitative methods (e.g., Percent Consonants Correct (PCC); percent occurrence of phonological error patterns) and qualitative methods (e.g., phonetic inventory analysis; analysis of cross-linguistic effects) to identify and measure similarities and differences between monolingual and bilingual phonological acquisition. Both nonparametric and parametric statistical analyses are applied to my data to examine how, and to what degree, the two speech sound systems of bilingual children interact during the preschool years. The overarching goal of my work is to decrease the over-identification of bilingual children for speech-language therapy services.

B. Honors and Awards (Include ASHA Fellow, Dept/College/UA Awards)

Donation of $1,000 to the Bilingual Phonology Lab from Elena Babatsouli, University of Crete, Greece
National Institutes of Health (NIH) Loan Repayment Program awardee – Division of Minority Health Disparities, 2011-2013
Selected by ASHA Special Interest Division I for having one of the highest convention program review scores in a specific topic area, 2007
Two-year postdoctoral fellowship, The Center for Research in Language, University of California San Diego, 2006-2008
Travel award for the Symposium on Research in Child Language Disorders (SRCLD), 2003-2007
Travel award for the annual convention of the American Speech, Language, and Hearing Association (ASHA), 2005
Second place for the best student research presentation at the International Clinical Phonetics and Linguistics Association (ICPLA) Conference, Lafayette, Louisiana, February 2004
Tuition award and research assistant appointment, Temple University, 2002-2006

Chapters

Refereed Journal Articles

C2. Invited Talks, Jan. 2008-present (Professional talks, workshops, keynotes – not community lectures or submitted presentations)

C3. Number of peer-reviewed/scientific conference presentations (2008-present)

2008 - 3; 2009 - 3; 2010 - 4; 2011 - 6; 2012 - 2

D. Active Research Support

*Initial Consonant Deletion in Spanish-Speaking Children: Typical or Disordered?*
The University of Arizona Foundation and the Office of the Vice President for Research, Graduate Studies, and Economic Development Faculty Seed Grant Program (Fall 2011-present)
Leah Fabiano-Smith, P.I.

E. **Major Service or Committee Contributions (Jan. 2008 – present)**

*Local/Community:*
- Provided weekly free bilingual hearing and language screenings in the Tijuana Preschool District, 2006-2008
- Provided weekly free bilingual speech and language screenings at the Agribusiness Child Development Center (ABCD) Head Start program, New Paltz, NY, 2008-2010
- Laboratory workshop for the University of Arizona Desert Rats, May 2011
- Laboratory workshop for the University of Arizona MedStart Program, July 2011
- Laboratory workshop for the Wildcat Charter School for the University of Arizona, September, 2011
- Arizona State Department of Education *Committee on Diagnostic Eligibility for Speech-Language Pathology Services*, 2011-present
- Fabiano-Smith, L. (2012, November). Speech-language pathology with bilingual preschoolers: Practical information. Oral presentation provided to alumni for CEU credit at the University of Arizona
- Department of Speech, Language, and Hearing Sciences homecoming celebration. Tucson, AZ
University:
3. Reviewer for University of Arizona Faculty Seed Grant Program – Office of the Vice President for Research Graduate Studies, and Economic Development, 2012
4. Graduate program admissions committee, Speech, Language and Hearing Sciences, 2012-present

Professional/Scientific:
2. American Speech-Language-Hearing Association Member, 2002-present
4. The Hispanic Caucus of the American Speech, Language, and Hearing Association (ASHA), 2011-present
BIOGRAPHICAL SKETCH

NAME
Hoit, Jeannette D.

POSITION TITLE
Professor

EDUCATION/TRAINING
(Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.)

<table>
<thead>
<tr>
<th>INSTITUTION AND LOCATION</th>
<th>DEGREE (if applicable)</th>
<th>MM/YY</th>
<th>FIELD OF STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pasadena City College</td>
<td>A.A.</td>
<td>06/73</td>
<td>Liberal Arts</td>
</tr>
<tr>
<td>University of California at Los Angeles</td>
<td>B.A.</td>
<td>06/75</td>
<td>Anthropology</td>
</tr>
<tr>
<td>San Diego State University</td>
<td>M.A.</td>
<td>05/80</td>
<td>Speech Pathology</td>
</tr>
<tr>
<td>University of Arizona</td>
<td>Ph.D.</td>
<td>05/86</td>
<td>Speech &amp; Hearing Sci</td>
</tr>
<tr>
<td>Harvard University</td>
<td>Postdoctoral</td>
<td>1989-90</td>
<td>Respiratory Physiology</td>
</tr>
</tbody>
</table>

A. Personal Statement

My research is focused on speech physiology in healthy people, as well as in people with speech disorders. Some of my studies have addressed questions related to the normal aging process and how speech changes as we grow older. Other studies have addressed questions related to the normal development of speech skills in infants and young children. Much of my research on speech disorders has centered on those disorders that are caused by disease or injury to the nervous system, especially those that affect the ability to breathe. For example, I have investigated the speech of people with spinal cord injury, amyotrophic lateral sclerosis (Lou Gerhig’s disease), and others whose breathing is so compromised that they must use ventilators to be able to breathe and speak. This work has resulted in the development of new ways to improve ventilator-assisted speech.

B. Honors and Awards (Include ASHA Fellow, Dept/College/UA Awards)

Faculty of Science Outstanding Advising Award (1991)
College of Science Innovation in Teaching Award (1998)
Outstanding Article of the Year, American Journal of Speech-Language Pathology (2000)
Distinguished Alumnus Award, College of Health and Human Services, San Diego State University (2005)


Books

Chapters


Refereed Journal Articles


C2. Invited Talks, Jan. 2008-present


2. Hoit, J. (April, 2008). Management of speech breathing in clients with neuromotor speech disorders. Session to be presented at the ASHA Heath Care Conference, St. Louis, MO.

3. Hoit, J. (April, 2008). Evaluation of speech breathing in clients with neuromotor speech disorders. Session to be presented at the ASHA Heath Care Conference, St. Louis, MO.


12. Hoit, J. (August, 2010). Keys to being a successful (and ethical) graduate student. Presentation at the Graduate College Orientation, University of Arizona.


C3. Number of peer-reviewed/scientific conference presentations (2008-present)

2008 - 1; 2009 - 4; 2010 - 1; 2011 - 0; 2012 - 4
D. **Active Research Support**

Research Grant, "Velopharyngeal Function for Oral Sound Production in Healthy Children," National Institute on Deafness and Other Communication Disorders. PI = Hoit ($1,572,876 total costs; 4/1/10 through 3/31/15)

E. **Major Service or Committee Contributions (Jan. 2008 – present)**

*Local/Community:* None

*University, College, Department:*

College of Science Associate Heads Committee (2008-2010)
SLHS Curriculum Committee Chair (2008-2011)
Reviewer for the University of Arizona Responsible Conduct in Research grants (2009-2010)
Neuroscience and Cognitive Science Curriculum Committee (2010)
Reviewer for the University of Arizona Faculty Seed Grants (2010-2011)
University of Arizona Responsible Conduct in Research (RCR) Committee (2010-present)
University of Arizona Student Grievance Committee (2011-present)
SLHS Advisory Committee (2011-present)
SLHS Graduate Admissions and Policy Chair (2011-present)
SLHS Voice/Swallowing Position Search Chair (2012)

*Professional/Scientific:* Member, Core Faculty, national program for teaching Survival Skills and Ethics (2006-2012)
Faculty Participant, Building Undergraduate Researcher Connections, American Speech-Language-Hearing Association (2008)
Faculty Mentor, Mentoring for Academic-Research Careers (MARC), American Speech-Language-Hearing Association (2008)
Reviewer for the National Institute of Health Challenge Grants (2009)
Associate Editor, *Seminars in Speech and Language* (one volume, 2010)
Reviewer for the Office of Research and Development of the U.S. Department of Veterans Affairs (2010-2011)
Editorial Board Member, *Logopedics Phoniatrics Vocology* (2010-present)
Editorial Board Member, *Frontiers in Respiratory Physiology* (2012-present)
BIOGRAPHICAL SKETCH

NAME
Lotto, Andrew J.

POSITION TITLE
Associate Professor,
Speech, Language & Hearing Sciences, U of A

EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.)

<table>
<thead>
<tr>
<th>INSTITUTION AND LOCATION</th>
<th>DEGREE (if applicable)</th>
<th>MM/YY</th>
<th>FIELD OF STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Wisconsin-Madison</td>
<td>B.S.</td>
<td>1990</td>
<td>Psych &amp; Math</td>
</tr>
<tr>
<td>University of Wisconsin-Madison</td>
<td>Ph.D.</td>
<td>1996</td>
<td>Psychology</td>
</tr>
<tr>
<td>University of Wisconsin-Madison</td>
<td>Post-Doc</td>
<td>1997</td>
<td>Neurophysiology</td>
</tr>
</tbody>
</table>

A. Personal Statement

The act of communication with speech is so common and routine that it is easy to underestimate how complex these interactions actually are. A speaker has an idea in their head that they would like to convey then they translate that idea into words that they express by making all sorts of strange movements with their mouth. These movements make changes in air pressure, which we call sound. The listener picks up these sound waves and decomposes the sound into words and, hopefully, the intended message of the speaker. Much of the research into speech communication has focused on one or another step in the process of communication – e.g., how speakers control the movements of their mouths or how listeners hear the basic properties of the sounds being spoken. Whereas this approach has resulted in substantial progress in specific areas, we really still have a very coarse understanding of how communication occurs. In our laboratory, the Auditory Cognitive Neuroscience lab, we attempt to integrate research and theory across domains to investigate the act of communication. Integration at this level requires that we use a wide variety of methods and that we collaborate with researchers in hearing, speech production, linguistics, cognitive science, neuroscience, computer science, and even vision (after all communication is not just limited to hearing). Each year, we bring scientists from around the world in all of these areas to Tucson to discuss how humans (and other animals) use sound to communicate, to express themselves and to navigate their world. This annual meeting of the Auditory Cognitive Neuroscience Society has become an important source for cross-discipline research collaborations.

B. Honors and Awards

<table>
<thead>
<tr>
<th>Award Name</th>
<th>Institution</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLHS Innovation in Teaching Award</td>
<td>SLHS Department (U of A)</td>
<td>2012</td>
</tr>
<tr>
<td>Editor’s Award for Speech</td>
<td>Journal of Speech, Language and Hearing</td>
<td>2009</td>
</tr>
<tr>
<td>Post-Tenure Research Productivity Award</td>
<td>Speech, Language &amp; Hearing Sciences (U of A)</td>
<td>2009, 2010</td>
</tr>
<tr>
<td>Outstanding Mentor of Graduate/Professional Students (Honorable Mention)</td>
<td>Graduate and Professional Student Council (U of A)</td>
<td>2009</td>
</tr>
<tr>
<td>Pre-Tenure Research Productivity Award</td>
<td>Speech, Language &amp; Hearing Sciences (U of A)</td>
<td>2007, 2008</td>
</tr>
<tr>
<td>Sigma Xi Young Investigator Award (Northwest)</td>
<td>Sigma Xi</td>
<td>2005</td>
</tr>
<tr>
<td>Parmly Research Faculty of the Year</td>
<td>Parmly Hearing Research Institute</td>
<td>1998</td>
</tr>
<tr>
<td>PHS National Research Service Award</td>
<td>National Institutes of Health</td>
<td>1996</td>
</tr>
<tr>
<td>Sigma Xi Dissertation Research Award</td>
<td>Sigma Xi (Wisconsin Chapter)</td>
<td>1995</td>
</tr>
</tbody>
</table>
C1. Publications and Scholarly Work


C2. Invited Talks, Jan. 2008-present


Lotto, A.J. “Tuning speech perception to the speaker: The problem of the stubborn phoneme.” Center for Perceptual Systems, University of Texas-Austin, Jan. 30, 2009.


Lotto, A.J. “Relating phonetic categorization to spoken language perception: Sometimes a [ga] is only a [ga]”, Linguistics Colloquium Series, University of Arizona, March 14, 2008.

Lotto, A.J. “Moving beyond audibility in attempts to improve speech perception,” Auditory Sciences Research Group, The Ohio State University Medical Center, Columbus, OH, January 16, 2008.

C3. Number of peer-reviewed/scientific conference presentations (2008-present)

2008=3; 2009=12; 2010=8; 2011=8; 2012=3.

D. Active Research Support

Principal Investigator, with co-PI Dr. Julie M. Liss, Perception of dysarthric speech, National Institutes of Health (R01), $810,788, 7/01/10 – 6/30/15.

Principal Investigator, with co-PI Dr. Lori L. Holt, Formation and tuning of complex auditory categories (Renewal), National Institutes of Health (R01), $1,918,786, 5/01/11-4/30/16.

Co-Investigator, Auditory and cognitive factors in speech perception and category learning (Randy Diehl, PI), National Institutes of Health, $77,666, 9/01/09-6/30/13 (Subcontract).

Sponsor, General auditory model of adaptive perception of speech (Antonia Vitela, PI), NIH-NIDCD (F31), $108,208, 1/01/2011-12/31/12.

Sponsor, Research Supplement to Promote Diversity in Health-Related Research (Kathy Carbonell, PI), NIH-NIDCD, $88,931, 9/11-8/13

E. Major Service or Committee Contributions (Jan. 2008 – present)

Local/Community: Currently working with Tucson ScienceWorks to develop new sound-hearing-speech exhibits for their planned museum as well as new opportunities for active science learning for children.

University: Chair of School of Mind, Brain & Behavior Research Committee

Professional/Scientific: Organizer of annual meeting of the Auditory Cognitive Neuroscience Society

Editorial Board for Cognition and Frontiers in Auditory Cognitive Neuroscience

Member of NIH CP (Cognition & Perception) Study Section (Associate Chair)

NIH R03 Review Study Section Member 2008

Acoustical Society of America Speech Communication Technical Committee Member
BIOGRAPHICAL SKETCH

NAME
MAAS, EDWIN

eRA COMMONS USER NAME (credential, e.g., agency login)
edmaas

POSITION TITLE
Assistant Professor

EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, and include postdoctoral training.)

<table>
<thead>
<tr>
<th>INSTITUTION AND LOCATION</th>
<th>DEGREE (if applicable)</th>
<th>YEAR(s)</th>
<th>FIELD OF STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Groningen (The Netherlands)</td>
<td>B.A.</td>
<td>7/1995</td>
<td>Dutch Literature and Linguistics</td>
</tr>
<tr>
<td>University of Groningen (The Netherlands)</td>
<td>M.A.</td>
<td>7/1998</td>
<td>Neurolinguistics</td>
</tr>
<tr>
<td>San Diego State University and University of California, San Diego (USA)</td>
<td>Ph.D.</td>
<td>8/2006</td>
<td>Language and Communicative Disorders</td>
</tr>
</tbody>
</table>

A. Personal Statement

My research focuses on speech production and its disorders across the lifespan, with both a theoretical component and a clinical research component. The theoretical arm of my research program examines in detail the processes, representations, and mechanisms of speech production at the phonological (sound) level and the motor planning level. My research combines a range of behavioral methods and measures, including perceptual analysis, reaction time tasks, and acoustic measures of speech. The clinical arm of my research program focuses on improving diagnosis and treatment for acquired and developmental speech disorders. This research includes an exploration of potential diagnostic markers for different types of speech disorders, and evaluation and comparison of treatment approaches using single-case experimental designs.

B. Honors and Awards

1998 VSB Bank (Netherlands) scholarship
2001, 2003 UCSD Friends of the International Center scholarship
2004 Kala Singh Memorial Scholarship
2004 American Speech-Language Hearing Foundation Graduate Student Scholarship
2004, 2005 NIDCD Research Symposium in Clinical Aphasiology Student Fellowship
2005 Student Research Travel Award, ASHA
2009 Fellowship for the 7th Annual ASHA/NIDCD Lessons for Success Conference (Rockville, MD, April/May 2009)
2010 Selected for ASH Foundation-RSAC Grant Review and Reviewer Training Program

C1. Publications and Scholarly Work (Jan. 2005-present)


C2. Invited Talks Jan. 2008-present (Professional talks, workshops, keynotes – not community lectures or submitted presentations)


C3. Number of peer-reviewed/scientific conference presentations (2008-present)

2008- 1; 2009- 0; 2010- 2; 2011- 6; 2012- 5

D. Active Research Support

K01-DC010216 (E. Maas, PI) 4/1/2010 – 3/31/2015
NIDCD/NIH
Psycholinguistic Investigations of Development and Disorders of Speech Production
Role: PI

E. Major Service or Committee Assignments (Jan. 2008 – present)

University, College, Department:
2010-2012 Chair, Undergraduate Committee, SLHS
2012-present Colloquium Committee, SLHS

Professional/Scientific:
2008 Grant reviewer (Ad Hoc), Neurological Foundation of New Zealand
2010 Grant reviewer (Ad Hoc), Stichting Technologie en Wetenschap (Dutch Technology Foundation)
2010 Member, subcommittee on Language Disorders in Adults, ASHA 2010 Convention
2010 Grant reviewer (Ad Hoc), American Speech-Language-Hearing Foundation
2010-2011 Grant reviewer (Ad Hoc), Veterans Health Administration Rehabilitation Research & Development (Sensory Systems panel)
2010-2011 Member, grant review panel, Childhood Apraxia of Speech Association of North America
2010, 2012 Member, scholarship review committee, American Speech-Language-Hearing Foundation
2011 Member, scientific review committee, International Conference on Speech Motor Control
2011-2012 Grant reviewer (Ad Hoc), Fonds Wetenschappelijk Onderzoek Vlaanderen (Research Foundation Flanders)
2011-2013 Member, ANCDs Practice Guidelines committee on Treatment for Acquired Apraxia of Speech
2012 Member, subcommittee on Motor Speech in Adults and Children, ASHA 2012 Convention
2012 Reviewer (Ad Hoc), Advancing Academic Research Careers, ASHA
2012-2013 Member, steering committee for the 2013 CASANA Research Symposium
2012-present Chair, grant review panel, Childhood Apraxia of Speech Association of North America

BIOGRAPHICAL SKETCH

NAME
Marrone, Nicole, PhD, CCC-A

POSITION TITLE
Assistant Professor

EDUCATION/TRAINING  (Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.)

<table>
<thead>
<tr>
<th>INSTITUTION AND LOCATION</th>
<th>DEGREE (if applicable)</th>
<th>MM/YY</th>
<th>FIELD OF STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Minnesota, Minneapolis, MN</td>
<td>BA</td>
<td>06/01</td>
<td>Speech &amp; Hearing Sci</td>
</tr>
<tr>
<td>Boston University, Boston, MA</td>
<td>MS</td>
<td>01/04</td>
<td>Audiology</td>
</tr>
<tr>
<td>Boston University, Boston, MA</td>
<td>PhD</td>
<td>09/07</td>
<td>Psychoacoustics</td>
</tr>
<tr>
<td>Northwestern University, Evanston, IL</td>
<td>Post-Doc.</td>
<td>12/10</td>
<td>Perceptual Learning</td>
</tr>
</tbody>
</table>

A.  Personal Statement
My research is focused on auditory aging, hearing loss, and rehabilitative audiology. In my laboratory, we investigate how changes in auditory abilities as we age impact speech communication and well-being. Our emphasis is on scientific work that will have direct impact on the efficacy and effectiveness of audiology interventions. In one line of research, we investigate the processes that support understanding speech when more than one sound source is present and how these sound segregation abilities are affected by hearing loss and hearing aids. This work can lead to a better understanding of why some hearing aid users are more resilient, and others more susceptible, to the effects of noise and distraction in everyday communication. In a second line of research, we explore issues related to the effects of hearing loss on the lives of older adults and their families, focusing on well-being and adaptation. With collaborative partnerships between our lab, the UA Hearing Clinic, and the UA College of Public Health, we are developing novel community-based programs to maximize communication and quality of life with hearing loss. Through these two complementary lines of research, my laboratory is making progress towards our long-term goals of improving quality of life and the quality of hearing health care for people of all ages.

B.  Honors and Awards (Include ASHA Fellow, Dept/College/UA Awards)
2007 Editor’s Award- Article of highest merit published in Hearing from the Journal of Speech, Language, and Hearing Research

4. Menard, L., Polak, M., Denny, M., Lane, H., Matthies, M., Perkell, J., Burton, E., Marrone, N., Tiede, M., and


C2. Invited Talks, Jan. 2008-present (Professional talks, workshops, keynotes – not community lectures or submitted presentations)


Department of Speech, Language, and Hearing Sciences


C3. Number of peer-reviewed/scientific conference presentations (2008-present)

2008- 1; 2009- 1; 2010- 3; 2011- 1; 2012- 8;

D. Active Research Support
Departmental start-up funds

E. Major Service or Committee Contributions (Jan. 2008 – present)

Local/Community:
None

University, College, Department:
2011-present, AuD Advising, SLHS
2011-present, AuD Exam Committee Member, SLHS
2011-present, Faculty Marshal, University Commencement
2012-present, AuD Program Committee, SLHS
2012-present AuD Admissions Committee, SLHS
2012-present, Institutional Review Board Committee, SLHS

Professional/Scientific:
2010-present, Elected member of the Psychological and Physiological Technical Committee, Acoustical Society of America
2012-present, Continuing Education Committee for Special Interest Group 6: Hearing and Hearing Disorders: Research and Diagnostics, American Speech Language Hearing Association
BIOGRAPHICAL SKETCH

NAME
Plante, Elena

POSITION TITLE
Professor

EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.)

<table>
<thead>
<tr>
<th>INSTITUTION AND LOCATION</th>
<th>DEGREE (if applicable)</th>
<th>MM/YY</th>
<th>FIELD OF STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loyola University, Maryland</td>
<td>BA</td>
<td>1984</td>
<td>Speech-language path.</td>
</tr>
<tr>
<td>Loyola University, Maryland</td>
<td>MS</td>
<td>1985</td>
<td>Speech-language path.</td>
</tr>
<tr>
<td>The University of Arizona</td>
<td>PhD</td>
<td>1990</td>
<td>Speech &amp; Hearing Sci.</td>
</tr>
</tbody>
</table>

A. Personal Statement
My lab uses neuroimaging techniques to determine the neuroanatomical and physiological correlates of poor learning by those with developmental language disorder. These studies are supported by behavioral studies that seek to discover conditions under which learning can occur rapidly (over the course of minutes) for both children and adults with this disorder. Translational work in the lab includes applying principles of learning from the experimental and imaging work into treatment contexts. In addition, I am involved in the development of standardized tests for children with language disorders.

B. Honors and Awards (since 2003)
2006 Editor’s Award, article of highest merit, 2006
2004 Fellow, American Speech-Language-Hearing Association
2003 Galileo Circle Fellow, College of Science, University of Arizona


Books

Chapters


Refereed Journal Articles

microstructure correlations with auditory processing ability. *Ear and Hearing.* (PMID: 21063207)


C2. **Invited Talks, Jan. 2008-present**


C3. **Number of peer-reviewed/scientific conference presentations (2008-present)**

2008-6; 2009-3; 2010-2; 2011-4; 2012-4

D. **Active Research Support**


E. **Major Service or Committee Contributions (Jan. 2008 – present)**

**Local/Community:** Arizona State task force on professional credentials for speech-language therapists, task force on service eligibility criteria

**University:** MRI steering committee, MARC advisory board, Department Head, Faculty Senate Member at Large, Advanced Research in Biomedical Imaging steering committee, UA Advance: negotiations project & promotion project, School of Information Sciences & Technology faculty rostering committee chair.

**Professional/Scientific:** NIH LCOM review panel, ASHA/ASHF Grant Reviewer and Training committee/chair, ASHA Lessons for Success conference committee/chair.
BIOGRAPHICAL SKETCH

NAME
Story, Brad H.
eRA COMMONS USER NAME (credential, e.g., agency login)

POSITION TITLE
Associate Professor of Speech, Language, and Hearing Sciences

EDUCATION/TRAINING  (*Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.*)

<table>
<thead>
<tr>
<th>INSTITUTION AND LOCATION</th>
<th>DEGREE (if applicable)</th>
<th>MM/YY</th>
<th>FIELD OF STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Northern Iowa</td>
<td>B.S.</td>
<td>05/87</td>
<td>Applied Physics</td>
</tr>
<tr>
<td>University of Minnesota</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Iowa</td>
<td>Coursework</td>
<td>09/87-06/90</td>
<td>Electrical Engineering</td>
</tr>
<tr>
<td></td>
<td>Ph. D.</td>
<td>05/95</td>
<td>Speech and Hearing Sciences</td>
</tr>
</tbody>
</table>

A. Personal Statement

My research is concerned with the acoustics, mechanics, and physiology of human sound production. In my laboratory we view the structure and function of the respiratory, laryngeal, and upper airway systems collectively as an instrument of communication that produces sound. Whereas most of my work is directed toward understanding the sound producing mechanisms of speech, I also have interests in the singing voice, musical instruments, and understanding how listeners decode the information in the acoustic speech signal. The approach I take consists primarily of developing computational, physically based models with which we attempt to simulate the observed behavior of specific components of the speech production system. This model is currently at the stage where it can be used to facilitate studying problems such as how children acquire the ability to speak, how neurologic conditions imposed by disease affect speech production, and how listeners separate the spoken message from the sound qualities of the person speaking. These efforts may also have eventual technological applications in speech synthesis, speech recognition, and speaker identification.

B. Honors and Awards

2008 Fellow of the Acoustical Society of America
2008 Galileo Circle Fellow, College of Science, University of Arizona


C2. Invited Talks, Jan. 2008-present (Invited community lectures & submitted presentations not included)

8. Story, B.H., (May, 2009). Vocal Tremor I: The sum of its parts and their means to an end, Presented jointly with Dr. Julie Barkmeier-Kraemer at the Neurolaryngology Study Group of the Combined Otolaryngology Spring Meeting, (Scottsdale, AZ.)
10. Story, B.H., (September, 2009). Simulation of sentence-level speech production with kinematic models of the vocal folds and vocal tract. Biomedical/Mechanical Engineering Seminar, Purdue University. (West Lafayette, IN).
C3. Number of peer-reviewed/scientific conference presentations (2008-present)

2008-2; 2009-4; 2010-4; 2011-5; 2012-6

D. Active Research Support

R01 DC011275 (B. H. Story, PI)  
NIDCD/NIH  
An Acoustic Model of Child-like Speech  
Role: PI  
9/1/11-8/31/16

R01 DC04789 (B. H. Story, PI)  
NIDCD/NIH  
Quantitative Modeling of Speech  
Role: PI  
6/1/06-2/28/12 (no-cost ext.)

R01 DC006282 (H. Vorperian, PI)  
NIDCD/NIH  
MRI and CT Studies of the Developing Vocal Tract  
Role: Consultant on vocal tract modeling  
2010-2015

BCS-1145011 (B.H. Story, K. Bunton, Co-PIs)  
NSF  
A Model of Vowel Production in Children  
Role: Co-PI, computation model development  
2012-2015

E. Major Service or Committee Assignments

University, College, Department:  
2000-2006, Curriculum Committee, SLHS  
2000-2005, Grade Appeals Committee, College of Science  
2001-present, Chair of Doctoral Admissions and Policy Committee, SLHS.  
2002-2004, Master's Admissions and Policy Committee, SLHS  
2003-2010, Technical Standards Advisory Committee (Ad Hoc), SLHS  
2004-2006, Human Subjects Review Committee, SLHS  
2011-present, Associate Dept. Head, SLHS

Professional/Scientific:  
2003-present, Member, Speech Technical Committee, Acoustical Society of America  
2008, Scientific Reviewer, NIH, Communication Disorders Review Committee  
2006-present, Member, R. H. Stetson Scholarship Committee, Acoustical Society of America  
2006-2012, Ad Hoc, Scientific Grant Reviewer, NIH, Motor Function, Speech, and Rehabilitation Study Section  
2007-2008, Member, Speech Motor Control Committee, 2008 Conference on Motor Speech  
2008-present, Member, Technical Committee for Musical Acoustics, Acoustical Society of America  
2010, Member, Scientific Review Committee of the Eurospeech/InterSpeech 2010 conference  
2011, Member, Program Committee, International Seminar on Speech Production (ISSP)  
2011-present, Associate Editor, Journal of the Acoustical Society of America  
BIOGRAPHICAL SKETCH

Provide the following information for the Senior/key personnel and other significant contributors in the order listed on Form Page 2. Follow this format for each person. DO NOT EXCEED FOUR PAGES.

NAME
Wilson, Stephen Murray

eRA COMMONS USER NAME (credential, e.g., agency login)
stephenwm

POSITION TITLE
Assistant Professor of Speech, Language and Hearing Sciences, and Neurology

EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.)

<table>
<thead>
<tr>
<th>INSTITUTION AND LOCATION</th>
<th>DEGREE (if applicable)</th>
<th>MM/YY</th>
<th>FIELD OF STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Sydney</td>
<td>B.A.</td>
<td>11/97</td>
<td>Linguistics</td>
</tr>
<tr>
<td>University of California, Los Angeles</td>
<td>M.A.</td>
<td>06/02</td>
<td>Linguistics</td>
</tr>
<tr>
<td>University of California, Los Angeles</td>
<td>Ph.D.</td>
<td>08/06</td>
<td>Neuroscience</td>
</tr>
<tr>
<td>University of California, Irvine</td>
<td></td>
<td>06/07</td>
<td>Cognitive Science</td>
</tr>
<tr>
<td>University of California, San Francisco</td>
<td></td>
<td>06/10</td>
<td>Neurology</td>
</tr>
</tbody>
</table>

A. Personal Statement

My research is concerned with the neural basis of language, and focuses on three related questions: (1) How is language processed in the brain? (2) How does brain damage affect language processing in individuals with aphasia, i.e. acquired language disorders? (3) What brain mechanisms support the recovery of language processing in people with aphasia who improve over time? To address these questions, I use a range of neuroimaging techniques including functional magnetic resonance imaging, diffusion tensor imaging and perfusion imaging, along with comprehensive language assessments, to study healthy participants with normal language as well as individuals with different kinds of aphasia. I work with patients with aphasias of various etiologies, including neurodegenerative disease (primary progressive aphasia) and stroke. Linguistic domains of particular interest include morphosyntax, lexical access, and single word reading.

B. Honors and Awards

1997 University Medal, University of Sydney
2000-2003 University Fellowship, University of California, Los Angeles
2005-2006 Dissertation Year Fellowship, University of California, Los Angeles
2011 Conference Fellowship, Lessons for Success Research Conference, ASHA


1. Neural evidence for the role of the sensorimotor system in linguistic representations; 2008 Apr 25; University of California, San Diego, CA.

2. Neuroimaging studies of speech production; 2009 Feb 9; Department of Linguistics, University of California, Berkeley, CA.

3. Automated MRI-based classification of primary progressive aphasia variants; 2009 Apr 28; Veteran’s Administration Northern California Health Care Service, Martinez, CA.

4. Semantic processing; 2009 May 2; Short course lecture presented at: 61st Annual Meeting of the American Academy of Neurology; 2009 Apr 25–May 2; Seattle, WA.

5. Automated MRI-based classification of primary progressive aphasia variants; 2009 Jun 24; Veteran’s Administration Northern California Health Care Service, San Francisco, CA.

6. Language breakdown in neurodegenerative disease: Correlating neural changes with linguistic deficits; 2009 Aug 25; Wisconsin Alzheimer’s Disease Research Center, University of Wisconsin, Madison, WI.

7. Language breakdown in neurodegenerative disease: Linking neural changes with linguistic deficits; 2010 Feb 10; Department of Speech, Language and Hearing Sciences, University of Arizona, Tucson, AZ.


10. What are the functional roles of the dorsal and ventral components of the language network? 2012 Jan 5; Auditory Cognitive Neuroscience Society, Tucson, AZ.


12. Syntax and semantics in primary progressive aphasia. 2012 July 12; University of Queensland, Brisbane, Australia.

C3. Number of peer-reviewed/scientific conference presentations (2008-present)

2008- 3; 2009- 4; 2010- 10; 2011- 7; 2012- 3.

D. Active Research Support

R03 DC010878 Wilson (P.I.)

04/01/10–03/31/13

Functional neuroimaging of language processing in primary progressive aphasia

The overall goals of this project are to use functional magnetic resonance imaging (fMRI) to investigate neural changes underlying linguistic deficits in PPA, and to use this information to better discriminate patients with variants of PPA from each other and from normal aging.
Role: P.I.

R01 NS050915 Gorno-Tempini (P.I.) 2012–17

Progressive aphasia: cognition anatomy and progression
The major goal of this project is to investigate the cognitive and neural basis of speech and language impairments in primary progressive aphasia.

Role: Consultant

E. Major Service or Committee Contributions (Jan. 2008 – present)

Local/Community:

Educational presentations:
1. Real mind reading: New technologies that allow us to study the human brain at work; 2010 Mar 16; Belmont Library, Belmont, CA.
2. Primary progressive aphasia: Speech and language, anatomy and etiology; 2011 Feb 15; NSSLHA, University of Arizona, Tucson, AZ.
3. Healthy brain aging; 2011 Sep 28; Udall Carol West Senior Addition, Udall Regional Center, Tucson, AZ.
4. Healthy brain aging: Myths and facts; 2011 Oct 12; El Pueblo Senior Center, Tucson, AZ.
5. Healthy brain aging; 2012 Mar 18; Family Caregiver and Senior Resource Fair, St. Philip’s In The Hills Episcopal Church, Tucson, AZ.
6. The aging brain: What goes right, what goes wrong, and what you can do about it; 2012 Apr 22; St. Philip’s In The Hills Episcopal Church, Tucson, AZ [with Gayle DeDe].

University:

2010-2012 Member, Undergraduate Admissions/Policy Committee, SLHS, University of Arizona
2011- Member, Technology Advisory Committee , School of Mind, Brain and Behavior, U of Arizona
2012- Member, MRI Steering Committee, University of Arizona
2012- Member, Curriculum Committee, SLHS, University of Arizona

Professional/Scientific:

2001- Member, Cognitive Neuroscience Society
2002-2003 Visiting scholar, Center for Research in Language, University of California, San Diego, CA
2003- Member, Organization for Human Brain Mapping
2003- Member, Society for Neuroscience
2011- Member, Society for the Neurobiology of Language
2012- Member, American Speech-Hearing Association


BIOGRAPHICAL SKETCH

NAME
Dean, James

POSITION TITLE
Senior Lecturer & Clinical Audiologist (Pediatrics)
In Speech Language and Hearing Sciences.

INSTITUTION AND LOCATION
DEGREE
MM/YY
FIELD OF STUDY

University of Massachusetts, Amherst, MA
B.A.
01/1977
History

Smith College, Northampton MA
MED
05/1980
Deaf Education

University of Wisconsin, Madison, WI
M.S.
05/1983
Audiology

Kirksville College of Osteopathic Medicine,
Arizona School of Health Sciences, Mesa, AZ.
AuD
04/2002
Audiology

Personal Statement:
A. As a Senior Lecturer and Pediatric Audiologist I teach courses in the areas of acoustics, pediatric audiology and audiologic habilitation. In a newly developed general education course for undergraduates (SLHS 255) I use life course theory as a frame work for teaching a family-centered interdisciplinary approach to audiologic assessment and intervention. The role of technology, including human interface technology, in rehabilitation and the social consequences of hearing loss and health care disparity are central themes in this course. I also provide audiologic services in the Pediatric Outpatient Therapies Department at the Tucson Medical Center. The multicultural environment of this interdisciplinary clinic provides excellent clinical rotations for graduate students who are pursuing Doctor of Audiology (AuD) degrees from the University of Arizona. My experience working with community service programs, state health agencies and national associations is extensive and as an advocate for community outreach and the reduction of health care disparity I have participated in many local, national and international humanitarian audiology projects. In the area of leadership, I am a core faculty member in the Arizona, Leadership Education in Neurodevelopment and Related Disorders (AZ-LEND) program. This program funded through the US Department of Health, Health Resources and Service Administration has as its central mission, improving access to health care services for people who are uninsured, isolated, or medically vulnerable by training the future leaders in healthcare.

B. Honors and Awards (Include ASHA Fellow, Dept/College/UA Awards)

2000: Larry Mauldin Award for Excellence in Education in the Healthcare Profession


C2. **Invited Talks, Jan. 2008-present (Professional talks, workshops, keynotes – not community lectures or submitted presentations)**


01/20/2012: The Deaf/Hard of Hearing Child’s Journey to Listening and Spoken Language; A workshop for parents and professionals. Arizona Health Science Center, Tucson AZ

10/2/2012, Audiologic Assessment of Children with Autism, Ear Foundation Annual Conference. Phoenix AZ.

E. **Major Service or Committee Contributions (Jan. 2008 – present)**

2008-2009: Consulting Audiologist for the State of Maine, Department of Health, Newborn Hearing Program, Augusta, ME


2010 to present: Management Committee, Arizona Leadership Education in Neurodevelopmental and Related Disabilities (AZ-LEND). Department of Pediatrics, University of Arizona Medical Center, Tucson, AZ.

2010 to present: Core Faculty Member, Association of University Centers on Disabilities, Arizona Leadership Education in Neurodevelopmental and Related Disabilities (AZ-LEND)

2011 to present: Member Association of University Centers on Disabilities, Multicultural Counsel. Leader of Native American Working Group

**Local/Community:**

03-31-2012: Supervising Audiologist, El Rio Community Health Fair, Tucson, AZ


05-2010-2012: Supervising Audiologist, Arizona Special Olympics Healthy Hearing Program, Mesa AZ.

05-2008 to 09-2009: Co-founder and principle manager of an initiative to reduce American Indian hearing health disparity in Maine. This minority health program was funded by $25,000 grant from the Office of Minority Health Disparity, Center for Disease Control, State of Maine Department of Human Services Augusta, Maine.


**University:**

2010 to present: Graduate Admissions committee
2011 to present: Faculty Advisor, Student Organizations committee
BIOGRAPHICAL SKETCH

NAME
David S. Velenovsky, PhD, CCC-A

POSITION TITLE
Senior Lecturer

EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.)

<table>
<thead>
<tr>
<th>INSTITUTION AND LOCATION</th>
<th>DEGREE (if applicable)</th>
<th>MM/YY</th>
<th>FIELD OF STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Va. Poly. Inst. &amp; State U., VA</td>
<td>B.S.</td>
<td>05/77</td>
<td>Biology/Psychology</td>
</tr>
<tr>
<td>Colorado State University, CO</td>
<td>M.S.</td>
<td>12/79</td>
<td>Audiology</td>
</tr>
<tr>
<td>University of Arizona, AZ</td>
<td>Ph.D.</td>
<td>12/98</td>
<td>Speech &amp; Hearing Sci.</td>
</tr>
<tr>
<td>University of Arizona</td>
<td>Postdoc</td>
<td>01/99-01/02</td>
<td>Auditory Neuroanatomy &amp; Physiology</td>
</tr>
<tr>
<td>College of Medicine, AZ</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A. Personal Statement

As Senior Lecturer, my primary focus is on instruction. I teach of courses to both undergraduates and audiology graduate students. Those courses are listed below:

- SLHS 483/583  Principles of Audiology
- SLHS 588A  Physiological Evaluation of the Auditory System
- SLHS 588B  Assessment and Rehabilitation of the Balance System
- SLHS 589  Advanced Audiologic Evaluation
- SLHS 596M  Seminar: Tinnitus
- SLHS 562A  Anatomy & Physiology of the Auditory System
- NRSC 560  Systems Neuroscience

Additionally, I have a variety of research interests. Recent areas of focus include Tinnitus Management (efficacy of management strategies), Auditory Processing in individuals with autism (comparison of APD test battery performance of those on the Autism Spectrum to control subjects, using both “bottom up” and “top down” test modalities), Auditory Evoked Potentials (optimizing stimulus and recording parameters for estimation of hearing threshold in non-sedated infants) Wide Band Reflectance (exploring clinical uses beyond standard reflectometry) and Cochlear Mechanics in lizards as a way to better understand mammalian cochlear mechanics.


Refereed Journal Articles:


C2. Invited Talks, Jan. 2008-present (Professional talks, workshops, keynotes – not community lectures or submitted presentations)


D. Active Research Support


Association of University Centers on Disabilities: "Innovations for Electrophysiologic Assessment of Infant Hearing". Co-investigator, January, 2011, Total Project Award: $200,000.

E. Major Service or Committee Contributions (Jan. 2008 – present)

Local/Community:

2010-Present: Board of Directors, TIHAN (Tucson Interfaith HIV/AIDS Network). Head of Development Committee.

Velenovsky, D., Christensen, T., Bourne-McDonald, S., Tanji, J., Trepanier, S., (April, 2012) Second Annual Boxer Expo STEM program, Vail Academy and High School. Organized and demonstrated auditory evoked potentials, otoacoustic emissions, effects of hearing loss and auditory central nervous system structure and function to 100's of students (grades 7-12) and their parents.
University:

AuD & Master’s Admissions & Policy committee, SLHS 2009-present
Ad-hoc Search Committee, SLHS 2010
Teaching Laboratory Facilities Committee, SLHS 2012-present

Professional/Scientific:

2010-Present: Academic Panel IDA Institute (Denmark)
A. Personal Statement

Throughout my career my research has focused on improving ways to understand the neural basis of sensory communication and how sensory networks in the brain control behavior. My current research focuses on the neuroanatomical and functional organization of speech perception and the role of “attentive listening” using tools like functional brain imaging (fMRI) coupled with electrophysiological tools (EEG) and behavioral testing. The principal goal of this research is to employ a multidisciplinary approach toward investigating and testing a functionally- and anatomically-based model of auditory processing that will help inform the development of new diagnostic tools and therapies for the treatment of auditory processing disorders. Current projects explore the cognitive modulation of primary language processing by attention and memory networks, the effects of attention type and cognitive load on language perception, and the roles of cortical-subcortical interactions in serving these cognitive processes. Our experiments in typical listeners are a prelude to studying clinical populations with brain disorders that disrupt language, verbal memory, attention, or any combination of these critical skills.

B. Honors and Awards

1983-86 Individual NRSA Postdoctoral Research Award
1988 First Place Poster Award at the Eighth International Biennial Congress of the European Chemoreception Research Organization
1991-92 Visiting Summer Professorship awarded by the University of Trondheim, Norway
1994 Kenji Nakanishi Award for Excellence in Olfactory Research; the Takasago Corp. & the Assoc. for Chemoreception Sciences (first insect neuroscientist so honored)

1996-present 20+ invited presentations in the US, Europe and Japan
2007-present NIH (NIDCD) Career Development Award to study human brain mapping


Books

Refereed Journal Articles
(a) Olfactory Neuroscience

(b) Human Brain Mapping and Auditory Processing


C2. Invited Talks, Jan. 2008-present (Professional talks, workshops, keynotes – not community lectures or submitted presentations)


C3. Number of peer-reviewed/scientific conference presentations (2008-present)

2008- 3; 2009- 8; 2010- 3; 2011- 2; 2012- 1;
C. Active Research Support

K01 DC008812 Christensen (PI) 04/01/07-03/31/12 (currently in no-cost extension)
NIDCD/NIH
Brain Mechanisms Linking Language, Attention and Memory
Role: PI

E. Major Service or Committee Contributions (Jan. 2008 – present)

Local/Community:
2009
• April 6: Lab tour for SLHS donors
• Oct 5: Lab Tour for Sertoma Group
• Oct 27: Public lecture @ Campana del Rio Retirement Community, Tucson AZ
• Nov 7: Brain Recordings and Demonstrations at UA Junior Scientists Kids Day

2010
• Since September I have been a scientific mentor to Sarah Hindeyeh, a student at Sonoran Science Academy (Robert Hobbins, teacher). In January 2011, Sarah won 1st Prize in her science fair with the project: “Clarity Mind Meditation: Effects on Auditory Memory in Students with Attention Deficit Hyperactivity Disorder.”

2011
• Invited to consult with students in the Department of Architecture on plans to develop a working ranch for individuals on the autism spectrum.

2012
• April 13: Brain Recordings and Demonstrations at Vail Academy & High School's Science Expo

University:
2008: Committee for development of a new UA School of Neuroscience (NOT APPROVED)
2009: Led a proposal to develop a new “UA Center for Neuroimaging”; NIH Recovery Act Limited Competition: Core Facility Renovation, Repair, and Improvement (G20); $1.2M for renovations, furnishings and equipment (NOT FUNDED)

2010
• Faculty Mentor, Arizona Assurance Scholar Program
• Led a proposal to bring a TMS facility to the UA: NSF Major Research Instrumentation Grant Program; “Acquisition of a Navigated Transcranial Magnetic Stimulation System for the Study of Communication Disorders in the Human Brain”; $450,000 (NOT FUNDED)

Professional/Scientific:
2008
• Created the first research webpage for the Department of Speech, Language & Hearing Sciences
• Reviewer for Journal of Neuroscience
• NIDCD Loan Repayment Program Review Panel (1 round)

2009
• Reviewer for Journal of Comparative Neurology
• Feb 20: Visit to Carondelet Neurological Institute to discuss possible collaboration

2010: Reviewer for Journal of Comparative Physiology (part A)
2011: Founder and organizer of the Brain Mapping Workgroup
BIOGRAPHICAL SKETCH

NAME
Jennifer Casteix, MS, CCC-SLP

POSITION TITLE
Clinical Assistant Professor, Department of Speech, Language, and Hearing Sciences, The University of Arizona

EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.)

<table>
<thead>
<tr>
<th>INSTITUTION AND LOCATION</th>
<th>DEGREE (if applicable)</th>
<th>MM/YY</th>
<th>FIELD OF STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of California, Santa Barbara</td>
<td>BA</td>
<td>06/87</td>
<td>Speech and Hearing Sci.</td>
</tr>
<tr>
<td>The University of Arizona, College of Science</td>
<td>MS</td>
<td>05/89</td>
<td>Speech Pathology</td>
</tr>
</tbody>
</table>

A. Personal Statement

I have worked as a pediatric Speech-language Pathologist in Southern Arizona for 24 years. Since 2009, I have been a Clinical Assistant Professor and Clinical Instructor in this department. I currently train graduate level students in evaluating and treating medically fragile and medically complex infants, toddlers, and children with neurodevelopmental disorders, and children with language and articulation delays and disorders. My areas of specialty include children and adolescents with Autism Spectrum Disorders, and medically fragile infants, toddlers and children with feeding and swallowing disorders. I train graduate students at the Grunewald-Blitz Clinic for Communication Disorders in Children as well as at Diamond Children’s Medical Center at the University of Arizona Medical Center. At Diamond Children’s, I am a member of the Pediatric Tracheostomy Task Force and Pediatric Tracheostomy Team, the NICU Feeding Task Force, and the Neonatal Developmental Follow-Up Clinic, all multidisciplinary teams across colleges, departments and units.

I am the Speech-Language faculty member of The University of Arizona’s Leadership Education in Neurodevelopmental and Related Disabilities (AZLEND) program, an interdisciplinary training program for professionals. This program provides intensive training to professionals across 14 disciplines in the area of autism and other neurodevelopmental disabilities.

I hold a joint appointment in the Department of Pediatrics in the College of Medicine.

C2. Invited Talks, Jan. 2008-present (Invited community lectures not included)

Casteix, J. and Abbey, B., (September, 2009). Therapeutic Swallow Studies, Presented at the Pediatric Interdisciplinary Feeding, Swallowing, and Nutrition Team Workshop, Tucson, AZ

D. Active Support

Interdisciplinary Leadership Education Excellence in Caring for Children with Neurodevelopmental and Related Disabilities (LEND) Grant
Sponsor: Health Resources and Services Administration
Dates: July 1, 2011, 2011-2016
Amount: 0.20 FTE
E. **Major Service or Committee Contributions (Jan. 2008 – present)**

**Local/Community:**
- Board of Directors, Junior League of Tucson, Inc.
- Board of Directors, Community Food Bank of Southern Arizona
- Community Affairs Board, Arizona Public Media
- Trustee, National Foundation Board, Alpha Chi Omega
- Chair, Board of Directors, Reach Out and Read Southern Arizona
- Chair, Friends of the Festival for Tucson Festival of Books

**University:**
- Arizona LEND Executive Committee and Curriculum Committee member
- Consultant, Talking Matters! Part of the Speech and Language Initiative in North Pima County, funded by First Things First Arizona; tasked with providing training to day care providers.
- Conference Organizer:
  - 2009: Pediatric Feeding, Swallowing and Nutrition Team, Tucson, AZ
  - 2010: Speech Sound Disorders in Children: Cleft Palate and Childhood Apraxia of Speech, Tucson, AZ
  - 2011: Evidence-Based Assessment and Treatment of Bilingual Children with Communication Disorders, Tucson, AZ
  - 2012: Pediatric TBI: From Injury through Recovery, Tucson, AZ
- Member, Speech, Language and Hearing Sciences Advisory Board
- Member, cross-departmental team (SLHS, Chem/BioChem, Radiology) that developed Chemistry Camp for Adolescents with ASD.
- Member, cross-departmental and cross-unit team (SLHS, Radiology, Optical Sciences, NOAO) that developed Optics and Astronomy Camp for Adolescents with ASD.
- Departmental committees include UACares, Development/Outreach, Staff Awards (chair), Colloquium, NSSLHA Advisor, Website and Social Media

**Professional/Scientific:**

**Service Awards:**
- YWCA Tucson **Woman on the Move** Honoree (2009)
- American Chemical Society **ChemLuminary Award** for Local Programming: “Chemistry Can Be Fun” Camp for Adolescents with ASD (2010)
- Junior League of Tucson, Inc., **Ann-Eve Johnson Award for Service to the Community** of Tucson (2011)
BIOGRAPHICAL SKETCH

NAME
Cassandra Faux

POSITION TITLE
Associate Clinical Professor

EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.)

<table>
<thead>
<tr>
<th>INSTITUTION AND LOCATION</th>
<th>DEGREE (if applicable)</th>
<th>MM/YY</th>
<th>FIELD OF STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td>The University of Arizona</td>
<td>BS</td>
<td>05/77</td>
<td>Speech, Language, &amp; Hearing</td>
</tr>
<tr>
<td>The University of Arizona</td>
<td>MS</td>
<td>05/79</td>
<td>Speech-Language Pathology</td>
</tr>
</tbody>
</table>

NOTE: The Biographical Sketch may not exceed four pages. Follow the formats and instructions below.

A. Personal Statement
I have been in clinical practice as a speech-language pathologist and have supervised graduate students in speech-language pathology for over 30 years. I am the coordinator of the speech-language pathology clinics in the Department of Speech, Language, and Hearing Sciences (SLHS). My interests are in pediatrics across all disorders and adults specific to motor speech disorders. I am the co-founder and director of the Sounds Good clinical program in the Grunewald-Blitz Clinic for Communication Disorders in Children (SLHS), the first clinic for children with cochlear implants in southern Arizona. I have created and implemented REACH, an early intervention program, and Be a STAR, a performing arts program, for children who are deaf and hard of hearing. In addition, I am the co-founder of the MDA/ALS clinic through the Department of Neurology at the University of Arizona Medical Center- South Campus.

B. Honors and Awards (Include ASHA Fellow, Dept/College/UA Awards)

2003 Outstanding Clinical Achievement Award presented by the Arizona Speech-Language-Hearing-Association (ArSHA)
2004 DiCarlo Award Nominee for Outstanding Clinical Achievement (ASHA)
2006 Special praise award by recent graduates (Gail D. Burd, PhD, Associate Dean, College of Science)
2008 Special praise award by recent graduates (Gail D. Burd, PhD, Associate Dean, College of Science)
2010 Sixth American Speech-Language-Hearing Association (ASHA) Award for Continuing Education (January)
2011 American Speech-Language-Hearing Association (ASHA), Meritorious Mention poster


- DeFeo, A.B., and Faux, C. (2003). Referral of adults with developmental disabilities for speech, language, and augmentative an alternative communication services. In F.P. Harris and J. Dean (Eds.) Seminars in Hearing, 24, 3, 235-245
C2. Invited Talks, Jan. 2008-present (Professional talks, workshops, keynotes – not community lectures or submitted presentations)


C3. Number of peer-reviewed/scientific conference presentations (2008-present)

2009- 1; 2010- 1; 2011- 1;

E. Major Service or Committee Contributions (Jan. 2008 – present)

Department/University:

2008 Ad-hoc Search Committee SLHS
2008 Ad-hoc HIPAA Committee SLHS
2009-2010 Ad-hoc Search SLHS
2008-2012 Curriculum Committee SLHS
2008-2012 Admissions Committee SLHS
2008-2012 Technical Standards SLHS

Local/Community:

2008-2012 Publication chair ArSHA
2008-2012 Convention program ArSHA
2008-2012 Muscular Dystrophy Association (volunteer services at clinic)
2008-2012 Technology Access Center of Tucson (board member)
2008-2009 Tucson Festival of Books Special Needs committee
2010 Program co-chair elect ArSHA
2010-2012 Hopefest
2011 Program chair (ArSHA)
2011-2012 Tucson Alliance for Autism (board member)
BIOGRAPHICAL SKETCH

<table>
<thead>
<tr>
<th>NAME</th>
<th>POSITIONS TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frances P. Harris</td>
<td>Clinical Assistant Professor, James S. and Dyan Pignatelli/Unisource Chair in Audiologic Rehabilitation for Adults</td>
</tr>
</tbody>
</table>

EDUCATION/TRAINING *(Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.)*

<table>
<thead>
<tr>
<th>INSTITUTION AND LOCATION</th>
<th>DEGREE (if applicable)</th>
<th>MM/YY</th>
<th>FIELD OF STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Southwestern Louisiana</td>
<td>B.A.</td>
<td>12/1968</td>
<td>Speech Pathology</td>
</tr>
<tr>
<td>University of Arizona</td>
<td>M.A.</td>
<td>05/1969</td>
<td>Speech Pathology</td>
</tr>
<tr>
<td>University of Arizona</td>
<td>none</td>
<td>05/1972</td>
<td>Audiology</td>
</tr>
<tr>
<td>University of Arizona</td>
<td>Ph.D.</td>
<td>05/1988</td>
<td>Hearing Science</td>
</tr>
</tbody>
</table>

A. **Personal Statement.**

My area of interest is Adult Audiologic Rehabilitation. I hold the James S. and Dyan Pignatelli/Unisource Clinical Chair in Audiologic Rehabilitation for Adults, which is funded by private donations. I facilitate programs and services for adults with hearing loss and their communication partners and work with Doctor of Audiology students in these programs and in our regular on-campus Audiology Clinics. As part of the Living WELL with Hearing Loss program, we have an active ongoing group program, have developed a website ([http://lwhl.arizona.edu/](http://lwhl.arizona.edu/)), numerous brochures and materials, and an annual newsletter. Our outreach module includes programs for those who are unable or unwilling to attend our on-campus sessions and a community lecture series. Outreach has been conducted at Senior Centers and an assisted living facility. I am also part of the teaching faculty, and I assist the research faculty with projects concerning Audiologic Rehabilitation or the impact of hearing loss on adults and their families.

B. **Honors and Awards (Include ASHA Fellow, Dept/College/UA Awards)**


**Mentor Acknowledgement, 2004.** American Academy Audiology, Student Research Award, Eric Carmichel, thesis: “Sound Localization Ability with Electronic Hearing Protectors”


C2. Invited Talks, Jan. 2008-present

Harris, F.P., Muller, T, Norrix, L, Peterson, J, Dean, J (April 23, 2012). Research, Collaborations, Outreach (aka: What we do in our spare time). Dept. of SLHS, University of Arizona Colloquium series.

Harris, F.P. (January 20, 2012). The Journey Continues: A Lifespan Perspective Focused on Success. The Deaf/Hard of Hearing Child’s Journey to Listening and Spoken Language – A Workshop for Parents and Professionals, Tucson, AZ (Invited)


Harris, F.P. & Marin, A. (September, 2010). Innovative Programs for Audiologic Rehabilitation for Adults at the University of Arizona. Academy of Rehabilitative Audiology. San Francisco, CA. (Submitted, session)


C3. Number of peer-reviewed/scientific conference presentations (2008-present)

2008 - 0; 2009 - 0; 2010- 2; 2011- 4; 2012- 5; 2013 – 3 accepted for spring AAA

E. Major Service or Committee Contributions (Jan. 2008 – present)

Local/Community:

Presentations:

Harris, F.P. (Oct. 9, 2012). Hearing - How it Works and What Happens When it Doesn't. The BGs, Tucson, AZ.


Harris F.P. (January 7, 8, 2011). Hearing Loss Help – Implantable Devices (CI and BAHA and Tinnitus. Lecture series, Green Valley, Tucson Arizona co-sponsored with Adult Loss of Hearing Association

Harris, F.P. (March 24, 26, 2011). Focus on Communication: For People with Hearing Loss, their Families and Friends. Lecture series, Green Valley, Tucson Arizona co-sponsored with Adult Loss of Hearing Association

Harris, F.P. (April 9, 10, 2010). Living Well with Hearing Loss. Lecture series, Green Valley, Tucson Arizona co-sponsored with Adult Loss of Hearing Association

Harris, F.P. (October 29, October 30, 2010). What do you do when hearing aids are not enough. Lecture series, Green Valley, Tucson Arizona co-sponsored with Adult Loss of Hearing Association

Harris, F.P. & Dean, J. (October 2009). Tricks and Treats for Better Hearing. The University of Arizona, Tucson, AZ

Harris, F.P. (September, October, 2009). Hearing Loss: Causes, Consequences, Solutions. Presented to: Amber Lights, Sept. 23; The Fountains, October 12; Atria Campana del Rio, Oct. 19, Tucson, AZ

University:
Department of Speech, Language, and Hearing Sciences:

- Curriculum
- Building
- AuD Admissions
- Ad hoc search committees
- Ad hoc Website Development
- Ad hoc AuD Program
- Ad hoc graduation
- Honors and Awards (chair)

Professional/Scientific:

ASHA Sig 7
NAME
Janet L Hawley
janet@email.arizona.edu

POSITION TITLE
Clinical Assistant Professor, Speech, Language Hearing Sciences department

EDUCATION/TRAINING  (Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.)

<table>
<thead>
<tr>
<th>INSTITUTION AND LOCATION</th>
<th>DEGREE (if applicable)</th>
<th>MM/YY</th>
<th>FIELD OF STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of California, Santa Barbara, California</td>
<td>BA</td>
<td>6/1980</td>
<td>Speech and Hearing</td>
</tr>
<tr>
<td>University of Arizona, Tucson, Arizona</td>
<td>MS</td>
<td>5/1982</td>
<td>Speech Language Pathology</td>
</tr>
</tbody>
</table>
A. Early in my career I worked at a speech-language pathologist providing clinical services in in- and out-patient hospital settings with a focus on neurogenic communication disorders. In addition I served a supervisor for the speech-language hearing department at Carondelet St. Mary’s hospital and then managed a post-acute brain injury program at Carondelet St. Joseph’s hospital, both in Tucson. I have been an active member of the Brain Injury Association of American (BIAA) and the Brain Injury Association of Arizona (BIAAz) serving as a state board member and a founding member and president of the Tucson Chapter of the BIAAz. In my current position, my work consists predominantly of supervising graduate level speech-language pathology students in the Speech, Language & Hearing Sciences department at the University of Arizona. I also teach an undergraduate course, focused on clinical writing and observation, and co-teach a graduate course aimed at preparing speech-language pathology students for a broad range of clinical activities. Areas of interest and clinical expertise include neurogenic communication disorders, voice, and foreign accent reduction. In terms of neurogenic communication disorders I have a passionate interest in aphasia and, in fact, initiated the first aphasia group at Carondelet St. Mary’s Hospital in 1993, and continued to facilitate them at Carondelet St. Joseph’s hospital (1995-1999) and at the University of Arizona from 2001 to present. I have ongoing collaboration with the Aphasia Research Program in the department. In terms of voice, I am certified in the Lee Silverman Voice Treatment program designed to treat individuals with Parkinson disease and run weekly transgender voice groups.

B. Honors and Awards
2003 Team Award for Excellence (University of Arizona)
1987 Carondelet St. Mary’s Employee of the Year
1982 Outstanding Graduate Student, Department of Speech and Hearing Sciences (University of Arizona)
1982 Outstanding Teaching Assistant, Department of Speech and Hearing Sciences (University of Arizona)
1980 Outstanding Senior, Department of Speech and Hearing (University of California, Santa Barbara)

E. Major Service or Committee Contributions (Jan. 2008 – present)
Local/Community:
2006-2007 President, Tucson Chapter, Brain Injury Association of Arizona

University:
2009-2012 Student Awards Committee Chair
2008-2010 Trainer, Graduate Teaching Assistant Orientation
2005-2012 HIPAA Committee Chair

Professional/Scientific:
2012: Ambassador, American Speech Language Hearing Association Foundation
2010-2011 Arizona Speech and Hearing Association: Convention Program Committee
2010-2011 Arizona Speech and Hearing Association: Convention Volunteer Coordinator
2009 Education Committee member, Brain Injury Association of Arizona
2008-2009 Arizona Speech and Hearing Association: Convention Program Committee
2005-2006 Grant Reviewer, National Institutes of Health
### BIOGRAPHICAL SKETCH

<table>
<thead>
<tr>
<th>NAME</th>
<th>POSITION TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kaplan, Tracy L.</td>
<td>Clinical Assistant Professor in the Department of Speech, Language, &amp; Hearing Sciences</td>
</tr>
</tbody>
</table>

#### EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.)

<table>
<thead>
<tr>
<th>INSTITUTION AND LOCATION</th>
<th>DEGREE (if applicable)</th>
<th>MM/YY</th>
<th>FIELD OF STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Mexico State University</td>
<td>BS</td>
<td>05/03</td>
<td>Major: Education/Communication Disorders; Minor: Voice</td>
</tr>
<tr>
<td>Las Cruces, NM</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Arizona</td>
<td>MS</td>
<td>05/05</td>
<td>Speech, Language, &amp; Hearing Sciences</td>
</tr>
<tr>
<td>Tucson, AZ</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AZLEND Arizona Leadership Education in Neurodevelopmental and Related Disabilities</td>
<td>Fellowship</td>
<td>05/12</td>
<td>Public Health/Health Administration; Maternal &amp; Child Health</td>
</tr>
<tr>
<td>University of Arizona</td>
<td>MPH</td>
<td>In Progress</td>
<td>Maternal &amp; Child Health</td>
</tr>
<tr>
<td>Tucson, AZ</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Personal Statement

I am a Clinical Assistant Professor working at the Wings on Words Preschool & Toddler Program, which is affiliated with the University of Arizona’s Department of Speech, Language, & Hearing Sciences. In this setting, I help oversee our clinical program, deliver skilled speech and language services to children 2-6 years of age, as well as provide training and supervision for undergraduate and graduate level students from the University of Arizona. Additionally, I have been working as a program mentor and collaborator on the First Things First "Talking Matters!" grand-funded program for the past 3 years. Among my other involvements that extend beyond the University setting, I provide pediatric speech-language therapy services through a community agency, Mealtime Connections, and adult speech-language therapy services at Healthsouth Rehabilitation Hospital of Southern Arizona. I have also worked as an instructor for the Arizona Early Intervention Program (AzEIP) Standards of Practice provider’s examination. My areas of specialization include: early intervention and child speech and language disorders as well as pediatric feeding/swallowing disorders. I am working toward a Master of Public Health in Family and Child Health at the Mel & Enid Zuckerman College of Public Health in order to integrate my clinical and professional experience with public health training. This endeavor has been supported by my participation in the Arizona LEND program, wherein I was selected as the Public Health/Health Administration Trainee with expertise in Speech-Language Pathology. I have interests in effecting policy changes at the local, state and national levels to improve quality and access to care for children and families whom require developmental support.

#### Major Service or Committee Contributions (Jan. 2008 – present)

2010 - Present Program Mentor, First Things First “Talking Matters!” Grant-funded Program, Department of Speech, Language, & Hearing Sciences, University of Arizona, Tucson, Arizona
2011 - Present  Arizona Leadership Education in Neurodevelopmental and Related Disabilities (AZLEND) Public Health/Health Administration Trainee Graduate, Department of Pediatrics, College of Medicine, University of Arizona, Tucson, Arizona

2012 - Present  Instructor, Arizona Early Intervention Program (AzEIP) Standards of Practice Test Preparation, Tucson, Arizona
BIOGRAPHICAL SKETCH

NAME
Kiernan, Barbara Jean

POSITION TITLE
Director, Scottish Rite – University of Arizona Child Language Center

EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.)

<table>
<thead>
<tr>
<th>INSTITUTION AND LOCATION</th>
<th>DEGREE (if applicable)</th>
<th>MM/YY</th>
<th>FIELD OF STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Michigan</td>
<td>B.A.</td>
<td>06/66</td>
<td>Spanish Language &amp; Lit</td>
</tr>
<tr>
<td>University of Madrid, Spain</td>
<td>Coursework</td>
<td>08/64 – 06/65</td>
<td>Spanish Language &amp; Lit</td>
</tr>
<tr>
<td>University of Michigan</td>
<td>M.A.</td>
<td>06/71</td>
<td>Spanish Language &amp; Lit</td>
</tr>
<tr>
<td>University of Arizona</td>
<td>Ph.D.</td>
<td>05/93</td>
<td>Speech, Language &amp; Hearing Sciences</td>
</tr>
<tr>
<td>University of Arizona</td>
<td>Post-Doc</td>
<td>05/94</td>
<td>Early Intervention</td>
</tr>
</tbody>
</table>

A. Personal Statement

How do children develop speech, language, and literacy? What conditions facilitate (or interfere) with these processes, especially when a speech or language disorder is present? How do we best provide early intervention to help children overcome or compensate for these early obstacles? These questions guide my work with children, clinicians, parents, and teachers. As Director of the Scottish Rite-University of Arizona Child Language Center, I have dedicated the past 15 years to a) building model programs to serve children (e.g., Wings on Words preschool & toddler program and clinic), b) creating community outreach and professional development programs (e.g., First Things First - Talking Matters), and c) teaching students to utilize research-based methods to facilitate speech, language, and literacy in young children (e.g., 10 undergraduate interns each semester). The success of these programs has involved significant grant writing, program development, fundraising to sustain operations and provide children with scholarships, and active engagement of the community in southeastern Arizona through workshops, presentations, and consultation. It has also involved my support and facilitation of research efforts in our department that can benefit from the Center’s population or setting. As a result, the Child Language Center’s programs have become a unique asset to our community in the area of early childhood, speech and language concerns, and professional development. My goal is for these clinical, educational, and outreach efforts to support the department’s efforts to collaborate, consult, and work together with others to strengthen and expand resources to children, families, and UA students studying to become SLPs.

B. Honors and Awards (Include ASHA Fellow, Dept/College/UA Awards)


Kiernan, B. (1985). Honors of the Association awarded to outgoing President and Founding Member, Venezuela TESOL (Teachers of English to Students of Other Languages).

Kiernan, B. (1985). Faculty Recognition Award given upon the successful completion of Maryville College Masters Project in Venezuela, Maryville College of St. Louis, Mo.

D. Active Support for Program Development


E. Major Service or Committee Contributions (Jan. 2008 – present)

Local/Community: Tucson Festival of Books, Steering Committee & Chair of Children’s Area 2008 -2010
- Catalina Rotary Club of Tucson President 2009-10; BOD since 2008
- Steering Committee and fundraising chair for creation of Milagro Playground at Jacobs Park, a universally accessible, 2-acre playground for children of all abilities, including those with sensory, motor, or cognitive impairment. Funds raised exceeded $1,000,000.
- First Things First – Cross Regional Boundary Taskforce 2012-13 - member
- United Way - First Focus on Kids – 2008 - present – member

University:
- Development and funding of UA TALKline in SpH Department
- Development and funding of Talking Matters’ Parent Video Webpage; a permanent resource to be housed on the SpH Website. Launch scheduled for spring 2013.

Professional/Scientific:

Examples of Program development:
- 2005-2007: As the Tucson-based Director of the Tempe Early Reading First grant, I a) directed assessment and data collection; b) supported professional training activities provided by mentors and instructors, and c) administered a local budget of $250,000.
- 2007-2010: As Director of the Child Language Center, I wrote a series of competitive grants to Angel Charity for Children ($750,000), The City of Tucson ($95,000), Pima County (70,000), United Way FTF Toddler grant ($95,000) and the Tohono O’odham Nation ($37,000) that were successful in securing sufficient funding to a) construct a new building to house preschool programs, b) renovate original building to house a toddler program and a clinic for children with speech and language disorders, c) develop a Parent-Child Resource Center and Library, and d) upgrade all electrical and HVAC systems to achieve optimum energy efficiency and cost effectiveness of new facilities.
- 2010-2012: As Director of the Talking Matters Team funded by First Things First, I created a TALKline in the Department that can be used by parents and others to speak with an SLP about concerns they have for their children’s development of speech and language. In addition, we have just completed the filming of 6 parent training videos (in conjunction with AZPM) and related resource materials that will be available in spring 2013 on the Talking Matters page of the UA SpH website.
NAME
Cuzner, Suzanne Lea

POSITION TITLE
Clinical Assistant Professor

EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.)

<table>
<thead>
<tr>
<th>INSTITUTION AND LOCATION</th>
<th>DEGREE (if applicable)</th>
<th>MM/YY</th>
<th>FIELD OF STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Colorado at Boulder</td>
<td>B.A.</td>
<td>05/81</td>
<td>Communication Disorders and Speech Science</td>
</tr>
<tr>
<td>University of Arizona</td>
<td>M.S.</td>
<td>12/90</td>
<td>Speech and Hearing Sciences</td>
</tr>
</tbody>
</table>

A. Personal Statement

I provide clinical training to graduate level students in a school setting that provides academic year and summer camp programs at Wings on Words Preschool and Toddler Program. I train graduate clinicians in the evaluation and treatment of speech and language disorders in preschool and kindergarten-age children with specific language impairment, articulation/phonological disorders, childhood apraxia of speech, cleft palate, stuttering, hearing impairment, and autism spectrum disorders in English and Spanish using both pull-out and classroom based intervention methods. I have also worked collecting data for a research project on phonological development in monolingual and bilingual Spanish-speaking children.

B. Honors and Awards (Include ASHA Fellow, Dept/College/UA Awards)

Jean R. Guloien Outstanding Student Award in Speech-Language Pathology

E. Major Service or Committee Contributions (Jan. 2008 – present)

University:
HIPAA committee, SLHS
# BIOGRAPHICAL SKETCH

<table>
<thead>
<tr>
<th>NAME</th>
<th>POSITION TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>McGrath, Kathe E. K.</td>
<td>Clinical Assistant Professor</td>
</tr>
<tr>
<td>kmcgrath</td>
<td></td>
</tr>
</tbody>
</table>

## EDUCATION/TRAINING
*(Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.)*

<table>
<thead>
<tr>
<th>INSTITUTION AND LOCATION</th>
<th>DEGREE (if applicable)</th>
<th>MM/YY</th>
<th>FIELD OF STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Arizona, Tucson, Arizona</td>
<td>BA</td>
<td>05/80</td>
<td>Psychology/Child Development</td>
</tr>
<tr>
<td>University of Arizona, Tucson, Arizona</td>
<td>MS</td>
<td>05/87</td>
<td>Speech, Language and Hearing Sciences</td>
</tr>
</tbody>
</table>

### A. Personal Statement

I am currently a Clinical Supervisor. Each semester, I supervise at least 4 first year graduate students and several second year graduate students. My interests clinically are in Early Intervention/Pediatrics (I am Hanen certified) and autism spectrum disorders (I am in charge of the Autism Clinic Extension based at the Tucson Alliance for Autism). The clients on my caseload (that I train my graduate student clinicians to treat) reflect my interests. Each semester I offer, with a community based SLP colleague, Hanen’s *It Takes Two to Talk* parent training classes which offer parent support and training for their children with delayed speech and language as well as experience for second year graduate students. At ACE, one of the services offered is Social Communication groups for children aged 7-12. Prior to working at the University of Arizona, I was in private practice and contracted with the State of Arizona to provide services both in the Tucson community and on the Tohono O’Odham Indian Nation.

### B. Honors and Awards (Include ASHA Fellow, Dept/College/UA Awards)


### E. Major Service or Committee Contributions (Jan. 2008 – present)

#### Local/Community:
- Board Member of Technology Access Center of Tucson
- Board Member of Tucson Alliance for Autism

#### University:
- Member of SLHS Department Admissions Committee
- Responsible for SLHS Clinic organization and cleanliness
BIOGRAPHICAL SKETCH

NAME
Muller, Thomas, AuD, CCC-A, FAAA

POSITION TITLE
Clinical Associate Professor; Clinic Coordinator for Audiology

EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.)

<table>
<thead>
<tr>
<th>INSTITUTION AND LOCATION</th>
<th>DEGREE</th>
<th>MM/YY</th>
<th>FIELD OF STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Colorado</td>
<td>BS</td>
<td>05/88</td>
<td>Com. Dis. &amp; Psychology</td>
</tr>
<tr>
<td>University of Arizona</td>
<td>MS</td>
<td>05/90</td>
<td>Audiology</td>
</tr>
<tr>
<td>Arizona School of Health Sciences</td>
<td>AuD</td>
<td>05/02</td>
<td>Audiology</td>
</tr>
</tbody>
</table>

A. Personal Statement

Dr. Muller was, for seven years, Director of the Audiology Department at Thomas-Davis Medical Centers in Tucson. Tom has been with the University of Arizona Department of Speech, Language, and Hearing Sciences since 1997, initially as a Clinical Instructor and ultimately as Clinical Associate Professor and Clinical Division Leader/Clinic Coordinator for Audiology. In the clinic, he works primarily adult hearing impaired population, hearing aids and cochlear implants. He is responsible coursework regarding hearing aids, cochlear implants and hearing conservation. His clinical and research interests include the psychosocial implications of hearing impairment in the elderly and advanced hearing instrument technology. Dr. Muller manages the Pima County Hearing Aid Bank, a cooperative program of the Sertoma, the Community Outreach Program for the Deaf and the U of A Hearing Clinic through which low-income individuals can obtain hearing aids at a very low cost. He is a commissioner for and past chair of the Arizona Commission for the Deaf and Hard of Hearing, and is a member in good standing of the American Academy of Audiology, the American Speech-Language-Hearing Association and the Arizona Speech-Language-Hearing Association. In 2010 he won the University of Arizona’s College of Science Innovation in Teaching for his work developing a model of clinical provision and supervision to foster independence in 3rd year AuD students. In 2011 he won the Larry Mauldin Award for Excellence in Education, a national award given to one audiologist each year.

B. Honors and Awards (Include ASHA Fellow, Dept/College/UA Awards)

2011 Lary Mauldin Award for Excellence in Audiology Education
2010 UA College of Science Innovations in Teaching Award
2010 Ben’s Bells Award for Community Service
2009 Tucson Interfaith HIV/AIDS Network Board Member of the Year Award
1999 UA Speech & Hearing Sciences Employee of the Year Award
1990 UA Speech & Haring Sciences Audiology Graduate Student of the Year Award

C2. Invited Talks, Jan. 2008-present

Muller, T (April 11, 2008) Demographics of hearing loss and trends in amplification. Presentation to the 35th Anniversary of the Community Outreach Program for the Deaf Workshop, Tucson, AZ
C3. Number of peer-reviewed/scientific conference presentations (2008-present)

2008-1; 2009-0; 2010-1; 2011-2; 2012-2;

E. Major Service or Committee Contributions (Jan. 2008 – present)

Local/Community:

2007-Present Arizona Commission for the Deaf and Hard of Hearing:
  Governor-appointed commissioner 2007-present; Chair 2009-2010
2006-Present Tucson Interfaith HIV/AIDS Network:
  Board member 2006-present; Board President 2008-2010
1997-2010 Tucson Hearing Society: Board Member
1998-Present Pima County Hearing Aid Bank: Manager

University:

2001-Present Curriculum Committee
2002-Present Disability Resource Center Liaison/Technical Standards
1997-Present AuD Planning Committee (Unofficial, but meets monthly)
NAME
Norrix, Linda Weiland

POSITION/TITLE
Clinical Assistant Professor

EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.)

<table>
<thead>
<tr>
<th>INSTITUTION AND LOCATION</th>
<th>DEGREE (if applicable)</th>
<th>MM/YY</th>
<th>FIELD OF STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of WI-Madison</td>
<td>B.S.</td>
<td>12/1981</td>
<td>Vocational Rehabilitation Counseling</td>
</tr>
<tr>
<td>Denver University</td>
<td>M.A.</td>
<td>08/1986</td>
<td>Speech &amp; Hearing Science</td>
</tr>
<tr>
<td>The University of Arizona</td>
<td>Ph.D.</td>
<td>05/1995</td>
<td>Speech, Language, &amp; Hearing Sciences</td>
</tr>
</tbody>
</table>

A. Personal Statement

My clinical interests are in the area of pediatric audiology (behavioral and electrophysiology). I also have a special interest in auditory processing disorder assessments and intervention. I supervise AuD students at several off-site clinics including an early intervention preschool and a local hospital. My research interests include electrophysiology, auditory processing disorders and educational audiology.

C1. Publications and Scholarly Work


C2. Invited Talks


C3. Number of peer-reviewed/scientific conference presentations (2008-present)

2008-0; 2009-0; 2010-1; 2011-1; 2012-1

D. Active Research Support

Innovations for Electrophysiologic Assessment of Infant Hearing (Cone et al), 2010-current

E. Major Service or Committee Contributions (Jan. 2008 – present)


University: Human Subjects Committee (2008-2010)
AuD Admissions Committee (2011-2012)
AuD exams Committee (2009-2012)

# BIOGRAPHICAL SKETCH

<table>
<thead>
<tr>
<th>NAME</th>
<th>POSITION TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peterson, Julie M.</td>
<td>Clinical Instructor, Department of Speech, Language and Hearing Sciences</td>
</tr>
</tbody>
</table>

## EDUCATION/TRAINING
*(Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.)*

<table>
<thead>
<tr>
<th>INSTITUTION AND LOCATION</th>
<th>DEGREE (if applicable)</th>
<th>MM/YY</th>
<th>FIELD OF STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Univ of Arizona – Tucson, AZ</td>
<td>B.S.</td>
<td>05/86</td>
<td>Speech &amp; Hearing Sci</td>
</tr>
<tr>
<td>Univ of Arizona – Tucson, AZ</td>
<td>M.S.</td>
<td>05/88 coursework completed 10/12</td>
<td>Speech &amp; Hearing Sci</td>
</tr>
<tr>
<td>A.T. Still Univ – Mesa, AZ (online)</td>
<td>Au.D.</td>
<td></td>
<td>Audiology</td>
</tr>
</tbody>
</table>

## A. Personal Statement

I provide diagnostic testing, hearing aid dispensing and counseling for adults and children, in conjunction with the clinical instruction and training of Doctor of Audiology students. Additional involvement includes coordinating Au.D. student responsibilities during their on-site practica, developing and implementing the clinic’s tinnitus program, and primary responsibility for the clinic’s involvement in the monthly St. Andrew’s Clinica pediatric outreach program in Nogales, Arizona.
BIOGRAPHICAL SKETCH

NAME
Wymer-Jensen, Carole J.

POSITION TITLE
Clinical Assistant Professor

EDUCATION/TRAINING  (Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.)

<table>
<thead>
<tr>
<th>INSTITUTION AND LOCATION</th>
<th>DEGREE (if applicable)</th>
<th>MM/YY</th>
<th>FIELD OF STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td>The University of Arizona</td>
<td>B.A.</td>
<td>05/86</td>
<td>Communication</td>
</tr>
<tr>
<td>The University of Arizona</td>
<td>M.S.</td>
<td>05/96</td>
<td>Speech &amp; Hearing Science</td>
</tr>
</tbody>
</table>

A. Personal Statement

I supervise graduate clinicians in the provision of pediatric speech and language therapy at the Grunewald Blitz Center for Pediatric Communication Disorders (GBC). I specialize in treatment for non-verbal children who use augmentative and alternative communication (AAC) and treatment for preschool and school children with speech and language disorders. In addition, I am the Special Needs Coordinator for Talking Matters, an initiative funded by First Things First of Arizona to teach preschool teachers a) how to identify and refer preschool children who may be at risk for speech and language delay and b) how to use language facilitation techniques to enhance language development in the classroom for all children, with and without deficits.


C2. Invited Talks, Jan. 2008-present

E. Major Service or Committee Contributions (Jan. 2008 – present)

Local/Community:

2012 First Things First Regional Boundary Task Force

University:

2009 Ad Hoc Clinic Search Committee
2010 Ad Hoc Clinic Search Committee
2011 Clinic Finance Committee