

**2003-2004 ANNUAL REPORT FORMAT**

**Council on Academic Accreditation  
in Audiology and Speech-Language Pathology**

The purpose of the annual report is to provide updated information, including CHANGES IN THE PROGRAM, as it relates to your program's continued compliance with the standards for accreditation. The outline presented here must be followed when submitting an annual report during the 2003-2004 academic year. The outline is not to be used as an answer sheet. Provide an **original** and **three copies** of your annual report to the National Office.

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**Name of Institution:** Oklahoma State University

Annual Report #: 2 CAA File #: 134

School, College, or Division: College of Arts and Sciences

Department/Program: Department of Communication Sciences and Disorders

Address: Oklahoma State University, 110 Hanner Hall

Stillwater, OK  
74078

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Institution/Program Web address: http://www.cus.okstate.edu/cdis

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**Program Director 's Name:** Randolph E. Deal

Title: Professor and Department Head

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**Area(s) of Accreditation:** ( X ) Speech-Language Pathology ( ) Audiology

Period of accreditation: From \_\_\_July 1, 2001\_\_\_ To \_\_\_July 1, 2009\_\_\_

Period covered by this report: From \_\_\_July 1, 2002\_\_\_ To \_\_\_July 1, 2003\_\_\_

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**Regionally Accredited by:** North Central Association (NCA) of Colleges and Schools

Period of Regional Accreditation: From \_\_\_1995\_\_\_

To \_\_\_2005\_\_\_

**A. Prior Concerns.**

List any concerns noted by the CAA in your last report approval letter, and describe steps taken to address those concerns.

- B. Standards Check Sheet.** Complete the following check sheet and check YES for any changes that have occurred related to each of the specific standards and explain the changes in Section C below. Check YES with an asterisk (\*) for any anticipated changes related to specific standards and describe in Section D below. Refer to the CAA's Policy on Substantive Changes to determine if you also need to submit a Substantive Change Plan at this time.

- |     |    |                                     |     |                                     |      |    |                                     |     |     |
|-----|----|-------------------------------------|-----|-------------------------------------|------|----|-------------------------------------|-----|-----|
| 1.1 | NO | <input checked="" type="checkbox"/> | YES | ___                                 | 3.5  | NO | <input checked="" type="checkbox"/> | YES | ___ |
| 1.2 | NO | <input checked="" type="checkbox"/> | YES | ___                                 | 3.6  | NO | <input checked="" type="checkbox"/> | YES | ___ |
| 1.3 | NO | <input checked="" type="checkbox"/> | YES | ___                                 | 3.7  | NO | <input checked="" type="checkbox"/> | YES | ___ |
| 1.4 | NO | <input checked="" type="checkbox"/> | YES | ___                                 | 3.8  | NO | <input checked="" type="checkbox"/> | YES | ___ |
| 1.5 | NO | <input checked="" type="checkbox"/> | YES | ___                                 | 3.9  | NO | <input checked="" type="checkbox"/> | YES | ___ |
| 1.6 | NO | <input checked="" type="checkbox"/> | YES | ___                                 | 3.10 | NO | <input checked="" type="checkbox"/> | YES | ___ |
| 1.7 | NO | <input checked="" type="checkbox"/> | YES | ___                                 | 4.1  | NO | <input checked="" type="checkbox"/> | YES | ___ |
| 1.8 | NO | <input checked="" type="checkbox"/> | YES | ___                                 | 4.2  | NO | <input checked="" type="checkbox"/> | YES | ___ |
| 2.1 | NO | <input checked="" type="checkbox"/> | YES | ___                                 | 4.3  | NO | <input checked="" type="checkbox"/> | YES | ___ |
| 2.2 | NO | ___                                 | YES | <input checked="" type="checkbox"/> | 4.4  | NO | <input checked="" type="checkbox"/> | YES | ___ |
| 2.3 | NO | <input checked="" type="checkbox"/> | YES | ___                                 | 5.1  | NO | <input checked="" type="checkbox"/> | YES | ___ |
| 2.4 | NO | <input checked="" type="checkbox"/> | YES | ___                                 | 5.2  | NO | <input checked="" type="checkbox"/> | YES | ___ |
| 3.1 | NO | ___                                 | YES | <input checked="" type="checkbox"/> | 5.3  | NO | <input checked="" type="checkbox"/> | YES | ___ |
| 3.2 | NO | <input checked="" type="checkbox"/> | YES | ___                                 | 5.4  | NO | <input checked="" type="checkbox"/> | YES | ___ |
| 3.3 | NO | <input checked="" type="checkbox"/> | YES | ___                                 | 5.5  | NO | <input checked="" type="checkbox"/> | YES | ___ |
| 3.4 | NO | <input checked="" type="checkbox"/> | YES | ___                                 |      |    |                                     |     |     |

**C. Changes Related to Accreditation Standards.**

**1.0 Administrative Structure and Governance**

- a) In August, 2002 a new department head was hired, Randolph E. Deal, Ph.D.

**1.2 The Program's mission, goals, and objectives are consistent with ASHA recognized national standards for entry into professional practice and with the mission of the institution.**

- a) Examples of three specific student learning outcomes:
1. Students were able to transcribe both single word productions and connected speech samples utilizing the international phonetic alphabet.
  2. Students were able to describe in detail evaluation strategies and rationales for both children and adult stutterers.
  3. Students were able to design appropriate treatment/management plans for adults and children with cognitive communication disorders.
- b) From the catalog, "...The undergraduate program emphasizes the study of the development and functioning of the individual who presents normal speech, language, and hearing. It also stresses academic course work and clinical observation experiences in the nature, symptoms, and treatment of those with various kinds of communication disorders.... The master's program is designed to provide students with intensive course work in the various communication disorders and a wide variety of challenging clinical activities...."

Example 1 is consistent with ASHA Standard III-C: The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. Example 2 is consistent with ASHA Standard III-D: The applicant must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders, including the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. Specific knowledge must be demonstrated in...*fluency*. And, it is consistent with ASHA Standard III E: The applicant must possess knowledge of the principles and methods of prevention and 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. Example 3 is consistent with ASHA Standard III-D: The applicant must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders, including the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. Specific knowledge must be demonstrated in...*cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning)*. And, it is consistent

with ASHA Standard III E: The applicant must possess knowledge of the principles and methods of prevention and 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.

**1.6 The program conducts ongoing and systematic assessment of academic and clinical education and performance of its students and graduates. Students have ongoing opportunity to assess their academic and clinical education program. Results of the assessments are used to plan and implement program improvements that promote high-quality educational experiences for students.**

- a) Describe ongoing procedures for the evaluation of achievement of the student learning outcomes established by the program. List examples of the types of formative and summative assessments that are used.

### **Outcomes Assessment Plan for the Department of Communication Sciences and Disorders, College of Arts and Sciences**

#### **Degree Programs**

B.S. in Communication Sciences and Disorders

M.S. in Communication Sciences and Disorders

#### **Mission and Teaching Objectives**

The mission of the Department of Communication Sciences and Disorders is to prepare well-educated pre-professionals, at the bachelor's degree level, and well educated entry level professionals at the master's degree level. The aim of the undergraduate pre-professional program is to prepare students to enter graduate professional education/training in speech-language pathology, audiology, speech and hearing science, or related discipline. The aim of the graduate professional education program is to prepare speech-language pathology clinicians to work competently and ethically in the field of communication disorders. The mission encompasses the goals of student academic preparation, clinical training, certification of clinical personnel, and public service. The objectives of the academic/clinical programs are:

1. recruit and retain outstanding undergraduate and graduate students;

2. provide quality educational and clinical experiences for all students through effective classroom, clinical, and off-campus clinical internship instruction; and
3. prepare students for careers in speech-language pathology for a variety of settings; i.e., hospitals, schools, private practice, rehabilitation facilities, community centers, and universities.

### **Desired Outcomes for all Communication Sciences and Disorders Undergraduate Students**

By the time students graduate with a B.S. degree in Communication Sciences and Disorders, they are expected to be able to:

1. demonstrate understanding of the basic concepts in 12 subject areas: phonetics, normal speech and language development, speech science, audiology, aural rehabilitation, anatomy and physiology of the speech mechanism, neuroanatomical bases of speech and language, articulation/phonological disorders, language disorders, voice disorders, fluency disorders, and clinical methodology.
2. obtain a minimum of 25 clock hours of structured clinical therapeutic observation in the Oklahoma State University Speech-Language-Hearing Clinic as well as a variety of off-campus clinical facilities.
3. demonstrate understanding of basic clinical methodology through a clinical rotation in the Oklahoma State University Speech-Language-Hearing Clinic as an associate clinician assigned to a graduate student clinician under the supervision of a fully certified and licensed faculty clinician.

### **Methods that are Used to Evaluate Undergraduate Student Achievement**

1. Capstone courses

**Two courses are considered capstone courses for undergraduate students in Communication Sciences and Disorders. CDIS 4022 (Clinical Methods) requires students to complete successfully clinical projects and course work examinations. The therapy materials project/presentation and the clinical assistant project/presentation prepare students for future direct supervised work with patients. In the clinical assistant project, each undergraduate student is paired with a graduate clinician and clinical supervisor and participates in the development and delivery of treatment for a patient in the OSU Speech-Language-Hearing Clinic.**

The second capstone course is CDIS 4010 (Clinical Practicum). A cumulative grade point average in the major of 3.25 and advisor consent are required for enrollment. In this course, qualified undergraduate students, under the supervision of a faculty clinical supervisor are assigned to “shadow” a graduate student clinician for the treatment of one patient in the OSU Speech-Language-Hearing Clinic.

2. Graduating Senior Survey

**An undergraduate survey, developed by the Department of Communication Sciences and Disorders will be given to each graduating senior to determine a) reasons for not applying for graduate study in CSD, b) adequacy of undergraduate preparation to graduate school, and areas of undergraduate program deficiency.**

3. OSU Survey of Alumni of Undergraduate Programs

4. Other Indicators

**Students complete course and instructor evaluations on each undergraduate course. These evaluations may indicate the need for changes in course parameters.**

Informal feedback is obtained from OSU undergraduates attending other graduate programs and the faculty from these programs regarding aspects of their preparedness and competitiveness compared with undergraduate students from other institutions.

**Desired Outcomes for all Communication Sciences and Disorders (Speech-Language Pathology) Graduate Students**

By the time students graduate with a M.S. degree in Communication Sciences and Disorders (Speech-Language Pathology), they are expected to be able to:

1. search the clinical research literature and summarize findings that lead to the formulation of clinical diagnostic and treatment methodologies;
2. use contemporary clinical evaluative and therapeutic hardware, software, materials and techniques;
3. function effectively and ethically as clinical speech-language pathologists, evaluating, treating, and counseling patients who present pathologies associated with the major disorder groups: a) articulation/phonology disorders, b) language disorders, c) voice disorders, and d) fluency disorders;



4. develop sound research proposals that include a) developing research objectives and methods of data collection and analyses to meet those objectives, b) interpreting and drawing conclusions from the data analyses, and c) formulating a research report.

### **Methods that are Used to Evaluate Graduate Student Achievement**

1. OSU Survey of Alumni of Graduate Programs

Four questions are asked specific to the Communication Sciences and Disorders department. These questions are open-ended, asking for a narrative response.

- a. Compared to co-workers, what would you say were the primary strengths of your degree program?
- b. Compared to co-workers, what would you say needed strengthening in your degree program?
- c. Given your current employment, what additional skills/subjects would have been helpful?
- d. Students sometimes look back on their graduate education with new or different ideas after they have been out for a period of time. Has time and/or experience given you any new perspective on your graduate education?

2. Praxis Examination (National Examination for Speech-Language Pathologists and Audiologists). Passing this examination is required for the Certificate of Clinical Competence through the American Speech-Language-Hearing Association and is recognized as the national credential qualifying the holder to practice in the profession.

3. Portfolio, Comprehensive Exams, and/or Thesis

**To complete the requirements of the graduate program, graduate students either complete a portfolio and take comprehensive examinations or they complete a portion of the portfolio and a thesis.**

4. Reviews of Externships

**Graduate students typically complete two, eight-week clinical externships before graduation. These external clinical rotations are done in schools, hospitals, long term care facilities, rehabilitation centers, private practices, or community clinics. These facilities may be located in Stillwater, Oklahoma City, Tulsa, other locations in Oklahoma, out of state, or internationally. Students provide written feedback to the department regarding their externship experiences,**

**including information on the supervisor, amount of supervision, professional involvement, population served, type of therapy, length and frequency of therapy, work schedule, site requirements, total clinical clock hours obtained, tests and materials used, and the strengths and weaknesses of the experience.**

Additionally, externship supervisors are asked to comment on the student clinician's strengths and weaknesses and provide suggestions to the department regarding perceived gaps in the education/training program.

5. Annual re-accreditation of the program by the American Speech-Language-Hearing Association and site visit re-accreditation every four-six years.
6. Other indicators

**Students complete course and instructor evaluations for each graduate course. CDIS 5013 Research Methods requires a research project for graduation; CDIS 5210 Clinical Practicum requires student participation in the diagnosis and treatment of patients both within and external to the Oklahoma State University Speech-Language-Hearing Clinic. Student clinical competencies are reviewed and rated by the clinical supervisor both at mid-term and end-term. Additionally, Students complete written and oral exit interviews upon graduation.**

How data will be Integrated into Curriculum Planning and Program Improvement

**The Department of Communication Sciences and Disorders Assessment Officer will produce a draft report of the findings and provide this to the rest of the faculty for discussion. A final report will be approved by the faculty and provided to the OSU Office of University Assessment consistent with deadlines. The final report will enumerate specific measures by which the Department of Communication Sciences and Disorders intends to respond to areas of excellence and areas of needed improvement identified in the report.**

- b) 1.-3. See Appendix I
  4. Results reinforced teaching content.
- c) See Appendix II

**1.7 The program documents student progress toward completion of the graduate degree and professional credentialing requirements**

**and makes this information available to assist students in qualifying for certification and licensure.**

- a) Identify how student records are maintained that indicate:
  - 1. The use of formative and summative assessments during the student's course of study: Formative. Student evaluations of course work and clinical supervision are analyzed by the department head and then disseminated to the individual faculty member. Students in clinic also complete self-evaluations that are analyzed by the clinic coordinator and compared to the supervisor evaluations of that student. Students also complete externship site evaluations that are analyzed by the clinic coordinator and department head. Summative. At the conclusion of the program, students provide a written and oral evaluation of the program in an exit interview format with the department head. Additionally, a university alumni survey, that requires program specific evaluation, is mailed to all graduates at three and five year intervals post graduation. Further, a comprehensive examination is a degree requirement of all graduate students.
  - 2. Progress toward completion of the ASHA CCC requirements: Academic requirements and records are monitored and maintained by the graduate advisor. Per previous program review (April, 2002), both undergraduate and graduate curricula were identified as satisfying both ASHA Scope of Practice and Standards and Implementation for the CCC-SLP (2005/2007). The clinical clock hour accumulation, consistent with ASHA requirements are monitored and maintained by the clinic coordinator.
- b) Responsibility for the academic portion of the student's file rests with the graduate advisor. Responsibility for the clinical portion of the student's file rests with the clinic coordinator.
- c)
  - 1. See Appendix III
  - 2. The expected time to complete the master's program is 18 months: Fall, Spring, Summer, Fall 2, Spring 2.
- d) Not applicable.

1.8 Not applicable

## **2.0 Faculty/Instructional Staff**

- a) Provide any information concerning changes that have occurred in faculty/instructional staff of the program ....: In the Fall, 2002, Wright (.66 clinical supervision), Leffingwell (.25 clinical supervision), and Baldwin (.25 graduate academic instruction) were employed as part-time adjuncts with salary from an unfilled position. Because salary savings were eliminated by the university for the Spring 2003 term, these positions were eliminated. There were 8 full-time positions remaining (4 Ph.D.'s and 4 M.S.'s) with one Ph.D. position left unfilled. In the Spring 2003 term, the remaining Ph.D. position was filled by Johanna Price (Ph.D. candidate from University of Memphis); however, Dr. Price will not join the faculty until Spring, 2004. But, also in the Spring 2003 term Dr. Stout announced her resignation; during the Spring 2003 term Dr. Stout was replaced by Dr. Cheryl Giddens. Thus, in the Fall 2003 we will have 8 faculty, with 9 beginning Spring 04. Using a recommended student-faculty ratio guideline of 6 to 1, and observing that our graduate enrollment has not increased significantly, the number of present faculty is sufficient.
- b) 1. See Appendix IV-A  
 2. Specify the percentage appointment in the graduate program, the degree, and certification status of each faculty/instructional staff member listed within the following categories: a) left the program, b) replacements, c) other new instructional staff.

Faculty/instructional staff	Degree	CCC	% in graduate program
Penny Cremeens (b)	Ph.D.	SLP	54% (2003-2004)
Randolph Deal (c)	Ph.D.	SLP	87.5% (2003-2004)
Johanna Price (b)	ABD	SLP	25% (estimate)
Cheryl Giddens (b)	Ph.D.	SLP	71% (2003-2004)
Connie Stout (a)	Ph.D.	SLP	60% (2003)
Kim Leffingwell (a)	M.S.	SLP	25% (Fall 2002)
Betty Wright (a)	M.S.	SLP	66% (Fall 2002)
Leslie Baldwin (a)	M.S.	SLP	25% (Fall 2002)
Jennifer Catt (a)	Ph.D.	SLP	92% (2001-2002)
Nancy Monroe (a)	Ph.D.	SLP	10% (2001-2002)
Patti Hershberger (a)	Ph.D.	SLP	25% (2001-2002)
Nancy Vanderlip (a)	M.S.	SLP	25% (2001-2002)
Sharon Brown (a)	M.S.	SLP	25% (2001-2002)

3. See Appendix V

4. See Appendix VI
5. See attached Practicum Supervisor Certification Report.

### **3.0 Curriculum (Academic and Clinical Education)**

- a) Provide any information concerning changes that have occurred in the curriculum: At the undergraduate level, a three hour course in Diagnostic Methods and a two hour course in Language Analysis were eliminated, and a two hour course in Neuroanatomy was added. At the graduate level, the notion of “menu” courses to choose from was eliminated, and a uniform curriculum was inserted as follows:

#### **Fall 1**

5153 Neurological Communication Disorders  
5113 Language Disorders in Young Children  
5422 Adaptive Communication Systems  
5210 (3) Practicum

#### **Spring 1**

5172 Motor Speech Disorders  
5333 Voice Disorders  
5710 (2) Special Topics Clinical Instrumentation  
5163 Dysphagia  
5210 (3) Practicum

#### **Summer 1**

5710(2) Craniofacial Anomalies  
5210 (3) Practicum

#### **Fall 2**

5142 Clinical Phonology  
5013 Research Methods  
5760 (1) Portfolio (School credentials requirement)  
5710 (2) Special Topics Fluency Disorders  
5210 (3) Practicum (Internship)

#### **Spring 2**

5242 Adolescent Language Disorders  
5123 Clinical Audiology  
5182 Cognitive Disorders  
5760 (1) Portfolio/Professional Issues  
5210 (3) Practicum (Internship)

In addition to having a required, uniform curriculum, changes to the previous graduate curriculum included a) incorporating Infant-Toddler Communication Disorders and Language Disorders in Children into one, three hour course, and b) adding a two hour course in Clinical Instrumentation, a two hour course in Fluency Disorders, and a two hour course in Craniofacial Anomalies.

**3.1 The curriculum is consistent with the mission and goals of the program and is sufficient to permit students to meet ASHA-recognized national standards for entry into professional practice.**

- a) Degrees offered: B.S. (42 hours in the major; 120 hours minimum for graduation), M.S.; Minimum number of graduate semester credit hours required: 36 hours of academic course work and 15 hours of clinical practicum for a total of 51 hours.
- b) A three-member curriculum committee attended an ASHA Standards workshop, then analyzed the curriculum content, learning objectives, and method of assessing outcomes according to the new ASHA standards and Bloom's taxonomy. This analysis was put in a written report that was given to the entire faculty and then presented and discussed orally on April 26, 2002.
- c) A computer program was designed to track student clinical clock hours in the categories required for certification. Additionally, students are required to fill out the ASHA certification application clock hour form at the conclusion of their program. The clinical coordinator then verifies successful completion in writing to the Department Head prior to his signature on the student's application form.
- d) Because of the controversy surrounding the use of the KASA form and because a considerable effort was made using another system, Addendum I and Addendum Ia present an analysis of our curriculum. Assuming a student matriculated through our undergraduate and graduate program these data should suffice.

**4.0 Students**

- a) No changes to report

**5.0 Program Resources**

- a) Additional equipment: Kay Elemetrics Digital Rhino-Laryngo-Stroboscope with both rigid and flexible endoscopes.

**5.5 The program has access to a client base sufficiently large and diverse to achieve the program’s mission, goals, and objectives and to prepare students to meet the ASHA-recognized national standards for entry into professional practice.**

a) Describe how the client base is sufficiently large and diverse to meet this standard.

1. First year clinical caseload at the OSU Speech-Language-Hearing Clinic is as follows:

**Fall 2002**

<b>Clinician</b>	<b>Supv.</b>	<b>Age</b>	<b>Dis.</b>	<b>Day</b>	<b>Time</b>	<b>Room</b>
Doyle	Strom	22	L	TTh	11:30-12:30	118
Stacey	Marks	13	L	Th	4:00-5:00	120
Clarke	Beeby	52	SLH	W	4:00-5:00	324
Davis	Beeby	11	SLH	W	4:00-5:00	323
Doyle	Leffingwell	12	SLH	TTh	10:00-11:00	106
Roach	Marks	6	L	TTh	4:00-5:00	117
Childs	Wright	9		W	5:00-6:00	122
Street	Marks	9		T	4:00-5:00	120
Whaley	Wright	3	SL	MW	4:00-5:00	313
Clarke	Strom	8	L	TTh	4:00-5:00	321
Davis	Wright	7	L	MW	5:00-6:00	118
Clarke	Leffingwell	21	F	T	10:00-11:00	313
Reynolds	Strom	36	AM	Th	4:00-5:00	311
Cheek	Payne	10	F	T	6:00-7:00	122
Weathers	Wright	6	F	T	5:00-6:00	106
Cheek	Marks	8	SL	TTh	4:00-5:00	106
Perkins	Strom	48	S	TTh	11:30-12:30	122
Roach	Wright	4	V	MW	4:00-5:00	106
Reynolds	Strom	24	AM	T	4:00-5:00	311
Clarke	Wright	5	S	M	5:00-6:00	118
Hokett	Beeby	13	SLH	MW	4:00-5:00	321
Kellogg	Leffingwell	22	AM	T	10:00-11:00	321
Cheek	Leffingwell	22	AM	TH	10:00-11:00	313
Hokett	Strom	6	SL	TTh	4:00-5:00	323
Sloan	Marks	20	AS	MW	9:30-10:00	120
Whaley	Payne	10	F	T	6:00-7:00	120
Cole	Beeby	6	SLH	MW	4:00-5:00	118
Paul	Wright	11	L	W	5:00-6:00	106
Cheek	Strom	21	SL	TTh	11:30-12:30	120
Street	Payne	4	F	T	6:00-7:00	118
Street	Payne	4	F	Th	5:00-6:00	118
Whaley	Marks	5	SLH	TTh	4:00-5:00	122
Perkins	Wright	6	SLH	MW	4:00-5:00	120
Weathers	Strom	4	S	TTh	4:00-5:00	313
Gooden	Wright	6	S	MW	5:30-6:00	120

Street	Wright	3	L	MW	4:00-5:00	122
Sloan	Marks	2	L	MW	10:00-10:30	106
Clarke	Leffingwell	40	AM	Th	10:00-11:00	321
Doyle	Leffingwell	22	AM	TTh	9:30-10:00	106
Whaley	Payne	40	F	Th	5:00-6:00	120

**Spring 2003**

Clinician	Supv.	Age	Dis.	Day	Time	Room
Weathers	Beeby	52	H	MW	4:00-5:00	106
Whaley	Beeby	11	SLH	MW	4:00-5:00	122
Roach	Beeby	13	H	MW	4:00-5:00	118
Davis	Beeby	7	SLH	MW	4:00-5:00	117
Roach	Cremeens	7	L	T-TH	4:00-5:00	117
Weathers	Deal	4	V	MW	8:30-9:30	106
Whaley	Deal	13	S	T-TH	4:00-5:00	122
Hickman	Marks	5	SL	MW	4:00-5:00	321
Cheek	Marks	2	L	MW	4:00-5:00	313
Terry	Marks	3	L	MW	11:45-12:15	321
Davis	Marks	5	L	MW	12:00-12:30	106
Weathers	Marks	8		T-TH	4:00-5:00	323
Seal	Marks	6	SL	MW	4:30-5:00	120
Street	Marks	6	SLH	T-TH	4:00-5:00	313
Perkins	Marks	4	S	T-TH	4:00-5:00	321
Perkins	Marks	3	S	MW	4:30-5:00	323
Allen	Marks	2	L	MW	11:30-12:30	313
Davis	Payne	4	F	T-TH	5:00-6:00	313
Clarke	Payne	22	F	T-TH	5:00-6:00	120
Cheek	Payne	11	F	T	6:00-7:30	120
Hokett	Payne	6	F	T	6:00-7:30	118
Whaley	Payne	11	F	T	6:00-7:30	117
Roach	Payne	25	F	T-TH	5:00-6:00	118
Perkins	Payne	10	F	T	6:00-7:30	122
Street	Payne	4	F	T	5:15-6:15	106
Whaley	Payne	49	F	TH	5:00-6:00	117
Doyle	Strom	22	L	M	11:30-12:30	120
Perkins	Strom	48	L	M-W	12:30-1:30	118
Clarke	Strom	13	L	T	4:00-5:00	118
Hokett	Strom	21	SL	MW	11:15-12:15	122

2. Second year externship sites are as follows:

**Health Care Settings:**

- OSU College of Osteopathic Medicine Outpatient Clinics
- Health South Rehabilitation Center
- Jim Thorpe Rehabilitation Hospital
- Stillwater Medical Center
- Total Rehabilitation Outpatient Clinic
- Kaiser Rehabilitation Center
- St. Mary's Rehabilitation Care



- Cushing Regional Hospital
- Guthrie Scottish Rite Clinic

**School Settings:**

- Drumright Public Schools
- Edmond Public Schools
- Glencoe Public Schools
- Jenks Public Schools
- Ponca City Public Schools
- Stillwater Public Schools

**D. Anticipated Changes**

1. No major changes are anticipated.
2. No changes of those types (consortium, distance education, satellite campus, adding or changing the degree, and contractual arrangements) are anticipated.

As the program director, I have reviewed the standards for accreditation. The program is in compliance with the standards

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Signature of the Program Director

Randolph E. Deal, Ph.D., CCC/SLP  
Professor and Head  
Department of Communication Sciences and Disorders  
Oklahoma State University