10-Year Program Review

DEGREE PROGRAM:	Speech Pathology, Bachelor of Arts
PROGRAM REVIEW CHAIR:	Elizabeth Meyerowitz, Ed.D., Assistant Professor

I. MISSION STATEMENT

A. NSC Mission Statement

At Nevada State College, excellence fosters opportunity. Excellence in teaching leads to innovative, technology-rich learning opportunities that promote the acquisition of interdisciplinary knowledge and skills. Quality, affordable four-year degree programs open the door to career success and enhanced quality of life for a diverse population of students. Our graduates, in turn, foster the greatest opportunity the promise of a stronger community and a better future for all of Nevada.

B. School of Education Mission Statement

- Provide copy of the program mission statement where available.

The mission of Nevada State College School of Education is to prepare highly qualified, culturally responsive professionals. We accomplish this through effective pedagogy, state of the art technology, clinical experiences, scholarly inquiry, and community partnerships. Our graduates will be critical thinkers who contribute to a global, democratic society.

C. Mission Statement Alignment

- Explain the relationship of the program to the College's mission.

Baccalaureate and Post-Baccalaureate Programs
Both the undergraduate and post-baccalaureate tracks in Speech Pathology serve to prepare students for immediate employment in the Nevada public school system and further graduate study. A high-quality program related to national and state standards serves to prepare students for the challenges they will face in today's complex school setting. Taught by highly qualified personnel, including 1 full-time doctoral faculty and a diverse and experienced group of adjuncts, courses are aligned to provide both the theoretical and practical knowledge needed for success.

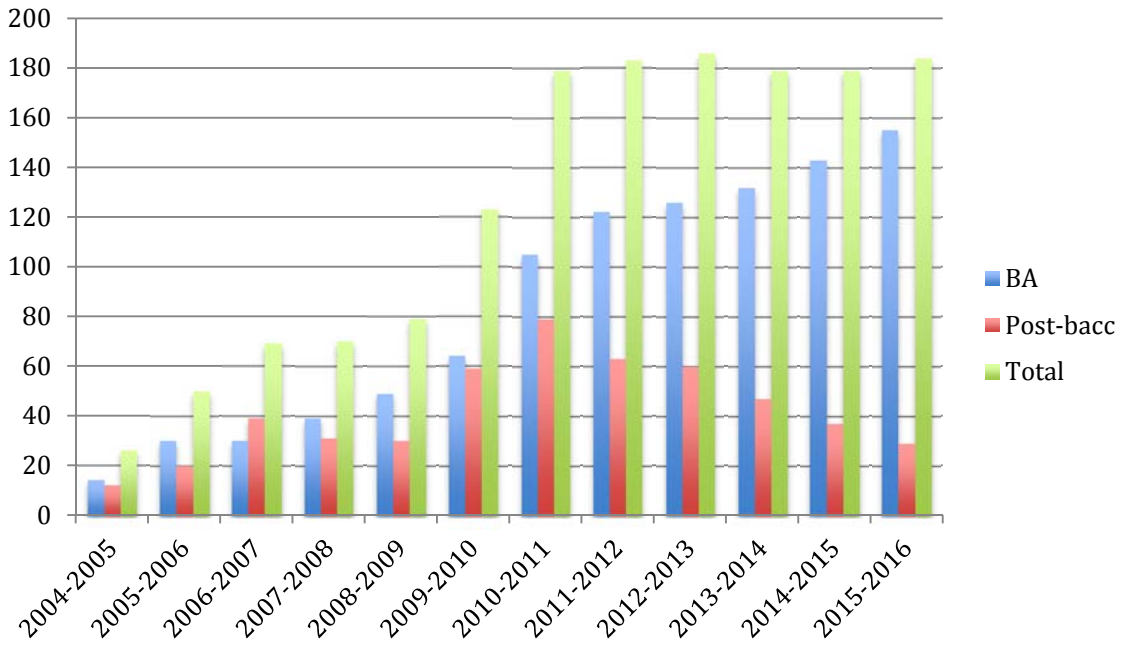
Career Success
Graduates and post-baccalaureate completers have gone on to employment in the Clark County School District and graduate studies throughout the United States. More than 90% of those completing the program are hired by the local school district for immediate employment. An increasing number of students are electing to postpone employment until they have completed graduate studies, which provides for national certification in Speech Language Pathology.

Stronger Community
With an ever-increasing population, Nevada has a significant shortage of certified Speech Language Pathologists (SLPs). A 2016 report by the University of Nevada-Reno Office of Statewide Initiatives listed job postings for SLPs at 671 in 2015. Nevada school districts reported in December 2015 a statewide

shortage of 84 SLPs with an average of 74 over the last nine years. As one of only 2 programs providing education in Speech Pathology, and as the only program targeting school-based personnel, the program at NSC makes a significant contribution to the lives of Nevada citizens. With the addition of approximately 20 new SLPs to the local community every year, NSC has helped to fill the needs of Nevada school districts, particularly within Clark County.

II. INSTITUTIONAL RESEARCH DATA

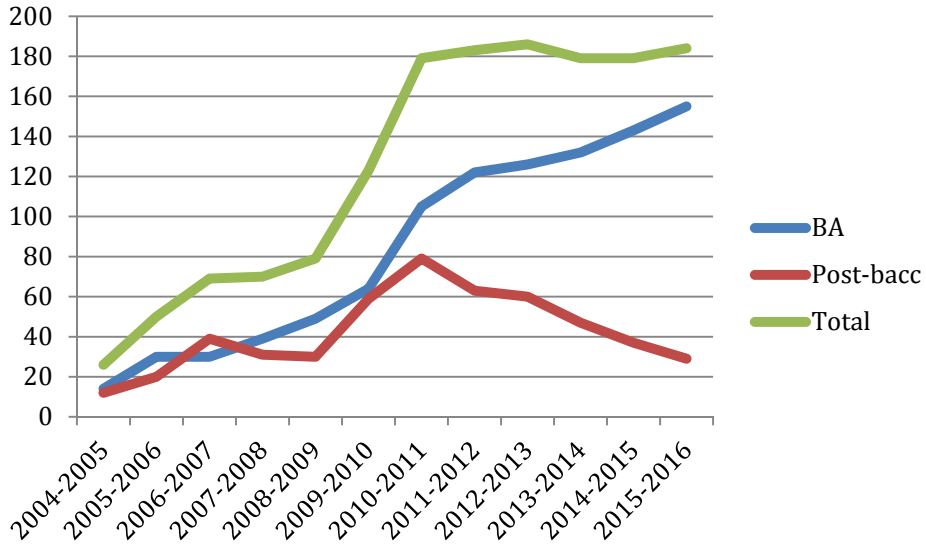
(Figure 1)
Enrollment by Academic Year, Program and Totals



(Table 1)
Enrollment by Academic Year, Program and Totals

Academic Year	Speech Pathology Bachelors	Speech Pathology Post-baccalaureate	Total
2004-2005	14	12	26
2005-2006	30	20	50
2006-2007	30	39	69
2007-2008	39	31	70
2008-2009	49	30	79
2009-2010	64	59	123
2010-2011	105	79	179
2011-2012	122	63	183
2012-2013	126	60	186
2013-2014	132	47	179
2014-2015	143	37	179
2015-2016	155	29	184

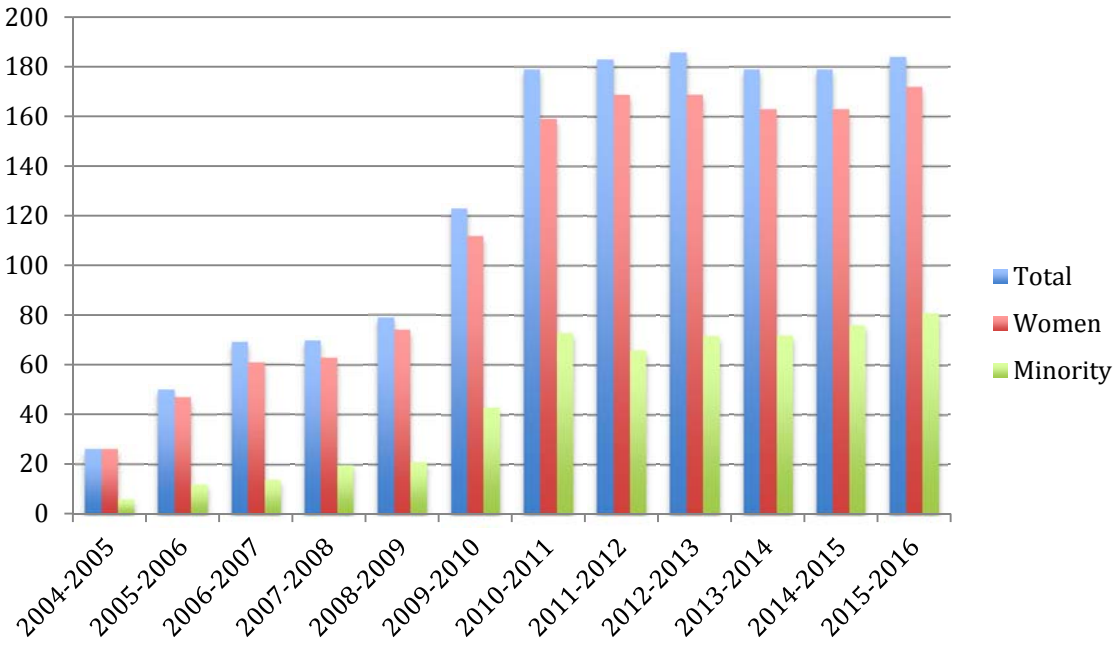
(Figure 2)
Enrollment numbers by year and program



(Table 2)
Unduplicated Headcounts of Speech Pathology Majors by Gender and Ethnicity

Academic Year	Total	Women	% of total	Minority	% of total
2004-2005	26	26	100%	6	23%
2005-2006	50	47	94%	12	24%
2006-2007	69	61	83%	14	20%
2007-2008	70	63	90%	20	29%
2008-2009	79	74	94%	21	27%
2009-2010	123	112	91%	43	35%
2010-2011	179	159	88%	73	41%
2011-2012	183	169	92%	66	36%
2012-2013	186	169	91%	72	39%
2013-2014	179	163	91%	72	40%
2014-2015	179	163	91%	76	42%
2015-2016	184	172	93%	81	44%

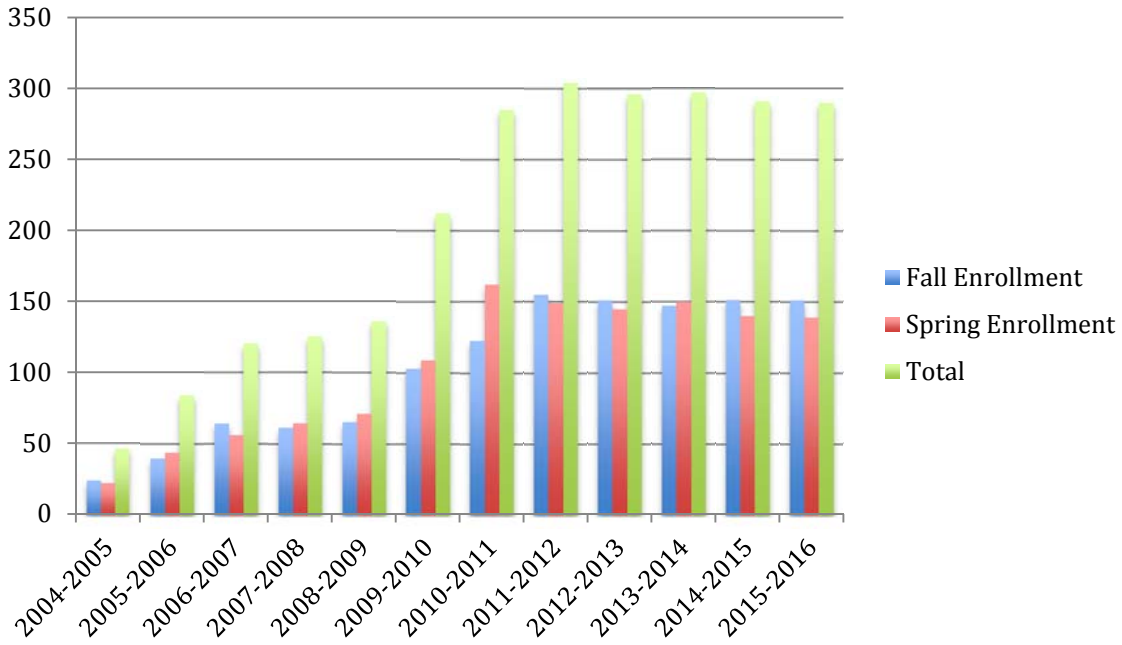
(Figure 3)
Unduplicated Headcounts of Speech Pathology Majors by Gender and Ethnicity



(Table 3)
Semester Headcounts of Speech Pathology Majors and Post Baccalaureate Students

Academic Year	Fall Enrollment	Spring Enrollment
2004-2005	24	22
2005-2006	40	44
2006-2007	64	56
2007-2008	61	64
2008-2009	65	71
2009-2010	103	109
2010-2011	123	162
2011-2012	155	149
2012-2013	151	145
2013-2014	147	150
2014-2015	151	140
2015-2016	151	139

(Figure 4)
Semester Headcounts of Speech Pathology Majors and Post Baccalaureate Students



(Table 4)
Courses related to the majors (Catalog 2014-2015)

Courses Related to Major
SPA 301
SPA 320
SPA 330
SPA 340
SPA 362
SPA 364
SPA 370
SPA 400
SPA 401
SPA 439
SPA 441
SPA 461
SPA 466
SPA 467
SPA 491A
SPA 491B
SPA 491C

(Table 5)
Enrollment by Semester

	Semester	Enrollment
2004	Fall	50
2005	Spring	32
	Fall	68
2006	Spring	48
	Fall	125
2007	Spring	97
	Fall	128
2008	Spring	111
	Fall	128
2009	Spring	120
	Fall	206
2010	Spring	172
	Fall	252
2011	Spring	255
	Fall	291
2012	Spring	196
	Fall	252
2013	Spring	191
	Fall	203
2014	Spring	173
	Fall	182
2015	Spring	163
	Fall	200
2016	Spring	165

(Table 6)
Retention of Transfer Students

Enrollment Status	Fall (Year)	Incoming	Enrolled following fall	One-year retention
Transfer	2004	6	5	83%
	2005	13	9	69%
	2006	7	3	43%
	2007	7	4	57%
	2008	7	6	86%
	2009	18	13	72%
	2010	21	12	57%
	2011	18	17	94%
	2012	15	13	87%
	2013	14	12	86%
	2014	30	23	77%
Averages		14.18	10.64	74%

As an additional measure of retention we reviewed the number of Pre-Major BA students, who were accepted into the Speech Pathology Program. Data indicate a consistent number of students who successfully complete the requirements and move into the Bachelors program (requirements include: 3.0 GPA and passage of the Praxis CORE).

(Table 7)
Pre-Majors Moving into SLP Program by Year

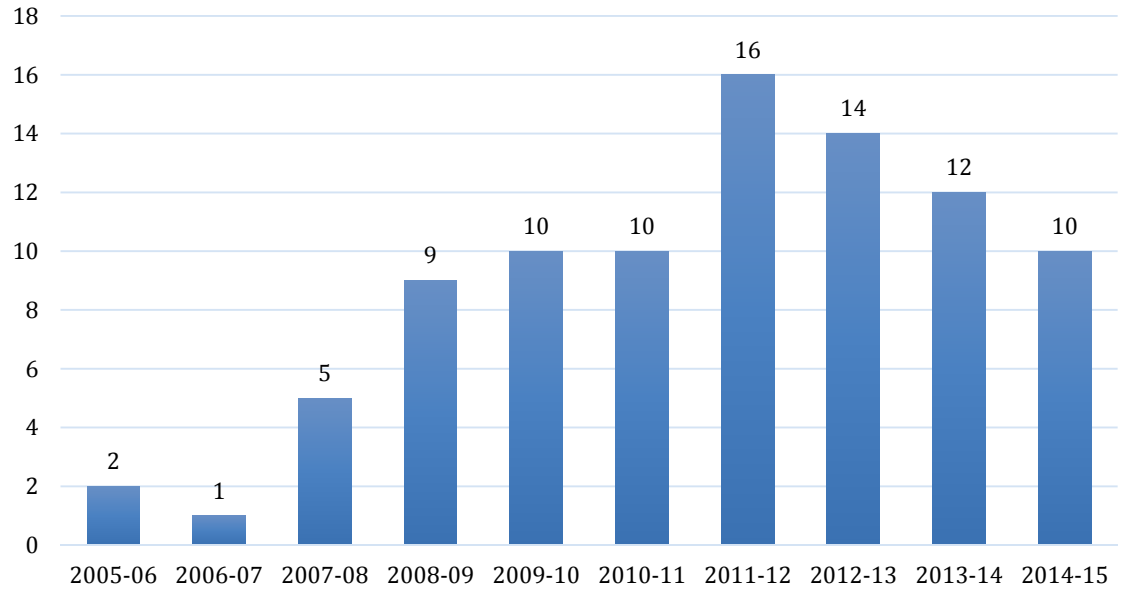
2012	2013	2014	2015	2016*
13	12	12	15	6

*** = data from partial year**

(Table 8)
BA Graduates by Year

05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15
2	1	5	9	10	10	16	14	12	10

(Figure 5)
BA Graduates by Year



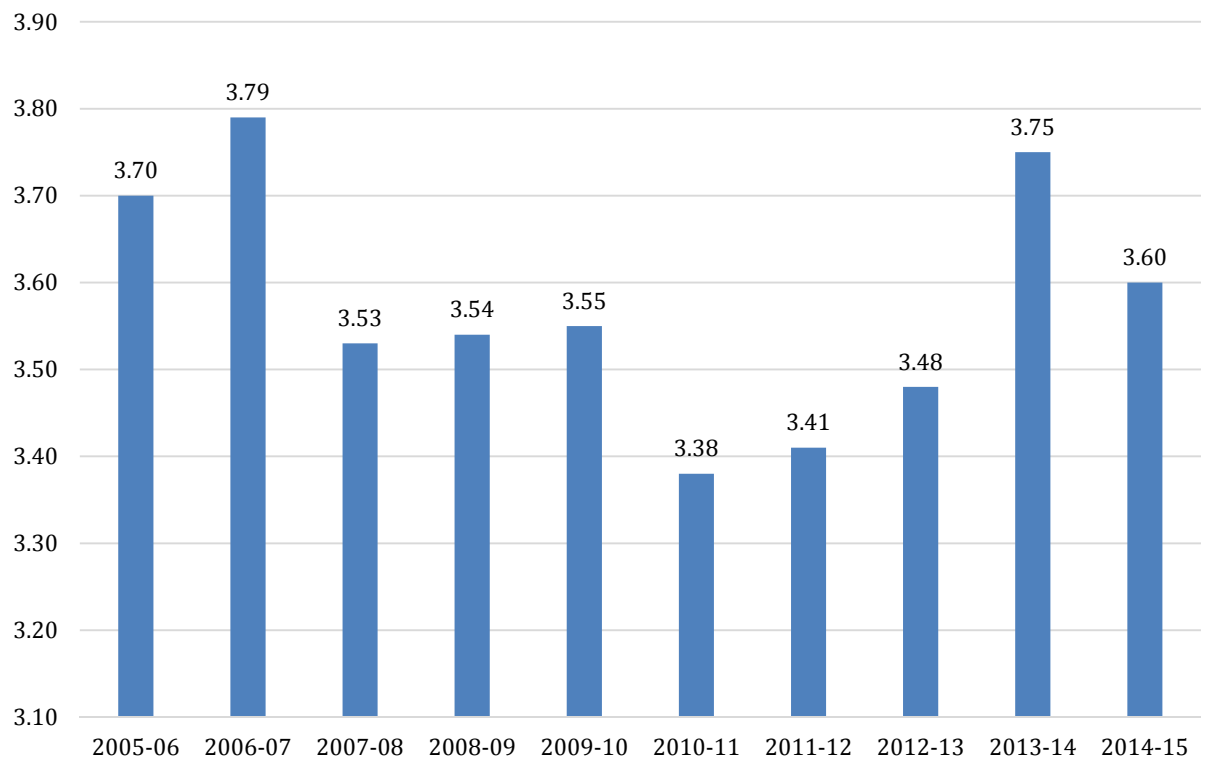
(Table 9)
Graduation rates by year, gender and minority

Academic Year	BA	Female	% Female	Minority	% Minority
2004-2005	0	0	0	0	0
2005-2006	3	3	100%	0	0
2006-2007	2	2	100%	1	50%
2007-2008	8	8	100%	1	12.5%
2008-2009	9	9	100%	0	0%
2009-2010	5	5	100%	1	20%
2010-2011	7	7	100%	2	29%
2011-2012	15	15	100%	8	53%
2012-2013	12	11	92%	4	33%
2013-2014	7	7	100%	2	29%
2014-2015	9	9	100%	3	33%
2015-2016	7	7	100%	2	29%
Averages	7	6.92	91%	2	24%

(Table 10)
Average GPA at graduation

05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15
3.70	3.79	3.53	3.54	3.55	3.38	3.41	3.48	3.75	3.6

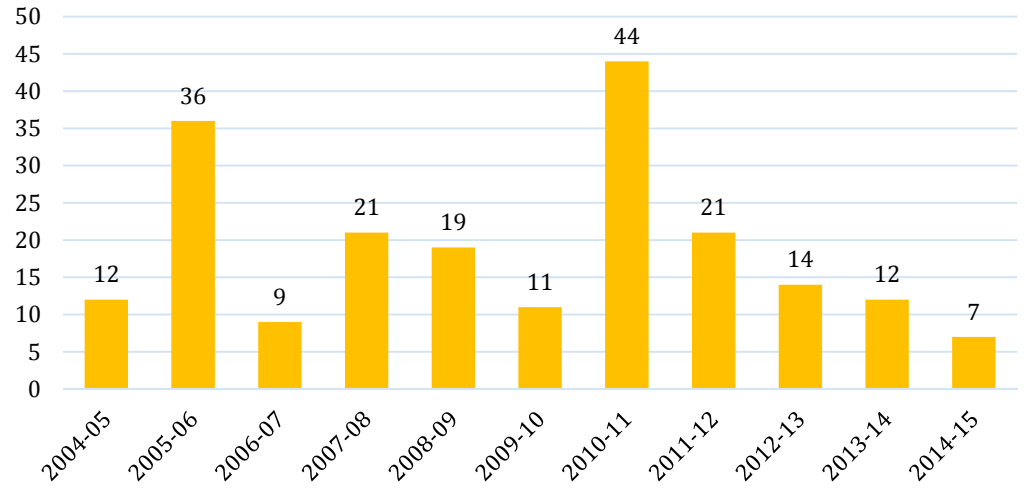
(Figure 6)
Conferred Mean GPA – Graduates



(Table 11)
Post Baccalaureate Completers

04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15
12	36	9	21	19	11	44	21	14	12	7

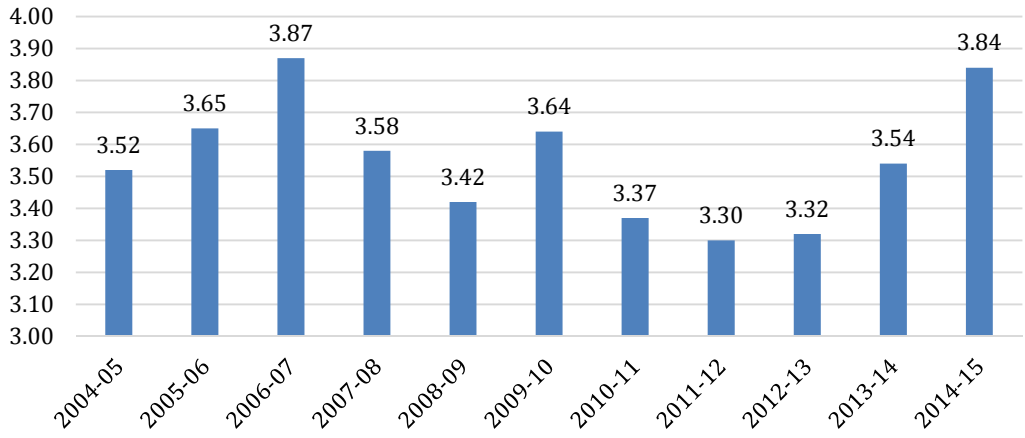
(Figure 7)
Post Baccalaureate Completers



(Table 12)
Post Baccalaureate Average GPA

04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15
3.52	3.65	3.87	3.58	3.42	3.64	3.37	3.30	3.32	3.54	3.84

(Figure 8)
NSC Mean GPA - Post Baccalaureate Completers



B. Success Metrics

- Provide an evaluation of the program's success in recruiting, retaining, and graduating students-overall and disaggregated by demographic characteristics (e.g., gender, ethnicity, and transfer/native).

The SLP program currently includes 150 students enrolled as pre-majors, admitted majors and post-baccalaureate students. Given the statewide shortage of Speech/Language Pathologists, this number is significant, as this group of current and upcoming students will serve to address the on-going shortages identified within the state. The NSC Speech Pathology program has grown enrollment even when faced with significant changes and challenges. In 2013, the Clark County School District (CCSD) stopped funding post-baccalaureate students, and offering alternative practicum experiences for those not able to take a leave from their current employment. With almost 2/3 of the SLPs employed in CCSD holding only a Bachelors degree or post-baccalaureate endorsement, the district has a growing need for those with graduate level degrees. At this time the primary employer of our graduates is seeking to find additional graduate level training opportunities and are committed to funding those efforts. This change in policy has had an impact on post-baccalaureate interest and enrollment, but numbers have remained constant as our bachelors level enrollment has grown to account for the difference.

One significant challenge to developing a strong undergraduate program in Southern Nevada is the lack of graduate programing in the state. Currently Nevada is the only state that allows Speech Language Pathologists to work in the public school setting without a Masters degree. Pressure is being brought upon the state from national organizations to change this requirement and students considering careers in Speech Language Pathology have been reticent to complete a program of study that may require a graduate degree when opportunities within the state are severely limited. The addition of a graduate training program in southern Nevada would substantially increase the potential enrollment in the current program.

As indicated in the previous section the SLP program consistently attracts a high percentage of women, averaging over 90%. This is in line with the national average of 96% females in the profession nationally (ASHA, 2014). Minority enrollment significantly exceeds the national average. Minority enrollment at NSC has grown from approximately 23% at the time the program began to a current rate of 54%. At the time of this report the SLP program had a minority enrollment of 44%. With a national average of 20.57% our program is attracting non-traditional students to the field. Given the growing diversity of the client base this is a significant strength for the program.

C. Trends

- Comment on trends identified in the data.

Data on enrolled students indicates a relative plateau in terms of programmatic growth since 2011. Given the loss of funded post-baccalaureate students, this trend is actually believed to be indicative of overall program growth. Although the number of post-baccalaureate students has decreased, the numbers have remained constant indicating growth within the undergraduate major. Given the possible changes to state requirements and the lack of graduate opportunities for our graduates, this increase is considered to be positive. UNR, which offers a graduate training program, records an average of 300 students enrolled in their Survey of Speech Pathology course. This is in contrast to the 30 – 35 enrolled at NSC in any given semester. Should additional graduate opportunities be made available, it is believed that the NSC Speech Pathology program would see a significant increase is enrollment. With the state identifying a severe shortage of SLPs in both the educational and medical environments, an increase in enrollment would serve the state well.

As previously discussed the program is consistent with national trends with respect to gender enrollment.

Current program numbers indicate 93% of students are female, which is consistent with the national average of 95% (ASHA, 2014). Minority enrollment is significantly higher at NSC when compared with national averages. At the time of this review our enrollment reported as 44% racial/ethnic minority. In a 2014 survey of SLP programs across the country, the national average was reported as 20.75% (ASHA, 2014). Given the diversity of the population in Southern Nevada this trend is viewed as positive and in line with the mission of the college.

D. Programmatic Comparisons

- Compare, if possible, with other programs in the institution or with other institutions.

For programmatic comparisons we selected the only other Speech Pathology program in the state of Nevada, housed at the University of Nevada, Reno.

Academic Curriculum

Table 13 lists the number of major courses, the units needed for graduation and the monetary expense associated with each program. For monetary expenses, only tuition was included as many of NSCs students attend on a part-time basis or as post-baccalaureate students. Total amounts reflect units needed to complete the BA degree.

(Table 13)
NSC and UNR Comparison

Program	Nevada State College	University of Nevada, Reno
Number of Major Courses	16 (51 units)	13 course (32 units)
Units needed for BA	120	120
Cost/unit	$141.75	$207.25
Total Tuition (not including fees, housing, etc.)	$17,010.00	$24,870.00

Table 15 provides a closer look at the required courses for each program.

(Table 14)
NSC and UNR Major Courses

Required Major Courses	
Nevada State College	**University of Nevada, Reno**
Required courses: • Survey of Speech Pathology • Phonetics • Communication Science • Speech and Language Development • Introduction to Audiology • Articulation Disorders • Methods of Clinical Management • Assessment of Communication Disorders • Neurology and Speech Pathology • Articulation Disorders 2 • Rehabilitation of the Hearing	Required courses: • Survey of Speech Pathology • Phonetics • Communication Science • Speech and Language Development • Seminar in Clinical Procedure • Introduction to Audiology • Articulation Disorders • Advanced Audiological Testing • Methods of Clinical Management • Assessment of Communication Disorders • Communication Problems of the Ages

Handicapped • Communications and Language Disorders in Children • Clinical Practicum • Extended Experiences in SLP: Articulation Disorders Lab • Extended Experiences in SLP: Communication and Language Disorders Lab • Extended Experiences in SLP: Assessment Lab	• Rehabilitation of the Hearing Handicapped • Communications and Language Disorders in Children

The two most obvious differences between UNR and NSC are the total cost or tuition and the number of courses related to the major. NSC tuition costs are approximately 30% lower than those at UNR. In addition, courses are offered in a hybrid format allowing for more flexibility for students.

It should be noted that NSC's program requires significantly more coursework directly related to the major than UNR. This is due to our commitment to prepare students to work in the public school environment, as well as the provision of a 16-week, 10-unit practicum experience in the public school setting. UNR's program is housed in their School of Medicine and is based on a medical model. Graduates cannot work in the field without completing a Masters degree, so many courses are deferred until after the Bachelors degree is awarded. As the majority of NSC graduates are employed in the public schools within the state, they can work with a BA degree or a post-baccalaureate endorsement from the Nevada Department of Education. To qualify for the appropriate licensure students must complete a 10-unit practicum experience within the school district. This experience is reflected in the additional major courses required at NSC.

Programmatic Strengths

- Accessibility to faculty with extensive experience in the public schools
- Low cost to students relative to competing options
- Provision of 10-unit practicum to meet state requirements for licensure
- Provision of hybrid courses, scheduled to meet needs of working students
- Maintenance of enrollment in light of changes in funded placements
- Emphasis on school-based services, to allow immediate employment and to meet severe shortages within the state

Recommendations

- Maintain low cost tuition
- Increase overall enrollment
- Monitor changes to state requirements
- Provide graduate level training opportunities
- Increase full-time faculty

E. Impact of Growth/Cuts

- Discuss, where applicable, the impact of growth or cuts in program to institution growth. If possible, discuss this impact as it relates to NSC's mission statement. (Information provided by Dr. Dennis Potthoff)

Just prior to the economic crisis of 2008-2012, Nevada State College requested and received permission from NSHE to add a Master's Degree Program in Speech-Language Pathology. The downturn in the economy tabled the motion indefinitely. In 2016, it is time for NSHE to reconfirm the previously granted permission and it is time for NSC to add the program. There are two critical reasons for taking this bold step. First, and foremost, the quality of the preparatory experience would be substantially elevated. The four year program is insufficient to effectively address all ASHA standards and outcomes. Second, the entire State of Nevada is being pressured to require the Master's Degree as the entry level preparation for all Speech-Language services. Nevada is the currently the only state in the United States that does not require Master-level preparation for speech-language pathologists. The fact that Nevada policy allows undergraduate and post-baccalaureate completers to practice ONLY in K-12 school settings constitutes a significant equity/equality issue. Is it acceptable that school-aged children are the only inhabitants of the state that receive services from less qualified speech-language pathologists?

During AY 2015-2016 Nevada State College, led by the School of Education but obtaining strong campus-wide support, initiated several key initiatives that will increase the size and also the quality of the Speech-Language Pathology Program. During AY 2015-2016, NSC approved a search for a full time tenure-track faculty member. The search is in process. A second positive indicator was NSC-support for a proposal that the Speech-Language Pathology program accept an offer to collaborate with the Scottish Rite Foundation in the operation of RiteCare Clinic in the Las Vegas Valley. This proposition successfully gained support from the State Board of Examiners in Audiology and Speech Language Pathology and contract negotiations are proceeding. A positive conclusion in projected. Also in 2015-2016, the School of Education's request that the Master's Degree in Speech Pathology be included in the funding package submitted by NSC to NSHE was granted high priority status.

NSHE has recommend legislative funds be allocated to help cover the startup costs for the program. The fate of this request is TBD in future months. Finally, NSC has put forth a preliminary proposal for construction of a School of Education building. Initial mockups for the proposed building include a speech and hearing clinic. Decisions relative to this proposed new facility are also TBD. While all four of the initiatives summarized in this paragraph are TBD, collectively these events have generated considerable momentum for the Speech-Pathology program. The future is bright.

Without question, the move to a Master's Degree will necessitate additional funding. The proposal submitted to NSHE proposes an initial faculty increase to three tenure track, doctoral faculty. The negotiations with the Scottish Rite Foundation identifies the need for a director for the clinic. While upgrades in personnel and in facilities will increase cost, the current scenario is a very hopeful one; we are optimistic that the proposed MAED program will be supported by the legislature and the Scottish Rite Foundation has declared a very strong commitment to supporting the vast majority of clinic costs. Our Speech-Language Pathology Program has also generated attention from prospective donors.

III. FACULTY INFORMATION

A. Faculty Profiles

- Provide a faculty profile for each full-time faculty member who teaches in the program. This profile will include a summary of qualifications, tenure status, scholarly/creative activity, institutional and professional service, and professional development activities for the previous ten years.

Nevada State College is committed to the idea that excellence fosters opportunity. To support this

commitment we have built a team of exceptional full-time and part-time faculty who are excited by NSC's vision and dedicated to improving the quality of life of our diverse population of students. These faculty are often drawn to NSC by the opportunity to play an important role in the future of Nevada.

The Speech Pathology program currently has one full-time, non-tenure track faculty member. A search is currently underway for an Assistant Professor/Lecturer, which will serve to double the full-time faculty.

In the section below we provide a more detailed look at our full and part-time faculty members. Full curriculum vitae for each faculty member are listed in the ***Appendix A.***

Elizabeth A. Meyerowitz, Ed.D.
Northern Arizona University

Dr. Elizabeth Meyerowitz is an Assistant Professor at Nevada State College, having joined the faculty for the 2012/2013 academic year. Dr. Meyerowitz received her B.A. in Communicative Disorders from the University of Pacific in 1980, and her M.A. in Speech and Hearing Sciences in 1984 from the University of California, Santa Barbara. She received her M.Ed. in Educational Leadership in 2007. In 2015, she was awarded her Ed.D. in Educational Leadership from Northern Arizona University, where she studied directors of special education programs in the state of Arizona. She has served as a Speech Language Pathologist for over 30 years, working in private and public schools, hospitals, and university based clinics. She is nationally certified through the American Speech Language and Hearing Association, having been a member since 1984.

Since arriving at Nevada State College, Dr. Meyerowitz has taught a variety of required courses, coordinated and supervised student practicums, and served as an advisor to more than 75 students/year. She is responsible for program scheduling, practicum placements and curriculum development. She has served on a variety of school and campus committees, including Faculty Senate, SOE and NSC curriculum committees and the Student of Concern Committee.

Dr. Meyerowitz is committed to preparing students for the realities of working in Nevada. As the only state allowing Bachelors level graduates to work as Speech Pathologists, she believes we must provide hands-on opportunities, focused on the application of therapeutic theories to students in order to prepare them for the realities of working in the public schools. She works closely with administrators and practitioners in the Clark County School District, as well as with the Nevada Speech and Hearing Association and the Nevada Coalition to Address Personnel Shortages in Special Education and Related Services.

Beau England, Aud.D., CCC-A
Dr. England teaches coursework in Audiology. Students benefit from his application of clinical practice to coursework. As part of a private practice in Las Vegas, Dr. England brings theoretical concepts to life with real-world experiences.

Pam Pardee, M.A., CCC-SLP
In conjunction with her school-based practice, Ms. Pardee brings expertise in child speech and language disorders and assessment. Students benefit from her extensive experience in the local school district. The ability to relate course content to clinical experiences provides for increased accessibility for students.

Terri Lacey, M.S., CCC-SLP
Ms. Lacey provides instruction in child speech and language, and practicum. She brings a breadth of

knowledge with expertise in autism, oral-facial anomalies and behavior. As a private practitioner and contractor she brings significant insight to the student experience.

Barbara Forney-Misuraca, M.A., CCC-SLP
Currently working to complete her doctoral studies, Ms. Forney-Misuraca teaches child language and neurology. Her extensive experience in the school environment provides students with a bridge between theory and practice.

Kim Forni, M.A.,CCC-SLP
Ms. Forni has worked in a variety of settings, including a university-based clinic. Her wide range of experiences impacts her teaching in phonetics, speech science, language acquisition and articulation. In addition to teaching, Ms. Forni provides supervision to clinical practicum students.

Amy Bourji-Nassar, M.A., CCC-SLP
Ms. Bourii-Nassar serves as an instructor in the areas of speech science and neurology. Her integration of scientific principles and clinical practice are of great benefit to students. She has also served as a clinical supervisor for school-based practicum students.

Related Faculty
As students in the Speech Pathology program are required to complete coursework in education the following School of Education faculty have significant interaction with our students:

Roberta Kaufman, Ed.D.
SPA 203: Introduction to Special Education
EDSP 432: Parent Involvement in Special and General Education

Lori Navarrete, Ph.D.
SPA 203: Introduction to Special Education
EDSP 423: Consultation and Collaboration in Special Education
EDSP 432: Parent Involvement in Special and General Education

Amanda VandeHei, Ph.D.
EDRL 442: Literacy Instruction

Kevin Graziano, Ed.D.
EDU 214: Preparing Teachers to Use Technology

Sarah Bryans-Bongey, Ed.D.
EDU 214: Preparing Teachers to Use Technology

B. Teaching Quality

- Describe indicators of teaching and advising quality (this will include but not be limited to innovative features of the program related to teaching, special awards, teaching accomplishments of the faculty, advising success, advanced degrees earned, workshops attended, and/or papers presented).

The speech pathology program at NSC is guided primarily by two indicators of teaching quality: student course evaluations and annual reviews of instruction conducted by the Dean of the School of Education. Student course evaluations feature quantitative and qualitative components and are completed for every

course offered at NSC. Consequently, these evaluations represent our most robust indicator of teaching quality. Course evaluations ask students to rate instructors in a variety of teaching domains on a scale that ranges from 1 = strongly disagree to 5 = strongly agree. In all cases, a score of 5 represents the best possible performance than an instructor can achieve.

Course Evaluations

Overall, student course evaluations indicate a favorable picture of the quality of the instruction provided to students in the speech pathology program. The overall mean course evaluation rating for all courses offered by the speech pathology program is 4.26 on a 5-point scale. The mean for full-time faculty averaged 4.24 and that for part-time faculty averaged 4.28.

(Table 15)
Evaluation Ratings by Year

2006	2007	2008	2009	2010	2011	2012	2013	2014	2014
4.20	4.27	4.26	4.27	4.22	4.22	4.20	4.35	4.33	4.25

When analyzed based on course type, results were similar:

(Table 16)
Evaluation Ratings by Course Type

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Hybrid						4.61	4.84	3.63	4.35	4.33
In-Person	4.22	4.26	4.26	4.32	4.51	4.18	4.41	4.62	4.49	4.60
Online	3.79	4.66	4.26	4.24	4.09	4.24	3.89	4.11	4.09	3.96
Average	4.01	4.46	4.26	4.28	4.30	4.34	4.38	4.12	4.31	4.30

Although student evaluations may be viewed with skepticism by some, extensive research suggests they are a valid indicator of teaching quality and correlate well with other measures of instructional performance (e.g., Kulik, 2001; Renaud & Murray, 2004).

These data are corroborated by other indicators of teaching performance, including rigorous annual reviews and systematic observations of teaching, as described in the following section.

Annual Reviews

The purpose of the annual review process is to carefully assess each full-time instructor's accomplishments in the areas of teaching, service, and scholarship. This is a critical means by which we convey expectations for teaching excellences, while assessing teaching quality and providing specific and constructive feedback for the growth of faculty. Annual reviews provide instructors with valuable information as they seek to offer an exceptional learning environment for students and improve their own practice.

Speech Pathology faculty members are evaluated on an annual calendar cycle. In the Spring semester, faculty submit an annual review portfolio describing and documenting their accomplishments during the previous year. This document includes an update on their progress toward goals established during the previous annual review. New goals are established at each annual review.

In the School of Education, which houses the Speech Pathology program, multiple examples are evaluated as part of the assessment of teaching effectiveness. These are consistent with the SOE Standards of Academe and include the following indicators:

- Course materials
    - Course syllabi
    - Review of online course shell for items such as
        - Lectures, handouts, videos, activities
        - Key performance activities
        - Quizzes, exams and major assignments
- Evidence of teaching innovation and effectiveness
    - An annual observation of instructor's teaching by the Dean
    - Key performance assignments
    - Use of active teaching strategies
- Academic rigor
    - Course grade distributions
    - Use of readings, assignments and exams
- Feedback and mentoring
    - Availability to students outside of classroom hours
    - Student advising
    - Feedback on graded assignments
- Quantitative scores and written comments on student course evaluations
- Progress toward meeting teaching-related goals set during the previous annual review

The Dean of the School of Education completes a thorough and rigorous review of materials submitted as part of the annual review. Given their strong correlation with other indicators of quality, student evaluations are given particular attention. As noted previously, NSC compiles data on individual instructors' student evaluations over time, as well as comparisons to SOE and NSC means. The Dean separates out the instructor's subscores in each of the instructional domains to provide for additional analysis of students' perceptions and to target specific areas for improvement.

Course syllabi and other submitted materials are also reviewed to provide evidence of teaching excellence. The Dean also reviews the instructor's progress toward meeting goals set for the year and the incorporation of suggestions from previous annual reviews.

As part of the annual review process, the Dean observes each instructor annually and completes a formal evaluation of the class session. This document is included as part of the annual review.

The instructor receives a detailed evaluation report summarizing individual indicators of teaching quality, noting areas of particular success and providing specific suggestions for future growth. The Dean and instructor meet to review the report in detail. This meeting focuses on challenges or weaknesses identified during the review and the development of a specific plan of action to address those areas needing improvement. This process provides for the direct mentoring of instructors by the Dean of the SOE, ensuring students in the Speech Pathology program continue to receive exceptional instruction.

Observation of Teaching

Each year, full-time faculty members in the speech pathology program are observed and evaluated by the Dean of the School of Education. For in-person classes, the Dean sits in on a class and for those offered online, a thorough review of the course shell is completed. A course review form is completed based on the observation. The review involves rating multiple measures including: the instructor's interaction with students, the presentation of course concepts and the use of active learning techniques. The observation review from includes individual ratings on each indicator, detailed comments about each domain and recommendations for improvement based on the observation as well as peer-reviewed research on best teaching practices.

After the evaluation form is completed, the Dean and the instructor discuss the observation, including a review of the strengths and weaknesses exhibited and recommendations for improvement. This process is key to the maintenance and improvement of teaching quality throughout the School of Education, as instructors receive detailed and constructive feedback regarding specific elements of their teaching. Feedback focuses on student engagement, the pacing and presentation of course materials and the effectiveness of class activities. The recommendations made by the Dean provide a focus for improvement for instructors, and are written into the annual review to ensure progress in teaching excellence.

Advising

The full-time faculty member in the speech pathology program provides student advising to all students admitted to the speech pathology program, whether at the bachelors or post-baccalaureate level. At the time of this review the sole faculty member was responsible for advising the 75 students admitted to the program. Prior to admittance, students are advised through the Academic Advising Center.

Once admitted to the speech pathology programs students are required to contact the faculty advisor within 45 days of acceptance. The advisor meets with the student to design a degree plan and prepare a course map, outlining the courses to be completed and the semester in which they will be taken. This provides students with a contact within the program, allowing for ongoing mentoring of admitted students.

Together, the full-time advising staff and the faculty advisors provide students with comprehensive academic advising. This ensures all students receive support and guidance related to their success at NSC and personalized mentoring and advice regarding their goals after graduation.

C. Student Evaluations

- Summarize student evaluations of teaching by program

Student course evaluations are completed for all courses offered at NSC (and, by extension, all courses within the speech pathology program). The course evaluation form consists of three open-ended questions that gauge instructional strengths and weaknesses 19 statements about instructional quality to which students indicate their agreement on a scale ranging from 1 = "strongly disagree" to 5 = "strongly agree." All course evaluation items are aligned so that a score of 5 is the best possible score an instructor can achieve. To enhance their utility in guiding instructional endeavors, the 19 items on the evaluation form are consolidated into eight principle domains: 1) Assessment, 2) Clarity, 3) Discussion/Participation, 4) Grade Expectations, 5) Relevance, 6) Feedback, 7) Preparation, and 8) Concern. A brief description of each domain is listed below.

- Assessment - The extent to which the instructor asks questions to gauge student progress and gives relevant, worthwhile assessments (e.g., tests, papers) that contribute to student learning.

- Clarity - Refers to how well the instructor clarifies material in need of elaboration and maintains a clear connection between course content and course objectives.
- Discussion/Participation - Refers to how well the instructor effectively stimulates discussion and encourages students to ask questions and share knowledge, opinions, and experiences.
- Grade Expectations - Refers to how well the instructor provides course/grading information in the syllabus and clarifies course performance expectations.
- Relevance - The extent to which the instructor uses relevant examples to illustrate concepts and shows the relevance of the course to the practical world.
- Feedback - Refers to the quality of feedback provided on assessments and the extent to which the instructor informs students of their progress.
- Preparation - Refers to how well prepared the instructor is for each class session.
- Concern - The extent to which the instructor is available during office hours, shows respect for students, is genuinely interested in student success, and listens carefully to student comments/questions.

The Dean of the School of Education calculates mean ratings for each instructional domain as well as an overall mean rating based on all 19 evaluation items. These means are then used for annual reviews of full-time faculty and general efforts to improve teaching effectiveness.

Taken as a whole, students have awarded very high ratings of instructor effectiveness in speech pathology courses. As shown in **Table 15**: **Evaluation Ratings by Year** speech pathology courses earned a mean overall rating of 4.26.

2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
4.20	4.27	4.26	4.27	4.22	4.22	4.20	4.35	4.33	4.25

IV. STUDENT INFORMATION AND ASSESSMENT

A. Student Profile

- *Provide a summary student profile including program selectivity (limited entry programs), GPA averages in program courses, and average number of credits to graduation.*

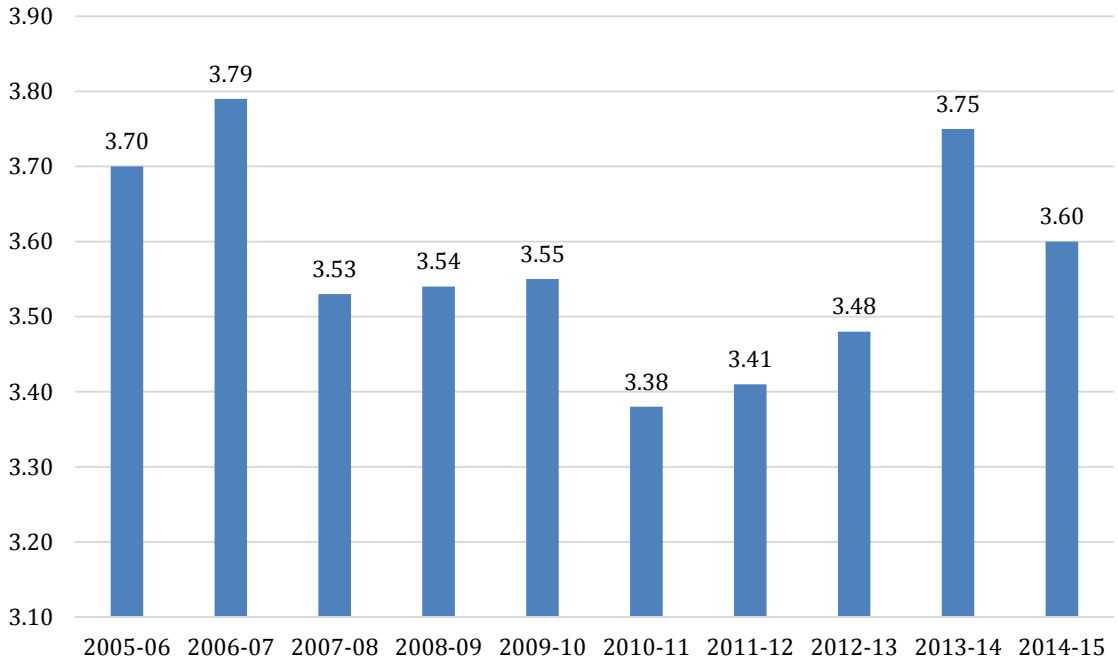
Note: A substantial amount of information about our speech pathology students has been provided in the Institutional Research section of this document. As a consequence, only a brief summary is provided here.

Students within the Speech Pathology are overwhelmingly female (93%) which is consistent with national enrollments in the field. The overall enrollment at NSC is 75% female, which compares to a national average of 57% women.

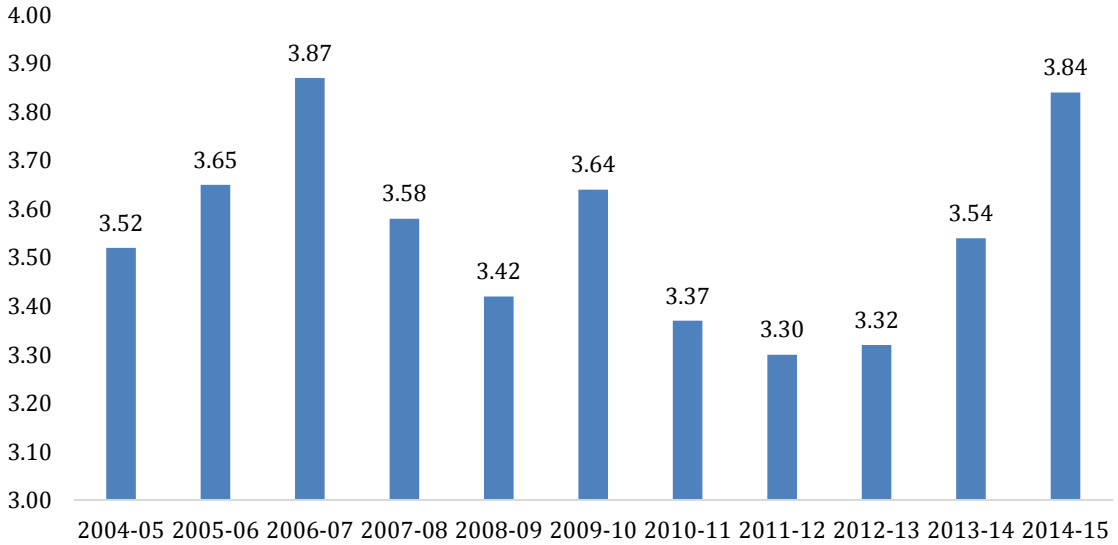
Current numbers indicate that approximately 40% of Speech Pathology students self-report as racially/ethnically diverse, which exceeds the national average in speech programs of approximately 20% (ASHA, 2014). These numbers are reflective of the community from which our students are drawn, as well as the community in which they will serve.

A review of academic metrics reveals an overall mean GPA of 3.57 for speech pathology undergraduate students. Post baccalaureate students had an average GPA of 3.55. With a 3.0 GPA as a requirement for program admission, this data was consistent with expectations.

(Figure 9)
Conferred Mean GPA - Graduates



(Figure 10)
NSC Mean GPA - PB Completers



B. Post-graduate success

- Provide information about program graduate success, appropriate to the discipline. This evidence might include, where possible, the number of graduates employed in areas related to the program or pursuing advanced degrees.

Systematic data on post-graduate experiences has been limited. As NSC grows and as additional personnel are available, additional data will be gathered. The bulk of our current data was collected from the Clark County School District, which serves as the primary employer of our graduates. In all states other than Nevada, SLPs are required to obtain a Masters degree in order to be employed in any setting, thus the goal of completers is acceptance into a graduate level program. Nevada currently allows those with a Bachelors degree to work in the public school setting, if they have completed a supervised practicum and if they are appropriately licensed through the Nevada Department of Education. CCSD hires greater than 90% of those seeking employment at the time of their program completion. Data supplied by CCSD indicates that at the time of this review 199 of our undergraduate and post-baccalaureate students are currently employed as SLPs in the CCSD. Currently 67% of our graduates are working as SLPs for the Clark County School District. Some graduates were previously employed, but have retired or taken other positions within the district. Others have moved out of state or enrolled in graduate degree programs, and one is deceased.

As the entry level requirement in all other states is a Masters degree, and as it is believed that Nevada will eventually adopt this requirement as well, we strongly encourage all students to explore graduate education. With only one graduate level program in the state, options are limited for those unable to leave the state. We have had students accepted to programs including: University of Nevada, Reno; Northern Arizona University; Nova Southeastern University; Iowa State University and Gallaudet University.

A survey of program graduates and post baccalaureate completers was conducted to determine student outcomes, satisfaction, and preparedness. Students were also asked to identify strengths and areas in need of improvement. A total of 25 former students completed the survey, representing undergraduate and post-baccalaureate students completing in 2013, 2014 and 2015. Respondents were evenly distributed between undergraduate and post-baccalaureate students, with the majority reporting as full-time students. Twenty of the respondents (80%) reported being currently employed as a Speech Language Pathologist in the state of Nevada. At the time data was collected 36% were currently enrolled in a Masters degree program and an additional 64% indicated plans to enroll in the future.

When asked about their satisfaction with the SLP program, 100% reported their overall educational experience as good or excellent.

C. Student Learning Outcomes

- Provide a copy of the established student learning outcomes for the program, if they have been reviewed and approved by the department.

Coursework has been carefully constructed to address standards identified as crucial by the American Speech, Language and Hearing Association (ASHA). Eight categories of standards have been developed and include:

Standard I—Degree
Standard II—Education Program
Standard III—Program of Study
Standard IV—Knowledge Outcomes
Standard V—Skills Outcomes

Standard VI—Assessment
Standard VII—Speech-Language Pathology Clinical Fellowship
Standard VIII—Maintenance of Certification

Those standards covered under areas IV and V have been aligned with NSC coursework. As the standards developed by ASHA pertain to those completing a Masters level program, not all standards are applicable at the undergraduate level. Those standards used in designing and evaluating coursework fall under the Knowledge and Skills categories.

Knowledge Standards:

- The applicant must have demonstrated knowledge of the biological sciences, physical sciences, statistics, and the social/behavioral sciences.
- The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.
- The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:
    - articulation;
    - fluency;
    - voice and resonance, including respiration and phonation;
    - receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication and paralinguistic communication) in speaking, listening, reading, writing;
    - hearing, including the impact on speech and language;
    - swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, orofacial myology);
    - cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning);
    - social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities);
    - augmentative and alternative communication modalities.
- For each of the areas specified in Standard IV-C, the applicant must have demonstrated current 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.
- The applicant must have demonstrated knowledge of standards of ethical conduct.
- The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.
- The applicant must have demonstrated knowledge of contemporary professional issues.
- The applicant must have demonstrated knowledge of entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice.

Skills Standards:

- The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.

- The applicant for certification must have completed a program of study that included experiences sufficient in breadth and depth to achieve the following skills outcomes:
- Evaluation
    - Conduct screening and prevention procedures (including prevention activities).
    - Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.
    - Select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures.
    - Adapt evaluation procedures to meet client/patient needs.
    - Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
    - Complete administrative and reporting functions necessary to support evaluation.
    - Refer clients/patients for appropriate services.
- Intervention
    - 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.
    - Implement intervention plans (involve clients/patients and relevant others in the intervention process).
    - Select or develop and use appropriate materials and instrumentation for prevention and intervention.
    - Measure and evaluate clients'/patients' performance and progress.
    - Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.
    - Complete administrative and reporting functions necessary to support intervention.
    - Identify and refer clients/patients for services as appropriate.
- Interaction and Personal Qualities
    - Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.
    - Collaborate with other professionals in case management.
    - Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.
- Adhere to the ASHA Code of Ethics and behave professionally.

D. Outcomes Assessment

- Provide evidence of how student learning outcomes are measured. Reviews for accreditation may be used.

The Speech Pathology program follows the methodology utilized in the NSC School of Education for the assessment of student learning outcomes. Student learning outcomes are evaluated by individual instructors in specific courses through the administration of key performance projects, assignments, exams and other evaluative measures (i.e., presentations, case studies). Examples from 4 courses are provided below:

Key Performance Projects include:

SPA 441: Student portfolio of clinical resources, assessments, and evidence based treatment for individuals with communication disorders will be required. Students are expected to include a minimum of one of each of the following:

- Speech-language assessment report
- Present Levels of Academic Achievement and Functional Performance, goals, and benchmarks
- Articulation/phonology therapy plan
- Push-in group language therapy plan
- Simulated therapy schedule and rationale report
- Therapy session reflection paper
- Practicum reflection paper
- Evidence of family-based interactions
    - MDT reports
    - Parent interviews
    - Homework materials
    - Communications with parents (e.g. progress reports, therapy data)
- Reflection on the use of educational technology as it relates to the practice of Speech/Language Pathology
- List of professional resources/materials (could include reference texts, websites, etc.)
- Sample data sheets

SPA 362: Students will develop a presentation on a condition that results in hearing loss, and will develop simulated professional report for client with the condition.

- Working within assigned groups, the development of a short presentation (17-20 slides in PowerPoint, Prezi, Keynote or other display format) will be required, and will contain an informative and engaging review of a topic related to course content. Each assignment group will address a differing topic. Topics would include a disorder or syndrome associated with hearing impairment, the battery of assessment measures, the extent and impact of hearing loss, standard remediation strategies, and any other information relevant to the topic. A suitable topic may be chosen from a list provided, and must receive prior approval from the instructor by date specified in the schedule. Presentation will be submitted online for review and grading via the WebCampus Assignment Link, and all submissions will be presented in class and posted by the instructor in WebCampus for all students to view. Early submission of the presentation is welcomed and encouraged, but is otherwise required by the specified due date. A scoring rubric for the PowerPoint presentation will be provided.
- Based upon the topic for the assignment group, each individual student will develop a simulated case history, and two audiograms (initial and follow-up) for a patient affected by the issue examined in the group's PowerPoint presentation. Follow-up audiogram may either indicate a resolution or deterioration of the patient's hearing status, based upon the nature of the topic covered. Each student, incorporating both the case history and the results of audiological evaluation, will submit two written professional reports. The first report will present initial findings, and the second will incorporate updated case information and follow-up assessment results. A scoring rubric for the reports will be provided.

SPA 401: Given a written transcript students will evaluate a young student who stutters. Key components of the key performance include:

- Completion of the SSI-4 protocol
- Development of an evaluation report
- Completion of the PLAAFP section on an IEP
- Development of appropriate goals and objectives
- Design of 2 session plans addressing the goals using established protocols

- Provision of a written treatment plan that includes information on the theoretical framework utilized, why it was chosen and how it relates to the provision of treatment

SPA 400: Professional Report

- A case study including observations, language samples, standardized test scores, RTI data, and/or curriculum expectations will be given to each student. Analysis of results including a written report is required. Specific information and grading rubric for each required element will be provided by the instructor in the weeks the assignments are given.
    - *Background Information (Assignment #2)*
        - A written summary of background information based on results of clinical interview(s) is required.
    - *Test Description, Score Table, and Statistical Analysis (Assignment #3)*
        - A single paragraph consisting of a brief description of the test, a table indicating standardized scores, and a statement explaining the standard scores and percentile ranks for given test protocols is required. Students will complete 3 of these based on given case study.
    - *Strengths/Weaknesses Analysis Paragraph(s) (Assignment #7)*
        - Written analysis consisting of a statement of a test subject's strength(s), weaknesses, and supporting examples is required for each of 3 protocols given in case study. Specific information and grading rubric will be provided by the instructor in the weeks the assignments are given.
    - *Speech Sound System Analysis (Assignment #8)*
        - Students will analyze the HAPP provided in the case study and write the corresponding report section to include oral mechanism evaluation, test description of the HAPP, table of scores, and analysis of processes/patterns with examples, stimulability, and intelligibility.
    - *Summary, Conclusions, and Recommendations (Assignment #11)*
        - Students will provide written demonstrate analyses and interpretation summaries for each area of need assessed (based on given case study).
    - *Goals and Objectives/Benchmarks (Assignment #9)*
        - Students will include 1 Goal and 2 objectives for each area of need. Goals and objectives must reflect an appropriate suggested treatment plan based on interpretation/analyses of case study results.
    - *Completed Report and Reflection on Evidence Based Practice (Assignment #13)*
        - Students will submit a completed Evaluation Report, including all sections from previous assignments within the template provided. Students will also include a one page analysis of how each of the completed components work together to reflect the use of evidence-based practice.

E. Assessing Academic Quality

- Provide evidence of how academic quality is assessed and maintained in all modes of delivery.

Maintaining high academic quality is of upmost importance and viewed as our primary responsibility as a teaching and student-centered college. We utilize a rigorous, multi-faceted approach in the determination of academic quality and outcomes. The methods utilized include:

- Outcomes assessment
- Faculty development
- Annual evaluations

- Part-time instructor observations

Outcomes Assessment

In order to develop and maintain the academic quality of our program across formats and instructors the following strategies have been employed to ensure quality and consistency.

1. Comprehensive outcome implementation - the syllabus template used across the School of Education establishes a clear-link between national standards and individual course objectives. A Key Performance Project (typically, a culminating assignment) has been established for each course. These KPPs are aligned to student outcomes for each course. Examples are provided in the previous section.

2. Student engagement - instructors are encouraged/expected to utilize strategies that have been shown in the literature, as well as in our own data, to foster greater levels of engagement and motivation to succeed. These strategies include using course knowledge and skills to address clinical issues (Frey & Fisher, 2010; Palmer, 2007) and challenging students with high academic standards (e.g., Weinstein, 2010). Our goal is the development of mastery of course outcomes.

3. Evaluation and feedback - research supports the use of substantive feedback in improving student success (Spangle, Hodne, & Schierling, 2002; Tricker et al., 2001). Instructors are encouraged to provide specific feedback on student submissions to guide students toward mastery. Timely feedback (within one week of submission) is strongly encouraged.

Faculty Development

Academic quality is maintained through a variety of programs geared toward the development of faculty skills. Annually, NSC provides professional development events designed to provide faculty with ideas and techniques for improving teaching and scholarship. Campus-wide and SOE events are also scheduled and have included presentations from the Office of Informational Technology, the department of Institutional Research and the Disability Resource Center, as well as brown-bag lunches for discussion and reading/study groups on selected topics.

Travel funds are available and have been utilized for attendance at the following conferences/trainings:

- American Speech, Language and Hearing Association Convention
- Council of Academic Programs in Communication Sciences and Disorders
- Central Institute for the Deaf: SPICE and SPICE for Life training

Annual Evaluations

Note: a thorough description of the annual evaluation process is provided in sections III.B

V. CURRICULUM INFORMATION

A. Curricular Strengths & Weaknesses

- Provide evidence of curricular strength or weakness. This may include, but is not limited to, pass rates on certification or licensure exams, accreditation or other external review reports, results of exit exams, awards and honors, explanations of course rotations and sequencing, results of satisfaction surveys.

The strengths and weaknesses of the speech pathology program are evaluated using feedback from employers, national assessment pass rates, student course evaluations, and formal and informal insights

provided by faculty members. We strive to provide a curriculum in line with the national standards outlined by the American Speech Language and Hearing Association, and to prepare students for licensure according to guidelines established by the Nevada Department of Education, as well as for graduate study in Speech Language Pathology.

Key strengths and weaknesses are summarized below:

(Table 17)
Key Strengths and Weaknesses

Strengths	**Relevant Evidence**
1. Disciplinary and teaching expertise of full- and part-time faculty	1. Mean student course evaluation ratings which exceeded 4.20 on a 5.0 score for all courses for which data was available
2. Application of principles and theories to real-world situations	2. Students have a pass rate for Praxis 5881 of greater than 90% on first attempt; feedback from CCSD practicum supervisors and coordinators indicate strong skills during practicum and at the beginning of employment.
3. Robust practicum experience have contributed to student employment and graduate school success.	3. NSC is the only baccalaureate institution in Nevada providing a school-based practicum experience. Students acquire in excess of 100 hours working directly with students in need of speech/language services.
4. Blend of theory and practice	4. The majority of courses offered within the program focus on applying theory to practice. Key Performance Projects require students to apply principles learned to hypothetical situations, similar to those that will be encountered during both the practicum experience and employment.
5. Learning outcomes that reflect current standards of the profession	5. Learning outcomes mirror the national standards of the profession.
6. Use of current technologies to support curricular concepts.	6. We have added video observations and patient simulations to selected courses to better prepare students to integrate concepts to practice.
Weaknesses	**Relevant Evidence**
1. Inadequate coverage of material related to voice, neurogenic disorders and swallowing	1. As our program seeks to prepare students to work in the public school setting, coursework focuses almost exclusively on topics of relevance to that specific population. A review of national standards indicates our students need additional preparation in issues relevant to working with adults.

2. Alignment of course concepts has not been well constructed.	2. A recent review of the curriculum has indicated that concepts have not been sufficiently mapped to provide for the most efficient learning experience for students.
3. Inadequate alignment of course and program outcomes with class components (e.g., readings, lectures, assessments)	3. In general, instructors have constructed meaningful and measurable learning outcomes. However, a conspicuous link between these outcomes and course elements such as readings, assignments and projects has not been made.

B. Program Improvement

- Explain how assessment results are used in the program for improvement.

As the first review of the Speech Pathology program, assessment results have not yet been used for program improvement. Information uncovered as a process of this review suggests a number of key steps to be taken prior to the next review. These would include:

1. alignment of course outcomes with course activities
2. modification of curriculum to develop a track for those interested in working in environments other than the public schools
3. ongoing use of resources, personnel and clinical experiences to provide high quality educational experiences

VI. INFORMATION, TECHNOLOGY, SPACE AND EQUIPMENT RESOURCES

A. Library Resources

- Evaluate library resources for the program.

The Marydean Martin Library, housed in the Rogers Student Center on the NSC campus is the first cloud-based library in the state of Nevada. It provides access to over 1.4 million ebook titles and almost 2 million print volumes available through selected partner libraries in Southern Nevada.

The NSC library supports the Speech Pathology program by providing electronic resources, bibliographic instruction, reference assistance, and an environment conducive to learning. At the time of this review, the NSC library reports 2,956 books and 268 journals related to speech pathology. A search of the library website indicates access to over 40,000 resources available in English.

We have focused on maintaining a robust assortment of relevant electronic holdings, including both eBooks and journal databases. Access to journals is key to the success of students with respect to accessibility of resources. The NSC library provides access to virtually all of the key databases in the field. Relevant databases include: JSTOR (Health and General Sciences, Life Sciences and Arts & Sciences), Sage Journals, PsychArticles, MEDLINE, Academic Search and ProQuest. As the bulk of current information in the field of speech language pathology is transmitted via peer-reviewed journals, the availability of so many relevant resources provides NSC students with access to the most current research. The availability of ebooks and physical books, through partner libraries, provides students with access to classic works in the field, as well as a multitude of therapeutic materials. Both students and faculty can easily obtain information needed to

inform teaching, complete class projects, and pursue research opportunities.

As the availability of resources is inconsequential if students are not able to locate and evaluate their usefulness, NSC's library has focused on providing quality instruction sessions and accessible online tutorials, raising the overall level of information literacy across the campus. Faculty are able to schedule bibliographic instruction sessions for individual classes, as well as sessions on technology related to research. Library staff are readily available to students and faculty, allowing for support in identifying relevant information and resources, designing research and answering specific questions related to the field of speech pathology.

With the move to the new campus, materials previously housed in the Teaching and Learning Center, have been moved to the Speech Pathology Lab in the NSE building. Materials include assessments, treatment manuals and therapeutic materials. The resource list **(Appendix B)** identifies more than 300 items available to students and faculty for classroom activities and practicum. Items are available for check out by students, faculty and clinical educators. New assessments and materials are added throughout the academic year.

B. Computer Resources

- Evaluate computer access and adequacy of software programs for program faculty and students, if appropriate.

Speech Pathology students at NSC regularly use computers throughout their program of study. Students utilize computers to: access course materials, interact with peers and faculty, transcribe/analyze speech and language samples, score assessments, write therapeutic reports and plans, create documents and analyze data. In collaboration with the Office of Information Technology, we have worked to ensure that students and faculty have access to resources, a user-friendly experience and robust technical support.

Accessible computer workstations are available across the NSC campus. In total, students and faculty have access to more than 50 computer workstations, including 10 in the SOE Media Center.

Both students and faculty benefit from NSC's "SMART" classrooms, which feature computer workstations, projectors, speakers, document cameras, Smartboard technologies and interactive student response systems ("iClickers"). Every classroom used by the NSC School of Education is outfitted with the "SMART" package, allowing instructors to move between classrooms with ease. Faculty benefit from networked printers within the School of Education and the ability to reserve laptops, tablets and Smart Pens for academic and therapeutic use. Adjunct instructors have access to computer workstation-equipped office space within the School of Education.

Software, network and user interface resources are equally robust. High-speed wireless access is available across campus. A user-friendly student and faculty experience is supported by a single portal, which provides access to a full array of electronic resources (e.g., Canvas, email, library resources). In addition, the PeopleSoft system enables a variety of self-service functions (e.g., degree audits), and all students and faculty are provided with a sizeable amount of network storage that can be accessed on campus or remotely. Software accessibility includes the full Microsoft Office suite, SPSS, SALT and PepperFont.

Technical support services provide students and faculty with resources and work quickly to resolve technical issues. On-campus support is available during typical business hours, as is a 24-7 helpdesk to address issues with Canvas. Personnel from the Office of Information Technology are readily available to both faculty and students. The Office of Information Technology regularly assesses student and faculty perceptions of the

quality of these support services and adjusts accordingly.

C. Facilities

- Evaluate the adequacy and currency of facilities including utilization rates of current facilities, quality of facilities maintenance, and condition of departmental space.

The move to the new campus in the summer of 2015 provides students and faculty with exceptional facilities. The School of Education, including the Speech Pathology program is housed on the third floor of the Nursing, Science and Education Building. Students and faculty are able to make use of the previously described advanced technological resources within each classroom. An onsite media center is available providing computer access and relevant materials. Additional technology, including iPads and Smart Pens are available for use in the instructional setting. Faculty offices are found on the same floor as the classrooms, allowing students easy access to instructors and advisors.

Of significant interest is the addition of a clinical relationship with the Scottish Rite Foundation of Southern Arizona. At the time of this review the School of Education was working to develop the necessary legal documents to provide for a cooperative clinic in downtown Las Vegas. This clinical space would be used to provide additional training opportunities for students in the Speech Pathology program, prior to their full-time practicum experience. The cost of this clinic will be covered by the Scottish Rite.

D. Instructional Equipment

- Evaluate the adequacy and currency of instructional equipment to achieve the objectives of the program.

The School of Education prioritizes the provision of state-of-the-art resources to enhance the learning environment for students. Our "SMART" classrooms feature a computing workstation, a projector, speakers, a document camera, Smartboard technologies, and interactive student response systems ("iClickers"). In addition, a lecture-capture system was recently installed in select rooms in the NSE building. The system allows faculty to record themselves in the classroom. Videos can then be edited and posted online as video lectures in online or hybrid courses.

Faculty development sessions, emails and instructional videos from the Dean and the Office of Instructional Technology inform faculty of available resources. All adjunct faculty have access to shared offices which they can use for office hours or for preparation of instructional materials. Office computers can be equipped with programs such as Jing and Camtasia for creation and editing of video lectures. A limited number of campus laptops are also available for checkout as needed. Departmental funds are available to cover specific instructional equipment or materials for courses at an instructor's request.

Overall, speech pathology faculty have access to extremely high-quality equipment for developing their courses, and SOE remains dedicated to ensuring that our faculty have the resources needed to create innovative, engaging courses in online, in-person and hybrid formats.

VII. EXTERNAL FACTORS

A. Enrollment Trends

- Describe enrollment trends.

The Speech Pathology program has grown from an initial enrollment of 26 in the 2004/2005 school year, to the current enrollment of 184. A closer look at the enrollment revealed that for the first 6 years, undergraduate and post-baccalaureate enrollments were almost equal. More recently undergraduate enrollment has grown at a much greater rate, and post-baccalaureate enrollment has dropped, so that post-baccalaureate students currently represent less than 20% of enrolled students. Women continue to be the bulk of enrolled students. Minority enrollment has increased from 23% to 44% over the course of the program.

B. Demand for Graduates & Barriers to Success

- Evaluate the demand for program graduates. Identify barriers to success for graduates involving course offerings, scheduling, and/or staffing.

Our graduates and those completing our post-baccalaureate program are being hired at a rate that exceeds 95%. Administrators at CCSD tell us that our graduates are well prepared and that they will continue to hire them without reservation. The few graduates who have not accepted immediate employment have gone on to graduate schools, moved to other states or taken time due to family issues.

Barriers to student success can be divided into internal and external factors.

Internal factors include:

- Full-time clinical practicum.
    - Students must complete a 16-week practicum in the public school setting in order to meet state requirements for licensure. This requires students be present during all school hours, which makes it difficult for students to maintain outside employment. The majority of our students are employed throughout their program and the inability to work has resulted in a number of students being unable to complete all program requirements. As many of our students are employed by the Clark County School District, we have attempted to develop a summer practicum option, using placements in year round programs. This would allow those employed as teachers, instructional aides, etc. to complete the practicum experience when traditional schools are not in session. At this time, we have been unsuccessful in developing this program, due to the limited number of year round schools and the shorter time period available.
    - Lack of science based courses
    - In order to prepare students for immediate employment our program has had to make difficult decisions regarding what courses to include and which to exclude. We focus on those courses that will best prepare students to assess and treat students in the public school setting. This has resulted in a lack of courses focused on speech and hearing science, as well as courses dealing with adult issues. Those students wanting to apply to graduate school would benefit from the addition of certain courses.
- Limited clinical opportunities
    - To be eligible for national certification as a Speech Language Pathologist through the American Speech, Language and Hearing Association, students must acquire a minimum of 400 clinical contact hours across a minimum of 3 placements. At this time, NSC students complete only one practicum experience. Although this is a significant and robust clinical experience resulting in the accumulation of more than 100 clinical hours, it is limited in terms of scope. The addition of a clinical partnership with the Scottish Rite Foundation of Southern Arizona will be a significant addition to the NSC program.

External factors include:

- Lack of graduate programs
    - Our students have expressed a strong interest in attending graduate school, but the limited opportunities across the state and nation prevent this for all but a small percentage. Nevada currently has only one graduate program in Speech Language Pathology, and it is a full-time, residential program. A small number of online programs are available nationally, but the cost is prohibitive and most do not offer part time attendance. Our community would be well served by the addition of a graduate program designed for those working as SLPs under the guidelines of the Nevada Department of Education.

C. Student Satisfaction

- Provide evidence of student satisfaction with the program if possible.
  *This may include surveys of current and alumni students.

A survey of program graduates and completers was developed for purposes of this review. Those identified as having received a degree or as having completed the post-baccalaureate requirements for licensure were contacted by email and asked to complete a short survey designed via Qualtrics. Twenty-five responses were collected and results indicated that 80% of respondents were currently employed as SLPS in the Clark County School District. Currently 36% of respondents were enrolled in a graduate level program and the additional 64% indicated they intended to acquire a Masters degree in the future.

All 25 respondents indicated that they believed the quality of their educational program was either good (36%) or excellent (64%) with none reporting a fair or poor experience. Similar results were found with respect to the practicum experience provided through NSC (84% excellent, 16% good).

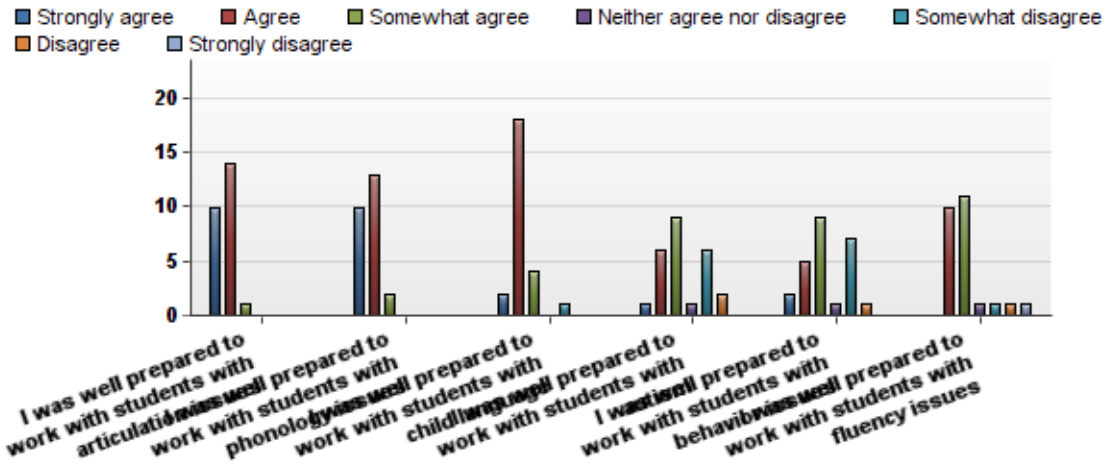
(Table 18)
Evaluation of Overall Educational Experience

#	Answer		Response	%
1	Excellent		16	64%
2	Good		9	36%
3	Fair		0	0%
4	Poor		0	0%
	Total		**25**	**100%**

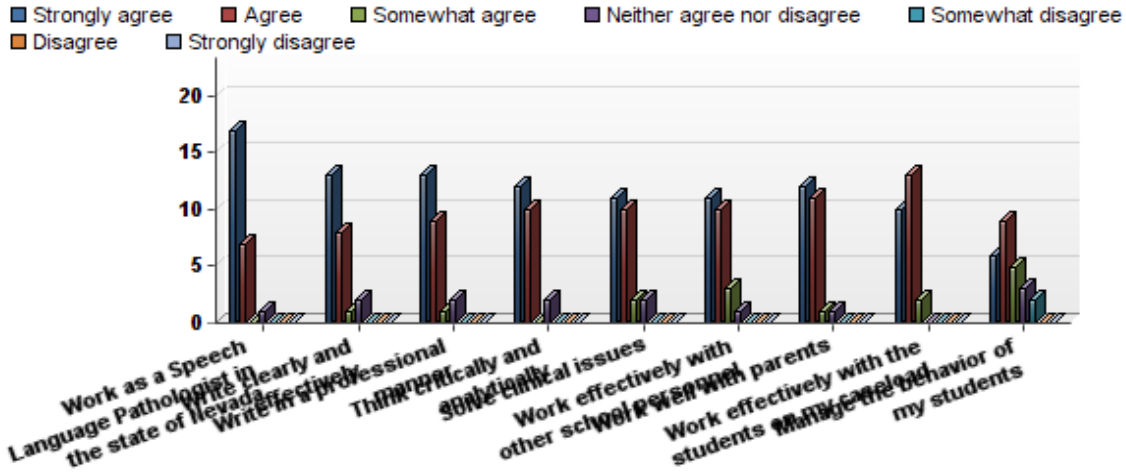
(Table 19)
Evaluation of Clinical Practicum Experience

#	Answer		Response	%
1	Excellent		21	84%
2	Good		3	12%
3	Fair		1	4%
4	Poor		0	0%
	Total		25	100%

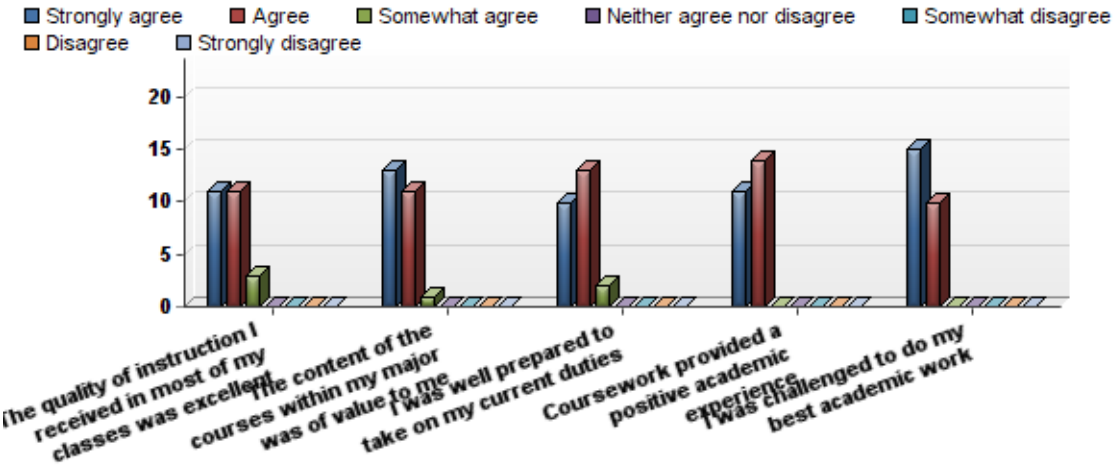
(Figure 11)
Preparedness by Disorder



(Figure 12)
Preparedness for Work in Schools



(Figure 13)
Quality of Program



Strengths and Needs

As a final component of the survey, former students were asked to identify both programmatic strengths and ideas for improvement. Responses were analyzed to determine the presence of significant trends.

Strengths

- Small class sizes
- Responsive and knowledgeable faculty
- Flexible class scheduling
- School-based practicum experience
- Focus on acquisition of skills needed to work in school environment
- Skill based coursework

Suggestions for improvement

- Increase coursework on behavior management, autism
- Provide training on PECS
- Broaden clinical experiences
- Add a masters program

D. Unique Elements

- Discuss the unique elements of the program. Discuss the special advantages and/or challenges this program experiences.

The NSC program in Speech Pathology is unique in many aspects. We are the only program in the nation whose primary goal is the preparation of school-based SLPs, eligible for licensure under the Nevada Department of Education. As graduates can be licensed to work in the school districts of Nevada without a graduate degree, the challenge to provide adequate training for working with such a vulnerable population is evident. We have created a curriculum focused on integrating theory with practice, and combined it with a 16-week, full-time practicum experience to best prepare our students. In conducting a program comparison with UNR, our focus on school-aged students and the early integration of treatment principles into those courses usually focused on theory is evident. The addition of lab experiences to three of our courses is additional evidence of our focus on treatment issues. Another unique aspect of our program is the option to complete it as a part-time student. With the exception of the practicum, students can complete the program at their own pace, allowing working students the opportunity to further their career options. We believe that these unique elements, complemented by high quality faculty and instructional technology and resources, put the Speech Pathology program at NSC in good standing when compared with competing programs in the state.

Our ongoing challenges are the difficulty in adequately preparing students for a career that requires a graduate degree in all other states and for all populations other than school-aged children in Nevada. The possibility of changing state requirements has discouraged some students from entering into the program and the need for a full-time practicum makes the program difficult for those who need to provide ongoing income while going to school.

A lack of faculty lines is another key issue. At the time of the evaluation, the program was allocated one tenure track line and one lecturer line. Adjunct faculty is utilized to round out the faculty serving this program. This places a large responsibility on limited faculty and makes continued growth difficult.

VIII. INFORMATION PROVIDED BY THE DEAN

A. Accreditation Status

- Address the accreditation status of the program, where applicable.

Nevada State College is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). NWCCU is one of six regional accreditors involved in higher education accreditation in the United States. The NSC Bachelor of Arts: Speech Pathology is accredited by the Nevada Department of Education. The American Speech-Language-Hearing Association's credentialing requirements provide the framework for the BA: Speech Pathology program.

B. Resource Reallocation

- If applicable, discuss the potential for a reallocation of resources to meet program needs. This might include the need for additional faculty, space, equipment, budget, etc. Discuss the availability of these resources in program Division.

Just prior to the economic crisis of 2008-2012, Nevada State College requested and received permission from NSHE to add a Master's Degree Program in Speech-Language Pathology. The downturn in the economy tabled the motion indefinitely. In 2016, it is time for NSHE to reconfirm the previously granted permission and it is time for NSC to add the program. There are two critical reasons for taking this bold step. First, and foremost, the quality of the preparatory experience would be substantially elevated. The four year program is insufficient to effectively address all ASHA standards and outcomes. Second, the entire State of Nevada is being pressured to require the Master's Degree as the entry level preparation for all Speech-Language services. Nevada is the currently the only state in the United States that does not require Master-level preparation for speech-language pathologists. The fact that Nevada policy allows undergraduate and post-baccalaureate completers to practice ONLY in K-12 school settings constitutes a significant equity/equality issue. Is it acceptable that school-aged children are the only inhabitants of the state that receive services from less qualified speech-language pathologists?

During AY 2015-2016 Nevada State College, led by the School of Education but obtaining strong campus-wide support, initiated several key initiatives that will increase the size and also the quality of the Speech-Language Pathology Program. During AY 2015-2016, NSC approved a search for a full time tenure-track faculty member. The search is in process. A second positive indicator was NSC-support for a proposal that the Speech-Language Pathology program accept an offer to collaborate with the Scottish Rite Foundation in the operation of RiteCare Clinic in the Las Vegas Valley. This proposition successfully gained support from the State Board of Examiners in Audiology and Speech Language Pathology and contract negotiations are proceeding. A positive conclusion in projected. Also in 2015-2016, the School of Education's request that the Master's Degree in Speech Pathology be included in the funding package submitted by NSC to NSHE was granted high priority status.

NSHE has recommend legislative funds be allocated to help cover the startup costs for the program. The fate of this request is TBD in future months. Finally, NSC has put forth a preliminary proposal for construction of a School of Education building. Initial mockups for the proposed building include a speech and hearing clinic. Decisions relative to this proposed new facility are also TBD. While all four of the initiatives summarized in this paragraph are TBD, collectively these events have generated considerable momentum for the Speech-Pathology program. The future is bright.

Without question, the move to a Master's Degree will necessitate additional funding. The proposal submitted to NSHE proposes an initial faculty increase to three tenure track, doctoral faculty. The negotiations with the

Scottish Rite Foundation identifies the need for a director for the clinic. While upgrades in personnel and in facilities will increase cost, the current scenario is a very hopeful one; we are optimistic that the proposed MAED program will be supported by the legislature and the Scottish Rite Foundation has declared a very strong commitment to supporting the vast majority of clinic costs. Our Speech-Language Pathology Program has also generated attention from prospective donors.

C. Mission

- Comment on the mission of the division, department, and program.

The mission of Nevada State College School of Education is to prepare highly qualified, culturally responsive professionals. We accomplish this through effective pedagogy, state of the art technology, clinical experiences, scholarly inquiry, and community partnerships. Our graduates will be critical thinkers who contribute to a global, democratic society.

The Speech-Language Pathology Program is a perfect fit with the SOE Mission Statement. Over the past year, concrete steps to more fully integrate teacher education and speech-pathology programming have occurred. Specifically, the teacher education and speech-language pathology budgets will be collapsed into a unified set of SOE accounts effective July 1, 2016. The SOE has also worked across these two key program areas in the conceptualization of a five year strategic plan.

Like all other parts of the School of Education programming, the Speech-Language Pathology program works with significant numbers of Baccalaureate level students and Post-Baccalaureate level students. Collectively, these two groups of students have continued to generate robust numbers of students. The job opportunity for program completers, at both the baccalaureate and post-baccalaureate levels, is unusually positive; both the undergraduate and post-baccalaureate tracks in Speech Pathology serve to prepare students for immediate employment in the Nevada public school system and/or further graduate study. A high-quality program related to national and state standards serves to prepare students for the challenges they will face in today's complex school setting. Taught by highly qualified personnel, including one full-time doctoral prepared faculty member and a diverse and experienced group of part time instructors, courses are aligned to provide both the theoretical and practical knowledge needed for success.

D. Institutional Research Data

- Comment on or clarify the data and information supplied by the Office of Institutional Research.

The data provided by the Office of Institutional Research is a central component of this 10 year review. Generally, the data is very clear and illuminating. The opportunity to collect, review, and reflect program-specific data was very helpful and crucial as the SOE enthusiastically moves forward with plans to elevate the size and quality of the Speech-Language Pathology Program. The Office of IR was helpful and prompt in responding to SOE requests for information relative to the Speech-Language Pathology program. A few key observations/elaborated explanations are offered.

First, the enrollment level for the past 3-4 years, while very solid, has been flat. The lack of growth, given events in the surrounding context, is arguably misleading. Approximately 4 years ago, the Clark County School District made a decision to terminate financial support for CCSD employees who agreed to return to college to study speech-language pathology. This decision had an immediate and devastating impact on post-baccalaureate program enrollments. Thankfully, the number of baccalaureate degree-seeking speech-language pathology majors increased sufficiently to maintain the total number of students in the program. The SOE has also engaged in brainstorming relative to strategies for building back up the post-baccalaureate

enrollment. The potential for making this happen is very realistic given the total capacity of graduate level SLP programs, both within and beyond the State of Nevada, is far smaller than the number of SLP majors who are earning undergraduate degrees.

Second, in approximately the same year, the Educational Testing Service (ETS) rolled out a new examination. The new exam, the PRAXIS CORE, replaced the Praxis I examination. The transition to this new exam has been painful for NSC – and for many other institutions around the State and United States. The pass rate for our pre-education and pre-speech pathology majors has significantly declined. The SOE, in 2015-2016, has implemented a series of Praxis Core Support Initiatives. The SOE will be carefully monitoring the impact of these initiatives – including study of the impact on enrollment in the Speech-Language Pathology Program. The SOE is confident that the action steps taken to support pre-speech pathology and pre-education majors will generate improved pass rates within the next 12 months.

Third, the process of completing this 10 year review was enormously beneficial with regard to identification of gaps in our data-gathering system. It became clear, for example, that there is data we are routinely already gathering (i.e. the Final Internship Evaluation Form) that needs to be integrated into the IR data base. This step would make our data much more assessable. Acting upon this newfound awareness is arguably one of the most crucial outcomes of the review process.

E. Faculty Information

- Comment on the Faculty Information of the program.

As has been noted elsewhere in this document, the Speech-Language Pathology Program is currently understaffed. An unexpected and very late retirement, in the summer of 2015, produced a gaping hole in program staffing. The lone remaining full time faculty member, Ms. Beth Meyerowitz, endured an unexpectedly challenging year. Beth accepted the challenge of teaching several new preparations and also the challenge of finding, hiring, and mentoring additional part-time instructors. Still, it has been a great year for Beth. Most noteworthy was her completion of her doctoral studies; Dr. Beth Meyerowitz' level of preparedness has been elevated. Our success at recruiting and hiring an expanded team of part-time instructors was crucial to maintaining a high quality of instruction and supervision. Across the board, the team of part time instructors and supervisors have performed admirably. Students' academic needs have been attended to.

At this specific moment in time, the summary of faculty information is admittedly tentative. As was stated previously, the SOE is immersed in a search for a doctoral level, tenure track faculty member. We expect this search will come to a positive conclusion within the next month. This impending victory, however, will be insufficient. The goal is to hire a second tenure-track faculty member as soon as possible. If the Master's Degree Program request is ultimately funded, the SOE will be prepared to move forward toward with the hiring of three tenure-track faculty who have the required educational background and an appropriate collection of prior experiences. Another key personnel-related action is to make a commitment to creating a more informed team of part-time instructors and supervisors. Too often, PTIs are hired to teach a single course or to supervise a few interns without having been provided with the opportunity to gain a much broader and deeper understanding of the overall program goals, etc. The best programs are coherent programs.

F. Student Information

- Comment on the Student Information and Assessment Information of the program.

The most significant defining quality of the speech-language pathology majors has been their being held to a higher standard than what is required of all the teacher education majors. The most visible proof of this difference is the minimum required grade point average required for admission to the Speech-Language Pathology Program is 3.0 as compared to the minimum grade point average of 2.5 for our teacher education programs. This variation in academic expectation, even though NSC does not currently have a Master's Degree program, is linked with the graduate school pathway. Gaining admission to a Master's Degree program almost certainly requires a grade point average that is beyond 3.0; it is important that NSC undergraduates are held to a standard that poises them to compete successfully for this opportunity.

Demographically, while less diverse than the overall NSC student body, the Speech-Language Pathology Program, has consistently enrolled a diverse group of students. Over the past decade, 91% of program graduates have been female and 24% have been from a minority group. By comparison, the percentage of NSC Speech-Language Pathology majors in the program is 40% minority. This statistic rivals the overall percentage of minority status students attending NSC (44%). One obvious important metric to track in future years will be the percentage of majors from the various demographic groups that finish their program of study.

One of the primary benefits to undertaking this report is the positive pressure it has created relative to improving the depth and breadth of candidate and program assessment processes. The availability of high quality assessment data has not been extensive enough. The most glaring gap was the lack of data relative to the performance of program graduates in the years following their departure from NSC. Ongoing date relative to two key success indicators, employment retention data and program satisfaction data, were generally not available. The program has already initiated the first bold steps toward the annual gathering of high quality tracking data. This report reports from an initial survey of recent program graduates. The SOE will also be networking with CCSD in the near future with the goal being to gain access to employment and retention data. With regard to pre-graduation/program completion, the data was generally more available but also not being used in a systematic, ongoing way. The SOE has initiated steps to insure that the data being gathered, especially including data relative to performance of required examinations and candidate performance in pre-internship and internship experiences, will be more fully utilized used in future years. Collectively, the data that is already available and the new data that will be gathered, will provide a solid foundation for making program changes.

G. Resources

- Comment on Information, Technology, Space, and Equipment Resources of the program.

Recently, the Speech-Language Pathology Program has made significant strides in upgrading the overall variety and quality of available resources. Over the past 2-3 years, the SOE has consistently allocated $5,000+ annually to upgrade and expand the quality of technology, equipment, testing materials, etc. An emerging strength is the availability of high quality and current software and hardware available to students. The move to the new Nursing, Science, and Education Building in July, 2015 further enhanced the strength of the resource base. Most notable was the availability of SMART technology is all classrooms. At this particular moment in time, the resources needed to operate a high quality speech-language pathology program that is solely focused upon preparing candidates for employment in K-12 school settings, are readily available. Obviously, the projected addition of a Master's Degree program will produce a new set of resource needs as candidates' academic program expand to include preparation for working in private clinics, medical settings, etc.

H. External Validation

- *Comment on External Validation information of the program.*

The fact that Nevada is the only state in the nation to allow baccalaureate level speech-language pathology students to practice, significantly complicates the selection of external reviewers. The decision was made to remain in-state. The two external reviewers included one from the University of Nevada Reno (UNR) and one from the Clark County School District. UNR is the only NSHE institution to offer the Master's Degree in Speech-Language Pathology. UNR also is the source for a significant number of speech-pathology students who enroll in NSC's post-baccalaureate sequence. This is an attractive alternative for UNR students who are not selected to enroll in a Master's Level Program. This relationship makes UNR a logical choice for an external review. The CCSD-based reviewer was also a very logical and appropriate choice given that the overwhelming majority of NSC Speech-Language Program graduates find immediate employment with CCSD. This relationship will become even more crucial if/when NSC adds the Master's Degree program option. Almost certainly, there will be a need for maintaining an undergraduate licensure program to help fill open positions while also creating graduate level programming that very well might initially focus upon helping transition a large number of current CCSD employees from a baccalaureate degree to an advanced degree level of training.

I. Departmental Evaluation

- Comment on the Department's Evaluation.

As Dean of the School of Education, I was generally very pleased with the overall quality of the 10 year review report that was authored by Dr. Meyerowitz. Thankfully, Dr. Meyerowitz was the beneficiary of excellent support from SOE administrative staff and from others throughout the SOE and the NSC community. The entire team is to be commended for their outstanding effort.

Overall, I believe the report is accurate, to the degree that the necessary data was available. Without a doubt, the data gathered and reported was illuminating and provided a snapshot of the key victories and revealed growth opportunities. I am confident that the Report provides the SOE with a strong foundation for the coming decade.

J. Strengths & Weaknesses

- Write a summary evaluation of the strength and weaknesses of the program.

As a new institution where all programs are relatively "new" programs, this is the first 10 year review for the Speech-Language Pathology Program.

With regard to weakness, admittedly, the program has encountered a sometimes daunting set of challenges. Two key challenges are the most evident in the 10 year review. Most vexing, arguably, is/was faculty turnover. While the faculty that have spent time working in the Program, both the full-time faculty who worked for a relatively short amount of time in the Program and the collection of part time instructors and supervisors who have worked at NSC for varied amounts of time, were talented and exerted great effort while employed at NSC, the lack of consistency made incremental, steady progress very difficult to achieve. The hiring freeze that resulted from the serious financial crisis at the five year mark in the history of NSC clearly exacerbated the problem. More than anything else, the Program will benefit from the hiring and retention of full full-time, tenure-track faculty and a similar solidifying of part time members of the team. A second key challenge is to complete the planning and implementation of a program evaluation plan that will provide a much needed for foundation for decision-making. The benefits to systematic data-gathering are many. Especially important, as per the report, are the opportunity for creating a more coherent and aligned

curriculum and for creating a more powerful and articulated set of opportunities for students to apply and perfect their clinical skills.

Having said this, obvious program strengths emerged. Most impressive of all was the resilience and tenacity of the individuals who were a part of the Program. The story of the Speech-Language Pathology Program mirrors the spirit of the entire NSC community. NSC has survived and thrived in the face of sometimes overwhelming odds. The "can do" spirit that permeates this place, once again, was sufficient to carry the day. At this significant moment in time, the program has achieved many outstanding accomplishments – not the least of which is the growth in student enrollment from total (fall plus spring) headcounts of 45-135 in the first five years to the total head count of 190-210 for the last five years. In total, the program has graduated 80+ undergraduate who were K-12 licensure-ready and also finished a significant number of post-baccalaureate students who were also licensure ready. Clearly, the program has made a very significant contribution to CCSD.

At this moment in time, In the Spring of 2016, the Speech-Language Pathology Program is poised to begin a series of very exciting new ventures and accomplishments – especially including the possible addition of NSC's first Master's Degree Program, the hiring of new full-time faculty, and collaboration with the Scottish Rite Foundation of Southern Nevada in the operation of a RiteCare Speech Clinic. Adding the Clinic to our Program operation will significantly enhance the experiential component of the Program for SLP majors while simultaneously provided much need services for pre-school children and their families.

K. Plan for Improvement

- Explain the plan for sharing the program review commendations and recommendations with faculty. Provide a general plan for continued improvement.

As per the comments dispersed throughout this Dean's review section, the Speech-Language Pathology Program is poised for elevating the quality of the programming and the quality of the learning experience for the students. Realizing this dream will hinge, to a significant degree, upon the degree to which current and projected new faculty will invest in the opportunity. The first step to making this happen is to create events where the recommendations and commendations are widely shared with the current teaching/supervision team – including both full-time faculty and part-time instructors. A second key will be to embracing a transparent strategy for sharing this information with prospective and incoming future faculty. Truly, the SOE will need to tell a compelling story of what has been achieved and also what new faculty can become a part of! A third key will be to do a very credible job of dialoguing with key NSC faculty and administrators who work outside of the Program and also outside the School of Education. Prominent amongst this set of individuals will be the new Provost who will hopefully join NSC sometime in 2016-2017. A fourth key will be to take full advantage of the "bounce" that will result from having completed this report by sharing what has been learned and what is looming on the horizon with key collaborating entities (including Scottish Rite, CCSD, and the Board of Examiners) and with prospective program donors/supporters. Finally, the Program will need to make a strong commitment to systematic program evaluation. Gathering and utilizing program data is the key to creating a growth-centered environment where continuous improvement is the goal.

APPENDIX A - FACULTY VITAE

Speech-Language Pathology Faculty

Elizabeth A. Meyerowitz, Ed.D., Assistant Professor

Beau England, Aud.D., CCC-A, Adjunct Faculty

Pam Pardee, M.A., CCC-SLP, Adjunct Faculty

Terri Lacey, M.S., CCC-SLP, Adjunct Faculty

Barbara Forney-Misuraca, M.A., CCC-SLP, Adjunct Faculty

Kim Forni, M.A.,CCC-SLP, Adjunct Faculty

Amy Bourji-Nassar, M.A., CCC-SLP, Adjunct Faculty

Related Faculty

Roberta Kaufman, Ed.D., Assistant Professor

Lori Navarrete, Ph.D., Associate Professor

Amanda VandeHei, Ph.D., Assistant Professor

Kevin Graziano, Ed.D., Professor

Sarah Bryans-Bongey, Ed.D., Assistant Professor

Professional Vita

Name: Elizabeth A. Meyerowitz, Ed.D.
Home address: 992 Olivia Parkway
Henderson, NV 89011
Cell phone: 520-591-6941
Business address: Nevada State College
1081 E. Paradise Hills Drive, NSE, Room 343
Henderson, NV 89002
Business Phone: 702-992-2534
Email: meyerowitzb@mac.com

Present Position: Assistant Professor of Speech Language Pathology
Employer: Nevada State College
1125 Nevada State Drive
Henderson, NV 89002

Academic History:

- Northern Arizona University, Flagstaff, AZ (2015), Ed.D. in Educational Leadership
  Dissertation: *Putting the Special into Administration: A Study of Special Education Directors in Arizona*
- Northern Arizona University, Flagstaff, AZ (2007), M.Ed. in Educational Leadership
- University of California, Santa Barbara, CA (1984), M.A. in Speech and Hearing Sciences
- University of the Pacific, Stockton, CA (1980), B.A. in Communicative Disorders

Experience:
7/2016 – Present

- Assistant Professor, Speech Language Pathology, Nevada State College, Henderson, NV
  - Design and teach coursework:
    - SPA 301: Survey of Speech Pathology
    - SPA 340: Speech and Language Development
    - SPA 364: Articulation Disorders
    - SPA 370: Methods of Clinical Management
    - SPA 400: Assessment of Communication Disorders
    - SPA 401: Fluency and Voice Disorders
    - SPA 441: Clinical Practicum
    - SPA 466: Rehabilitation for Hearing Handicapped
    - SPA 467: Communication and Language Disorders in Children
    - SPA 491 B & C: Extended Experience in SLP: Language Disorders & Assessment
    - EDSP 432: Serving Individuals with Disabilities and Their Families
  - Coordinate clinical practicum
  - Provide clinical supervision of practicum students
  - Select and support adjunct faculty
  - Schedule courses
  - Advise students in Speech Language Pathology
  - Serve(d) on school and campus-wide committees including:
    - NSC Curriculum Committee
    - Student of Concern Committee
    - SON and SOE Search Committees
    - NSC IRB Committee
    - Faculty Senate

8/2012 – 6/21016

- Lecturer, Speech Language Pathology. Nevada State College, Henderson, NV
    - Design and teach coursework:
        - SPA 301: Survey of Speech Pathology
        - SPA 340: Speech and Language Development
        - SPA 364: Articulation Disorders
        - SPA 370: Methods of Clinical Management
        - SPA 400: Assessment of Communication Disorders
        - SPA 401: Fluency and Voice Disorders
        - SPA 441: Clinical Practicum
        - SPA 466: Rehabilitation for Hearing Handicapped
        - SPA 467: Communication and Language Disorders in Children
        - SPA 491 B & C: Extended Experience in SLP: Language Disorders & Assessment
        - EDSP 432: Serving Individuals with Disabilities and Their Families
    - Coordinate clinical practicum
    - Provide clinical supervision of practicum students
    - Select and support adjunct faculty
    - Schedule courses
    - Advise students in Speech Language Pathology
    - Serve(d) on school and campus-wide committees including:
        - NSC Curriculum Committee
        - Student of Concern Committee
        - SON and SOE Search Committees
        - NSC IRB Committee
        - Faculty Senate

4/2011 – 7/2012

- Program Specialist/Exceptional Student Services. Arizona Department of Education, Tucson, AZ
    - Monitored public education agencies for compliance with state and federal law
    - Provided technical assistance on regulatory compliance
    - Trained PEA staff on special education issues

5/2010 – 1/2013

- Adjunct Online Faculty. Grand Canyon University. Phoenix, AZ
    - Taught courses in special education

8/2001 – 10/2010

- Preschool Coordinator/SLP. Vail Unified School District, Vail, AZ

- Responsible for evaluation, placement and transition of preschoolers with disabilities within the Vail School District.
- Supervised professional and paraprofessional staff of 40 assigned to 2 sites.
- Scheduled staff and students, in coordination with school district and community-based preschools.
- Responsible for selection and implementation of curriculum
- Prepared Child Outcome reports
- Selected and led ECQUIP team
- Provided in-service training to certified and classified staff
- Hired and trained personnel
- Served on Special Education Management Team
- Supervised 5 SLPs

1/1999 – 5/2001

- Project Coordinator. Pilot Parents of Southern Arizona. Tucson, AZ
  - Coordinated Parent Training and Information Center Grant awarded by United States Department of Education
  - Provided advocacy training for parents of children with disabilities
  - Monitored grant activities
  - Reported to Office of Special Education Programs
  - Facilitated parent to parent and community relationships, in conjunction with grant funding
  - Collected and reported required data

8/1997 – 12/1999

- Research Assistant/instructor. University of Arizona. Department of Special Education and Rehabilitation. Tucson, AZ
  - Responsible for data collection and analysis
  - Taught course on Speech Development/Instruction for Hearing Impaired Children

8/1992 – 7/1996

- Clinical supervisor/instructor. University of Arizona. Department of Speech and Hearing Sciences. Tucson, AZ
  - Instructed, supervised and mentored graduate students in Speech/Language Pathology

8/1990 – 5/1992

- Speech/Language Pathologist. Amphitheater Public Schools. Tucson, AZ
  - Responsible for evaluation, placement and provision of speech/language services to preschoolers with disabilities

1987 – 1990

- Speech/Language Pathologist. Children's Therapy Group. Overland Park, KS

- Evaluation and treatment of communication deficits to school aged children

1986 – 1987

- Speech/Language Pathologist/Program Coordinator. University of Kansas, Lawrence, KS
  - Responsible for planning, teaching, and supervising graduate level students at the Language Acquisition Preschool
  - Collected research data
  - Trained and supervised staff members

8/1985 – 5/1987

- Speech/Language Pathologist. Arizona State Schools for the Deaf and Blind, Tucson, AZ
  - Provided evaluation and treatment for school aged children with hearing impairments

1/1984 – 7/1985

- Speech/Language Pathologist. Memorial Rehabilitation Hospital. Santa Barbara, CA
  - Conducted evaluations, designed treatment plans and provided speech/language services to adolescent and adult patients with neurological disorders, including CVA and TBI

Professional and Community Activities:

- American Speech, Language and Hearing Association (ASHA)
  - Certificate of Clinical Competence in Speech Language Pathology
  - Member since 1986
- Council for Exceptional Children
  - Member since 2003
- Division of Early Childhood (DEC)
  - Member since 2005
- Council of Academic Programs in Communication Sciences and Disorders (CAPCSD)
  - Member since 2012
- Nevada Speech, Language and Hearing Association
  - Member since 2015
- Nevada's Coalition to Address Personnel Shortages in Special Education and Related Services

Publications:

- Meyerowitz, E. A. (2015). *Putting the Special Into Administration: A Study of Special Education Directors in Arizona* (Unpublished doctoral dissertation). Northern Arizona University, Flagstaff, AZ.
- Wile, E. A. (1984). *The Effects of Neonatal Asphyxia on the Language Development of Congenitally Deaf Children.* Unpublished master's thesis, University of California at Santa Barbara, Santa Barbara, California.

- Gerber, S.E., Prutting, C.A., & Wile, E.A. (1983). Language Disorders in Neonatally Asphyxiated Congenitally Deaf Children. In G.T. Mencher & S.E. Gerber (Eds.) *The Multiply Handicapped Hearing Impaired Children* (pp.317-332).

Beau Taggart England

5285 North Riley Street ● Las Vegas, NV 89149
(702) 461-4191 ● england.beau@gmail.com

OBJECTIVE:

Instruct and educate on a variety of diagnostic audiology services to appropriately assist in the prevention, treatment, and/or diagnosis of hearing and balance disorders.

EDUCATION:

Utah State University — Logan, UT
Doctor of Audiology — May 2012
GPA: 3.95

Utah State University — Logan, UT
Bachelor of Science, Communicative Disorders — August 2008
Cum Laude
GPA: 3.48

WORK HISTORY:

Nevada Ear and Sinus Institute — Las Vegas, NV
Director of Audiology — May 2012 - present

- Audiometric testing, pediatric testing, vestibular testing, and hearing aids
- Conducting and managing audiology business in the practice

Nevada Ear and Sinus Institute — Las Vegas, NV
4th year AuD Externship — November 2011 - May 2012

- Audiometric testing, pediatric testing, vestibular testing, and hearing aids

Anderson Audiology — Las Vegas, NV
4th year AuD Externship — May 2011 - October 2011

- Audiometric testing, pediatric testing, ABR, and VNG

Lowes — Logan, UT
Customer Service Associate — March 2007 - April 2011

- Building Materials/Lumber department

CLINICAL EXPERIENCE:

Anderson Audiology & Nevada Ear and Sinus Institute Las Vegas, NV
Student Clinician/Externship May 2011 - May 2012

- Audiometric testing, pediatric testing, ABR, DPOAE, VNG, and hearing aids

Intermountain Health Care Hearing and Balance Center Salt Lake City, UT
Student Clinician Spring 2011

- Audiometric testing, ENG/VNG, VEMPS, ECHOG, ENOG, posturography, and rotary chair
- Intraoperative monitoring for cochlear implant surgeries, acoustic schwannomas, meningiomas, etc.

Ogden Clinic Ogden, UT
Student Clinician Fall 2010

- Audiometric testing, VNGs, and hearing aids.

Anderson Audiology/Nevada Hearing and Balance Las Vegas, NV
Student Clinician Summer 2010

- Audiometric testing, VNGs, and hearing aids.

Ogden Audiology Service Las Vegas, NV
Student Clinician Summer 2010

- Audiometric testing, ENGs, and hearing aids.

Utah State Hearing Clinic Ogden, UT
Student Clinician Fall 2008 - Spring 2010

- Audiometric testing, hearing aids, pediatric diagnostics, and cochlear implant mapping.

LEADERSHIP/TEACHING EXPERIENCE:

Utah State University
Student Academy of Audiology: Public Relations Officer and Secretary

- Organized a successful Traumatic Brain Injury conference
- Wrote a grant for humanitarian mission and participated in several fundraisers.
- Research on noise exposure during sporting events (awaiting publication).

Church of Jesus Christ of Latter-Day Saints Mission
Two Year Full-Time Missionary

- Served as Assistant to the President, Zone Leader, District Leader, and Trainer
- Presented trainings and lectures on several occasions, and trained new missionaries.

Boy Scouts of America
Eagle Scout

- Completed all requirements including service project of building supply boxes for girls' camp.
- Contacted resources for all materials and labor to be donated to build and fill the boxes.

REFERENCES:

- Dr. Jeff Larsen, PhD
  Clinical Supervisor and Professor at Utah State University
  482 East 560 South
  Smithfield, UT 84335
  (435) 512-0471

- Dr. Heather Jensen, AuD
  Graduate Advisor, Clinical Supervisor, Professor at Utah State University
  1000 Old Main Hill
  Logan, UT 84322
  (435) 760-5111

- additional references available upon request

PAMELA PARDEE

1121 Tomasian Ct., Henderson, NV | 702-672-4967 | Pamela.Pardee@ncs.edu

EDUCATION

Wichita State University
M.A. in Communicative Disorders and Sciences **1999**
Research Assistant: Dr. Carol Westby and Dr. Yvette Hyter

Oklahoma State University
B.A in Communication Disorders and Sciences **1997**
Honors: Outstanding Senior

AWARDS

Outstanding Part-time Instructor, Nevada State College 2014
Excellence in Teaching, Clark County School District/Chamber of Commerce 2009

TEACHING EXPERIENCE

Nevada State College
Part-time Instructor – "Assessment in Speech Pathology' **2002-current**
Developed syllabus, course structure, hybrid component and administered all grades

Part-time Instructor – "Extended Experience in Speech Pathology – Assessment Lab" **2012-current**
Developed syllabus and course structure to include hands-on experiences, administered all grades

Part-time Instructor – "Extended Experiences in Speech Pathology – Articulation Lab" **2012**
Adapted a course structure and syllabus to create hands-on experiences, administered all grades

Part-time Instructor – "Articulation Disorders" **2004**
Adapted a course, updated syllabus, and created a hybrid component

University of Nevada – Las Vegas
Part-time Instructor – "Assessment in Speech Pathology" **2001**
Developed syllabus, course structure, and administered all grades

RELATED EXPERIENCE

Clark County School District, Las Vegas, NV
School-based Speech Language Pathologist **2000 – current**
Provide speech/language therapy services to children from 3-11 years of age.

Staff Development/Continuing Education Trainings **2009 – current**
Develop and present trainings to current Speech Language Pathologists in the areas of phonological disorders and response to instruction.

Staff Development/Continuing Education Trainings **2009 – current**
Develop and present trainings to current Speech Language Pathologists in the areas of phonological disorders and response to instruction.

Career Coaching through YES Inc. at Foothill High School **2016 – current**
Organize and train high school students interested in pursuing careers in Speech Language Pathology

Nevada State College
Curriculum Review Committee **2011**
Review and revise syllabi across the Speech Pathology degree plan

MEMBERSHIPS

American Speech-Language-Hearing Association, Certificate of Clinical Competence

Michael Teresa "Terri" Lacey, MS, CCC-SLP
857 Middle Valley Street
Henderson, NV 89052
703-498-8960
terrilacey@gmail.com

Summary:

Speech/language pathologist with 24 years of experience in providing services to children and their families; managing speech-language programs; training, mentoring, and supervising staff and undergraduate and graduate level communication disorders students; and implementing computerized documentation systems in a variety of settings

Professional Experience:

Part-time Instructor (Fall 2012-present)
Nevada State College, Henderson, NV
Teach a variety of undergraduate courses that include/have included: Survey of Speech Pathology, Articulation Lab, Speech and Language Development, and Clinical Practicum

Regional Director (2008-present)
EBS Healthcare
Provide training, mentoring, and support for Las Vegas-based EBS staff, including CF mentoring; serve as liaison between EBS and Clark County School District (CCSD); represent EBS at local and national meetings and conferences; provide clinical services for students in several autism programs for the Clark County School District; developed and implemented social skills groups for students with ASD; serve as consultant for CCSD on autism and cleft palate/VPI cases; conduct round tables on autism and functional communication for CCSD 4 times/year; appointed speech-language pathologist for Craniofacial Clinic of Southern Nevada

Special Education Chairperson (2007-2008)
Neabsco Elementary School, Prince William County
Served as liaison between special education staff of 10 and school administration; conducted monthly staff meetings; represented special education staff at Leadership Team meetings; mentored staff

Speech-Language Pathologist (2005-2008)
Prince William County Public Schools, Virginia
Provided services for students in preschool through 5th grade; served as member for Child Study, Instructional Consultation, and Baldrige in Education Teams; served as independent evaluator for Central Office Review cases involving autism

Speech-Language Program Chair (2002 - 2005)
Lancaster School District, California
Provided guidance to a staff of 13 speech-language pathologists and 12 paraprofessionals/speech-language pathology assistants; mentored new staff; controlled

program budget; served as liaison between staff and district administration; assisted in staffing decisions, including hiring and placement; determined program goals; implemented new programs/projects; served as expert witness for due process hearings and mediations

Speech-Language Pathologist (2001-2005)
Lancaster School District, California
Provided services for students in preschool through 8th grade, including those with severe handicapping conditions; trained graduate students in the field of speech-language pathology; provided staff training to teachers, paraprofessionals, and other speech-language pathologists; supervised speech paraprofessionals/speech-language pathology assistants

Rehabilitation Product Specialist (1998-2001)
Chart Links
Demonstrated Chart Links rehabilitation management software products; trained clinicians to use Chart Links; assessed documentation and administrative needs of rehabilitation departments

Guest Lecturer (summer of 1998)
Marquette University
Taught pediatric feeding/swallowing section of graduate-level dysphagia course

Adjunct Professor (summers of 1997 and 1998)
Marquette University, Milwaukee, Wisconsin
Taught graduate-level course on medical/developmental issues in the birth-to-three population

Senior Speech-Language Pathologist (1997-1998)
Children's Hospital of Wisconsin, Milwaukee, Wisconsin
Supported department manager; trained clinical staff; improved documentation system; developed new clinical programs; reviewed new technology; continued previous clinical duties described below

Speech-Language Pathologist (1992-1997)
Children's Hospital of Wisconsin
Served as member of Autism, HIV, Cleft Palate, Craniofacial, Feeding, and Drooling Management Teams; developed and implemented protocol for screening foster care children at Child Protection Center; conducted speech-language evaluations, clinical feeding assessments, swallow studies, and videophonation studies; provided speech, language, and oral motor therapy; trained clinical fellows and undergraduate/graduate students in speech-language pathology; sought third-party reimbursement for services; represented patients and families at educational and medical multi-disciplinary team discussions

Education:

M.S., Speech-Language Pathology, Marquette University, 1992
B.S., Speech-Language Pathology & Audiology, Marquette University, 1990

Current Credentials:

Certificate of Clinical Competence from American Speech-Language and Hearing Association
License to practice speech pathology from the Board of Examiners for Audiology and Speech Pathology in the State of Nevada

Professional Activities:

Member of the American Speech-Language and Hearing Association and the Nevada Speech-Language and Hearing Association

Former chair of the Autism Task Force for the Lancaster School District

Co-chair of the 1999 Wisconsin Speech-Language Hearing Association Pre-Convention and the 1994 Convention

Past member of an expert panel to revise Wisconsin Medicaid standards for appropriate pediatric speech/voice evaluations and treatment

Former reviewer for Medical Care Ombudsman Program

Past vice-president, secretary, education co-chair, and social services chair for Marquette University Communication Alumni Association

Publications and Presentations:

Rosen, A., et al, "A Further Report on a Case of Floating-Harbor Syndrome in a Mother and Daughter", Vol. 20, No. 4, 483-495; Aug 1998, Journal of Clinical and Experimental Neuropsychology.

Lacey, T., "Catch Speech Development Problems Early", MetroPARENT, May 1997.

Conley, S., et al, "Changes in Deglutition Following Tonsillectomy in Neurologically Impaired Children", 36 (1996), 13-21, International Journal of Pediatric Otorhinolaryngology.

Lacey, T., "Pediatric HIV/AIDS: The New Challenge for SLPs", The Communication Connection, Vol. 8, No. 5; Nov/Dec 1994.

Numerous presentations on autism, cleft palate, speech-language development and delays, feeding and swallowing, pediatric HIV, and third party reimbursement issues; presented at University of Nevada – Las Vegas, Lancaster School District in California, Chula Vista School District in California, Tucson School District in Arizona, Wisconsin Speech-Language-Hearing Association Convention, Milwaukee Public School System,

Wisconsin State Convention for Early Childhood Teachers' Association, Marquette University, and University of Wisconsin-Milwaukee; present regularly (2-4 times per year) for Clark County School District in Las Vegas

Professional Awards:

Adjunct Faculty of the Year Certificate of Recognition for Excellence for service in the role of education (2015)

ACE award from the American Speech-Language and Hearing Association (June 2014)

Outstanding Service award from EBS Healthcare for mentoring new clinicians (July 2012)

Recipient of numerous "Rave Reviews" in Clark County School District for the creation and implementation of a school-based social skills group for students with autism and other social-emotional difficulties; mentoring of staff; presentations on variety of topics

Certificated Employee of the Year Award in the Lancaster School District (2004-2005)

First recipient of the Speech Services Certificated Employee of the Year Award in the Lancaster School District (2003-2004)

First recipient of the Distinguished Alumna Award in Speech-Language Pathology at Marquette University (2001)

Outstanding Performer at Children's Hospital of Wisconsin 1997 and 1996

Barbara A. Forney-Misuraca M.A., CCC-SLP
1534 Becky Lane
Boulder City, Nevada 89005
702-293-1462 home 702-672-2061 cell
bfmisuraca@aol.com

Summary of Qualifications:

Over twenty years of experience as a Speech Language Pathologist both in medical and school environments with expertise in:

Hearing Impaired	Mentally Challenged
Neurological Disorders	Severe Emotionally Challenged
Strokes	Dysphagia
Traumatic Brain Injury	

Professional Experience:

August 2015 – Present **Nevada State College**
Instructor

- Teaching online and hybrid classes in the areas of:
  - Language Disorders
  - Neurology

August 1997- Present **Clark County School District, Las Vegas, NV**
Speech Language Pathologist

- Evaluation and treatment of students Pre-K to 12th grade
- Experience with students with disorders in Articulation, Fluency, Language, and Voice
- Evaluating and treating bilingual students through interpreters
- Supervision of interns

August 1995- August 1997 **Southwest Speech Associates, Las Vegas, NV**
Speech Language Pathologist

- Evaluated and treated patients in hospital/clinical setting
- Modified barium swallow studies, analysis and appropriate diet recommendations
- Provided home health therapy

May 1994- August 1996 **Nevada Community Enrichment Program, Las Vegas, NV**
Speech Language Pathologist

- Evaluated and treated clients in transitional living center.
- Instructed transitional skills for community re-entry program
- Instructed cognitive re-training strategies
- Provided in-services to staff and family members

May 1992- **Casa Colina, California**

Barbara A. Forney-Misuraca M.A., CCC-SLP
1534 Becky Lane
Boulder City, Nevada 89005
702-293-1462 home 702-672-2061 cell
bfmisuraca@aol.com

May 1994 **Speech Language Pathologist**

- Observed, evaluated and treated patients in hospital/ clinical setting with a variety of disorders
- Evaluated and treated clients in a transitional living center
- Modified barium swallow studies analysis and diet recommendations

Education

June 2011-Present Walden University
School of Education, Doctoral Program

September 2006 - 2008 Diocese of Las Vegas**,** NV
Lay Ecclesial Ministry Program

November 2004 Certificate in Youth Ministry

May 1992 California State University Long Beach
Masters of Arts Degree in Communication Disorders

May 1988 California State University Long Beach
Bachelors of Arts Degree in Communication Disorders

Accomplishments

1999 Represented State of Nevada for legislation issues for ASHA, American Speech Hearing Association

December 1992 Received my Certificate of Clinical Competence from ASHA

Speech Language Pathology Licenses

State of California
State of Nevada

Professional Organizations

American Speech Hearing Association

Community Involvement

St. Andrews Eucharistic Minister

References

Professional and personal references provided upon request.

3268 Breman Street
Las Vegas, Nevada
89129

Phone 702-449-9664
E-mail kimforni@gmail.com

Kim Forni

Education

1992-1996 The Pennsylvania State University
B.S. Communication Disorders

1996-1999 California State University Northridge
M.S. Communication Disorders

2006-present University Nevada Las Vegas
Coursework towards endorsement in Early Childhood Special Education

Professional experience

1999-2002 Palmdale School District Palmdale, CA

Speech-Language Pathologist

Worked in the Early Childhood Special Education Program and the Severe Needs Program

2002-2004 Newhall School District Valencia, CA

Speech-Language Pathologist

Served PreK-6th grade speech and language students. Coordinated full-inclusion program for students with High Functioning Autism and Asperger's Syndrome.

2004-2005 El Rancho Unified School District Pico Rivera, CAl

Speech-Language Pathologist

Provided services to the Early Childhood Special Education Program and the Autism programs, as well as K-5th grade students.

2005-2008 Clark County School District, NV

Speech-Language Pathologist

Provided services to the Early Childhood Special Education Program and K-5th grade students

June 2006-August 2006 Henderson Speech and Language Center, NV

Speech-Language Pathologist Per Diem

Provided individual speech and language services to patients with a wide variety of communication needs

2008-2011 Department of Defense Dependent Schools, Seoul, South Korea

Speech-Language Pathologist

Provided services to the Early Childhood Special Education Program and

K-5 students. Provided assistive technology services on a consultative basis to PreK-12th grade.

August 2011-August 2012 The Therapy Place Las Vegas, NV

Speech-Language Pathologist

Provided individual speech and language services to patients with a wide variety of communication needs

August 2012- Present Clark County School District, NV

Speech-Language Pathologist

Provided services to the PreK-5th grade students

Additional professional training	Picture Exchange Communication System, Sheltered Instruction, Applied Behavior Analysis, SCERTS Model, Pivotal Response Training, Assistive Technology, Augmentative and Alternative Communication, Certified Nonviolent Crisis Intervention trainer
Professional memberships	American Speech-Language Hearing Association
References	Available Upon Request

Amy Bourji-Nassar M.S., CCC-SLP

1465 Foothills Village Drive
Henderson, NV 89012
(813) 679-5985
anassarslp@hotmail.com

OBJECTIVE

To provide quality service for individuals with speech, hearing, cognition and language difficulties, in order to enhance language and literacy skills, promote effective communication, and improve their quality of life.

EDUCATION

2010-Current **University of Nevada, Las Vegas**
-Ph.D, Teaching and Learning with dual emphasis: TESL & Autism

2004-2005 **University of South Florida,** Tampa Florida
-Ph.D, Communication Sciences and Disorders (did not complete)

2004-2007 **University of South Florida,** Tampa Florida
-M.S, Speech-Language Pathology

2002-2004 **American University of Beirut,** Beirut Lebanon
-M.A. Applied Linguistics

1999-2002 **American University of Beirut**, Beirut Lebanon
-B.A. English Literature
-Completed freshman year, equivalent to the Lebanese Bach II

1995-1998 **Ursuline Academy**, Dedham, MA USA
-High School Diploma

EMPLOYMENT

01/14 -Current **Speech and Language Pathologist**, Per Diem, Desert Springs Hospital
-Perform bedside swallow exams and speech, language and cognitive evaluations for geriatric patients
-Modify diets for dysphagia patients and assess and treat swallow function and efficiency
-Conduct speech, language, and cognitive therapy on adults and geriatric patients
-Complete evaluation forms and necessary CERNER application daily documentation

01/12-Current **CCSD Practicum Site Supervisor,** Nevada State College
-Supervise SLP Practicum students as they conduct evaluations, assessments and therapy in various CCSD schools and ChildFind settings
-Complete evaluations and reports based on their strengths and weaknesses and discuss alternate strategies for therapist and assessment

01/07-Current **Instructor,** Nevada State College, Speech Pathology Department
-Instructor for undergraduate level course, SPA 401: Fluency
-Instructor for undergraduate level course, SPA 467: Language Disorders in Children
-Instructor for undergraduate level course, SPA 330: Communication Sciences
-Instructor for undergraduate level course, SPA 340: Normal Development and Disorders of Speech and Hearing
-Instructor for undergraduate level course, SPA 439: Neurology
-Instructor for undergraduate level course, SPA 491: Extended Classroom Experience in SLP: Articulation

08/10-06/15 **Graduate Assistant,** University of Nevada, Las Vegas
-Instructor of EDU 202, Introduction to Secondary Education
-Instructor of EDRL 471, Language Acquisition, Development and Learning
-Instructor of EDSC 323, Teaching and Learning Secondary Education

01/10-04/10 **Speech and Language Pathologist, Per Diem,** Spring Valley Hospital
-Conduct evaluations of cognitive, communicative and swallowing skills/functions
-Conduct speech and swallowing therapy techniques to improve communication and/or Swallowing abilities
-Complete appropriate paperwork, as specified by the hospital

01/07-05/11 **Instructor,** University of Las Vegas
-Instructor for *Accent Reduction* class
-Teach phonological awareness, vowel chart, and place/manner for accurate articulation to ESL speakers

01/07-05/08 **Speech, Language Pathologist,** Henderson, Speech, Hearing and Language Center
-Speech, literacy, articulation, cognition, auditory processing, hearing, and behavioral therapy for children and adults
-Trained in *Discrete Trial Training*, and *Augmentative and alternative communication*
-Major part of caseload includes children with Autism Spectrum Disorder
-Experienced in:
- ABA therapy
- Speech production/ articulation skills
- Receptive and expressive language skills
- Speech production/ articulation skills
- Social skills
- Feeding and swallowing
- Oral motor skills
- Disorders of voice
- Hearing disorders
- Disorders of fluency
- Reading therapy (Lindamood-Bell program)
- Augmentative and alternative communication skills
- Discrete Trial Training

09/06-05/07 **Speech, Language Pathologist,** Heights of Summerlin Rehabilitation Facility
-Speech, swallowing, cognition, and literacy therapy for the geriatric population
-Conduct a variety of therapy strategies, applied vital stimulation, worked with modified barium swallows, and modified diets accordingly

RESEARCH

Crozier, S., Love, J., Loe, S., Gaspar de Alba, M., Werlinger, A., Beasley, J., Arin, D., Davis, R.E., Harvey, V., Arcia, A., & Bourji-Nassar, A. (2014, October). *Addressing the Health Disparity in Children with Autism Spectrum Disorders*. Panel presentation at the 2014 UNLV and UNSOM Interprofessional Health Equity Symposium, Las Vegas, NV.

09/08-03/09 **UNLV** research project testing a post-hire communicative competence training program for internationally educated nurses.
-served as the SLP on the project; duties included:
-pretesting and posttesting nurses using the Compton Assessment of Foreign Accent
-Giving accent reduction classes to nurses within the experimental group
-Helping with data analysis to determine whether accent reduction will help to improve communication for ESL nurses

ACHIEVEMENTS

*Dean's Honor List

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REFERENCES Available upon request

Roberta Colleen Brack Kaufman
Curriculum Vitae
Submitted as Requirement of Application for Promotion and Tenure

CURRENT EMPLOYMENT

Nevada State College, Henderson, NV	Assistant Professor	2011 - present

EDUCATION

INSTITUTION	SPECIALIZATION	DEGREE	YEAR EARNED
University of South Dakota	Curriculum and Instruction Middle Level Education	Ed.D.	1993
University of New Mexico	Graduate Hours Early Childhood Special Education		1990
University of South Dakota	Special Education Learning Disabilities Behavior Disorders	MA	1987
South Dakota State University	Journalism Minors: Political Science Sociology	BA	1974
Valparaiso University	Undergraduate liberal arts		1970-72

PROFESSIONAL EXPERIENCE

INSTITUTION	POSITION/TITLE	DATES
Nevada State College	Assistant Professor	2011 – present
The University of South Dakota	Assistant Professor	2007 - 2011
Saint Paul Public Schools	Mentor for Special Educators	2003 - 2007
University of Saint Thomas	Adjunct Instructor TQE Grant	2004 - 2006
Concordia University	Associate Professor Dean, College of Education	1996 - 2003
Alaska Pacific University	Consultant Rural Alaskan Native American Grant	1997-1998
South Dakota State University	Consultant, Collaborative Grant	1996-1997

PROFESSIONAL EXPERIENCE, continued

INSTITUTION	POSITION/TITLE	DATES
Huron University	Associate Professor Executive Director/Dean School of Education Center for Excellence Across Disciplines	1994 - 1996
The University of South Dakota	Instructor South Dakota Consultative Teacher Preparation Grant Program	1993 - 1994
Woonsocket Public Schools	K - 12 Special Education Teacher	1990 - 1992
Plankinton Public Schools	K - 12 Special Education Teacher	1987 - 1990

SPECIAL HONORS AND RECOGNITIONS

2015 Asked to provide administrative support in absence of a SOE Dean
2014 NSC Teaching Excellence, ITEACH Award
2012 Accompanied first NSC School of Education Study Abroad group to Dublin, Ireland
2009 Awarded a Fulbright Hays Study Abroad Scholarship to Senegal, Africa
2008 Dedicated Service Award, President of Minnesota Council for Exceptional Children
2004 Awarded Minnesota Director of Special Education License
1993 Awarded Outstanding Doctoral Student, Curriculum & Instruction, USD

TEACHING AND ADVISING

A. Courses taught at Nevada State College, hybrid, face-to-face and online
   1. EDSP 414 Career Planning
   2. EDSP 443 General Methods Curriculum for Special Education
   3. EDSP 446 Curriculum and Methods for Teaching Students with Autism
   4. EDU 208 Students with Diverse Ability and Background
   5. EDSP 453 Behavior Management
   6. EDSP 432 Serving Individuals with Disabilities and their Families
   7. EDSP 411 Students with Disabilities in General Education

B. Undergraduate and graduate courses taught previously at other institutions
   1. Collaboration
   2. Educating Students with Exceptionalities
   3. Assistive Technology
   4. Introduction to Mild Disabilities
   5. Secondary Students with Disabilities
   6. Special Education Internship
   7. Elementary Education Internship
   8. Collaboration and Consultation

TEACHING AND ADVISING, continued

9. Nature and Nurture of Creativity
10. Curriculum Development: Gifted
11. Assessment: Gifted
12. Education of Exceptional Students
13. Learning Disabilities and Juvenile Delinquency
14. Fetal Alcohol Syndrome
15. Student Teaching Seminars

C. Grants or applications for grants to support teaching or advising

Nevada State College

2012 Dean's grant for Invited Speaker to come to campus, Nevada State College

Other Institutions

2011 $1,000 CTL grant for Invited Speaker to come to campus, Vermillion, SD
2010 $1,274 CTL grant to present at ICEC conference in Nashville, TN
2009 $1,000 CTL grant to present at TED/CEC conference in Charlotte, NC
2008 $1,000 CASE Carter grant to implement a service grant, Picture My World, between USD students and adults with developmental disabilities
2008 $350 Department Chair award to attend SPA NCATE training in Boston, MA
2008 $956.50 CTL grant to present at TED/CEC conference in Dallas, TX
2008 $1,100 CTL Invited Speaker Grant to bring a national presenter to campus for The Scholarship of Teaching and Learning: The Improvement of Teaching
2008 Collaborated with University Center for Disabilities on a grant to teach a course, Fetal Alcohol Spectrum Disorders, on the Rosebud Indian Reservation, fall, 2008.
2003 $26,500 grant for Institute of Higher Education Recruitment and Retention of students from underrepresented groups in special education teacher preparation programs from Children, Families & Learning (Department of Education, MN) for materials and program development while Dean at Concordia University.
1998-03 $3.5 million grant Collaborative Urban Teacher Education grant from the State of Minnesota to train paraprofessionals from diverse and under-represented populations to become licensed teachers through Concordia University while Dean of the College of Education.
1999 $25,000 grant from The Saint Paul Foundation for professional development of teachers hired to work with diverse students in charter schools while Dean at Concordia University.

D. Undergraduate Mentoring

Nevada State College

1. Mentored a SOE special education major/teacher education to prepare for NASA Science Conference

Graduate Student Mentoring at USD, Vermillion

1. Two doctoral students
2. Seven advanced specialists working on master's degree

TEACHING AND ADVISING, continued

3. Twelve multi-categorical master's degree students

E. Non-classroom undergraduate research mentoring, internship experiences, workshops
Nevada State College

1. Mentored one undergraduate special education student through the data collection and preparation of a poster for the 2016 Undergraduate Research & Creative Works Conference at NSC
2. Designed and supervised field experiences for special education students in
   EDU 208, fall, 2015: 28 students @ 10 hours each in four CCSD elementary schools
   EDSP 443, spring 2016: 11students @ 10 hours each in three CCSD elementary schools
3. Advise 36 students in the teacher preparation program
4. Annually review 30 teacher preparation program admission essays
5. Annually assess portfolio presentations of 8-10 student teachers
6. Supervised one secondary history education student teacher

USD undergraduate research mentoring – 2007-08
Designed and implemented "Picture My World," a Carter Grant from USD to embed working with adults with developmental disabilities in SPED300. The project included training and data collection.

USD Undergraduate Internship and Mentoring

Fall, 2009	SPED394 Special Education Internship = 9 students
Spring, 2009	SPED394 Special Education Internship = 2 students
Fall, 2008	SPED394 Special Education Internship = 17 students
Spring, 2008	ELED394 Elementary Education Internship = 32 students

USD undergraduate Student Teacher Mentoring

- Spring, 2010 - Three Special Education Student Teachers
- Spring, 2009 - Three Special Education Student Teachers
- Fall, 2008 - Four Elementary Education Student Teachers
- Spring, 2008 - One Special Education Student Teacher
- Fall, 2007 - Four Elementary Education Student Teachers

USD Supervising and Mentoring Diverse Field Experiences

- Operation Coyote

October 14, 2009 - Supervised and observed 11 USD students at Beresford MS
November 2, 2007 - Supervised and observed 17 USD students at Beresford HS

- Rosebud Junior Diversity Trip to the Rosebud Indian Reservation BIE Schools

April 20-21, 2009 - Supervised 32 elementary practicum students
April 21-22, 2008 - Organized, supervised, and observed 29 elementary students

- Diversity Day Experiences for Student Teachers

Feb. 10, 2009 All City Elementary/Family Immersion Center at Jane Adams, SF, SD

Supervised 10 elementary education student teachers

February 12, 2008 – Hutterische Colony School, Tabor, SD

Supervised 10 elementary education student teachers

September 27, 2007 – Irving Elementary Bilingual School, Sioux City, Iowa

Supervised 10 elementary education student teachers

- Urban Diverse Field Experience, Saint Paul Public Schools, Saint Paul, MN

November 10-11, 2008 –

Organized and supervised a day-long special education practicum experience at two elementary schools, Bruce Vento and Highwood Hills, for 11 special education practicum students.

F. Development of teaching strategies, assessments, methods

Nevada State College

2015-16 Developed and implemented field experiences for EDSP 443 and EDU 208
Redesigned Key Performance for EDSP432 in collaboration with Dr. Lori Navarrete

2014-15 With other SOE faculty began the work of creating a common rubric for student and program assessment in SOE

2013-14 Collaborated with other SOE faculty to redesign the learner outcomes for program assessment in all teacher licensure courses

2012 Supercourse development with Dr. Rho Hudson & Dr. Christi Carmack
InTechnology Fellows (TFI) project EDU 203

2011 –14 Developed hybrid and online versions of EDU 208, EDSP 446, EDSP 414, and EDSP 443

University of South Dakota

2009 – 2011 Developed and delivered hybrid version of SPED761

2008 – 2011 Incorporated the use of Jolley Elementary School's observation room for training special educators to observe and collect data

2008 – 2011 Enhanced all on-campus courses with D2L technology

2008 Developed and delivered online version of SPED703

2007 Developed service learning component for SPED300

G. Workshops and seminars attended to incorporate technology and improve instruction:

Nevada State College

2015-16 SOE Reading Group: *Asking Questions*: ASCD book

2014-15 Professional Development sessions, CANVAS

2013-14 Participated in OTI sessions on CANVAS upgrades and effective strategies

Summer, 2013 Piloted the use of CANVAS in summer courses for SOE

Fall, 2012 Participated in SmartBoard training seminars

Summer, 2012 Involved in TechFellows project to develop Supercourse EDU 203

July, 2012 Differentiated Instruction Conference (SDE) Las Vegas, NV

Jan., 2012 Technology Innovations Conference Orlando, FL

TEACHING AND ADVISING, continued

USD Center for Teaching and Learning

1. Community of Purpose
   Fall, 2010 – *The Courage to Teach* by Parker Palmer
   Fall, 2009 -- *The Long Haul* by Myles Horton
   Fall, 2008 -- *The Art of Changing the Brain* by James Zull
   Spring, 2008 -- *What the Best Teachers Do* by Ken Bain
2. Faculty Learning Circles
3. Workshops
   Fall, 2010 – Global Education: Study Abroad Programs
   Fall, 2010 – Women in Leadership on Indian Reservations
   Summer, 2010 – Podcasting
   Spring, 2010 – Get Us Out of the Basement: American Indian Studies Research
   Spring, 2009 – Americans with Disabilities Act
   Spring, 2009 – D2L and Eluminate
   Fall, 2007 - Turnitin
   October 2, 2007 – Online Communication Tools
4. New Faculty Training Sessions, Fall, 2007 through Spring, 2008

5. USD Office of Research
   Sept. 10, 2007 -- New Faculty Research and Creative Activities
6. USD School of Education
   Oct. 23, 2010 – Literacy Institute, "Cultural Relevance and Literacy"
   Sept., 2010 – Using Web 2.0
   Dec. 4, 2009 – Webinar "English Language Learners: The Importance of Language to True Literacy"
   Spring, 2009 – Zotero
   Fall, 2008 – Brown Bag Research Seminars "Using Existing Public Domain Data"
   August, 2007 – Tablet PC Training
7. State of South Dakota
   Dec. 5, 2009 – Supporting Language and Communication for Individuals with Autism, Sioux Falls
   May 12 – 14, 2008 – Dakota Laptop Initiative, DSU, Madison
   March 26-27, 2008 – Randy Sprague: Positive Approach to Classroom Behavior Management, Sioux Falls
   Oct. 28-29, 2007 – Response To Intervention (RTI) Black Hills Symposium, Spearfish
   Sept. 17, 2007 – IEP Workshop sponsored by Mountain Plains, Vermillion
8. National
   April 2, 2008 – NCATE SPA training, Boston, MA

RESEARCH/CREATIVE ACTIVITY

A. Research Publications

National Peer Reviewed Journals

Kaufman, R. & Ring, M. (May, 2011). Pathways to leadership and professional development: Inspiring novice special educators. *Teaching Exceptional Children.*

- TEC has an acceptance rate of 30% and circulation of 39,925.

Engvall, R., Kaufman, R., & Westland, C. (1997). The traditional dichotomy between the concept of professionalism & the reality of sexism in teaching. *Journal of Teacher Education, 48(*2), 118-128.

- *JTE* has an impact rating of 23/139, an acceptance rate of 12.5% and circulation of 10,000.

Jurried Publication: State Journal

Kaufman, R. (December, 2007). Lessons learned from *Fences*: Using drama for text for students with EBD. *South Dakota Reading Association Journal, 2*(1), 26-30.

Corporate:

Concordia University System

Kaufman, R. (Spring, 1998). MythPerceptions: Disabilities as diversity. *InFocus, 3*(4), 10-13.

Conference Proceedings

Kaufman, R. & Westland, C. (2005). *C's of Teaching: Confidence, Competence, Connections.* In I.A.S.E. Conference Proceedings/CD, 9th Biennial Conference International Association of Special Education.

Kaufman, R. (2001). *Rocking Boats, Building Bridges: Diversity in Teacher Education.* In (monograph/CD), 46th World Assembly International Council on Education for Teaching.

Kaufman, R. & Staley, W. (1999). *Southeast Asian teacher licensure program: From paraeducator to professional,* In (monograph), 7th Annual CSPD Conference on Leadership and Change, 55-59.

Kaufman, R., Reetz, L., & Walkling, M. (1994). *An exit interview: The culminating reflective experience,* Proceedings of the 14th National Conference of the American Council on Rural Special Education.

Non-jurried

Kaufman, R. (2010) SD Council for Exceptional Children Newsletter articles
Kaufman, R. (2005-2008) Minnesota Council for Exceptional Children Newsletter
Kaufman, R. (2005). Ice-breakers. *The Minnesota Health Education Instructional*

RESEARCH/CREATIVE ACTIVITY, (continued)

Booklet: A Resource Manual, 1-4.
2003-2007 *Study Skills Curriculum: Using the Strategic Instruction Model*, Saint Paul Public Schools
2003-2007 *Handbook for New Special Education Teachers*, Saint Paul Public Schools

Works in Progress

Kaufman, R. (in progress). *A quick guide to passing the PRAXIS.* For submission to the KDP Leader journal.

Kaufman, R. & Navarrete, L. (in progress). *Starting early and staying the course.* For submission to the CEC-DICES journal.

Kaufman, R. (in progress). *Virtual ethics: Whose norms? What's right?* For submission to ACADEME journal.

Kaufman, R. (in progress). *Where do we go from here? International experiences for preservice special educators*. For submission to the ISEA journal.

Kaufman, R. (in progress). *Going Home! Seven steps to scale up collaborative practices with parents of culturally and linguistically diverse students.* For submission to the CEC Teaching journal

B. Textbooks or other teaching scholarships

Book

Kaufman, R. & Wandberg, R. (2014, revised 1st ed*). Effective Practices for Teaching & Learning in Inclusive Classroom.* Cognella Academic Publishing, San Diego, CA.

Kaufman, R. & Wandberg, R. (2013). *Effective Practices for Teaching and Learning in Inclusive Classrooms.* Cognella Academic Publishing, San Diego, CA.

Kaufman, R. & Wandberg, R. (2010). *Powerful Practices for High Performing Special Educators.* Thousand Oaks, CA: Corwin Press, a SAGE Publications Company.

Book Chapter

Kaufman, R. & Westland, C. (2014). 'Transition' in Rosas, C. & Winterman, K. (ed.) A Practioners' and Parents' Guide to Designing Meaningful and Compliant IEPs. Brookes Publishing, Baltimore, MD.

RESEARCH/CREATIVE ACTIVITY, continued

Forward in Book

Wandberg, R. & Rohwer, J. (2003). *Teaching to the Standards of Effective Practice: A Guide to Becoming a Successful Teacher*. Boston, MA: Allyn & Bacon.

Curriculum: United States Department of Education, Fulbright Hays

Kaufman, R. (October 14, 2009). *Gateways and Crossroads --Exploring the Status of People with Disabilities in Senegal: The Intersection of Culture, Politics, History, Economy, Religion, and Education.* United States Department of Education website, Fulbright Hays Curriculum.

C. Other Activities (abstracts, presentations, book reviews, patents etc.)

Conference Presentations

International and National Presentations

Kaufman, R. & Westland, C. (Nov. 7, 2015). *Policies v. Practices: Tales from the trenches.* 38th Annual CEC-TED Conference, Phoenix/Tempe, AZ

Kaufman, R. & Navarrete, L. (Oct. 2, 2015). *Connect me and I'll learn: Teaching preservice educators to use tech tools to differentiate instruction.* 37th CLD Conference, Las Vegas, NV.

Navarette, L. & Kaufman, R. (Oct. 1, 2015). *Self-determination: Starting early and staying the course.* 37th CLD Conference, Las Vegas, NV.

Kaufman, R. & Westland, C. (Nov. 8, 2014). *The Induction Intersection (II): Crash Landing or Sweet Spot?* 37th Annual CEC-TED Conference, Indianapolis, IN.

Westland, C., Kaufman, R. & Rosas, C. (October 24, 2014). *Teacher Education – Bridges & Barriers to Building Community.* NNER Conference, Cincinnati, OH.

Kaufman, R. & Navarrete, L. (July, 2014). *Transition planning: Starting early and staying the course.* DICES Conference. Braga, Portugal.

Westland, C., Kaufman, R., & Rosas, C. (November, 2013). *Considering community: Campus pre-service programs to support diverse p-12 learners.* Paper presented at the Teacher Education Division Conference of the Council for Exceptional Children. Fort Lauderdale, FL.

Kaufman, R., Rosas, C., & Westland, C. (July, 2013). *Building bridges from campus to community.* Paper presented at the International Association of Special Education conference, Vancouver, British Columbia, Canada.

Kaufman, R. (April, 2013). *Virtual ethics: Whose norms? What's right?* Paper presented at the 6th Annual International Symposium for Emerging Technologies for Online Learning, Las Vegas, NV.

Kaufman, R., and Westland, C. (April, 2013). *Where do we go from here? International*

experiences for preservice special educators. Poster presentation at the International Council for Special Education conference, San Antonio, TX.

Westland, C. & Kaufman, R. (Nov. 12, 2011). *Around the Dinner Table: Pre Service Teachers Learning to Break Bread.* 34th Annual Conference of the Teacher Education Division of the Council for Exceptional Children, Austin, TX.

Kaufman, R. (Nov. 5, 2010). *Going Home! Seven steps to scale up collaborative practices with parents of culturally and linguistically diverse students.* 33rd Annual Conference of the Teacher Education Division of the Council for Exceptional Children, St. Louis, MO.

Kaufman, R. & VonEschen, J. (April 22, 2010). *Picture My World: Findings from a Service Project for Undergraduates.* International Council for Exceptional Children Convention, Nashville, TN.

Kaufman, R. (November 14, 2009). *Partnerships for English Language Learners (ELLs) with Disabilities.* 32nd Annual Conference of the Teacher Education Division of the Council for Exceptional Children, Charlotte, NC.

Kaufman, R. (November 7, 2008). *Preparing Special Educators for ELL Students.* 31st Annual Conference of the Teacher Education Division of the Council for Exceptional Children, Dallas, TX.

Kaufman, R., Ring, M., & VanOsdahl, J. (April, 2008). *Inspiring Future Special Educators*. International Council for Exceptional Children Convention, Boston, MA.

Kaufman, R. (November, 2005). *Linking Teacher Preparation and Induction: Building on Foundations.* Conference of the Technology and Media (TAM) Division and the Teacher Education Division (TED) of the Council for Exceptional Children, Portland, ME.

Kaufman, R. & Westland, C. (July, 2005). *C's of Teaching: Confidence, Competence, Connections*. International Association of Special Education Conference (I.A.S.E.), Halifax, Nova Scotia, Canada.

Kaufman, R. (April, 2005). *Roots and Wings: Coaching First Year Special Education Teachers.* International Council for Exceptional Children Convention, Baltimore, MD.

Kaufman, R. (May, 2003). *Circles of Support: From Para to Professional.* Paraprofessional Conference, Los Angeles, CA.

RESEARCH/CREATIVE ACTIVITY, continued

Kaufman, R. & Kaufman, M. (April, 2002). *Point-Counterpoint: Self-Advocacy in Mentorship Programs.* International Council for Exceptional Children Convention, New York, NY.

Kaufman, R. (July, 2001). *Rocking Boats, Building Bridges: Diversity in Teacher Education.* 46th World Assembly International Council on Education for Teaching, Santiago, Chile.

Kaufman, R. & Staley, W. (May, 1999). *Southeast Asian Teacher Licensure Program: From Paraeducator to Professional.* 7th Annual Comprehensive System of Personnel Development (CSPD) Conference on Leadership & Change, Arlington, VA.

Kaufman, R. (April, 1998). *School-Age Care: Community for Children with Disabilities.* International Council for Exceptional Children Convention, Minneapolis, MN.

Kaufman, R., Westland, C., & Engvall, R. (February, 1997). *Risking Collaboration.* National Association of Women in Education Conference, San Francisco, CA.

Kaufman, R. & Engvall, R. (November, 1996). *A Contextualized Understanding of Disabilities and Delinquency.* Teacher Education Division of the Council for Exceptional Children Conference, Washington, DC.

Kaufman, R. & Engvall, R. (September, 1996). *Teamwork across the Disciplines: Addressing Human Service Issues in an Increasingly Complex World through Positive Interdependence.* Human Services in Crises International Symposium, Cambridge, UK.

Kaufman, R. (February, 1996). *Distance Learning: Square Pegs in Round Holes.* North Central Accreditation Conference, Chicago, IL.

Kaufman, R., Reetz, L., Ring, M., & Rosman, N. (April, 1994). *Homework: A Collaborative Venture*, International Council for Exceptional Children Conference, Denver, CO.

Kaufman, R., Reetz, L., & Walkling, M. (March, 1994). *An Exit Interview: The Culminating Reflective Experience*, Fourteenth National Conference of the American Council on Rural Special Education, Austin, TX.

Kaufman, R., Reetz, L., & Walkling, M. (November, 1993). *Internships at a Distance: A Collaborative Effort*, 16th Annual Teacher Education Division of CEC Conference, Orlando, FL.

RESEARCH/CREATIVE ACTIVITY, continued

Kaufman, R., Ring, M.,& Reetz, L. (November, 1993). *Homework and Families: Making it a Success,* 16th Annual Teacher Education Division of CEC Conference, Orlando, FL.

Kaufman, R., Ring, M., & Reetz, L. (October, 1992). *Fostering Independent Homework Completion Through Home/School Collaboration.* The14th International Conference on Learning Disabilities, Kansas City, MO.

Regional and State

Westland, C. & Kaufman, R. (Feburary, 2014). *The teaching journey*. Paper presented at the Courage to Risk Conference, Colorado Springs, CO.

Kaufman, R., (March, 2013). *In the classroom with children with ADHD.* Paper presented at Midbar Kodesh Differentiated Instruction Conference. Henderson, NV.

Kaufman, R. (January, 2013). *Navigating belief systems of special education immigrant populations*. Paper presented at the Courage to Risk Conference, Colorado Springs, CO.

Kaufman, R., & Wandberg, R. (Feb. 2012). *Working with Diverse Learners*. Mid Bar Kodesch Conference, Henderson, NV.

Avoseh, M. & Kaufman, R. (October, 2011). *Putting Paulo Freire in ELL/Learning Disabilities Classrooms.* LSS/TESL Closer Connections Conference, Sioux Falls, SD.

Kaufman, R. (October, 2011). *Designing Instructional Strategies for English Language Learners*. LSS/TESL Closer Connections Conference, Sioux Falls, SD.

Kaufman, R. (June 1, 2010). *CO2: Breathing new life into collaborative partnerships for ELLs with Disabilities.* Educator's Summer Symposium, Sioux Falls, SD.

Kaufman, R. (March 14, 2010). *Culturally Responsive Teaching: Navigating Belief Systems of Diverse Populations in Special Education.* South Dakota Council for Exceptional Children Conference, Pierre, SD.

Kaufman, R. (June 9, 2009). *Designing Vocabulary Strategies for Low Literacy Learners*. Educator's Summer Symposium, Sioux Falls, SD

Kaufman, R. (March 27, 2009). *Working with ELL Special Education Students.* South Dakota Council for Exceptional Children Conference, Sioux Falls, SD.

RESEARCH/CREATIVE ACTIVITY, continued

Kaufman, R. (June 4, 2008). *Effective Practices for Diverse Learners.* Educator's Summer Symposium, Sioux Falls, SD.

Kaufman, R. & Wandberg, R. (February, 2008). *Navigating the Future: Effective Practices for Novice Special Education Teachers.* A two-day strand (five presentations) at the Minnesota Council for Exceptional Children Conference, Duluth, MN.

Kaufman, R. & Vallejo, L. (February, 2007). *Effective Practices in Working with ELL Interpreters*. Minnesota Council for Exceptional Children Conference, Bloomington, MN.

Kaufman, R. & Wandberg, R. (August, 2006). *Effective Instruction in Diverse Classrooms.* Northern Lights Special Education Conference, Duluth, MN.

Kaufman, R. & Wandberg, R. (February, 2006). *Improving Success of Special Education Students (and Their Teachers).* Minnesota Council for Exceptional Children Conference, Rochester, MN.

Kaufman, R. (February, 2005). *Improving Instruction: Strategies for Teaming with Special Educators.* Minnesota School Health Education Conference, Bloomington, MN.

Kaufman, R., (October, 2002). *Road Maps, Construction & Detours for Charter School Sponsorship*. Minnesota Association of Charter Schools Conference, St. Paul, MN.

Kaufman, R. & Reetz, L. (February 23, 1991). *Twenty Ideas for Teaching Academic Skills in the Elementary Resource Room*. 2nd Annual Midwinter South Dakota Council for Exceptional Children Conference, Sioux Falls, SD.

Campus

Graziano, K. & Kaufman, R. (September, 2013). Faculty Showcase. *Study Abroad in Dublin, Ireland.* NSC presentation to faculty during professional development week.

Kaufman, R. & Wandberg, R. (February, 2012). Author's Showcase. *Powerful Practices for High Performing Special Educators.* NSC presentation to faculty and students.

Kaufman, R. (Nov. 17, 2011). *Fulbright Experience in Senegal, West Africa.* KDP International Education Week Presentation, Nevada State College.

Kaufman, R. (April 27, 2010). *What it Takes to Succeed: Catch the Wave.* A day-long conference for high school students sponsored by USD Disability Services.

RESEARCH/CREATIVE ACTIVITY, continued

Kaufman, R. (February 10, 2010). *Spotlight on Research: Fulbright Hays Study Abroad in Senegal – What is the Impact of African Immigrants and Refugees on Teacher Preparation?* USD School of Education presentation at faculty meeting.

Kaufman, R., Ezrailsen, C., & Richardson, M. with support from Don Versteeg (August 26, 2008). *Targeting Technology: Websites That Work for You.* USD School of Education faculty in-service.

SERVICE AND ENGAGEMENT

A. Specific Administrative Appointments (e.g., chair, dean)

March-June, 2015	Interim Administrator for SOE Dean
1996- 2003 --	Dean, Concordia University, Saint Paul, MN

B. External Service

1. Editorships/reviewing

2013	Manuscript review for SAGE Publications
2010 – 2011	Editor, South Dakota Council for Exceptional Children Newsletter
2002	Review of text, *Teaching to the Standards of Effective Practice: A Guide to Becoming a Successful Teacher* by Robert Wandberg and John Rohwer
2001	Reviewer for *Teaching Exceptional Children*
1998	Reviewer for *Journal of Teacher Education*
1998	Reviewer for *Classroom Assessment of Reading Processes* (2nd ed) by Rebecca Swearingen and Diane Allen

2. State Service

2002	Minnesota Teacher Education Program Approval
2001	Minnesota Board of Teaching on-site reviewer

3. Consulting

2001	Life Skills books for Capstone Press (paid)
1998	Rural Alaskan Native Adult (RANA) Program, Alaska Pacific University, Anchorage, AK
1997	Collaborative Inclusion Implementation Project. Office of Special Education, State of South Dakota (paid)

4. Other Activities

2011 – present	Tutoring immigrant students in Downtown Las Vegas
2010	S.T.A.R.S. – Therapeutic horseback riding for children with disabilities, Sioux City, IA
2007 – 2011	Co-advisor, Student Council for Exceptional Children
2007 – 2009	Member, Canadian-US Standing Committee for the Council for Exceptional Children
2006 – 2008	President, Minnesota Council for Exceptional Children

SERVICE AND ENGAGEMENT, continued

2003 – 2007	Conference Planning Committee, Minnesota School Health Education Conference
1997 – 2007	Special Education Advisory Council, Saint Paul Public Schools, Saint Paul, MN
1998 – 2003	Board of Education, Concordia Early Learning Charter School, Saint Paul, MN

Invited Presentations

July, 2007	International Council for Exceptional Children Leadership Training, Arlington, VA, *Student Engagement in the Professional Organization*
October, 1997	Convocation Showcase Series at Concordia College, St. Paul, MN, *From Classroom to Community: Cross-disciplinary Connections*

Professional Memberships

International Council for Exceptional Children

1. Teacher Education Division (TED)
2. Cultural and Linguistic Diversity (DDEL)
3. International Special Education (DISES)

International Special Education Association (ISEA)

Co-chair of Conference Arts Event

Phi Delta Kappa

Kappa Delta Pi

Nevada Faculty Alliance (NFA)

Community Engagement and Membership

Las Vegas World Affairs Council

Member of the Education Committee

C. University Service

NSC Committee Assignments

2015 – present	Faculty Senate Chair
2014	Chair Sabbatical Leave Committee
2014	Member, NSC Food Service Selection Committee
2014 -	Vice President/President Elect, Faculty Senate
2012 – 2015	Member, SOE Dean Search Committee
2013-- present	NSC Safety Committee
2012 – present	NCS SOE Faculty Senate Member
2012 – 2013	Chair, NSC Faculty Senate Nominations Committee
2012 – 2013	Chair, NSC Library Committee
2013 – present	Chair, Faculty Senate Curriculum Committee
2012 -- present	Member, Faculty Senate Curriculum Committee
2012 – 2013	Member, Sabbatical Leave Committee
2012 – 2013	Member. LAS Assessment Committee

SERVICE AND ENGAGEMENT, continued

2012 – 2013	RSCD search committee
2011 – 2012	Member. NSC Faculty Senate Strategic Planning Committee
2011 – present	Member. NSC RCSD Eligibility Review Committee
2011 - 2012	Member. NSC Communications Specialist Search Committee

USD

2010 – 2011	Member. USD University Senate
2009 – 2011	Member. USD Global Learning Council
2008 – 2011	Member. USD University Honorary Degrees Committee

College/School Committee Assignments

NSC

2016	Member, SOE Standards of Academe Review
2015	Chair. TRIO search committee
2011 – 13	Chair. SOE Curriculum Committee
2013	Member. SOE Dean Search Committee.
2013	Co-chair. Super Search Committee for 5 Faculty
2012	Member. Dean's Community Advisory Committee
2012 -	Member. Math and Bilingual Search committees
2011 – 2012	Chair. NSC SOE Literacy Search Committee

USD

2010 – 2011	Member. USD Diversity Committee
2008 – 2011	Member. USD Dean's Advisory Council

Department/Division Assignments

NSC

2012 - 2013	Member. SOE Strategic Planning Committee
2012	Member. Lesson Plan Revision Committee

USD

2009 – 2010	Member. USD C&I work group to design an endorsement for teaching ELL
2008 – 2011	Member. USD Scholarship Committee
2008 – 2011	Member. USD Data and Accreditation Work Group
2007 – 2011	Member. USD Special Education Assessment Work Group

Other

NSC

2011- present	Advise, Kappa Delta Pi International Honor Society
2012 - 2013	Advise, Student Council for Exceptional Children

USD

2010 – 2011	USD Freshman Mentoring Program
2008 – 2010	USD Student Athlete Mentoring Program

Dr. Lori Ann Navarrete
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702-992-2519 lori.navarrete@nsc.edu

EDUCATION

Ph.D. in Special Education. University of New Mexico, Albuquerque, NM, 1992
Dissertation: *Epidemiology of Depressive Symptoms Among Adolescents With and Without Learning Disabilities*. Emphases: Assessment, Sociocultural and Linguistic Competence

M.S. in Special Education. University of New Mexico, Albuquerque, NM, 1985. Emphases: Learning Disabilities, Identification and Diagnosis of Disabilities (Educational Diagnostician License, 1987)

B.S. in Secondary Education –Social Studies, Minor in Special Education. University of New Mexico, Albuquerque, NM, 1984

PROFESSIONAL EMPLOYMENT

Associate Professor, School of Education, Nevada State College, Henderson, Nevada, July 1, 2011-present: Selected current and past responsibilities include teaching courses in special education, TESL, foundations, and secondary pedagogy; Coordinator of STEP UP Early Teacher Recruitment Program; PI on STEM-Related Congressionally-directed grant.

Dean/Interim Dean, School of Education, Nevada State College, July 1, 2009-June 30, 2011: Selected initiatives commenced and/or sustained under Dr. Navarrete's Deanship -

- Enhancement of educational offerings in the SOE, to include new degrees and revision of curricula
- Development of SOE assessment program
- Expansion of SOE enrollment in both the undergraduate and post-baccalaureate programs
- Development and implementation of SOE Online Teaching Certificate
- Creation of new in-person and online course evaluation system
- Continuation of STEP UP Program to increase the number of 1st generation, diverse teacher candidates
- Solidified numerous partnerships with the school district and community
- Completed successful reviews with the Nevada Department of Education and the Northwest Regional accreditation teams

Associate Dean/ Interim Associate Dean, School of Education, Nevada State College, January 1, 2007-June 30, 2009: Duties included development of adjunct faculty evaluation process and documentation, curriculum alignment across eight degrees, implementation of a new degree in deaf education, initiated the TESL 4-in-1 Program with CCSD, development of state accreditation portfolio, establishment of procedures for school and community partnerships, drafting of school of education policies and procedures, support of NSC education programs in Northern Nevada.

Associate Professor, School of Education, Nevada State College, 2006-2007: Carried out the duties of the Coordinated the STEP UP and MITT Programs; taught 12-credit load in special education and TESL.

Associate Professor, Graduate Faculty, Department of Special Education, University of Nevada, Las Vegas, 2002-2006: Carried out the duties of Coordinator of the TESL and Teach for America Programs, developed the accelerated TESL endorsement program for special education teachers, participated in NCATE review, taught a 9-credit load.

Assistant then Associate Professor, Graduate Faculty, Department of Special Education (Promoted and Tenured 1999), Kansas State University, 1993-2002: Develop courses in multicultural and TESL education for special education teachers, participated in the development of a faculty mentoring program for the college of education, participated in NCATE review, supervised student teachers across the state of KS, taught a 9-credit load.

Educational Diagnostician, Central Region Center Cooperative, Albuquerque, NM, 1992-1993: Duties included screening, assessment, and diagnosis of students referred for disability testing in seven rural New Mexico School Districts including tribal communities, participated in Child Find programs.

Educational Diagnostician, Private Practice - Contractor/Consultant, NM, 1989-1992: Screening, assessment, and diagnosis of adolescents and adults referred for testing in order to see if they qualified for accommodations in higher education or in the workplace.

Special Education Teacher (Grades 7-12), Memorial Psychiatric Hospital, Albuquerque, NM, 1987-1988: Responsibilities included instruction and accommodations outlined in individual education plans of students admitted to the hospital. It was a residential setting and all instruction was individualized. Assisted with transition back to neighborhood schools once released.

Special Education Teacher (Grades 9-12), Manzano High School, Albuquerque Public Schools, Albuquerque, NM, 1984-1987: Taught courses in history, English, and science to students identified with learning disabilities, behavior/emotional disorders, and other mild/moderate disabilities.

COURSES TAUGHT IN HIGHER EDUCATION

Prefix/#	Course Title	Institution
EDSP 423	Collaboration and Consultation in Special Education	NSC
EDSP 432	Parent Involvement in Special and General Education	NSC
EDU 203	Introduction to Special Education	NSC
EDSP 452	Assessment in Special Education	NSC
EDRL 485	Bilingual Assessment	NSC
EDRL 487	Bilingual Curriculum	NSC
EDSC 483	Student Teaching Supervision	NSC
EDU 250	Educational Foundations	NSC
EDSC 321	Secondary Pedagogy I	NSC
EDSP 411	Students with Disabilities in the Regular Classroom	NSC
EDRL 475	Assessment for English Learners	NSC
EDRL 477	Curriculum for English Learners	NSC
EDRL 471	Language Acquisition, Development, & Learning	NSC
EDSC 403	Methods of Teaching English	NSC

EDRL 474	Methods for English Language Learners	NSC
EDUC 495	College Experience – STEP UP	NSC
ESP 709	Diagnostic and Prescriptive Assess for Diverse Learners	UNLV
ESP 717J	Seminar in Advanced Curriculum Develop for ELLs	UNLV
ESP 700	ESL Methods for Early Childhood	UNLV
ESP 722	Multicultural Perspectives in Special Education	UNLV
Prefix/#	**Course Title**	**Institution**
ESP 200	Introduction to Special Education	UNLV
ESP 461	Curriculum Planning for ELLs with Diverse Needs	UNLV
ESP 464	Second Language Pedagogy for Students in Inclusive Settings	UNLV
ESP 483	Parent-Teacher Interactions in Special Education	UNLV
ESP 444	Special Education Techniques in the Regular Classroom	UNLV
ICG 280	Valuing Cultural Diversity	UNLV
ESP 486	Diagnostic and Prescrip. Strategies for Students with Disabilities	UNLV
EDSP 843	Interventions of Academic Disabilities	KSU
EDSP 830	Assessment in Special Education	KSU
EDSP 885	Practicum Seminar/Supervision in Learning Disabilities	KSU
EDSP 795	Orton Gillingham Multisensory Phonics I and II	KSU
EDSP 700	Introduction to Human Exceptionality	KSU
EDSP 721	Characteristics of Learning Disabilities	KSU
EDSP 786	Socio-cultural Issues in Special Education	KSU
EDSP 323	Exceptional Students in Secondary Schools	KSU
SPED 593	Exceptional Persons and the Transition Process	UNM
SPED 593	Motivating Students in the Classroom	UNM
SPED 593	Multicultural Special Education	UNM
SPED 204	Introduction to Special Education Seminar	UNM

PUBLICATIONS

Refereed

Graziano, K. & **Navarrete, L.** (2012). Co-teaching in a teacher education classroom: Collaboration, Compromise, and Creativity, *Issues in Teacher Education*, 21(1), 109-126.

Luna, N. & **Navarrete, L.** (In Review, 2012). Counterstories and Narratives of Latina/o Family Involvement in Education: A Community Cultural Wealth Perspective. Journal of Urban Education.

Hudson, R. & **Navarrete, L.** (In Review, 2012). Vocational Education-Higher Institution Collaborative Learning Experience: Project VE-HICLE. Intervention School and Clinic.

Thurston, L.P., **Navarrete, L.** & Miller, T. (2009). A ten-year faculty mentoring program; Administrator, mentor, and mentee perspectives. International Journal of Learning, 16(4), 401-415.

Shih, J. C., Olafson, L., & **Navarrete, L.** (2005). Adapting to meet the needs of a growing, urban school district. In P. Jenlink and K. Mayo (Eds.), Portraits of teacher preparation: Learning to teach in a changing America. Lanham, MD: Scarecrow Publishing.

Shih, J. C., Olafson, L., & **Navarrete, L.** (2005). Adapting to meet the needs of a growing, urban school district. In P. Jenlink and K. Mayo (Eds.), *Portraits of teacher preparation: Learning to teach in a changing America.* Lanham, MD: Scarecrow Publishing.

Fletcher, T., & **Navarrete, L.** (2003). Learning disabilities or difference: A critical look at issues associated with the misidentification and placement of Hispanic students in special education programs. Rural Special Education Quarterly, 22(4).

Thurston, L., **Navarrete, L.** (2003). Rural, poverty-level mothers: A comparative study of those with and without children who have special needs. Rural Special Education Quarterly, 22(2), 15-23.

Navarrete, L. (1999). Melancholy in the millennium: A study of depression among adolescents with and without learning disabilities. The High School Journal , 82(3), 137-149.

Campbell, T., & **Navarrete, L.** (1996). Hispanic principals' perceptions of parent involvement in ethnically diverse schools. Educational Considerations, 24(1), 15-19.

Wright-Strawderman, C., Lindsey, P., **Navarrete, L.,** & Flippo, J. (1996). Depression in students with disabilities: Recognition and strategies. Intervention in School and Clinic, 31, 261-275.

Navarrete, L., & White, W. J. (1994). School to community transition: Factors to consider when working with culturally diverse students and families in rural settings. Rural Special Education Quarterly, 13(1), 51-56.

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Conference Proceedings

Parmley, J. D., **Navarrete, L. A.,** Benton, S. L., & Nilles, L. A. (1997). Technology and content integration to enhance preservice teacher preparation. In *1997 Proceedings of the Eighth International Conference of the Society for Information Technology and Teacher Education, 1*, 772-775.

Navarrete, L. (2003). Beyond heroes and holidays: Using WebQuests to learn and teach about diversity, K-12. In *2003 Society for Information Technology & Teacher Education Conference Proceedings*, p. 132.

Thurston, L., & **Navarrete, L.** (1996). A tough row to hoe: Research on education of rural poor families. In *1996 Proceedings of American Council on Rural Special Education (ACRES), Baltimore MD.*

Invited

Watson, S., Bianco, M., Rinaldi, C., **Navarrete, L.,** Bianco, M., Samson, J. (2007). Infosheet: What Teachers Need to Know About Culturally and Linguistically Diverse Learners. *Council for Learning Disabilities Website*: http://www.cldinternational.org/Infosheets/DiverseLearning.asp, April 2007.

Navarrete, L. (2003). Disability rights challenged in renewal of IDEA. *UNLV College of Education Multicultural & Diversity Newsletter, 7*(3), 16-18.

Navarrete, L. (2002). A unique educational experience in the pearl of Africa. *UNLV College of Education Multicultural & Diversity Newsletter, 7*(1), 4-6.

Navarrete, L., & Dye, G. (1998, September). Spotlight on SCEC Advisors. *Kansas Connections*, p. 2.

Dye, G., & **Navarrete, L.** (1998, February). Students in the News. *Kansas Connections*, p. 3.

Navarrete, L. (Fall, 1997). The Learning Disability Evaluation Scale: A review. *Learning Disabilities Association of Kansas Newsletter*, 4-5.

Navarrete, L. (1997, January). Experiences from Stanford Institute: Multidisciplinary & multicultural work with social causes. *Women's Circle, 4*(2), p. 3.

Navarrete, L. (Fall, 1991). Adolescent Depression. *New Mexico Association of School Psychologists Bulletin*, 4-5.

Navarrete, L. (Spring, 1991). Suicide Intervention in the Schools. *The New Mexico Association of School Psychologists Bulletin*, 4-5.

CONFERENCE PAPERS/PRESENTATIONS/INVITED ADDRESSES

International/National

Refereed

Navarrete, L. et al. (2016, June 28). Self-Determination and Individuals with Disabilities in a Global Context. CEC Division of International Special Education, Nicaragua. (Accepted)

Navarrete, L. (2016, March 11). Grow your own: STEP UP – A Unique Teacher Recruitment Program, Ten Years Later, American Council on Rural Special Education (ACRES), Las Vegas, NV.

Kaufman, R., & **Navarrete, L.** (2015, October 1).*Connect Me* and I'll Learn: Teaching Preservice Educators to Use Tech Tools to Differentiate Instruction, 37th International Conference on Learning Disabilities, Las Vegas, NV.

Navarrete, L., & Kaufman, R. (2015, October 3). Self-determination: Starting Early and Staying the Course. 37th International Conference on Learning Disabilities, Las Vegas, NV.

Martinez, M., Fernandez, E., Martinez, P., **Navarrete, L.** (2012, November). *Ensuring Nevada's Future by Increasing Latino College Completion*. Association for the Study of Higher Education Conference, Las Vegas, Nevada. (Accepted)

Watson, S., & **Navarrete, L.**, (2011, February). *Designing Instruction to Address the Diverse Needs of Students with Learning and Behaviour Problems.* International Design, Principles, and Practices Conference, Sapienza University, Rome Italy.

Navarrete, L., & Hahn, K. (2009, January). *Resiliency and risk factors in becoming a teacher: A STEP UP Model.* 8th Annual Hawaii International Conference on Education, Honolulu Hawaii.

Navarrete, L., & Graziano, K., & Stansbury, R. (2009, January). *Using the Danielson Framework for Teaching to evaluate a new teacher education program.* 8th Annual Hawaii International Conference on Education, Honolulu Hawaii.

Graziano, K., & **Navarrete, L.** (2009, January). *Co-teaching: Collaboration, compromise, and creativity in a college teacher, education, classroom.* 8th Annual Hawaii International Conference on Education, Honolulu Hawaii.

Thurston, L. P., Miller, T., & **Navarrete, L.** (2009, July). A. *A ten-year faculty mentoring program: Administrator, mentor, and mentee perspective.* The 16th International Conference on Learning. Barcelona, Spain.

Graziano, K. J. & **Navarrete, L. A.** (2008, November). *Do I have to take a TESL course? A Co-teaching approach to developing cultural competence among preservice teachers.* National Association for Multicultural Education. New Orleans.

Navarrete, L. A. & Thurston, L. P. (2007, June). *STEP UP: An innovative teacher preparation program: A model for addressing teacher shortages worldwide.* 14th International Conference on Learning, University of the Witwatersrand, Johannesburg, South Africa.

Thurston, L. P. & **Navarrete, L. A.** *The English language learner with learning disabilities: Understand me, teach me, and I will soar.* (2007, June). 14th International Conference on Learning, University of the Witwatersrand, Johannesburg, South Africa.

Mayfield, F., **Navarrete, L.,** Graziano, K., Hudson, R., Rudd, L., Duncombe, B., & DeMartini, C. (2007, March).. *Representation and voice in professional development schools: Students' contributions to data collection*. National Association for Professional Development Schools (NAPDS) Conference, Las Vegas, NV.

Watson, S., Prigge, D., Bianco, M., **Navarrete, L**., & Samson, J. (2006, October). *English Language Learners with Learning Disabilities: What Is Important for Teacher to Know?* 28th International Conference on Learning Disabilities, McLean, VA.

Navarrete, L., & Strawser, S. (2005, November). *How Do I Assess A Student's English? A Look at Informal Measures for Use by Diagnosticians and Classroom Teachers.* Council for Educational Diagnostic Services (CEDS) Conference, Alexandria, VA.

Navarrete, L., & Draper Rodriguez, C. (2004, April). *Literacy development for linguistically diverse exceptional children: a teacher-paraprofessional team approach.* Council for Exceptional Children Conference. New Orleans, LA.

Draper Rodriguez, C., & **Navarrete, L.** (2004, February). *Project PEARLS: Teacher-paraprofessional teams collaborate in reading instruction for English language learners with special needs.* National Association for Bilingual Education (NABE) Conference, Albuquerque, NM.

Navarrete, L. (2003, March). *Beyond heroes and holidays: Using WebQuests to learn and teach about diversity*. Society for Information Technology & Teacher Education, 14th International Conference. Albuquerque, NM.

Navarrete, L. (2003, March). *Early childhood teachers develop Webquests as a way of teaching about diversity*. American Council on Rural Special Education, Salt Lake City, UT.

Navarrete, L. & Thurston, L. (2002, July). *Carrots and Bananas Don't Sound Alike: Early Intervention Strategies for Young Children with Developmental Delays*. Eighth International Interdisciplinary Congress on Women, Makerere University, Kampala, Uganda.

Thurston, L., & **Navarrete, L.** (2001, October). *Critical issues in rural education and poverty: Mother's and children's special education status and family support.* National Rural Education Association (NREA) Conference, Albuquerque, NM.

Navarrete, L., & Thurston, L. (2001, October). *Family-friendly rural schools: Parent involvement strategies that work.* National Rural Education Association (NREA) Conference, Albuquerque, NM.

Navarrete, L. (1999, March). *Addressing Violence in Schools*. Panel Moderator. American Council on Rural Special Education Conference, Albuquerque, NM.

Navarrete, L. (1999, February). *Collaborative Teaching: One University's Approach to Advancing Practices in Preservice Teacher Education*. International Conference on Teacher Education, Hong Kong, China.

Navarrete, L. (1998, April). *Exploring Family-School Partnerships in Largely Hispanic Communities: The Parent Perspective.* American Educational Research Association, San Diego, CA.

Navarrete, L. (1997, October). *Lesson Extravaganza!* The Division on Career Development and Transition Ninth International Conference, Scottsdale, AZ.

Navarrete, L. (1997, April). *Transition Planning in Culturally Diverse Communities*. Panelist. 1997 National Council for Exceptional Children Conference, Salt Lake City, UT.

Campbell, T. & **Navarrete, L.** (1996, April). *Parent-Principal Relationships in Ethnically Diverse Schools.* American Educational Research Association, New York, NY.

Thurston, L., & Navarrete, L. (1996, March). *A Tough Row to Hoe: Research on Education of Rural Poor Families.* American Council on Rural Special Education Conference, Baltimore MD.

Navarrete, L. (1991, October). *Depression Among Adolescents and Children with Learning Disabilities.* The Thirteenth International Conference on Learning Disabilities, Minneapolis, MN.

Navarrete, L. (1989, October). *Depression in Children with Handicaps.* The Eleventh International Conference on Learning Disabilities, Denver, CO.

Non-Refereed or Invited

Navarrete, L., & Pataniczek, D**.** (2011, October). *The trajectory of a SOE dean in a new state institution.* Teacher Education Council of State Colleges and Universities (TECSCU), Arlington, VA.

Navarrete, L.. (2006, October). *Latina/o Education Challenges in Las Vegas, Nevada.* XI Annual LatCrit Conference, UNLV Las Vegas, NV.

Navarrete, L. (2005, April). *Planning for immigration growth: A Snapshot of Southern Nevada Schools* National Education Latino Summit, Las Vegas, NV.

Navarrete, L. (2005, April). *A Snapshot of K-12 Educational Experiences of Latinos in Southern Nevada.* National Latino Education Summit, Las Vegas. NV.

Navarrete, L., & Danielson, C. (2004, October). *Using the SIOP model to teach content to English Language Learners (ELLs) with learning disabilities.* Pre-conference Workshop, 2004 Council for Learning Disabilities Conference. Las Vegas, NV.

Navarrete, L. (2000, October). *DisAbility Practices, Policies, and Practitioners in the U.S.* Universidad De Las Americas, A.C., Invited Lecturer. Dra. Georgina Reich Novotny, Presider, Mexico City, Mexico.

Regional/Local

Refereed

Navarrete, L. (1998, November). *Socio-cultural Considerations in Special Education: A summary of Research and Practices.* Kansas Learning Disabilities Association Conference, Wichita, KS.

Navarrete, L. (1998, October). *Early Career Special Education Teacher Panel.* Moderator. Kansas Federation of the Council for Exceptional Children State Conference, Manhattan, KS.

Navarrete, L. (1998, October). Staring *Back: The Disability Experience from the Inside Out.* Kansas Federation of the Council for Exceptional Children State Conference, Manhattan, KS.

Navarrete, L. (1996, April). *Preparing Teachers for the 21st Century: KSU/Spring Hill Multimedia Project.* Co-presenter. Holmes Group Conference, St. Louis, MO.

Navarrete, L. (1996, January). *If It Didn't Rain, There Wouldn't Be Rainbows: Cultivating Learning in Diverse Settings.* Nineteenth Annual Statewide Conference for Teachers of Linguistically and Culturally Diverse Students, Chicago, IL.

Navarrete, L. (1995, October). *I See, I Do, I Feel: The Diverse Student's Prescription for Learning.* New Mexico Learning Disabilities Association Annual Conference, Albuquerque., NM,

Navarrete, L. (1995, October). *Parents as Partners: A Lesson from the Geese.* Co-presenter. New Mexico Learning Disabilities Association Annual Conference, Albuquerque, NM.

Navarrete, L. (1995, February). *I Am Somebody: Curricular Activities To Build Self-Concept in Multicultural Diverse Learners.* Kansans of Color VI: A Celebration of Cultural Diversity, Manhattan, KS.

Navarrete, L. (1995, February). *Quien Soy: Curricular Activities to Develop Self-Concept in Exceptional Learners in the Mainstream Classroom.* Eighteen Annual Statewide Conference for Teachers of Linguistically and Culturally Diverse Students, Chicago, IL.

Navarrete, L. (1992, February). *Cultural and Linguistic Issues: Implications for Effective Instruction*. The Fifth Collaborative Conference for Special Education, Colorado Springs, CO.

Navarrete, L. (1990, October). *Educational and Vocational Training Opportunities in New Mexico for Head Injured.* The Fifth Annual New Mexico Head Injury Foundation Conference, Albuquerque, NM.

Non-Refereed or Invited

Navarrete, L., (2012, September). Flores, R., Arguelles, M., & Yanez, M. NSC School of Education Get's Involved in the Family Leadership Initiative. NSC Speaker Series, Henderson, NV.

Navarrete, L. (2012, August). NSC: An Emerging Hispanic Serving Institute (HSI). Panelist. NSC and Las Vegas Latino Chamber of Commerce HSI Consortium, Las Vegas, NV.

Navarrete, L. (2009, October). NSC *School of Education Highlights*. Nevada AACTE Fall Conference, Reno, NV.

Navarrete, L. (2009, June). *A letter to myself: Who I am? Where I am going? What Do I want to achieve?* Latino Youth Leadership Conference, Nevada State College, Henderson, NV.

Navarrete, L. (2008, October). *SOE degrees and highlights.* CCSD 4th Annual Partners in Increasing Higher Education in NV, Nevada State College, Henderson, NV.

Navarrete, L. (2008, June). *Know What you Want before you Get Your Three Wishes: Setting Goals for College*. Upward Bound Recruitment Day. Nevada State College, Henderson, NV.

Navarrete, L. (2008, February). *English learner issues and considerations, K-16*. Leadership Las Vegas, Panel Presentation, Latin Chamber of Commerce, Las Vegas, NV.

Navarrete, L. (2007, December). *Immigrant Student Issues in Nevada.* Migration Policy Institute Center on Immigrant Integration Policy (NCIIP), Regional Meeting, UNLV, Las Vegas, NV.

Navarrete, L. (2007, April). *What Can I Do To Ensure My Child Has Opportunities for Success in the Transition Process*? P.E.P. Training, Opportunity Village, Las Vegas, NV.

Navarrete, L. (2006, July). *True Colors: What Our Learning Styles Tell Us About Ourselves.* Latino Youth Leadership Conference, Nevada State College, Henderson, NV.

Navarrete, L. (2006, February). *The English Language Learner with Learning Disabilities: Understand Me, Teach Me, and I Will Soar!* CCSD Visions Conference. Las Vegas, NV.

Navarrete, L. *Planning for Immigration Growth.* (2005, October). Annual Hispanic Leadership Summit of Nevada, Reno, NV.

Navarrete, L. *A Snapshot of K-12 Educational Experiences of Latinos in Southern Nevada.* (2005, June). CCSD Cultural Institute, Las Vegas. NV.

Navarrete, L. (2004, April). *Latinos and Education in Southern Nevada: Achievement, Language, Successes, & Challenges*. Latina Network of Las Vegas. Las Vegas, NV.

Navarrete, L. (2004, June). *We're more alike than we are different: Understanding ourselves and the diverse populations in which we work.* Nevada Desert Regional Center and the Nevada Easter Seals Foundation, Las Vegas, NV.

Navarrete, L. (1998, April). *Want to beat the boxes?* Panelist. Do it Best Retail Symposium. Panelist. Manhattan, KS.

Navarrete, L. (1997, November). *Tools for Test Taking Success* Manhattan Community Service Program, Manhattan, KS.

Navarrete, L. & Yahnke, S. (1997, November). *Baby Boomlets in Third Period English.* Washburn University Reading/Language Arts Conference, Topeka, KS.

Navarrete, L. (1997, October). *Reaching for the Highest That is Within Us*. Commencement Speaker, Flint Hills Job Corps, Manhattan, KS.

Navarrete, L. (1997, February). *Multiculturalism in the Classroom* Teachers of Tomorrow. Kansas State University, Manhattan, KS.

Navarrete, L. (1997, January). *The Dream of Nonviolence in America.* Panelist. Martin Luther King Symposium. Sponsored by the College of Education, Kansas State University, Manhattan, KS.

Navarrete, L. (1997, November). *Lesson Extravaganza: Student Panel*. Moderator. Learning Disabilities Association of Kansas State Conference, Overland Park, KS.

Navarrete, L. (1996, November). *Multidisciplinary & Multicultural Work with Social Causes*. Friday Focus Sponsored by Women's Caucus, Kansas State University, Manhattan, KS.

Navarrete, L. (1996, October). *Educational Considerations and Resources for Equitable Teaching, K- 12.* Round Table Discussant Regents Conference on Diversity and Multiculturalism in the University Curriculum, University of Kansas, Lawrence, KS.

Navarrete, L. (1996, October). *Why English Should Not Be the Official Language* Panelist. Racial Ethnic Harmony Week, Kansas State University, Manhattan, KS.

Navarrete, L. (1996, March). *Goal Setting.* Presenter. No More Frogs to Kiss: Ways to Give Economic Power to Girls. Manhattan Girl Scouts Conference, Manhattan, KS.

Navarrete, L. (1995, April). *Assessing Students with Learning Disabilities.* Learning Disabilities Support Group, Manhattan, KS.

Navarrete, L. (1994, October). *Personal Grants for Professional Development.* Panelist. First Annual Women's Weekend, Kansas State University.

Navarrete, L., & White, W. (1994, October). *Multicultural Special Education: A World View.* Kansas Federation of Council for Exceptional Children Conference, Manhattan, KS.

Navarrete, L. (1994, September). *Learning Styles of Culturally/Linguistically Diverse Students.* Education Symposium. Sponsored by the College of Education, Kansas State University, Manhattan, KS.

Navarrete, L., & Campbell, T. (1994, March). *Hispanic Literature* Ethnic Week. Sponsored by Topeka West High School. Topeka, KS.

Navarrete, L. (1994, January). *Transforming the Dream in Public Education.* Panelist. Martin Luther King Symposium. Sponsored by the College of Education, Kansas State University, Manhattan, KS.

Navarrete, L. (1993, November). *K-12 Integrating Curriculum.* In-Service Training, DeSoto High School, DeSoto, KS.

FUNDED GRANTS AND SPONSORED PROJECTS

Source: Congressionally-directed Grant Funds
Award: Higher education
Amount: 400,000.00
Date: 2009
Role: PI
Purpose: To support math and science teacher recruitment

Source: UNLV Planning Initiative Award
Award: Planning for Immigration Growth
Amount: $150,000.00
Date: 2004
Role: Co-author and Project Collaborator
Purpose: To collect data on Latino/a demographics in NV

Source: Title II: NeCoTIP
Award: Teacher Training
Amount: $38,000.00
Date: 2003
Role: PI
Purpose: To train special education teachers and their educational assistants together in TESL and Bilingual Methods, entitled Project PEARLS

Source: Title II: Eisenhower Grant
Award: Professional Development
Amount: $2000.00
Date: 1997
Role: PI
Purpose: To collect data on practices of co-teaching

Source: Title II: Eisenhower Grant
Award: Professional Development

Amount: $2000
Date: 1997
Role: PI
Purpose: To collect data on practices of action research

Source: KSU OSP
Award: New Faculty Research
Award: $3000.00
Date: 1994
Role: PI
Purpose: To support new faculty research initiatives

OTHER PROFESSIONAL EXPERIENCES

2015 Summer Scholars Institute: Nevada State College, Faculty Participant

National Science Foundation: Research in Disabilities Education Division, Proposal and Site Team Reviewer, 2010-Present.

Sierra Nevada College: Chair, Thesis Committees for MAT Students, 2005-2008.

Royal Valley School District: Consultant, *Collaboration with Native American Families*, Educate America Grant, Mayetta, KS, 1999-2000.

Northeast Kansas Education Center: Trainer, *Helping the Struggling Reader Program*, 1998-2000.

Research Sabbatical: KSU, Fall Semester, 2000. Disability Education Across the Border: Practices and Teacher Preparation in Southern Mexico. Cuernavaca, Mexico and Surrounding Communities.

Mellon Foundation Fellowship Recipient: Research in Urban Education: Transitions To and From School. Summer Institute on Race and Social Class. Sponsored by the Mellon Foundation and the Center for Advanced Study in the Behavioral Sciences, Stanford, CA, July 8-August 16, 1996.

SERVICE (Selected)

Service to the Profession

Teacher Education Council of State Colleges and Universities (TECSCU)
Executive Board, Region Six Representative, 2010-2012

American Association for College of Teacher Education (AACTE)
NV-AACTE Vice-President-2009-2011
NV-AACTE NSC Representative – 2008-2010
National – ACSR Nominating Committee - 2008

Western Regional Equity Network (WREN)

Advisory Board, 2006-2009

Council for Learning Disabilities (CLD)

Technology Subcommittee, Member, 2015-present

Executive Board-Secretary, 2005-2007
Executive Board of CLD-Nevada, 2015-present

Diversity Committee, 2004-2010
Local (NV) Conference Planning Committee, Registration Chair, 2004

American Council on Rural Special Education (ACRES)

Executive Board, 1999-2002
Guest Editor for RSEQ Special Issue on Assessment, Publication Date - Winter 2003
Review Board, 2002-2004

Council for Exceptional Children (CEC)

Division of International Special Education, 2014-present: Elections and Constitutions

Committee, 2015-present

Division for Learning Disabilities: Professional Development, Standards & Ethics Committee 1998-2001
Division for Career Development and Transition: Human Rights and Cultural Diversity Committee, 1997-1999

Service - State Level

Nevada

English Mastery Council – LLC and NSC Representative, 2014-present
NSHE Teacher Pipeline Committee
Member, 2014-present

Commission on Professional Standards, Nevada Department of Education
NSC Representative, 2009-2011

Nevada Partners in Inclusive Education (PIE)
Member – NSC Representative and IHE Task Force, 2006-2008

Teacher Quality Task Force
Member – NSC Representative and Standards Committee, 2006-2008

Statewide Leadership Team - *Project Improve*
Member, 2003-2004

Nevada Department of Education
Test Bias Review Committee, 2003-2004

Kansas

Learning Disabilities Association (LDA) of Kansas
Professional Advisory Board, 1996-Present

Co-editor, *Flint Hills Learning Disabilities Association Newsletter*, 1998-2002

Kansas Council for Exceptional Children Federation
Student Association Advisor, 1996-1999
Board of Directors, 1996-1999

International Dyslexia Association - Heartland Branch
Board of Directors, 1997-2000

Participant, KSU/Negro League Baseball Museum Partnership.
Development of Educational Curriculum, 1999-2000.

Service –Department, School, College, University Level

Nevada State College

2014-15
NSC SOE Representative, CEEDAR Grant for Teaching Students with Disabilities
NSC NFA Chapter President; NFA State Board
NSC Faculty Senate Member
NSC Faculty Senate, Chair: Bylaws Committee

NSC Promotion and Tenure Committee

NSC SON Search Committee, spring 2015

NSC Dash Board Development Committee SOE Representative

NSC Diversity Task Force, SOE Representative

NSC HSI Sub-Committee of the Diversity Task Force

NSC Arts and Culture Council, SOE Representative

NSC SOE – Co-chaired Search Committee for Outreach Coordinator Position

2013-14

NSC SOE Super Search Co-Chair (Elem STEM, Literacy, Sec. His/Eng, Outreach

NSC SOE Field Experiences Revision Committee

NSC SOE Representative, CEEDAR Grant for Teaching Students with Disabilities
NSC NFA Chapter President; NFA State Board
NSC Faculty Senate Member
NSC Faculty Senate, Chair: Bylaws Committees

NSC Promotion and Tenure Committee

NSC Diversity Task Force, SOE Representative

NSC Arts and Culture Council, SOE Representative

NSC Portal and Mobile Advisory Committee, spring 2014

Undergraduate Librarian Search Committee Member, summer and fall 2014

2012-13
NSC Faculty Senate Member and Executive Board-Secretary
NSC Faculty Senate, Chair: Sabbatical, Sponsored Programs, Bylaws Committees
NSC SOE Collaborator, NV College Access Grant, Family Leadership Engagement Project
NSC SOE Chair, Elementary Bilingual Position
NSC Search Committees: 3 Nursing positions and 2 Recruiter positions
NSC Sponsored Projects Task Force (Chair)
Nevada Access Grant Partner – Family Leadership Initiative
NSC SOE Conceptual Framework Committee and Contributing author of Strategic Plan

2011-12
Nevada Access Grant Partner – Family Leadership Initiative
SOE Search Committees: Literacy and Speech and Language Pathology (Chair)
NSC Sponsored Projects Task Force (Chair)
NSC Diversity Committee
NSC STEM Task Force (Chair)
NSC Resource Center for Students with Disabilities Accommodations Review Committee
NSC Faculty Senate Member, Committees: Curriculum, Bylaws, Fiscal Affairs

2010-11
NSC Executive Budget Committee
NSC Resource Center for Students with Disabilities Accommodations Review Committee

2009-10
NSC Executive Budget Committee
NSC STEM Task Force
CCSD/CSN/NSC/UNLV Consortium
NSC Resource Center for Students with Disabilities Accommodations Review Committee

2008-2009
NSC Scholarship Selection Committee
NSC Outcomes Assessment
NSC NW Region Accreditation Committee – Standards 1, 6, 9
NSC Retention Committee, Provost's Office
SON Student Grievance Committee
NSC Admissions Review Committee
NSC E-Alert Task Force
NSC Faculty Senate Space Committee
NSC Outcomes Assessment, SOE Coordinator
SOE Standards of Academe Faculty Committee
SOE Search Committee: Asst/Assoc Professor, Deaf and Hard of Hearing (Chair)

2007-2008
NSC Search Committees- Director of CLASS and Human Resources Associate Director (Chair)
NSC Faculty Senate Space Committee
NSC Diversity Coalition
NSC Student Services Retention Committee

SOE Strategic Plan Faculty Committee
SOE Curriculum Reform Committee for Science Education

2006-2007
NSC CTLE Assessment Institute, Citizenship Committee
NSC Faculty Senate SOE Representative
NSC Faculty Senate Grievance Committee (Chair) and P&T Committee, (Co-chair)
NSC Diversity Coalition
NSC TOEFL Committee
NSC Student Services Retention Committee
NSC Innovative Faculty Fellowship Committee
NSC Search Committees: Center for Teaching and Learning Excellence (Chair), Assistant Professor of Business Administration (Chair), Lecturer of Business Administration (Chair), Lecturer, Northern Nevada Liaison (Chair), Assistant Professor of Literacy, Assistant Professor of Math Education

University Nevada–Las Vegas

2002-2006
UNLV McNair Student Scholars Program, Mentor
UNLV Association for the Advancement of Latinos/as and Chicanos in Higher Education (AALCHE; President)
UNLV University Studies -Capstone Project, Faculty Mentor
UNLV Task Force to Refine Performance Indicators
UNLV Committee for an Inclusive and Just University (CIJU)
UNLV Public Safety Review Board
COE Search Committee: School Psychologist Position
Dept. of SPED, Merit Committee for Faculty-In-Residence.
Dept. of SPED, Faculty-In-Residence Committee (Chair)
Dept. of SPED, Merit Committee.
Dept. of SPED, Work Load Policy Ad Hoc Committee (Chair)
Dept of SPED, Dissertation/Thesis Awards Committee
Dept. of SPED, Doctoral Admission Committee
Dept. of SPED, Strategic Planning Committee

Kansas State University

1997-2002

KSU Search Committee for Associate Provost for Diversity and Dual Career
KSU Faculty Senate Representative, College of Education Caucus
KSU Faculty Senate Faculty Affairs Committee
KSU Union Governing Board
KSU President's Commission on the Status of Women
KSU Office of Affirmative Action Task Force
KSU Tilford Group: Integrating Diversity Across the Curriculum, Board Member
KSU Hispanic American Leadership Organization (HALO), Student Advisor
KSU Faculty/Staff Alliance for Hispanic/Latino Affairs, Co-Chair and Member
COE Multicultural Education Initiative, Advisory Board
KSU Search Committee for Learning Disabilities Specialist
KSU Committee for Modifying Programs for Special Needs Students

Dept. of SPED, Search Committees: Learning Disabilities Faculty Position

Service to the Larger Community

Las Vegas/Henderson

2003-2016

- Latino Youth Leadership Research Committee, 2015
- Latino Leadership Council, 2010-present
- Valley HS Victory Schools Advisory Committee, 2015-present
- CCSD English Language Learner Task Force, 2011-2012
- Las Mujeres Network, 2006-present
- Document advisor for Legal Permanent Resident Filing, on-going
- Collaborator Foothills High School Community-based Learning Project, 2008-2010
- Council for Accelerating Student Achievement (CASA), 2008-2009
- NSC-City of Henderson Festival of Cultures Planning Committee, Member, 2006-2007
- City of Henderson, Neighborhood Services Division, Grant Proposal Group, 2006-2007
- World Affairs Council, International Educator of the Year Award Selection Committee for Southern Nevada, Member, 2007
- Foothills High School, *Yes* Program Mock Interviews, Judge, January 16, 2007
- Community Dialogue on Hispanic Education, Henderson Convention Center, Panel Facilitator/Moderator, October 13, 2006
- The Latino Population in Nevada: A Day of Dialogue on Education and Solutions, Coordinator, January 14, 2005
- Chancellor's Higher Education Round Table, Member, 2004-2005
- Governing Board, Innovations International Charter School of Nevada. Las Vegas, Nevada, 2005-2009
- Latin Chamber of Commerce, Member, 2004-2006
- Clark County School District Human Resources, Dept. of International Recruitment. Role: CCSD Committee to Explore Special Education Personnel Recruitment in Mexico, 2003-2004
- Ruby Thomas Elementary School. Committee to explore professional development school options and reevaluation of the parent center. 2003
- America Reads Program. Role: Literacy Assessor. Cambridge Community Center-UNR Cooperative Extension, Fall 2003
- Community Outreach-Zoraida Caldera-Instructor. Consultant for Data Collection and Program Replication. Cambridge Community Center-UNR Cooperative Extension, Fall, 2003

AFFILIATOINS

- Council for Exceptional Children (CEC)
- American Association of Colleges for Teacher Education (AACTE)
- Kappa Delta Pi

Previous Affiliations

- Teacher Education Council of State Colleges and Universities (TECSCU), 2010-2012
- Teachers of English to Speakers of Other Languages, 2003-2009

- American Educational Research Association (AERA), Teaching and Teacher Education Division 1994-2005.
- American Council on Rural Special Education, 1998-2005
- National Association for Bilingual Education (NABE), 2002-2006
- Learning Disabilities Association (LDA), 1996-2002.
- International Dyslexia Association (IDA), 1988--2003.
- Phi Delta Kappa International, 1996-2003

HONORS AND AWARDS

- Recipient, iTeach Award- Innovations Category, Nevada State College, 2009

- Nominee, iTeach Award – Heritage Category, Nevada State College, 2007

- Nominee, UNLV College of Education Collaboration Project Award for the English Language Acquisition Collaborative, 2005

- Nominee, Commerce Bank Presidential Award for Distinguished Service to Minority Students, Kansas State University, 2001

- Finalist, Commerce Bank Award for Outstanding Undergraduate Teaching, College of Education, Kansas State University, 1999

- Recipient, Faculty Recognition Award, KSU Golden Key National Honor Society, Manhattan, KS, 1994

Revised 3.13.16

Amanda VandeHei

Curriculum Vitae

EDUCATION

2012 Ph.D. in Curriculum and Instruction—University of Nevada, Las Vegas

Emphasis: Teacher Education

2005 M.Ed. in Literacy Education—Lesley University

2002 B.A. in Elementary Education, minor Teaching Spanish—University of Wisconsin Eau-Claire

RESEARCH INTERESTS

Teacher Racial Identity
New Teacher Recruitment and Retention
Recruitment and Retention of Teachers of Color
New Teacher Mentoring and Support

PROFESSIONAL WORK HISTORY

2014-Present *Nevada State College – Assistant Professor of Elementary Literacy*

2013-2014 *Nevada State College Visiting Lecturer*

2002-2013 *County School District*; Grades 1, 2, 4, 5 and Literacy Specialist

PROFESSIONAL ORGANIZATIONS

American Educational Research Association

Association of Teacher Educators

National Council for the Teachers of English

National Writing Project

Southern Nevada Writing Project

National Association of Multicultural Education

SCHOLARLY PUBLICATIONS AND ACTIVITIES

Book Chapters

- VandeHei, A. (2014). Becoming the teacher I am today. In Nieto, S. (Eds.), *Why we teach now* (213-222). New York: Teachers College Press.

Edited Volumes Under Contract

- Clark, C. VandeHei, A., Haddad, Z. (2016). *Volume 1: Foundations of multicultural curriculum transformation.* PK-12 Multicultural Curriculum Transformation Handbook Series. Lanham, MD: Rowman & Littlefield.

- Clark, C. VandeHei, A., Haddad, Z. Bell, L., Candel, S., Hernández-Johnson, M., and Fasching-Varner, K. (Eds.) (2016). *Volume 2: Multicultural curriculum transformation in science, technology, engineering, and mathematics (STEM).* PK-12 Multicultural Curriculum Transformation Handbook Series. Lanham, MD: Rowman & Littlefield.

Peer-Reviewed International & National Conference Presentations

- VandeHei, A. (2015, November) *We Wonder Why They Leave – How do we Make Them Stay? The Narrative of The Student Teaching Experience from A Preservice Teacher of Color.* Roundtable discussion at the National Council of the Teachers of English Annual Conference, Minneapolis, Minnesota.

- VandeHei, A. (2015, November) *White Identity Development and Critical Literacy Practices.* Panel Presentation at the National Council of the Teachers of English Annual Conference, Minneapolis, Minnesota.

- VandeHei, A. (2015, October) *Facilitating Dialogue Around Whiteness in an Elementary School Settings.* Roundtable discussion at the National Association for Multicultural Education Annual Conference, New Orleans, Louisiana.

- VandeHei, A., & Haddad, Z. (2013, November) *Bridging Dialogic Instruction and Teacher Self-Disclosure: A Case Study of a University Multicultural Education Course.* Paper presentation and interactive workshop accepted for presentation at the National Association for Multicultural Education Annual Conference, Oakland, California

- Villanueva, N., VandeHei, A., & Kaalberg, K. (2013, September) *Students' Perception of Grading Contracts in an Advanced Composition Classroom: A Case Study.* Single paper presentation at the summer meeting of the Association of Teacher Educators in Washington, D.C.

- Haddad, Z., & VandeHei, A. (2013, April) *Bridging Dialogic Instruction and Teacher Self-Disclosure: A Case Study of a University Multicultural Education Course.* Single paper presentation at the annual American Educational Research Association in San Francisco, CA.

- Villanueva, N., VandeHei, A., & Kaalberg, K. (2012, August) *Exploring field experience models and the impact on preservice teacher literacy education.* Single paper presentation at the annual National Council for the Teachers of English in Las Vegas, NV.

- Villanueva, N., VandeHei, A., & Kaalberg, K. (2012, August) *Exploring field experience models and the impact on preservice teacher literacy education.* Single paper presentation as part of the Emerging Scholars Series accepted for presentation at the summer meeting of the Association of Teacher Educators in Boston, MA.

Guest Lectures

- VandeHei, A. (2015). Let's Continue The Conversation – Questions from "Why I Teach Now." University of San Antonio, Texas.

COURSES TAUGHT

EDEL 442: Teaching Elementary School Science
EDRL 461: Diagnostic Assessment and Instruction Literacy
EDRL 407: Teaching Literature
EDRL 442: Literacy Instruction I
EDRL 443: Literacy Instruction II
EDRL 451A: Content Area Literacy

EDRL 451B: Secondary Content Literacy
EDRL 427: Writing Across the Curriculum
EDRL 477: Curriculum Development for English Language Learners

AWARDS AND DISTINCTIONS

2015 iTeach Award Nomination for the creation and development of NEST – New Teachers Support and Training

2015 Women of Excellence – Awarded by the Nevada State College Department of Diversity and Inclusion

Kevin J. Graziano Ed.D.

EDUCATION

2003	**University of San Francisco**, San Francisco, CA. Doctor of Education (Ed.D.) International and Multicultural Education- major field of study. Educational Technology- minor field of study.
2000	**Central Connecticut State University**, New Britain, CT. Master of Science (M.S.) Counseling- major field of study.
1993	**University of Connecticut**, Storrs, CT. Bachelor of Arts (B.A.) Journalism- major field of study.

PROFESSIONAL HONORS, AWARDS, RECOGNITIONS

- 2015, Sabbatical, Nevada State College
- 2014 AdvancED Certified Accreditation Reviewer
- 2014 Provost's InstructureCon (Canvas) Scholarship Recipient
- 2012 Nevada System of Higher Education, Board of Regents' Teaching Award
- 2012 Fellowship, University of the Sunshine Coast, Queensland, Australia.
- 2012 Fellowship, Marino Institute of Education, Trinity College, Dublin, Ireland.
- 2012 Fulbright Specialist Grant, Sakhnin College, Sakhnin, Israel.
- 2008 Nevada State College iTeach Economic Development Award
- 2007 National Institute for Staff and Organizational Development (NISOD) Excellence Award
- 2006 Nevada State College iTeach Teaching Excellence Award
- 2006 City of Henderson and the Henderson Chamber of Commerce Outstanding Teacher Award
- 2006 Distinguished Educator Proclamation, City of Henderson, Nevada
- 2005 American Education Research Association (AERA) Scholar-Activist Award
- 2004 University of San Francisco Outstanding Doctoral Student Award
- 2003 University of San Francisco, Graduate Merit Scholar
- 2003 Doctoral dissertation archived at the Historical Papers Collection, William Cullen Library, University of Witwatersrand, Johannesburg, South Africa
- 2002 Amnesty International, Patrick Stewart Human Rights Scholarship Finalist

PROFESSIONAL EXPERIENCE

2014-present	**Professor (with tenure),** Nevada State College, Teacher Preparation Program, Henderson, NV. Teach undergraduate TESL, technology, and pedagogy education courses. Advise elementary and secondary education students.

2009-2014	**Associate Professor (with tenure)**, Nevada State College, Teacher Preparation Program, Henderson, NV. Teach undergraduate TESL, technology, and pedagogy education courses. Advise elementary and secondary education students.
2012	**Fulbright Scholar**. Sakhnin College, Sakhnin, Israel. Taught courses on participatory action research to Arab, Muslim preservice teachers. Guest lectured in remedial English course.
2012	**Visiting Fellow**, University of the Sunshine Coast, Queensland, Australia. Provided professional development workshops on participatory action research and educational technology to Papuan teachers from Papua, New Guinea, teachers and staff from Doomadgee, an Aborigine school located in Northern Australia, faculty from the university, and teachers from local primary schools. Guest lectured in research methods, research proposal, educational technology, and *Introduction to Aboriginal Society* courses.
2012	**Visiting Fellow**, Marino Institute of Education, Dublin, Ireland. Provided professional development workshops on participatory action research and photovoice to faculty and staff from five Catholic universities throughout Ireland including, The Church of Ireland College of Education, Mary Immaculate College, St. Patrick's College, Froebel College of Education, and the Marino Institute of Education (The University Dublin, Trinity College). Taught a literacy lesson at a local elementary school.
2004-2009	**Assistant Professor**, Nevada State College, Teacher Preparation Program, Henderson, NV. Taught undergraduate TESL, technology, and pedagogy education courses. Advised elementary and secondary education students.
2011-2015	**Online Teaching and Learning Coordinator**. Nevada State College, Teacher Preparation Program, Henderson, NV. Observe and evaluate online part-time instructors (PTIs). Assist in hiring PTIs and scheduling PTI courses. Maintain the PTI mentoring site in Canvas. Facilitate annual professional development workshops.
2007-2008	**Lecturer,** Sierra Nevada College, School of Education, Las Vegas, NV. Taught graduate curriculum and instruction education courses.
2007-2013	**Thesis Advisor,** Sierra Nevada College, School of Education, Las Vegas, NV. Chaired 33 theses in the M.Ed. program.
2006-2011	**Lecturer**, Central Connecticut State University, School of Education, New Britain, CT. Taught (summers) graduate multicultural education course.
2001-2003	**Teaching Assistant**, University of San Francisco, School of Education, San Francisco, CA. Assisted instructors of graduate multicultural education courses.
2000-2003	**Health Educator**, San Francisco Department of Public Health, San Francisco, CA. Taught high school health education course. Developed curricula. Assisted in grant writing.
2000-2003	**Substitute Teacher,** Live Oak Middle School, & Discovery Center School, San Francisco, CA. Taught K-8 English, Social Studies, Science.
1997-1998	**Lecturer,** Charles University, School of Medicine, Prague, Czech Republic. Taught undergraduate ESL course.
1997-1998	**Teacher**, State Language School, Prague, Czech Republic. Taught elementary to advanced ESL courses.

PEER-REVIEWED PUBLICATIONS

Graziano, K. (in press). Peer Teaching in a Flipped Teacher Education Course. *Tech Trends*.

Graziano, K., & Feher, L. (in review). *A Dual Placement Approach to Online Student Teaching.*

Carpenter, J., Graziano, K., Borthwick, A., DeBacker, T. & Finsness, E. (2016). *A Diagnostic Tool to Help Leaders Develop TPACK Ready Teacher Preparation Programs*. In Proceedings of Society for Information Technology & Teacher Education International Conference 2016 (pp. 2574-2577). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).

Lee, T., Forasiepi, C. & Graziano, K. (2015). *Dialogic and Reflective Learning in Online Teacher Education Programs: Constructivist and Critical Approaches*. In D. Slykhuis & G. Marks (Eds.), Proceedings of Society for Information Technology & Teacher Education International Conference 2015 (pp. 388-392). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).

Graziano, K. (2014). The Everyday Realities of Palestinian College Students Living and Studying in Israel: A photovoice study. *International Journal of Progressive Education*, 10 (1), 32-45.

Graziano, K. (2012). Creating Student-Generated Multimedia: Benefits and Challenges for Teacher Education. *Excellence in Education Journal,* 1 (1), 6-28.

Graziano, K., & Navarrete, L. (2012). Co-Teaching in a College Classroom: Collaboration, Compromise, and Creativity. *Issues in Teacher Education,* 21 (1), 109-126.

Graziano, K. (2011). Working with English language learners: Preservice Teachers and Photovoice. *International Journal of Multicultural Education,* 13 (1), 1-19.

Graziano, K., & Herren, C, (2009). Students as Researchers: A Photographic Approach to Teaching High School Economics. In E. Litton, & S. Martin (Eds.), *Justice, Care, and Diversity: Addressing the Needs of All Students in Catholic Secondary Schools*. National Catholic Educational Association (NCEA).

Graziano, K. (2008). Walk the Talk: Connecting Critical Pedagogy and Practice in Teacher Education. *Teaching Education,* 19 (2), 153-163.

Graziano, K., & Litton, E. (2007). First Year Teachers and Diversity: Teacher Research through Photography. *Issues in Teacher Education,* 16 (1), 1-13.

Graziano, K. (June 2007) Teachers as Generators of Text: Action Research and Teacher Preparation. In, K. Murtadha, R. Helfenbein, & M. Wineburg (Eds.), *Democracy and Civic Engagement: Implications for Teacher Preparation and a National Agenda for Inquiry*. American Association of State Colleges and Universities (AASCU).

Katz, S., Kyuchukov, H., & Graziano, K. (2005). The Complexity of Language Issues in School Desegregation: Case studies of Latino students in the United States and Roma Students in Bulgaria. In R. Hoosain, & F. Salili (Eds.), *Language in Multicultural Education*. Greenwich, Connecticut: Information Age Publishing Inc.

Graziano, K. (2005). Reflections from University Students in a South African Gay and Lesbian Society. *International Journal for the Advancement of Counselling,* (27) 2, 299-310.

Graziano, K. (2004). Coming Out on a South African University Campus: Adaptations of Gay Men and Lesbians. *Society in Transition,* 35 (2), 273-286.

Graziano, K. (2004). Oppression and Resiliency in a Post-Apartheid South Africa: Unheard Voices of Black Gay Men and Lesbians. *Cultural Diversity and Ethnic Minority Psychology,* 10 (3), 302-316.

Graziano, K. (2004). The Power of Teaching and Learning with Documentary Photography and Storytelling: A Photovoice Case Study. In L. Cantoni, & C. McLoughlin (Eds.). *Proceedings of ED-MEDIA 2004: World Conference on Educational Multimedia, Hypermedia, and Telecommunications*, 3881-3886. Lugano, Switzerland, Association for the Advancement of Computing in Education.

Graziano, K. (2003, Winter). Differing Sexualities in Singular Classrooms. *Multicultural Education*, 11 (2), 2-9.

Graziano, K. (in development). *Preservice Teachers and Technology-Infused Curricula.*

Graziano, K. (in development). *Flipped Teaching with English Language Learners at a Newcomer School: An Algebra Course.*

NON PEER-REVIEWED PUBLICATIONS

Graziano, K. (2016). Flipped Learning: Making the Connections and Finding the Balance. In Bryans-Bongey, S. & Graziano, K. (Eds.) *Online Teaching in K-12: Models, Methods, and Best Practices for Teachers and Administrators.* Information Today, Inc.

Feher, L., & Graziano, K. (2016). Online Student Teaching: From Planning to Implementation. In Bryans-Bongey, S. & Graziano, K. (Eds.) *Online Teaching in K-12: Models, Methods, and Best Practices for Teachers and Administrators.* Information Today, Inc.

Bull, G., & Graziano, K. (2016). *Reconceptualizing Teaching and Learning: The 2016 National Educational Technology Plan.* American Association of Colleges for Teacher Education (AACTE) online blog post.

EDITED BOOK

Bryans-Bongey, S. & Graziano, K. (2016). (Eds.) *Online Teaching in K-12: Models, Methods, and Best Practices for Teachers and Administrators.* Information Today, Inc.

PEER-REVIEWED CONFERENCE PRESENTATIONS

Carpenter, J., Graziano, K., Borthwick, A., DeBacker, T., & Finsness, E. (2016). *A Diagnostic Tool to Help Leaders Develop TPACK Ready Teacher Candidate Programs*. Society for Information Technology and Teacher Education (SITE) Conference, Savannah, GA.

Graziano, K., Finsness, E., Smaldino, S., Carpenter, J., Jacobson, J., Borthwick, A., DeBacker, T., & Heering, M. (2016). *Got TPACK?: A Diagnostic Tool for Educational Leaders*. The American Association of Colleges for Teacher Education (AACTE) Conference, Las Vegas, NV.

Graziano, K. & Bryans-Bongey, S. (2015). *The Editor's Survival Guide: How Dropbox and Google Docs Saved My Life.* Text and Academic Authors Association (TAA) Conference, Las Vegas, NV.

Smaldino, S., Heering, M., Graziano, K. (2015). *Reconsidering the road to change: A model for measuring leadership in developing TPACK ready teacher education programs*. Association for Educational Communications and Technology (AECT) Conference. Indianapolis, IN.

Searson, M., Langran, E., Foulger, T., Shepard, G., Graziano, K. (2015). *Taking it Outdoors: Personalized Learning Technologies and Place-Based Education.* Society for Information Technology and Teacher Education (SITE) Conference, Las Vegas, NV.

Graziano, K., Stansbury, R., Kramer, T. (2015). *Teaching Above the Line: A Field Experience that Showcases Technology Integration in the Classroom*. Society for Information Technology and Teacher Education (SITE) Conference, Las Vegas, NV.

Lee, T., Graziano, K., & Forasiepi, C. (2015). *Dialogic and Reflective Learning in Online Teacher Education Programs: Constructivist and Critical Approaches*. Society for Information Technology and Teacher Education (SITE) Conference, Las Vegas, NV.

Heering, M., Smaldino, S., & Graziano, K. (2015). *Measuring Leadership Qualities for Developing TPACK Ready Teacher Candidate Programs.* Society for Information Technology and Teacher Education (SITE) Conference, Las Vegas, NV.

Graziano, K., Persiani, K. (2015). Photovoice and TPACK: Using documentary photography and storytelling in teacher education. Hawaii International Conference on Education. Sponsored by Pepperdine University, University of Louisville, and New Horizons in Education. Honolulu, HI.

Heering, M., Smaldino, S., Graziano, K., Carpenter, J., DeBacker, T. (2015). Assessing Transformational Leadership Qualities to Develop TPACK Ready Teacher Candidates. The American Association of Colleges for Teacher Education (AACTE) Conference, Atlanta, GA.

Graziano, K. (2014). *SCVNGR and SMART: Using Alternate Reality Gaming and Interactive White Boards in an Online Environment*. The International Higher Education Teaching and Learning Association (HETL) Conference. Anchorage Alaska.

Redmond, P., Heering, M., Combs, B., Smaldino, S., Thomas, T., Williams, A., & Graziano, K., (2014). *Transformational Leadership to Develop TPACK Ready Teacher Candidates*. The American Association of Colleges for Teacher Education (AACTE) Conference, Indianapolis, IN.

Graziano, K. (2013). *SCVNGR: Alternate Reality Gaming in Higher Education*. (Poster session). International Symposium for Emerging Technologies for Online Learning. Sponsored by the Sloan Consortium. Las Vegas, NV.

Graziano, K. (2013). *Reflections from the Middle East: An Educator's Journey to an Arab Teacher Education College in Israel.* Hawaii International Conference on Education. Sponsored by Pepperdine University, University of Louisville, and New Horizons in Education. Honolulu, HI.

Graziano, K. (2012). *From Avatars to Wordles: K-16 Online Resources for the Classroom. Vern D. Luft Conference. Sponsored by* Nevada Association of Colleges for Teacher Education (NVACTE) and Nevada Association of Teacher Educators (NvATE). Las Vegas, NV.

Graziano, K. (2012). *Flip Cameras, iMovies, and YouTube: Student-Generated Multimedia in Teacher Education.* Hawaii International Conference on Education. Sponsored by Pepperdine University, University of Louisville, and New Horizons in Education. Honolulu, HI.

Graziano, K. (2012). *Participatory multimedia: Teaching and learning with student-generated iMovies.* Like, Comment, Share**,** Tweet, SMS, IM: InterEnglishNet Language Conference. Sponsored by The Sakhnin College for Teacher Education, The Department of English, Sakhnin, Israel.

Graziano, K. (2011). *Inclusion, Exclusion, and Chatter: Multicultural Activities for the Classroom*. Clark County School District Cross Culture Institute.

Graziano, K. (2011). *Visuals and Voices: Students Enhancing the Curriculum to Promote Social Justice.* A Blueprint for Action: Educating Minds, Removing Barriers Convention. Sponsored by the National Council on Educating Black Children Conference.

Graziano, K. (2011). *College Students' Views and Experiences with Student- Created Multimedia in the Curriculum.* Emerging Technologies for Online Learning International Symposium. Sponsored by The California State University-led MERLOT Consortium and the Sloan-C Consortium.

Graziano, K. (2010). *TESL Preparation: Lessons Learned from Studying and Teaching Online and Face-to-Face.* Empowering Children and Youth: Equity, Multiculturally Responsive Teaching, and Achievement Gaps Conference. Sponsored by National Association for Multicultural Education (NAME). Las Vegas, NV.

Persiani-Becker, K., Graziano, K. (2010). *Photovoice: Empowering Teachers and Students to Know Their School Campus.* Equity, Multiculturally Responsive Teaching, and Achievement Gaps Conference. Sponsored by National Association for Multicultural Education (NAME). Las Vegas, NV.

Graziano, K. (2010). *Active Learning in an Active Classroom: Resources and Strategies for Educators.* National Substitute Teacher Alliance Conference. Sponsored by the National Substitute Teacher Alliance. Las Vegas, NV.

Graziano, K., Navarrete, L. (2010). *Co-Teaching: Collaboration, Compromise, and Creativity in a College Teacher Education Classroom.* Hawaii International Conference on Education. Sponsored by Pepperdine University, University of Louisville, and New Horizons in Education. Honolulu, HI.

Navarrete, L., Graziano K., Stansbury, R. (2010). *Using the Danielson Framework for Teaching to Evaluate a New Teacher Education Program*. Hawaii International Conference on Education. Sponsored by Pepperdine University, University of Louisville, and New Horizons in Education. Honolulu, HI.

Graziano, K. (2009). *Components of a college language acquisition course taught at an elementary professional development school.* College Teaching and Learning Conference. Sponsored by the Clute Institute for Academic Research. Las Vegas, NV.

Graziano, K., Navarrete, L. (2008). *Do I Have to Take a TESL Course? A Co-Teaching Approach to Developing Cultural Competence among Preservice Teachers.* Presented at the Beyond Celebrating Diversity: ReACTivating the Equity and Social Justice Roots of Multicultural Education Conference. Sponsored by National Association for Multicultural Education (NAME). New Orleans, LA.

Milanese, L.; Hudson, R.; Duncombe, B.; Graziano, K.; DeMartini, C. (2008). *Promises and Pitfalls of E-Portfolio Assessment.* Presented at the Northern Nevada Assessment Conference. Sponsored by the University of Nevada, Reno. Reno, NV.

Graziano, K. (2008). *Lingo Bingo: The Ebonics Edition.* Sponsored by the California Association for Bilingual Education (CABE). San Jose, CA.

Graziano, K. (2008). *Co-developers of the curriculum: Critical pedagogy, praxis, and preservice teachers.* Presented at the Hawaii International Conference on Education. Sponsored by Pepperdine University, University of Louisville, and New Horizons in Education. Honolulu, HI.

Graziano, K. (2008). *Teachers as generators of text: Action research and teacher preparation.* Presented at the Hawaii International Conference on Education. Co-sponsored by Pepperdine University, University of Louisville, and New Horizons in Education. Honolulu, HI.

Graziano, K. (2007). *Students as researchers: A Photographic approach to teaching and learning.* Presented at the International Conference on Teaching and Leadership Excellence. Sponsored by the National Institute for Staff and Organizational Development (NISOD). Austin, TX.

Graziano, K. (2007). *From the observer to the observed: An inside look at the educational experiences of English language learners as seen and heard through their own eyes and voices.* Presented at the CABE: Educating Every Student; Investing in Tomorrow—Today Conference. Sponsored by the California Association for Bilingual Education (CABE). Long Beach, CA.

Graziano, K. (2007). *Representation and voice in professional development schools: Students' contributions to data collection*. Presented at the Professional Development Schools National Conference. Sponsored by the National Association for Professional Development Schools (NAPDS). Las Vegas, NV.

Mayfield, F.; Navarrete, L.; Graziano, K.; Hudson, R.; Rudd, L.; Duncombe, B.; DeMartini, C. (2007). *Developing professional development schools in the first state college of Nevada.* Presented at the Professional Development Schools National Conference. Sponsored by the National Association for Professional Development Schools (NAPDS). Las Vegas, NV.

Graziano, K. (2007). *Technology and Empowerment in the Classroom.* Presented at the Nevada Collaborative Teaching Improvement Symposium. Sponsored by the Nevada System of Higher Education. Las Vegas, NV.

Graziano, K. (2006). *Preservice teachers and the digital divide***.** Presented at the Power of Three: Interactivity, Integration, and Innovation Conference. Sponsored by the Nevada Online Educational Consortium (NOEC). Las Vegas, NV.

Graziano, K. (2006). *Critical pedagogy and action research: Establishing a shared responsibility of teaching and learning among preservice teachers.* Presented at the Education Research in the Public Interest Conference. Sponsored by the American Educational Research Association (AERA). San Francisco, CA.

Graziano, K. (2005). *Using children's literature to address moral development and sexual identity.* Presented at The Association for Moral Education (AME) Conference. Sponsored by the School of Education, Chapman University. Boston, MA.

Berta-Avila, M.; Graziano, K.; Mize, K.; Persiani-Becker, K. (2005). *Whose voice? Whose power? Whose Dream?: Becoming an agent of change through participatory research*. Presented at the Renewing the Dream Through Multicultural Education: Sharing Power, Valuing Culture, and Achieving Social Justice Conference. Sponsored by National Association for Multicultural Education (NAME). Atlanta, GA.

Graziano, K. (2005). *Using critical pedagogy to establish a shared responsibility of teaching and learning among preservice teachers*. Presented at the Renewing the Dream Through Multicultural Education: Sharing Power, Valuing Culture, and Achieving Social Justice Conference. Sponsored by National Association of Multicultural Education (NAME). Atlanta, GA.

Graziano, K. (2005). *Providing critical feedback: The student's role in an online classroom.* Presented at the Nevada Online Educational Consortium (NOEC) Conference. Sponsored by NOEC. Las Vegas, NV.

Graziano, K.; Litton E. (2005). *First year teachers and diversity: Teacher research through photography.* Presented at the Demography and Democracy in the Era of Accountability Conference. Sponsored by the American Educational Research Association (AERA). Montreal, Canada.

Graziano, K. (2005). *Oppression in a post-apartheid South Africa: Unheard voices of black gays and lesbians.* Panel discussion under *Participatory research as praxis for transformation*. Presented at the Demography and Democracy in the Era of Accountability Conference. Sponsored by the American Educational Research Association (AERA). Montreal, Canada.

Graziano, K. (2004). *Making the invisible visible: Using photovoice to promote social justice.* Presented at the Association for Moral Education (AME) Conference. Sponsored by the School of Education, Chapman University. Orange County, CA.

Graziano, K. (2004). *The power of teaching and learning with documentary photography and storytelling: A photovoice case study.* Presented at the ED-MEDIA World Conference on Educational Multimedia, Hypermedia, and Telecommunications. Sponsored by the Association for the Advancement of Computing in Education (AACE). Lugano, Switzerland.

Graziano, K. (2004). *Oppression in a post-apartheid South Africa: Unheard voices of black gays and lesbians.* Presented at Enhancing the Visibility and Credibility of Educational Research Conference. Sponsored by American Educational Research Association (AERA). San Diego, CA.

Graziano, K. (2004). *Gay and lesbian children's literature: A primer for schools and parents.* Presented at the Reading the World Conference. Sponsored by the Center for Multicultural Literature for Children and Young Adults, University of San Francisco. San Francisco, CA.

Graziano, K. (2004). *Gay and lesbian adaptations at a South African university: An overview.* Presented at the It's All About Students: Period Conference. Sponsored by National Association of Student Personnel Administrators (NASPA). Denver, CO.

Graziano, K. (2004). *Integrating documentary photography, storytelling, and needs assessment: A resource for administrators*. Presented at the It's All About Students: Period Conference. Sponsored by National Association of Student Personnel Administrators (NASPA). Denver, CO.

Graziano, K. (2003). *Photovoice: An emerging participatory paradigm for healthful public policy*. Presented at the Beyond Collaboration: Fostering Communities of Practice Conference. Sponsored by the California Council on Teacher Education (CCTE). San Diego, CA.

Graziano, K. (2002). *Developing inclusive curricula: Activities for homosexuality education.* Presented at the Lesbian, Gay, Bisexual, Transgender Association Conference. Sponsored by the University of California, Berkeley. Berkeley, CA.

Graziano, K. (2002). *Queerness on a South African campus*. Presented at the Lesbian, Gay, Bisexual, Transgender Association Conference. Sponsored by the University of California, Berkeley. Berkeley, CA.

Graziano, K. (2001). *Homosexuality out of the closet and into the classroom*. Presented at the Creating Change Conference. Sponsored by the National Gay and Lesbian Task Force Foundation. Milwaukee, WI.

Graziano, K. (2001). *Shared stories: Integrating HIV and AIDS speakers into university curricula*. Presented at The Human in HIV: AIDS Across the Curriculum Conference. Sponsored by the University of San Francisco. San Francisco, CA.

Graziano, K. (2001). *Sexual behaviors among adolescents: Implications for researchers and educators*. Presented at The Human in HIV: AIDS Across the Curriculum Conference. Sponsored by the University of San Francisco. San Francisco, CA.

INVITED PRESENTATIONS & PROFESSIONAL DEVELOPMENT

Graziano, K. (2016). *Flipping Out: What's all the buzz on a flipped classroom?* Nevada State College, Henderson, NV.

Graziano, K. (2016). Keynote speaker. Online teaching and learning professional development workshop. Western Region Academic Administrators. Nevada Virtual Academy. Las Vegas, NV.

Olson, J., Barbato, S., Thomas, C., Mafra, M., Shoffner, M., Keneman, A., Bausch, M., Graziano, K., Hansen, R., & Slykhuis, D. (2015). *President's Panel*. The National Technology Leadership Summit (NTLS). Washington, D.C.

Graziano, K., Finsness, E., Carpenter, J., Borthwick, A., DeBacker, T. (2015). American Association of Colleges for Teacher Education's (AACTE) Innovation and Technology Committee. The National Technology Leadership Summit (NTLS). Washington, D.C.

Searson, M., Bull, G., Foulger, T., Hansen, R., Lee, J., Graziano, K., & Slykhuis, D. (2015). *National Technology Leadership Summit 2014: Make it! Wear it! But do so Informally!* Panel Discussion. Society for Information Technology and Teacher Education (SITE) Conference, Las Vegas, NV.

Graziano, K. & VandeHei, A. (2015). *Effective and Engaging Practices in the Classroom*. Presented to the School of Nursing faculty. Nevada State College. Henderson, NV.

Heering, M., Graziano, K., Carpenter, J., Finsness, E. (2014). American Association of Colleges for Teacher Education's (AACTE) Innovation and Technology Committee. The National Technology Leadership Summit (NTLS). Washington, D.C.

Heering, M., Smaldino, S., Redmond, P., Graziano, K., & Thomas, T. (2013). *Supporting Effective Technology Integration and Implementation: An Educational Leader's Perspective*. The National Technology Leadership Summit (NTLS). Washington, D.C.

Heering, M., Redmond, P., Smaldino, S., Harris, J., Crawford, D., Combs, B. & Graziano, K. (2013). *TPACK Alignment with the Intel Teach Elements Courses.* TPACK Summit. Sponsored by the Education Development Center, Boston, MA.

Kaufman, R., & Graziano, K. (2013). *The Ireland Study Abroad Experience.* Welcome Back, Spirit Week. Sponsored by Nevada State College. Henderson, NV.

Graziano, K. (2013). *So You Think You Can Teach Online: Qualified Faculty Wanted*. Part-time instructor professional development workshop. Nevada State College. Henderson, NV.

Graziano, K. (2013). *SCVNGR: Gaming for the Classroom*. Nevada State College, Campus-wide full-time faculty professional development. Henderson, NV.

Graziano, K. (2013). *From Avatars to Wordles: Online Resources for Higher Education.* Nevada State College, Part-time Instructor Professional Development Workshop. Henderson, NV.

Graziano, K. (2012). *Successful Tools for the SMART Board.* Nevada State College, School of Education. Henderson, NV.

Graziano, K. (2012). *Online Resources for Successful Teaching.* Nevada State College, School of Education. Henderson, NV.

Graziano, K. (2012). *Education Abroad: A Panel Discussion on NSC's Global Initiatives.* Sponsored by the Provost's Office as part of a speaker's series on The Convergence of Technology & Diversity: Conversations on a New Generation of Learning. Henderson, NV.

Graziano, K. (2012). *Reflections from the Middle East: An Educator's Journey to an Arab Teacher Education College in Israel.* Welcome Back, Spirit Week. Sponsored by Nevada State College. Henderson, NV.

Graziano, K. (2011). *Wikis for the Classroom*. Nevada State College, School of Education. Henderson, NV.

Graziano, K. (2011). *Teaching and Learning with iMovies, Flip Cameras, and YouTube*. Nevada State College, School of Education. Henderson, NV.

Graziano, K. (2011). *Policies, Practices, and Partnerships for English Language Learner Success: Preparing for Nevada's Future*. Symposium sponsored by the Lincy Institute, UNLV and Clark County School District. Las Vegas, NV.

Graziano, K. (2011). *Participatory Action Research.* Action Research Workshop. Sponsored by Clark County School. District, Division of Assessment, Accountability, Research, and School Improvement. Las Vegas, NV.

Graziano, K. (2010). *Easy Grade Pro.* Nevada State College, School of Education. Henderson, NV.

Graziano, K., Hudson, R. (2005-2010). *Resume writing* workshop. Nevada State College, School of Education. Henderson, NV.

Graziano, K. (2009). Keynote Speaker, *National Education Week*, T.E.A.C.H. Academy. Las Vegas NV.

Graziano, K. (2009). *Photovoice in K-12 schools*, Equity and Diversity Education Department, Clark County School District Professional Development Workshop. Las Vegas, NV.

Graziano, K., Hudson, R. (2009). *The Electronic Compilation of Annual Review Documents*. Nevada State College, School of Education. Henderson, NV.

Graziano, K., Stansbury, R. (2009). *Differentiated Instruction*. Nevada State College, School of Education. Henderson, NV.

Graziano, K. (2009, 2008). *Taskstream e-portfolio*. Nevada State College, School of Education. Henderson, NV.

Graziano, K. (2008). *Community Involvement in a College Classroom*. Nevada State College School of Education. Henderson, NV.

Graziano, K.; Navarrete, L. (2008). *Collaboration, Compromise, and Creativity in Co-Teaching*. Nevada State College. Campus-wide Professional Development. Sponsored by the Center for Teaching and Learning Excellence. Henderson, NV.

Graziano, K., Stansbury, R. (2005-2008). *Part-Time Instructor Professional Development Training*, Nevada State College, School of Education. Henderson, NV.

Graziano, K. (2008). *Gender Bias in the Classroom.* T.E.A.C.H. Academy Recognition and Educational Seminar. Panel Presentation sponsored by the T.E.A.C.H. Academy, Clark High School. Las Vegas, NV.

Graziano, K. (2007). *Action Research in the K-12 Classroom*, Sierra Nevada College. Las Vegas, NV.

Graziano, K. (2007). *Stereotypes, Threats, and Hateful Speech.* Panel presentation sponsored by Heritage Center, Nevada State College. Henderson, NV**.**

Graziano, K.; Navarrete, L.; Hudson, R. (2007). *The three P's of promotion and tenure: Procedures, policy, and portfolio.* Nevada State College. Campus-wide Professional Development. Sponsored by the Center for Teaching and Learning Excellence. Henderson, NV.

DeMaritini, C.; Duncombe, B; Mayfield, F.; Stansbury, R.; Graziano, K.; Hudson, R.; Navarrete, L.; Rudd, L.; Weddington, G. (2007). *Active learning across disciplines.* Nevada State College. Campus-wide Professional Development. Sponsored by the Center for Teaching and Learning Excellence. Henderson, NV.

Graziano, K. (2006). *Photovoice.* Nevada State College. Campus-wide Professional Development. Sponsored by the Center for Teaching and Learning Excellence. Henderson, NV.

Mayfield, F.; Graziano, K. (2006). *Enhancing Professional Practice: A Framework for Teaching* (Danielson, C. 1996). Community College of Southern Nevada**.** Henderson, NV.

Mayfield, F.; Graziano, K.; Hudson R.; Iverson, B.; Clark R.; DeMartini C.; Mayfield, N. (2006). *Understanding by Design*. Clark County School District. Henderson, NV.

Graziano, K. (2006). *Community Dialogue on Hispanic Education, Nevada System of Higher Education Programs, Services, and Challenges: Implications for Hispanic/Latino Students*. Panel presentation sponsored by the UNLV, NSC, CCSN Hispanic Heritage Month Committee. Henderson, NV.

Graziano, K. (2006). *International Multicultural Educational Technology*. Presented to graduate students at the University of San Francisco. San Francisco, CA.

Graziano, K. (2005). *Using Multimedia in PowerPoint.* Nevada State College. Campus-wide Professional Development. Sponsored by the Center for Teaching and Learning Excellence. Henderson, NV.

Graziano, K. (2003). *HIV prevention in South Africa: A workshop for township educators.* Presented at Ihlomelo Junior Secondary School, Mbekweni Township. Sponsored by the South African Department of Education. Paarl, South Africa.

Graziano, K. (2002). *Studying Abroad and Culture Shock***.** Presented at the University of San Francisco. Sponsored by the College of Arts and Sciences. San Francisco, CA.

Graziano, K. (2001). University of California Santa Cruz. Presentation to graduate students on *multicultural education*. Cupertino, CA

Graziano, K. (2001). City College of San Francisco. Presentation to undergraduate students on *anthropology of homosexuality*. San Francisco, CA.

Graziano, K. (2001). *Culture and cultural diversity*. Panel presentation presented at San Francisco State University. Sponsored by the International Office. San Francisco, CA.

Graziano, K. (2001). *Promoting solidarity on college campuses: The role of student affairs professionals.* Presented at the University of San Francisco. Sponsored by the Department of Residential Life. San Francisco, CA.

Graziano, K. (2000). *Counseling sexual minorities*. Presented at the University of Stellenbosch.

Sponsored by the Department of Counseling. Stellenbosch, South Africa.

GRANTS/DONATIONS

Graziano, K. (2012). Fulbright. *The P.I.C. Project: Photovoice in the Classroom and Community*. Sakhnin College, Sakhnin, Israel. FUNDED AMOUNT: $5,673.

Graziano, K. (2012). Fellowship. *The P.I.C. Project: Photovoice in the Classroom and Community*. Marino Institute of Education, Trinity College, Dublin, Ireland. FUNDED AMOUNT: $5,000.

Graziano, K. (2012). Fellowship. *The P.I.C. Project: Photovoice in the Classroom and Community*. The University of the Sunshine Coast, Queensland, Australia. FUNDED AMOUNT: $11,125.

Graziano, K. (2008). *Active learning: Mobile technology and science education.* HP technology for Teaching Grant Initiative. $70,000. NOT FUNDED.

Graziano, K. (2008). *Nevada State College Teacher Preparation Student Scholarships*. Silver State Schools Credit Union. DONATED AMOUNT: $25,000.

Graziano, K. (2007). *Nevada State CARES School Supply Drive*. Black Mountain Community Bank. DONATED AMOUNT: $250.

Graziano, K. (2006). *Technology and Empowerment in the Classroom (TEC). Project*. Nevada Collaborative Teaching Improvement Program (NeCoTIP) Grant. FUNDED AMOUNT: $54,223.

Graziano, K. (2006). *Nevada State College Teacher Preparation Media Center*. Silver State School Credit Union. DONATED AMOUNT: $30,000.

Graziano, K. (2005). *Multicultural Education Teacher Training (METT).* MGM Grand. Amount Requested: $78,000. NOT FUNDED.

Graziano, K. (2002). *HIV prevention in South Africa: A workshop for township educators.* St. Francis Lutheran Church Foundation Grant. FUNDED AMOUNT: $1,000.

Graziano, K. (2001). *Silent voices: Crowded hallways.* Passport Fund/Federated Foundation Grant. FUNDED AMOUNT: $6,010.

THESIS CHAIR

Graziano, K. (Chair). Bolduc, C. (2013). The Effects of Accelerated Reading on Elementary School Students. Sierra Nevada College.

Graziano, K. (Chair). John, W. (2013). *The Impact of Class Size on Student Achievement an Instructional Practices*. Sierra Nevada College.

Graziano, K. (Chair). Keith, M. (2012). *The Impact of Technology on Eighth Grade English Students' Class Assignments.* Sierra Nevada College.

Graziano, K. (Chair). Gomaa, A. (2012). *Teaching Literacy Comprehension to English Second Language Learners Using the SIOP Model.* Sierra Nevada College.

Graziano, K. (Chair). Krouse, A. (2011). *The Effects on Technology and Electronic Assessment on Student Achievement and Attitudes.* Sierra Nevada College.

Graziano, K. (Chair). Kulbieda, M. (2011). *Foreign Language Acquisition: Factors and Strategies that Promote and Hinder Success.* Sierra Nevada College.

Graziano, K. (Chair). Sanchez, J. (2011). *A Review of Literature on Charter School Structure, Working Conditions, and Student Performance*. Sierra Nevada College.

Graziano, K. (Chair). Phillips, D. (2011). *Corporal Punishment in the United States: Philosophical, Theoretical, and Scientific Rationales*. Sierra Nevada College.

Graziano, K. (Chair). Friedman, G. (2010). *Increasing Students' Attention with the Use of*

Interactive Whiteboards. Sierra Nevada College.

Graziano, K. (Chair). Rogers, L. (2010). *The Effects on Children who are Bullied at School and A Review of Anti-Bullying Programs.* Sierra Nevada College.

Graziano, K. (Chair). Reed, R. (2009). *Using Management Systems to Increase Classroom Learning*. Sierra Nevada College.

Graziano, K. (Chair). Friedman, G. (2009). *Increasing Students' Attention by the Use of Interactive Whiteboards.* Sierra Nevada College.

Graziano, K. (Chair). Rogers, L. (2009). *Children who are Bullied at School: A Critical Review of Anti-Bullying Programs.* Sierra Nevada College.

Graziano, K. (Chair). Kang, S. (2009). *The Effects of Interactive Media on Student Learning and Engagement.* Sierra Nevada College.

Graziano, K. (Chair). Horton, A. (2009). *Attention Deficit Hyperactivity Disorder in the Classroom: A Critical Review of the Literature*. Sierra Nevada College.

Graziano, K. (Chair). Valle-Torres, L. (2009). *Using Music to Teach Spanish*. Sierra Nevada College.

Graziano, K. (Chair). Benesh, J. (2009). *The Impact of Future Career Goals on the Elementary Classroom.* Sierra Nevada College.

Graziano, K. (Chair). Monson, M. (2009). *Challenging the heteronormative hypothesis: The experiences of gay males in single-sex education*. Sierra Nevada College.

Graziano, K. (Chair). DeMartinez, S. (2009). *Improving oral reading fluency and retell fluency scores in third grade English language learners.* Sierra Nevada College.

Graziano, K. (Chair). Salzman, I. (2009). *Writers' boot camp for AP English language and composition students: A study of the effects of peer assessment on timed writing performance.* Sierra Nevada College.

Graziano, K. (Chair). Jamie, E. (2009). *The highest form of flattery: Using imitation to improve grammar and writing.* Sierra Nevada College.

Graziano, K. (Chair). Gonsalvez, D. (2008). *Practice, Practice, Practice: How to Achieve Letter Perfect Spelling in First Grade*. Sierra Nevada College.

Graziano, K. (Chair). Burden, L. (2008). *Creating Possibilities: An Examination of Writer's Workshop and Self-Assessment by English Language Learners.* Sierra Nevada College.

Graziano, K. (Chair). Dell., R. (2008). *Old Maps with a New Key: Using Sentence Diagramming and Linguistic Grammar to Improve Student Writing Ability.* Sierra Nevada College.

Graziano, K. (Chair). Axile, N. (2008). *An Examination of Systematic Sight Word Instruction on the Oral Reading Fluency Levels of First Grade Students.* Sierra Nevada College.

Graziano, K. (Chair). Aaron, H. (2008). *Better behavior buys time: Effective strategies for dealing with anger management and disruptive students*. Sierra Nevada College.

Graziano, K. (Chair). Pruett, S. (2008). *The effectiveness of multiple literacy interventions on below level readers.* Sierra Nevada College.

Graziano, K. (Chair). Weed, H. (2008). *Using readers' theater to bridge the gap between decoding and students' abilities to read fluently and comprehend text*. Sierra Nevada College.

Graziano, K. (Chair). Shevlin, J. (2008). *Improving elementary students' writing through visual arts and voice*. Sierra Nevada College.

Graziano, K. (Chair). Bodensteiner, T. (2008). *Teaching middle school social studies through drama arts*. Sierra Nevada College.

Graziano, K. (Chair). Shields, C. (2008). *A critical analysis at the relationship between direct instruction, phonemic awareness, and decoding.* Sierra Nevada College.

Graziano, K. (Chair). Martinez, C. (2007). *Dietary supplement usage among high school athletes: An action research study*. Sierra Nevada College.

Graziano, K. (Chair). Walker, W. (2007). *A debacle in the midst of homework: Academic*

achievement in the crossfire. Sierra Nevada College.

PROFESSIONAL ACTIVITIES

College and School

- Chair, Dean Search Committee, School of Education, Nevada State College (2011, 2012, 2013)
- Chair, Teacher Preparation Program Search Committees, Nevada State College
- Chair, Associate Vice Provost for Enrollment Management Search Committee, Nevada State College
- Chair, Promotion and Tenure Committee, Nevada State College
- Chair, Grade Appeal Committee, Nevada State College
- Co-Chair, Budget Committee, Nevada State College
- Co-Chair, Technology Committee, Nevada State College
- Co-Chair, Employee Annual Fund Steering Committee
- Faculty Senator, Nevada State College
- Parliamentarian, Faculty Senate, Nevada State College
- Advisor, Teachers of Principles Club (TOP), Nevada State College
- Member, Institutional Advisory Committee, Presidential Search Committee, Nevada State College
- Member, Vice Provost of Student Experiences Search Committee, Nevada State College
- Member, Associate Director--Student Financial Services and Scholarship Search Committee, Nevada State College
- Member, Instructional Designer/Technologist Search Committee, Nevada State College
- Member, SIS Manager Search Committee, Nevada State College
- Member, Student Speaker and National Anthem Singer Selection Committee, Nevada State College.
- Member, Financial Aid Advisor Search Committee, Nevada State College
- Member, Pre-education and Pre-nursing Advisor Search Committee, Nevada State College
- Member, Director of Institutional Research Search Committee, Nevada State College
- Member, SOE Education Technology Faculty Search Committee, Nevada State College
- Member, SOE Literacy Faculty Search Committee, Nevada State College
- Member (2011). Speech Pathology Search Committee. School of Education, Nevada State College
- Member, Faculty Senate Curriculum Committee, Nevada State College
- Member, Sabbatical and Leave Committee, Nevada State College
- Member, Campus Policy Committee, Nevada State College
- Member, Diversity, Equity, and Inclusion Committee, Nevada State College
- Member, College Promotion and Tenure Committee, Nevada State College
- Member, Grievance Committee, Nevada State College
- Member, Field Experience Committee, Nevada State College
- Member, Nominations and Elections Committee, Nevada State College
- Member, Web Advisory Group, Nevada State College
- Member, Faculty Advisory Council, Nevada State College
- Member, iTeach Award Committee, Nevada State College
- Member, Heritage Faculty Fellowship Committee, Nevada State College
- Member, Diversity Coalition, Nevada State College
- Member, Communications Committee, Nevada State College

- Member, School of Nursing Reinstatement Committee. Nevada State College.
- Member, Scholarship Committee, Nevada State College
- Member, By-Laws Committee, Nevada State College
- Member, Commencement Committee, Nevada State College
- Member, Copyright Committee, Nevada State College
- Member, Library Advisory Board, Nevada State College
- Member, Admissions Review Committee, Nevada State College
- Member, CEP and Advising Retention Team, Nevada State College
- Member, Taskstream, Committee, Nevada State College
- Member, Grade Appeal Committee, Nevada State College
- Member, Part-Time Instructor, Professional Development Planning Committee, Nevada State College
- Member, SOE Conceptual Framework Committee, Nevada State College
- Member, SOE Strategic Planning Committee, Nevada State College
- Member, NSC Course Evaluation Committee, Nevada State College

Community and Profession (National)

- Reviewer (2015). Society for Information Technology and Teacher Education (SITE) Conference, Savannah, GA.
- Co-Chair (2015-2017). Mobile Learning SIG. Society for Information Technology and Teacher Education (SITE).
- Chair (2015-2016). Innovation and Technology Committee, American Association of Colleges for Teacher Education (AACTE).
- Vice-Chair (2014-2015). Innovation and Technology Committee, American Association of Colleges for Teacher Education (AACTE).
- Reviewer (2014). American Association of Colleges for Teacher Education (AACTE) Conference, Atlanta, GA.
- Reviewer (2014). American Educational Research Association (AERA) Conference. Action Research SIG. Chicago, IL.
- Reviewer (2014). American Educational Research Association (AERA) Conference. Critical Educators for Social Justice SIG. Chicago, IL.
- Reviewer (2014). American Educational Research Association (AERA) Conference. Educational Technology SIG. Chicago, IL.
- Reviewer (2013-2014). Fulbright Specialist Program Education Peer Review Committee.
- Reviewer, (2015-present). *International Journal of Educational Research.*
- Reviewer (2013-present). *International Journal of Intercultural Relations.*
- Reviewer (2012-present). *International Journal of Multicultural Education.*
- Reviewer (2010-present). *Issues in Teacher Education.*
- Reviewer (2010-present). *Teacher Education Quarterly*.
- Reviewer (2013) The Emerging Technologies for Online Learning International
- Symposium. Las Vegas, NV.
- Reviewer (2013-present) CCSD Professional Development Review Board. Las Vegas. NV.
- Reviewer (2010-present) Teacher of the Year Award. Clark County School District (CCSD). Las Vegas, NV.
- Reviewer. (2011). Nevada PIE Inspiration Awards Committee.

- Reviewer (2010, 2008, 2007). *National Association for Multicultural Education (NAME) Conference*, Las Vegas, NV, New Orleans, LA., and Baltimore, MD.
- Reviewer (2013, 2010, 2009, 2005). *Association for Moral Education (AME) Conference*, Montreal, Canada, St. Louis, MO, Utrecht, Netherlands, and Boston, MA.
- Reviewer (2008, 2006, 2003). *American Educational Research Association (AERA) Conference*, New York, NY, Chicago, IL, San Diego, CA.
- Reviewer (2006, 2005) *Nevada Collaborative Teaching Improvement Program (NeCoTIP) Grants*, Las Vegas, NV.
- Reviewer (2006) *Nevada System of Higher Education, Board of Regents' Teaching and Academic Advisor Awards*, Las Vegas, NV.
- Discussant (2013). Roundtable career forum. International Symposium for Emerging Technologies for Online Learning. Sponsored by the Sloan Consortium. Las Vegas, NV.
- Session Chair (2013). Hawaii International Conference on Education. Sponsored by Pepperdine University, University of Louisville, and New Horizons in Education. Honolulu, HI.
- Discussant (2013). *Putting More Gay in Teacher Education.* Education and Poverty: Theory, Research, Policy and Practice. Sponsored by the American Educational Research Association (AERA). San Francisco, CA.
- Session Chair (2013). *Comprehensive Models of Teacher Education*. Education and Poverty: Theory, Research, Policy and Practice. Sponsored by the American Educational Research Association (AERA). San Francisco, CA.
- Discussant (2011). Action Research Data Fair. Sponsored by Clark County School. District, Division of Assessment, Accountability, Research, and School Improvement. Las Vegas, NV.
- Discussant (2010). Action Research Data Fair. Sponsored by Clark County School District, Division of Assessment, Accountability, Research, and School Improvement. Las Vegas, NV.
- Session Chair (2008). *Co-developers of the curriculum: Critical pedagogy, praxis, and preservice teachers.* Hawaii International Conference on Education. Sponsored by Pepperdine University, University of Louisville, and New Horizons in Education. Honolulu, HI.
- Discussant (2007). *Integrating technology in preservice teacher programs.* The World of Educational Quality Conference. Sponsored by the American Educational Research Association (AERA). Chicago, IL.
- Member, Innovation and Technology Committee, American Association of Colleges for Teacher Education (AACTE)
- Member, Nevada Consortium on the Teacher Pipeline Committee
- Member, National Steering Committee, Sloan-C International Symposium Emerging Technologies for Online Learning
- Member, Social Networking Subcommittee, Sloan-C International Symposium Emerging Technologies for Online Learning
- Member, CCSD Cross Culture Institute Steering Committee
- Member, CCSD Action Research Advisory Board
- Member, CCSD Equity and Diversity Education Department, Hispanic Advisory Committee
- Member, CCSD Professional Development Education Review Board
- Liaison**,** East Region/NSC Substitute Teacher Program
- Liaison, Nevada System of Higher Education, Board of Regents' Academy
- Facilitator, CSN Framework for Teaching Workshop

- Member, Institutional Review Board Committee, Sierra Nevada College
- Member, Nevada System of Higher Education, Board of Regents' Teaching and Academic Advisor Award Committee
- Member, Clark County School District Consortium
- Member. Nevada System of Higher Education Race to the Top (RTTT) Committee.
- Member, Teacher Education Academy at Clark High (TEACH) Advisory Board
- Member, CCSD, East Region's Reinventing Secondary Schools Program
- Member, State of Nevada High School Improvement Summit
- Member, CCSD Equity and Diversity Education Department Advisory Committee
- Guest Teacher (volunteer), Clark High School, Las Vegas, NV. Teach lessons to Teacher Education Academy students.
- Participant. Nevada's Race to the Top Initiative (RTTT). Nevada Department of Education. Reno, NV.
- Liaison. Nevada System of Higher Education, Board of Regents' Academy, Las Vegas, NV.
- Participant, Nevada System of Higher Education, Board of Regents' Academy, Lake Tahoe, NV.
- Founder. Nevada State CARES School Supply Drive, Nevada State College, Henderson, NV.
- Volunteer Judge. Mathematics, Engineering, Science Achievement (MESA) Fair, Desert Research Institute, Las Vegas, NV.
- Faculty Advisor. *Helping tomorrow's teachers inspire the next generation of educators*. Pre-service Teachers Conference, Washington, D.C. Sponsored by NASA and Norfolk State University.
- Volunteer Reader. Wolff Elementary School, Clark County Reads, Henderson, NV.
- Member, Organizing Committee, University of San Francisco/The Human in HIV: AIDS Across the Curriculum Conference.
- Volunteer Teacher. Kayamandi Township Project, Stellenbosch, South Africa.
- Volunteer Counselor. Hartford Gay and Lesbian Health Collective, Hartford, CT.
- Member, State Examining Committee, State Language School, Prague, CZ.

PROFESSIONAL ORGANIZATIONS

- Member (current), Society for Information Technology and Teacher Education (SITE)
- Member (current), American Association of Colleges for Teacher Education (AACTE)
- Member (current), Association for Supervision and Curriculum Development (ASCD)
- Member (current) American Association of State Colleges and Universities (AASCU)
- Member (former), The California Association for Bilingual Education (CABE)
- Member (former), American Educational Research Association (AERA)
- Member (former), California Council on Teacher Education (CCET)
- Member (former), National Association of Student Personnel Administrators (NASPA)

SARAH E. BRYANS-BONGEY, ED.D.

Educator • Author • Innovator
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WWW.LINKEDIN.COM/IN/SARAH-BRYANS-BONGEY-ED-D-20A99926

EDUCATOR, LEARNING SYSTEMS TECHNOLOGIST AND CURRICULUM DESIGNER

"Preparing Future Teachers and Engaging Learners through Educational Technology"

Accomplished, hands-on educator and researcher advancing face-to-face, blended, and online teaching excellence through instructional technology. Champion of individual student learning styles and performance outcomes through personalized attention combined with Universal Design for Learning approaches. Persuasive communicator skilled in initiating and marketing new programs to increase student enrollment and retention. Dedicated mentor, teacher and course designer with consistently high student satisfaction ratings able to innovate and re-design learning materials for maximum effectiveness across blended, online and onsite learning formats and technologies.

EDUCATIONAL MEDIA AND TECHNOLOGY ~ INTERNET APPLICATIONS IN EDUCATION ~ ONLINE TEACHING METHODOLOGIES
STUDENT DEVELOPMENT AND MENTORING ~ TECHNOLOGY LITERACY CREDENTIALS FOR TEACHERS
LIVE AND ONLINE CONFERENCE ORGANIZER ~ INNOVATIVE ECOURSE DESIGN

TEACHING AND RESEARCH HIGHLIGHTS

- ***Nevada State College*** – Proposed, created, taught, and refined first-ever upper-division course in online teaching at any four-year college or university in Nevada. Utilized innovative team-teaching approach that raised online course design and instruction skills from emerging to proficient or exemplary level for 13 preservice and in-service teachers while achieving course evaluation ratings of 4.7 out of 5.0.
- ***The College of St. Scholastica*** – Increased faculty adoption of technology from Learning Management Systems (LMS) and Massively Open Online Course (MOOC) creation to podcasts and web conferencing that led to Huffington Post and peer-reviewed journal articles, conference presentations, and a podcast consistently rated in iTunes' top 25 for higher education.
- ***14th Annual International Conference on Education*** – Authored article based on dissertation featuring research indicating value of Universal Design for Learning (UDL) approaches. Able to adapt and apply UDL checklist system for evaluating online course design.

TEACHING EXPERIENCE

NEVADA STATE COLLEGE (NSC) – *Henderson, Nevada* **2014 – Present**
Assistant Professor of Education / Coordinator of Educational Technology Endorsement ***[NV Teaching License 103356]***
Tenure track faculty member at dynamic blended, online and face-to-face educational institution with 30-40% online course offerings as Assistant Professor of Education. Serves as Coordinator of Educational Technology Endorsement for re-design and adaptation of coursework, facilitating both licensed and preservice teachers seeking advanced educational technology credentials through the Nevada Department of Education. Designs curricula, innovates and evaluates learning systems, and has proposed new programs alongside primary role teaching courses in educational technologies and online teaching methods to diverse student population with over 26% Hispanic background.

- Successfully proposed a brand new Minor in Educational Technology in support of college's goals of increased student enrollment and retention.
- Inspired by a 6.2% annual growth rate and widespread adoption of online K-12 programs to propose, develop, and teach Online Teaching Methods course for K-12 teachers. Co-edited course textbook, *Online Teaching in K-12: Models, Methods, and Best Practices for Teachers and Administrators* and negotiated commercial publishing agreement to achieve national book distribution.
- Developed highly-effective teaching style utilizing webinars, apps, guest speakers, online/mobile devices, multi-media resource and adapted basic frameworks and learning theories (SAMR, TPACK, Bloom's Taxonomy, and Constructivism) that allowed a broad range of students (including full time learners, visual learners, students with special needs, and those for whom English is a second language) to create, collaborate, present, and reflect.

SARAH E. BRYANS-BONGEY, ED.D.

THE COLLEGE OF ST. SCHOLASTICA (CSS) – *Duluth, Minnesota* **2004 – 2014**

Instructor, School of Education / Academic Technology Coordinator

Academic Technology Coordinator at brick-and-mortar college with 50% online enrollment and offerings in the sciences, business, healthcare and education. Developed and conducted adjunct courses, designed learning activities, created and enhanced course syllabi, and hosted face-to-face meetings for blended courses. Mentored students on implementing 1:1 laptops, graded assignments, held face-to-face and virtual office hours, and hosted weekly meetings via web conferencing system. Served as advisor for seven graduate students throughout all phases of their capstone research projects.

- Managed the development of a Massively Open Online Course (MOOC), creating a free gateway into the College's nursing and science programs where 2300 students participated and that produced nine full-time enrolled students.
- Supported nursing faculty in their goal to include remote learners in face-to-face groups during day-long workshops. Utilized iPads and Face Time to allow all nursing students to participate in required trainings.
- Promoted success for all learning styles by applying Universal Design principles, including online scaffolds like web resources, multimedia content, options for participation and a range of collaborative assignments and activities that led to overall student satisfaction ratings of 4.7 out of 5.0 and feedback indicating reduced technology anxiety.
- Supported, encouraged, and demonstrated the best-practice use of various educational technologies in teaching and learning, including iPads, student response systems ("classroom clickers"), web-enhanced courses, web conferencing, and Google Docs, in addition to workshops in online and blended teaching and learning.

CLOQUET AND WRENSHALL SCHOOLS – *Minnesota* **2000 – 2003**

***Library Media Specialist** [MN Teaching License 385495]*

Library Media Specialist to run educational media program. Supervised Library Assistant, wrote newspaper column establishing and promoting community partnerships, evaluated and purchased books, provided reading advisory services to K-12 students, and taught lessons on information literacy, research, and computer skills.

- Coordinated $87K Minnesota Department of Education grant, leading multi-school learning experiences and collaborative exchanges via technology that significantly increased educational quality and student participation.
- Established Pathfinder website in support of 5th grade state reports, integrating internet and print materials that led to research project for successful pursuit of Master's Degree in Educational Media and Technology.

MEMBERSHIPS, SPECIAL PROJECTS, INSTITUTIONAL AND COMMUNITY SERVICE

- ***The College of St. Scholastica*** – Lead Designer/Instructor (4-Week Online Professional Development Course for Online Instructors), and Project Director (Anatomy and Physiology MOOC).
- ***Nevada State College*** – Institutional Review Board, Curriculum, and Professional Development Committees.
- ***Memberships*** – American Library Association (ALA), American Association of School Librarians, International Society for Technology in Education (ISTE), Kappa Delta Pi, EDUCAUSE, iNACOL, and WCET.
- ***Conferences*** – Conference Organizer (St. Scholastica Blackboard Spring Tour – a Live and Online Event Showcasing Dean/Faculty-nominated Online Courses, Food and Music), Faculty-led Technology Teaching Series.
- ***Other*** – Blended Learning Task Force (Clark County School District), Chair/Web Conferencing Selection Committee, Chair/Student Response System Selection Committee, and Mentor/Women in Technology.

EDUCATION AND ACADEMIC ACHIEVEMENT

UNIVERSITY OF MINNESOTA – *Duluth, Minnesota*

- ***Doctor of Education, Teaching and Learning (2012)***
  ***(Dissertation:** Evaluating Learning Management System-Facilitated Delivery of Universal Design for Learning in Post-Secondary Education)*

THE COLLEGE OF ST. SCHOLASTICA – *Duluth, Minnesota*

- ***Masters in Education – Educational Media and Technology (2001)***
- **BACHELOR OF ARTS, ENGLISH/TEACHING (2000)**

SARAH E. BRYANS-BONGEY, ED.D.

COURSES TAUGHT

NEVADA STATE COLLEGE (NSC) – *Henderson, Nevada* **2014 – Present**

- **EDU 214-001:** *Preparing Teachers to Use Technology* (face-to-face)
- **EDU 214-O1:** *Preparing Teachers to Use Technology* (online)
- **EDUC 399-HO1:** *Foundations of Educational Technology* (blended)
- **EDUC 409-HO1:** *Technology Applications in Education* (blended)
- **EDUC 416-O1:** *Internet Applications in Education* (online)
- **EDUC 417-H01:** *Technology and Literacy* (blended)
- **EDUC 430-O1:** *Online Teaching Methods* (online)

Other:

- Proposed, developed, and taught **EDUC 430:** *Online Teaching Methods for K-12 Teachers*.

THE COLLEGE OF ST. SCHOLASTICA (NSC) – *Duluth, Minnesota* **2004 – 2014**

- **EDU 6470:** *Capstone – Online Teaching Certificate* (online)
- **EDU 6445:** *Online Teaching Methods* (online)
- **EDU 6440:** *Using Digital Media in the Classroom* (online)
- **EDU 6370:** *Universal Design for Learning* (online)
- **EDU 6210:** *The Highly Effective Instructor* (online)
- **EDU 6190:** *Using Data to Improve Student Learning* (blended, capstone)
- **EDU 6180:** *Understanding and Evaluating Educational Research* (blended)
- **EDM 4232:** *Educational Media Leadership* (face-to-face)

RESEARCH & PUBLICATION

Bryans-Bongey, S. & Graziano, K. (Eds.). (in press). *Online Teaching in K-12: Models, Methods, and Best Practices for Teachers and Administrators.* Medford, NJ: Information Today, Inc.

Bryans-Bongey, S. (in press). Building Community in K-12 Online Courses: The Community of Inquiry (CoI). In S. Bryans-Bongey & K. Graziano (Eds.), *Online teaching in K-12: Models, methods, and best practices for teachers and administrators.* Medford, NJ: Information Today, Inc.

Bryans-Bongey, S. (2015). Meeting the holistic needs of K-12 online learners: Designing schools for the future. *Internet Learning Journal, 4*(2), 7-24. Published online at: http://www.ipsonet.org/publications/open-access/internet-learning/volume-4-number-2-fall-2015.

Rustad, J. & Bryans-Bongey, S. (2012, August). Incorporating eTexts and other eResources in online teaching and learning. *28th Annual Conference on Distance Teaching & Learning.* Madison, WI: Board of regents of the University of Wisconsin System. Published online at http://www.uwex.edu/disted/conference/Resource_library/proceedings/56521_2012.pdf

Bryans-Bongey, S., Hughes, T., Scherer, A. (2012, May). Evaluating learning management system (LMS)-facilitated delivery of universal design for learning (UDL) in postsecondary education. *14th Annual International Conference on Education.* Athens: Athens Institute for Education and Research (ATINER). Published online at: http://www.atiner.gr/papers/EDU2012-0058.pdf.

Bryans-Bongey, S. (2011). Chapter 15: Making the grade: Standards and promoting achievement through technology. In M. Manafy & H. Gautschi (Eds.), *Dancing with digital natives: Staying in step with the generation that's transforming the way business is done.* Medford, NJ: Information Today, Inc.

SARAH E. BRYANS-BONGEY, ED.D.

Bryans-Bongey, S., Cizadlo, G., & Kalnbach, L. (2010). Blended solutions: Using a course management system to deliver the benefits of Universal Design for Learning (UDL). *Campus-Wide Information Systems,* 27(1), 4-16.

Bryans-Bongey, S. (2008). Making online happen at your institution: Strategies and benefits of implementing online programming. *2nd International Multi-Conference on Society, Cybernetics and Information, EISTA 2008.* Orlando, FL: International Institute of Informatics and Systemics. Published online at http://www.iiis.org/CDs2008/CD2008SCI/EISTA2008/PapersPdf/E648MD.pdf

Bryans-Bongey, S., Cizadlo, G., & Kalnbach, L. (2007). Explorations in coursecasting: Podcasts in higher education. *Campus-Wide Information Systems,* 23(5), 350-367.

Bryans-Bongey, S, Cizadlo, G, & Kalnbach, L. (2007). Power to the students! Academic technology and the transformation of traditional learning. Poster presentation at the *Conference on Innovations in the Scholarship of Teaching & Learning at Liberal Arts Colleges*, Northfield, MN. Published online at http://resources.css.edu/it/atc/PowertoStudents.pdf

Bryans-Bongey, S., & Himango, J. (2005, July/August). Avoiding the virtual quicksand: Time management strategies for busy online instructors*. Higher Learning Magazine,* 35-36.

OTHER SCHOLARLY WORK

- Presentation at National Network for Educational Renewal (NNER), Chico, CA.
    - Bryans-Bongey, S. (2015, October). *Education for Everyone: Promoting Excellence through Formative Project Presentations and Digital Approaches to Student Peer Review.*

- Presentation at the 28th Annual Textbook and Academic Authoring Conference (TAA), Las Vegas, NV.
    - Bryans-Bongey, S., & Graziano, K. (2015, June). *The Editor's Survival Guide: How Dropbox and Google Docs Saved My Life.*

- Presentation at EDUCAUSE Connect, San Diego, CA.
    - Bryans-Bongey, S., & McCool, S. (2015, January). *Bridge to Excellence: Strategic and Organic Approaches to Academic Technology Integration and Collaboration.*

- Presentation at the Western Consortium on Educational Technology (WCET) Conference, Portland, OR.
    - Anderson, A., Bryans-Bongey, S., King, N., & Mayse, A. (2014, November). *Adopting Open Educational Resources (OERs) in a Diverse College Environment.*

- Presentation at the 21st Century Teaching and Learning Conference
    - Bryans-Bongey, S. (2014, June). *Teaching with Technology.*

- Presentation at the New Learning Technologies Conference, Orlando, FL.
    - Bryans-Bongey, S. (2014, March). *Six Key Strategies for Enhancing Online Learning: A whirlwind tour for educators.*

- Presentation at the Flipped Learning and You Conference, St. Paul, MN.
    - Bryans-Bongey, S. (2013, April). *Phasing in the Flipped Classroom.*

- Presentation at the 28th Annual Conference on Distance Teaching & Learning, Madison, WI.

- Rustad, J., & Bryans-Bongey, S. E. (2012, August). *Incorporating eTexts and other eResources in an online faculty development course.*

- Presentation at the 14th Annual International Conference on Education, Athens, Greece.
  - Bryans-Bongey, S. E. (2012, May). *Evaluating Learning Management System (LMS)-facilitated Delivery of Universal Design for Learning (UDL) in Postsecondary Education.*

- Presentation at the Blackboard Collaborate Conference, Las Vegas, NV.
  - Bryans-Bongey, S. (2011, July). *Wimba Web-conferencing: Strategies for providing Universal Design for Learning (UDL).*

- Presentation at the 21st Century Teaching & Learning Conference, Duluth, MN.
  - Bryans-Bongey, S., Nyback, S., & Sullivan, J. (2011, June). *Success for all: Promoting student achievement through technology.*

- Presentation at the 26th International Technology & Persons with Disabilities Conference, San Diego, CA.
  - Bryans-Bongey, S. (2010, March). *Explorations and discoveries with Universal Design for Learning (UDL): The research continues.*

- Presentation at the Wimba Connect Conference, Orlando, FL.
  - Bryans-Bongey, S., & Takkunen, C. (2010, March). *Video, Vodcasts, and YouTube, Oh My!*

- Presentation at the Sloan-C Conference, Orlando, FL.
  - Bryans-Bongey, S. (2009, October). *Hitting the UDL sweet spot: Universal Design for Learning*

- Presentation at the 24th Annual Conference on Distance Teaching & Learning, Madison, WI.
  - Bryans-Bongey, S., & Johnson, D. L. (2008, August). *Addressing multiple intelligences in the online course environment*.

- Presentation at the Education and Information Systems, Technologies & Applications Conference, Orlando, FL.
  - Bryans-Bongey, S. (2008). *Making online happen at your institution: Strategies and benefits of implementing online programming.*

- Presentation at the Conference on Innovations in the Scholarship of Teaching & Learning at Liberal Arts Colleges, Northfield, MN.
  - Bryans-Bongey, S. (2007*). Power to the students! Academic technology and the transformation of traditional learning.*

APPENDIX B - RESOURCE MATERIALS

Materials include assessments, treatment manuals and therapeutic materials. The resource list identifies more than 300 items available to students and faculty for classroom activities and practicum. Items are available for check out by students, faculty and clinical educators.

Nevada State College
School of Education Teaching and Learning Center
SPEECH-LANGUAGE PATHOLOGY RESOURCES

ITEM	AUTHOR/PUBLISHER	DESCRIPTION
Avery articulation cards, set III [activity card]/ by Erica Avery Imaginart Communication Products	Avery, Erica	4 x 6 cards feature upbeat and lively illustrations of people, objects, and animals to captivate kids... The cards are ideal for phonological and traditional articulation methods. Includes a manual offering motivating and creative games. Plastic file box organizer. Suitable for preschool and elementary children
The voice and voice therapy [by] Daniel R. Boone	Boone, Daniel R	Bibliography: p. 224-233;"Speech pathology: Fluency"
Yummy things to eat	Bowers, Linda	kits
Things to ride	Bowers, Linda	kits
Places	Bowers, Linda	kits
Things people do	Bowers, Linda	kits
More yummy things to eat	Bowers, Linda	kits
Words with equal emphasis	Bowers, Linda	kits
Creepy, crawly things	Bowers, Linda	kits
Animals	Bowers, Linda	kits
Social language development test : Elementary [kit]	Linda Bowers, Rosemary Huisingh, Carolyn LoGiudice	Ages 6.0-11.11;"Grades 1-6"
Social language development test : Adolescent [kit]	Linda Bowers, Rosemary Huisingh, Carolyn LoGiudice	Ages 12.0-17.11;"Grades 7-12"
Comprehensive assessment of spoken language [kit]	Carrow-Woolfolk, Elizabeth	Core battery takes about 20-30 minutes for examinees aged 3 through 5, and about 45 minutes for older examinees;"Ages 3-6, 7-21";"Oversized"
Comprehensive assessment of spoken language [kit]	Carrow-Woolfolk, Elizabeth	Core battery takes about 20-30 minutes for examinees aged 3 through 5, and about 45 minutes for older examinees;"Ages 3-6, 7-21";"Oversized"
Comprehensive assessment of spoken language [kit]	Carrow-Woolfolk, Elizabeth	Core battery takes about 20-30 minutes for examinees aged 3 through 5, and about 45 minutes for older examinees;"Ages 3-6, 7-21";"Oversized"
Focus on fluency [kit]	Chmela, Kristin A.	FCF-99 --Container;"Grades 2-12";"Ages 7 and up";"Oversize"
Structured photographic articulation test II (SPAT-D 2) featuring Dudsberry [kit]: articulation and phonological assessment	Janet I. Dawson, Patricia J. Tattersall	Story book has title: The life and times of Dudsberry;"Speech pathology: Articulation/phonology"
Structured photographic articulation test II (SPAT-D 2) featuring Dudsberry [computer file] : analysis software 4	Janet I. Dawson, Patricia J. Tattersall	Speech pathology: Articulation/phonology
Structured photographic articulation test II (SPAT-D 2) featuring Dudsberry [computer file] : analysis software	Janet I. Dawson, Patricia J. Tattersall	Speech pathology: Articulation/phonology
Open your eyes : deaf studies talking / H-Dirksen L. Bauman, editor	Deaf Studies Think Tank (2002 : Gallaudet University)	This book was born out of the Deaf Studies Think Tank, a three-day symposium in the summer of 2002 --Pref;"Includes bibliographical references and index"
The handbook for evidence-based practice in communication disorders / by Christine A. Dollaghan	Dollaghan, Christine A	Includes bibliographical references (p. 139-149) and index;"Speech pathology: Language"
Beyond strategies [videorecording] : book sharing the deaf way : a DVD for early childhood teachers, child care providers, and future teachers serving young deaf children / by Lynne Erting	Erting, Lynne	DVD;"In American Sign Language with optional captioning and spoken English voiceover"
Here's how to treat childhood apraxia of speech / Margaret A. Fish	Fish, Margaret A., 1959-	Includes bibliographical references and index;"Speech pathology: Articulation/phonology"
Bombardment bonanza! : 114 reproducible auditory bombardment lists for phonology practice / written by Beverly Foster and Howard Gold illustrated by Chuck Hart.	Foster, Beverly	Bk-237 ;"Speech pathology: Aural Rehabilitation/Audiology"
Bag o games [game] / Donna Tabacchi Gamble	Gamble, Donna Tabacch	Game cards in drawstring bag;"Each of the fourteen units in this bag game has activity sheets which develop a variety of language arts skills, and can be used as a competitive game, for peer tutoring, or for conversation practice";"Ages 4-10"

Test of childhood stuttering [kit]	Ronald B. Gillam, Kenneth J. Logan, Nils A. Pearson	Manual includes bibliographical references (p. 105-109);"Ages 4-12";"Testing time: 20 30 minutes"
Test of narrative language [kit]	Ronald B. Gillam, Nils A. Pearson	Ages 5-11;"Testing time 15-20 min."
Test of narrative language [kit]	Ronald B. Gillam, Nils A. Pearson	Ages 5-11;"Testing time 15-20 min."
Pragmatic language skills inventory [kit]	James E. Gilliam, Lynda Miller	Pragmatic language is defined as the system of rules designed to ensure that language use is interpersonally appropriate and that it is effective in ensuring that the speaker's or author's intent is understood --Examiner's manual, p. 1;"Includes bibliographical references (examiner's manual, p.49-53)";"Ages 5-0 to 12-11";"Testing time: 5-10 minutes"
Goldman Fristoe 2 test of articulation [kit]	Ronald Goldman, Macalyne Fristoe	Includes bibliographical references (manual p. 59-60)
Goldman Fristoe 2 test of articulation [kit]	Ronald Goldman, Macalyne Fristoe	Includes bibliographical references (manual p. 59-60)
Goldman-Fristoe-Woodcock test of auditory discrimination [kit]	Ronald Goldman, Macalyne Fristoe, Richard W. Woodcock	3 years, 8 monthsΓÇô70+;"Administration time: 10-15 minutes"
Goldman Fristoe 2 test of articulation: manual	Ronald Goldman, Macalyne Fristoe	Includes bibliographical references (manual p. 59-60);"Speech pathology: Articulation and phonology"
Word flips : for learning intelligible production of speech /edited by Dale Ducworth illustrated by Tony Mitchell	Granger, Rhonda	Spiral bound on board pages;" BK-318 --Cover"
Snooky Snail goes to work [game]: fluency cards	Gustafson, Monica	CRD-22. ;"kits"
Snooky Snail's fluency game boards [game]/ illustrated by Rick Rowland, Tony Mitchell, and Julie Bunner	Gustafson, Monica	GB-84. ;"Preschool through second grade";"kits"
Test of language development. Intermediate [kit]	Donald D. Hammill, Phyllis L. Newcomer	Title from container;"Examiner's manual includes bibliographical references (pp. 71-75)";"Testing time, approximately 1 hour";"Ages 8-12"
Hegde's PocketGuide to treatment in speech-language pathology	Hegde, M. N. (Mahabalagiri N.), 1941-	Companion v. to: Hegde's PocketGuide to assessment in speech-language pathology / M.N. Hegde. 3rd ed. c2008;"Includes bibliographical references"
Hodson Assessment of phonological patterns [kit]	Hodson, Barbara Williams, 1937-	Oversize;"Examiner's manual includes bibliographical references: p. 53-54";"Oversize";"Earlier edition: APP-R, the assessment of phonological processes, 1986";"Testing Time: 15-20 minutes (comprehensive) and 2-5 minutes (screening)";"Ages 2 and up"
Hodson Assessment of phonological patterns [kit]	Hodson, Barbara Williams, 1937-	Oversize;"Examiner's manual includes bibliographical references: p. 53-54";"Oversize";"Earlier edition: APP-R, the assessment of phonological processes, 1986";"Testing Time: 15-20 minutes (comprehensive) and 2-5 minutes (screening)";"Ages 2 and up"
Hodson Assessment of phonological patterns [kit]	Hodson, Barbara Williams, 1937-	Oversize;"Examiner's manual includes bibliographical references: p. 53-54";"Oversize";"Earlier edition: APP-R, the assessment of phonological processes, 1986";"Testing Time: 15-20 minutes (comprehensive) and 2-5 minutes (screening)";"Ages 2 and up"
Test of early language development [kit]	Wayne P. Hresko, D. Kim Reid, Donald D. Hammill	Oversized;"Ages 2-7"
Language, play by play [game] : a sporting approach to language	Karen L. Jenkins, Judy Y. Steele	Ages: 8 through 14. Interest level: 3rd grade through adult;"Skill area: Language, Vocabulary";"Speech Pathology"
Kaufman speech to language protocol [videorecording]	Kaufman, Nancy R	Speech pathology: Articulation/phonology
Kaufman speech praxis test for children [kit]	Kaufman, Nancy R.	Includes bibliographical references (Psychometric properties and normative tables, p. 69-70);"Testing time: 5-15 min"
Kaufman speech to language protocol : treatment kit 1	Kaufman, Nancy R.	Includes: Noun and verb pictures arranged from simple to complex consonant and vowel patterns -- a suggested hierarchy of the highest to lowest acceptable word approximations on the back of each picture -- a treatment manual for kits 1 & 2, describing the Kaufman Speech to Language Protocol approach

The Kaufman speech praxis workout book : treatment materials & a home program for childhood apraxia of speech : give your child a fun and functional verbal-motor workout for KSPT kit 1 word patterns	Kaufman, Nancy R.	Speech pathology: Articulation/phonology;"The Kaufman speech praxis treatment approach -- Before beginning the workouts -- Treatment tips for establishing first words vocabulary -- The Mutt family -- Word approximations -- Vowels -- Hand signal cues for vowels -- Optional workout for vowels -- Hand signal cues for simple consonants -- Other cueing techniques -- Workout #1 CVCV reduplication -- Workout #2 CV consonant vowel -- Workout #3 same initial consonant pivot phrases with CV -- Workout #4 pivot phrase open -- Workout #5 noun-verb-object naming function -- Workout #6 I want pivot phrases to request objects -- Wotkout #7 I want to verb to request actions -- Workout #8 final consonant inclusion of /p,t,k/ -- Workout #9 simple bisyllabics plus VC -- Workout #10 simple bisyllabic pivot word phrases -- Workout #11 simple bisyllabics (CVCV) plus CVC -- Workout #12 naming action with noun-verb-object -- Workout #13 noun-verb-object sequence stories -- Workout #14 present progressive structure -- Workout #15 short stories -- Workout #16 Scripting functional language."
Artic shuffle playing cards: L [activity card]/ developed by Tobie Nan Kaufman Linguisystems	Kaufman, Tobie Nan / Linguisystems	Sounds are in initial and final positions;" Each card has a picture representing the target word. Your students can use the cards to practice their articulation skills in words, sentences, and conversation while playing their favorite card cames. Because the cards have traditional playing card symbols in the corners, just follow the rules of the game you choose. -- from instruction card";"kits"
Artic shuffle playing cards: P/B/M [activity card]	Kaufman, Tobie Nan / Linguisystems	Sounds are in initial and final positions;" Each card has a picture representing the target word. Your students can use the cards to practice their articulation skills in words, sentences, and conversation while playing their favorite card cames. Because the cards have traditional playing card symbols in the corners, just follow the rules of the game you choose. -- from instruction card";"kits"
Artic shuffle playing cards: S [activity card]	Kaufman, Tobie Nan / Linguisystems	Sounds are in initial and final positions;" Each card has a picture representing the target word. Your students can use the cards to practice their articulation skills in words, sentences, and conversation while playing their favorite card cames. Because the cards have traditional playing card symbols in the corners, just follow the rules of the game you choose. -- from instruction card";"kits"
Artic shuffle playing cards: CH/SH [activity card]	Kaufman, Tobie Nan / Linguisystems	Sounds are in initial and final positions;" Each card has a picture representing the target word. Your students can use the cards to practice their articulation skills in words, sentences, and conversation while playing their favorite card cames. Because the cards have traditional playing card symbols in the corners, just follow the rules of the game you choose. -- from instruction card";"kits"
Artic shuffle playing cards: CH/SH [activity card]	Kaufman, Tobie Nan / Linguisystems	Sounds are in initial and final positions;" Each card has a picture representing the target word. Your students can use the cards to practice their articulation skills in words, sentences, and conversation while playing their favorite card cames. Because the cards have traditional playing card symbols in the corners, just follow the rules of the game you choose. -- from instruction card";"kits"
Artic shuffle playing cards: K/G [activity card]	Kaufman, Tobie Nan / Linguisystems	Sounds are in initial and final positions;" Each card has a picture representing the target word. Your students can use the cards to practice their articulation skills in words, sentences, and conversation while playing their favorite card cames. Because the cards have traditional playing card symbols in the corners, just follow the rules of the game you choose. -- from instruction card";"kits"

Artic shuffle playing cards [activity card]	Kaufman, Tobie Nan / Linguisystems	Sounds are in initial and final positions;" Each card has a picture representing the target word. Your students can use the cards to practice their articulation skills in words, sentences, and conversation while playing their favorite card cames. Because the cards have traditional playing card symbols in the corners, just follow the rules of the game you choose. -- from instruction card";"kits"
S.T.A.R.T. : stories, tunes, activities, rhymes, treats : a phonological and language based curriculum & therapy resources / illustrated by Murphy Sullivan	Karen L. Kish, Janet L. Lanier	Spiral binding;"Includes bibliographical references";"Speech pathology: Articulation/phonology"
S.T.A.R.T. : stories, tunes, activities, rhymes, treats : a phonological and language based curriculum & therapy resources / illustrated by Murphy Sullivan	Karen L. Kish, Janet L. Lanier	Spiral binding;"Includes bibliographical references";"Speech pathology: Articulation/phonology"
Functional communication profile: assessing communicative effectiveness in clients with developmental delays [kit]	Kleiman, Larry I.	Includes bibliographical references (p. 57-59);"Ages 3-adult"
Around the house jingo [game] / illustrated by Neala Kleinmintz, Vanessa Schwab & Seth Schaller	Kleinmintz, Neala	Title from instruction sheet;" Tokens not included --Container";"For 2-30 players";" GGA071 --Container";" A bingo style game -- fun for all ages, for 2 to 30 players, tokens not included --box cover";" For schools, families, senior citizens, friends, organizations, parties --box cover";"kits";"Speech Pathology"
Read aloud minimal contrast stories with activities / edited by Sharon G. Webber illustrated by Chuck Hart cover by Ellyson Kalagayan	Krupa, Lynn	Speech pathology: Articulation/phonology;" BK-235--Cover. ";"TLC Speech Pathology: Articulation/Phonology"
Understanding deaf culture : in search of deafhood	Ladd, Paddy, 1952-	Includes bibliographical references (p. 477-495) and index
The mask of benevolence : disabling the deaf community	Lane, Harlan L	Originally published: 1st ed. New York : Knopf, 1992;"Includes bibliographical references (p. [263]-319) and index"
Tell-a-story [game]	Stefan Lemke and Birgit Bock	Game rules on back of box complete game includes 50 story cards and 10 character cards;"Ages 4-8";"For 1 to 5 players";"kits";"Speech Pathology"
Speaking of apraxia : a parents' guide to childhood apraxia of speech	Lindsay, Leslie A	Includes bibliographical references and index;"Speech pathology: Articulation/phonology"
Autism & PDD: concepts 5-book set [kit]	Kelly Malone, Karen Stontz	For children with autism, PDD, Down syndrome, and other developmental delays.;"Each book is 9 pages with a vinyl-cling sticker sheet.";"Ages: 3-7 -- Grades: PreK-2"
Developmental indicators for the assessment of learning [kit]	Carol Mardell-Czudnowski, Dorothea S. Goldenberg	Issued in blue tote bag with three individual zippered tote bags inside;"Includes complete materials for administering the full program in English as well as sample materials for administering in Spanish. Also includes sample materials for a shorter version of the program in both English and Spanish";"Ages 3-6";"Testing time 20-30 min"
Creatures and critters : barrier games for referential communication [activity card] / by M. Ann Marquis	Marquis, M. Ann	Ages 4-8;"Five 27-pair card decks (Decks A through E) and Instructor's manual";"For pragmatic language development";"kits";"Speech Pathology"
Creatures and critters : barrier games for referential communication [activity card]	Marquis, M. Ann	Ages 4-8;"Five 27-pair card decks (Decks A through E) and Instructor's manual";"For pragmatic language development";"kits";"Speech Pathology"
Creatures and critters : barrier games for referential communication [activity card]	Marquis, M. Ann	Ages 4-8;"Five 27-pair card decks (Decks A through E) and Instructor's manual";"For pragmatic language development";"kits";"Speech Pathology"
Following directions with r, s, l, sh, ch, th	Merrill, Robynne L.	Speech pathology: Articulation/phonology
Movers & shakers : deaf people who changed the world	Susan M. Mather & Cathryn Carroll	Twenty-six tales of genius, struggle, perseverance and heroism ;"Grades 5-12";"kits"
Test of language development. Primary [kit]	Phyllis L. Newcomer, Donald D. Hammill	Title from container;"Ages 4-12";"Administration time: 30 minutes - 1 hour"
Say and Glue: phonology and artic fun sheets/ book and CD-ROM/ illustrated by Julie Bunner, Tawnia Lechner, Kari Bolt, and Chuck Hart	Price, Alyson D.	Grades pre-K - 5;"Includes CD-ROM";" BK-283 -- Cover";"Speech pathology: Articulation/phonology"
The child and adolescent stuttering treatment and activity resource guide	Peter R. Ramig, Darrell Dodge	Includes bibliographical references (p. 271-279) and index;"Speech pathology: Fluency"

Thomas and friends domino game [game]	Redman, Martine	Ages 3-6;" ... [H]elps players to develop visual discrimination and matching skills as well as important social skills: taking turns, folloowing rules, sharing and respecting others -- container";"1-4 players";"Based on the characterThomas the Tank Engine";"kits";"Speech Pathology"
Autism & PDD: basic questions 5-book set [kit]	Respess, Beth W.	For children with autism, PDD, Down syndrome, and other developmental delays.;"Each book is 9 pages with a vinyl-cling stickers.";"Ages: 3-7 -- Grades: PreK-2";"kits"
Autism & PDD: categories 5-book set [kit]	Respess, Beth W.	For children with autism, PDD, Down syndrome, and other developmental delays.;"Each book is 9 pages with a vinyl-cling stickers.";"Ages: 3-7 -- Grades: PreK-2";"kits"
Autism & PDD: yes/no questions 5-book set [kit]	Respess, Beth W.	For children with autism, PDD, Down syndrome, and other developmental delays.;"Each book is 9 pages with a vinyl-cling stickers.";"Ages: 3-7 -- Grades: PreK-2";"kits"
Stuttering severity instrument [kit]	Riley, Glyndon D.	CD-ROM title: Computerized scoring of stuttering severity (CSSS-2.0) / Klaas Bakker, Glyndon D. Riley;"System requirements for CD-ROM: IBM PC or compatible Windows 2000 (SP4)/2003/XP/Vista 600 MHz Pentium III, equivalent or higher 1.45 MB hard disk space external mouse recommended (for scoring accuracy) CD-ROM drive";"Ages 2 and up";"Testing time 15-20 min."
Literacy and deafness : listening and spoken language	Robertson, Lyn	Includes bibliographical references and index;"Speech pathology: Aural Rehabilitation/Audiology"
Clinical assessment of articulation and phonology [kit]	Wayne A. Secord, JoAnn S. Donohue	Oversize;"Oversize";"Testing Time: 15-20 minutes";"Ages 2 - 9"
Clinical assessment of articulation and phonology [kit]	Wayne A. Secord, JoAnn S. Donohue	Oversize;"Oversize";"Testing Time: 15-20 minutes";"Ages 2 - 9"
Secord contextual articulation tests [kit]	Wayne A. Secord and Richard E. Shine	
Secord contextual articulation tests	Wayne A. Secord and Richard E. Shine	
CAAP : Clinical assessment of articulation and phonology / Examiner's manual	Wayne A. Secord, JoAnn S. Donohue	Speech pathology: Articulation/phonology
CAAP : Clinical assessment of articulation and phonology / Examiner's manual	Wayne A. Secord, JoAnn S. Donohue	Speech pathology: Articulation/phonology
5-minute therapy	Sexton, Susan	Speech pathology: Language
5-minute therapy	Sexton, Susan	Speech pathology: Language
5-minute therapy	Sexton, Susan	Speech pathology: Language
5-minute therapy	Sexton, Susan	Speech pathology: Language
5-minute therapy	Sexton, Susan	Speech pathology: Language
5-minute therapy	Sexton, Susan	Speech pathology: Language
Language shuffle [activity card]	Simms, Susan Rose	Cards have traditional playing card symbols in addition to instructions for language learning, allowing students to practice language skills while playing favorite card games;"Grades 5-8"
Language shuffle antonyms [activity card]	Simms, Susan Rose	Cards have traditional playing card symbols in addition to instructions for language learning, allowing students to practice language skills while playing favorite card games;"Grades 5-8"
Language shuffle synonyms [activity card]	Simms, Susan Rose	Cards have traditional playing card symbols in addition to instructions for language learning, allowing students to practice language skills while playing favorite card games;"Grades 5-8"
Language shuffle antonyms junior [activity card]	Simms, Susan Rose	Cards have traditional playing card symbols in addition to instructions for language learning, allowing students to practice language skills while playing favorite card games;"Grades 5-8"
Language shuffle associations [activity card]	Simms, Susan Rose	Cards have traditional playing card symbols in addition to instructions for language learning, allowing students to practice language skills while playing favorite card games;"Grades 5-8"

Language shuffle categories [activity card]	Simms, Susan Rose	Cards have traditional playing card symbols in addition to instructions for language learning, allowing students to practice language skills while playing favorite card games;"Grades 5-8"
Awesome artic ch, sh, th worksheets : sound loaded artic activities / edited by Amy Parks and Thomas Webber	Simms, Susan Rose	Speech pathology: Articulation/phonology
Messy monsters, jungle joggers and bubble baths / illustrated by Meir Pluznik.	Rochelle Sobel, Nehama Pluznik	Speech pathology: Aural Rehabilitation/Audiology
The words they need : welcoming children who are deaf and hard of hearing to literacy	Stelling, Jessica, 1942-	Bibliography of children's literature : p. 263-264;"Includes bibliographical references (p. 265-269) and index"
An overview of dynamic temporal and tactile cueing [videorecording] : for childhood apraxia of speech and other motor speech disorders / featured speaker, Edythe Strand	Strand, Edythe A	The Childhood Apraxia of Speech Association presents ;"Speech pathology: Articulation/phonology"
Alan Rabinowitz [videorecording] : keynote address	Stuttering Foundation of America. Annual Conference (2005 : Minneapolis, Minn.)	DVD;"Speech pathology: Fluency"
The source for children's voice disorders	Swigert, Nancy B	Includes bibliographical references (p. 174-179);"Speech pathology: Fluency"
From sentence to narrative / artist, Susan Christy-Pallo	Toomey, Marilyn M.	Part I. Personal narratives, narratives about personal experiences -- Part II. Narratives that present information -- Part III. Narratives about complex events -- Part IV. Retelling stories.;"Speech pathology: Language"
Childhood apraxia of speech resource guide	Velleman, Shelley Lynne	Includes bibliographical references (p. 118-128) and index;"Speech pathology: Articulation/phonology"
Awesome artic L worksheets: sound loaded artic activities:/ edited by Molly DeShong and Thomas Webber illustrated by Steve Barr et al.	Victor, June N.	Speech pathology: Articulation/phonology;"On cover: BK-286 "
Play and say: B [activity card]	Warkomski, Robert C.	Missing V deck;"Includes instructions with ten game ideas";"#1966"
Play and say: B [activity card]	Warkomski, Robert C.	Missing V deck;"Includes instructions with ten game ideas";"#1966"
Play and say: P [activity card]	Warkomski, Robert C.	Missing V deck;"Instructions with ten game ideas included in b deck";"#1954"
Play and say: R [activity card]	Warkomski, Robert C.	Missing V deck;"Instructions with ten game ideas included in b deck";"#1957"
Play and say: S [activity card]	Warkomski, Robert C.	kits
Play and say: S [activity card]	Warkomski, Robert C.	kits
Play and say: S [activity card]	Warkomski, Robert C.	kits
Play and say: S [activity card]	Warkomski, Robert C.	kits
Play and say: S [activity card]	Warkomski, Robert C.	kits
Play and say: S [activity card]	Warkomski, Robert C.	kits
Play and say: S [activity card]	Warkomski, Robert C.	kits
Play and say: SH [activity card]	Warkomski, Robert C.	kits
Play and say: SH [activity card]	Warkomski, Robert C.	kits
Play and say: SH [activity card]	Warkomski, Robert C.	kits
Play and say: SH [activity card]	Warkomski, Robert C.	kits
Play and say: SH [activity card]	Warkomski, Robert C.	kits
Play and say: SH [activity card]	Warkomski, Robert C.	kits
Play and say: SH [activity card]	Warkomski, Robert C.	kits
Play and say: SH [activity card]	Warkomski, Robert C.	kits
Play and say: T [activity card]	Warkomski, Robert C.	Missing V deck;"Instructions with ten game ideas included in b deck";"#1962"
Play and say: TH [activity card]	Warkomski, Robert C.	Missing V deck;"Instructions with ten game ideas included in b deck";"#1959"
Play and say: CH [activity card]	Warkomski, Robert C.	Missing V deck;"Instructions with ten game ideas included in b deck";"#1963"
Play and say: Z [activity card]	Warkomski, Robert C.	Missing V deck, missing 1 zoo and 2 zipper cards;"Instructions with ten game ideas included in b deck";"#1952"

Play and say: Z [activity card]	Warkomski, Robert C.	Missing V deck;"Instructions with ten game ideas included in b deck";"#1952"
Play and say: D [activity card]	Warkomski, Robert C.	Missing V deck;"Instructions with ten game ideas included in b deck";"#1965"
Play and say: DZH [activity card]	Warkomski, Robert C.	Missing V deck;"Instructions with ten game ideas included in b deck";"#1960"
Play and say: F [activity card]	Warkomski, Robert C.	Missing V deck;"Instructions with ten game ideas included in b deck";"#1955"
Play and say: G [activity card]	Warkomski, Robert C.	Missing V deck;"Instructions with ten game ideas included in b deck";"#1961"
Play and say: K [activity card]	Warkomski, Robert C.	Missing V deck;"Instructions with ten game ideas included in b deck";"#1958"
Play and say: S-SH-Z [activity card]	Warkomski, Robert C.	kits
Fun deck series: auditory memory for short stories [activity card]	Webber, Sharon G./ Super Duper Publications	Grades K-3
Fun deck series: practicing pramatics grades preK-4 [activity card]	Webber, Sharon G./ Super Duper Publications	Grades preK-4
Fun deck series: grades preK-6 [activity card]	Webber, Sharon G./ Super Duper Publications	Grades preK-6;"kits"
Fun deck series: grades 2-6 [activity card]	Webber, Sharon G./ Super Duper Publications	Metaphors and similes in tin box;"Grades 2-6"
Fun deck series: grades K-3 [activity card]	Webber, Sharon G./ Super Duper Publications	Grades K-3;"kits"
Fun deck series: grades preK-4 [activity card]	Webber, Sharon G./ Super Duper Publications	Grades preK-4;"kits"
Fun deck series: what's wacky? grades preK-6 [activity card]	Webber, Sharon G./ Super Duper Publications	Grades preK-6
Fun deck series: classifying grades preK-6 [activity card]	Webber, Sharon G./ Super Duper Publications	Grades preK-6
Fun deck series: function match-ups grades preK-6 [activity card]	Webber, Sharon G./ Super Duper Publications	Grades preK-6
Fun deck series: idioms grades preK-6 [activity card]	Webber, Sharon G./ Super Duper Publications	Grades preK-6
Fun deck series: adjectives grades preK-6 [activity card]	Webber, Sharon G./ Super Duper Publications	Grades preK-6
Fun deck series: idioms grades 2-6 [activity card]	Webber, Sharon G./ Super Duper Publications	Metaphors and similes in tin box;"Grades 2-6"
Fun deck series: is & are [activity card]/ Super Duper Publications	Webber, Sharon G./ Super Duper Publications	Grades K-3
Fun deck series: metaphors and similes grades 2-6 [activity card]	Webber, Sharon G./ Super Duper Publications	Metaphors and similes in tin box;"Grades 2-6"
Fun deck series: multiple meanings grades 2-6 [activity card]	Webber, Sharon G./ Super Duper Publications	Metaphors and similes in tin box;"Grades 2-6"
Fun deck series: name that category [activity card]	Webber, Sharon G./ Super Duper Publications	Grades K-3
Fun deck series: pigs and pals preposition fun! grades preK-4 [activity card]	Webber, Sharon G./ Super Duper Publications	Grades preK-4
Fun deck series: sequencing grades preK-4 [activity card]	Webber, Sharon G./ Super Duper Publications	Grades preK-4
Fun deck series: changing statements to questions grades preK-4 [activity card]	Webber, Sharon G./ Super Duper Publications	Grades preK-4;"kits"
Ask and answer playing cards: where? [activity card]	Webber, Sharon G. (Sharon Green)/ Super Duper Publications	Missing Where? and Why? ;"kits"

Ask and answer playing cards: where? [activity card]	Webber, Sharon G. (Sharon Green)/ Super Duper Publications	Missing Where? and Why? ;"kits"
Artic photos: L blends [activity card]	Webber, Sharon G. (Sharon Green)/ Super Duper Publications	28 pairs in each card set;" Add real-life photo excitement to your articulation and language class. -- from publisher website";"kits"
Say and Do action artic series: L sound [activity card]	Webber, Sharon G. (Sharon Green)/ Super Duper Publications	28 pairs in each card set;" Teach vocabulary and sentence structure in addition to targeting certain articulation sounds. -- from publisher website";"kits"
Artic photos: R blends [activity card]	Webber, Sharon G. (Sharon Green)/ Super Duper Publications	28 pairs in each card set;" Add real-life photo excitement to your articulation and language class. -- from publisher website";"kits"
Say and Do action artic series: S sound [activity card]	Webber, Sharon G. (Sharon Green)/ Super Duper Publications	28 pairs in each card set;" Teach vocabulary and sentence structure in addition to targeting certain articulation sounds. -- from publisher website";"kits"
Artic photos: SH initial, medial, final [activity card]	Webber, Sharon G. (Sharon Green)/ Super Duper Publications	28 pairs in each card set;" Add real-life photo excitement to your articulation and language class. -- from publisher website";"kits"
Say and Do action artic series: TH sound [activity card]	Webber, Sharon G. (Sharon Green)/ Super Duper Publications	28 pairs in each card set;" Teach vocabulary and sentence structure in addition to targeting certain articulation sounds. -- from publisher website";"kits"
Artic photos [activity card]	Webber, Sharon G. (Sharon Green)/ Super Duper Publications	28 pairs in each card set;" Add real-life photo excitement to your articulation and language class. -- from publisher website";"kits"
Say and Do action artic series [activity card]	Webber, Sharon G. (Sharon Green)/ Super Duper Publications	28 pairs in each card set;" Teach vocabulary and sentence structure in addition to targeting certain articulation sounds. -- from publisher website";"kits"
Ask and answer playing cards [activity card]	Webber, Sharon G. (Sharon Green)/ Super Duper Publications	Missing Where? and Why?
Ask and answer playing cards [activity card]	Webber, Sharon G. (Sharon Green)/ Super Duper Publications	Missing Where? and Why?
Ask and answer playing cards: what? [activity card]	Webber, Sharon G. (Sharon Green)/ Super Duper Publications	Missing Where? and Why?
Ask and answer playing cards: what? [activity card]	Webber, Sharon G. (Sharon Green)/ Super Duper Publications	Missing Where? and Why?
Ask and answer playing cards: when? [activity card]	Webber, Sharon G. (Sharon Green)/ Super Duper Publications	Missing Where? and Why?
Ask and answer playing cards: who? [activity card]	Webber, Sharon G. (Sharon Green)/ Super Duper Publications	Missing Where? and Why?
Ask and answer playing cards: who? [activity card]	Webber, Sharon G. (Sharon Green)/ Super Duper Publications	Missing Where? and Why?
Ask and answer playing cards: why? [activity card]	Webber, Sharon G. (Sharon Green)/ Super Duper Publications	Missing Where? and What?
Structured photographic expressive language test - 3 [kit]	Ellen O'Hara Werner, Janet Dawson, Connie E. Stout, Julia A. Eyer	Ages 4-9
Wiig assessment of basic concepts [kit]	Wiig, Elisabeth H	From the publisher's web page: create focused IEPs and intervention plans thoroughly assess basic concepts, identify children ... who need extra help with basic concepts distinguish deficits in using basic concepts from deficits in understanding them further distinguish an inability ... in auditory processing (following directions). ;"Level 1 book: A day at the zoo / written and edited by Keri Spielvogle-Brown and Thomas Webber illustrated by Steve Barr";"Level 2 book: A day at the park / written and edited by Keri Spielvogle-Brown and Thomas Webber illustrated by Steve Barr";"Ages 3-8"
Interventions for all : phonological awareness	Zgonc, Yvette	Includes bibliographical references (p. 169-171) and index;"Speech pathology: Articulation/phonology"

Will slow to talk mean slow to read for children with apraxia or other speech disorders? [videorecording] / presented by the Childhood Apraxia of Speech Association a lecture by Ruth Stoeckel	Childhood Apraxia of Speech Association	Title from disc label;"DVD-R";"Speech pathology: Articulation/phonology"
Nonfiction [videorecording] : reading to learn / produced by RIFNet, a service of Reading is Fundamental	RIFNet	
Speech percentage finder [realia]		PF-920 --Container;"kits"
Phrase flips [chart] : flips for learning intelligible production of speech / illustrated by Bruce Ink	Julie A. Daymut, Clint Johnson, and Liz Wright	BK-372;"Grades PreK-5";"kits"
Cheap talk 8 : direct select / [toy]		This is a self-contained communication device, which allows the user to record 8 different messages of up to 5 seconds each and play them back. Buttons on the front panel of the unit provide space for placement of pictures of symbols associated with the corresponding sound segments. Takes one 9-volt battery.;"kits"
Dudsberry's phoneme postcards	Janelle Publications	
Webber phonology cards [activity card]		512 colorful cards, 8 decks, 64 cards per deck! --Cover;" Item # WPC 777 "
Peabody articulation decks [flash card]	James O. Smith [and] Deborah Deutsch Smith	Developed in collaboration with Lloyd M. Dunn and Kathryn B. Horton;"kits"
Webber articulation cards, set III/ [activity card]		Set III includes Deck #15 through #21;"kits"
Articulation card game: L deck/ [activity cards]		A Card Game for 2-4 players with 12 pairs of matching cards -- from Directions card;"#7213";"kits"
L pictures/ [activity cards]		Janelle publications picture cards L pictures;"kits"
M pictures/ [activity cards]		Janelle publications picture cards K pictures;"kits"
P pictures/ [activity cards]		Janelle publications picture cards K pictures;"kits"
P-B-M pictures/ [activity cards]		Janelle publications picture cards P-B-M pictures;"kits"
Articulation card game: CH deck/ [activity cards]		A Card Game for 2-4 players with 12 pairs of matching cards -- from Directions card;"#7220";"kits"
ArticuCards: P,B,M deck/ [activity cards]		ArticuCards Deck 1: /p,b,m/;"kits"
R pictures/ [activity cards]		Janelle publications picture cards R pictures;"kits"
S pictures/ [activity cards]		Janelle publications picture cards S pictures;"kits"
Articulation card game: S deck/ [activity cards]		A Card Game for 2-4 players with 12 pairs of matching cards -- from Directions card;"#7211";"kits"
ArticuCards: S,Z,H deck/ [activity cards]		ArticuCards Deck 6: /s,z,h/;"kits"
CH pictures/ [activity cards]		Janelle publications picture cards K pictures;"kits"
SH pictures/ [activity cards]		Janelle publications picture cards SH pictures;"kits"
Articulation card game: SH deck/ [activity cards]		A Card Game for 2-4 players with 12 pairs of matching cards -- from Directions card;"#7216";"kits"
ArticuCards: SH,CH,J deck/ [activity cards]		ArticuCards Deck 7: /sh,ch,j/;"kits"
ArticuCards: T,D,N deck/ [activity cards]		ArticuCards Deck 2: /t,d,n/;"kits"
Articulation card game: TH deck/ [activity cards]		A Card Game for 2-4 players with 12 pairs of matching cards -- from Directions card;"#7214";"kits"
V pictures/ [activity cards]		Janelle publications picture cards K pictures;"kits"
ArticuCards: W,L,R deck/ [activity cards]		ArticuCards Deck 5: /w,l,r/ (incomplete);"kits"
Z pictures/ [activity cards]		Janelle publications picture cards Z pictures;"kits"
F pictures/ [activity cards]		Janelle publications picture cards F pictures;"kits"
B pictures/ [activity cards]		Janelle publications picture cards K pictures;"kits"
ArticuCards: F,V,TH deck/ [activity cards]		ArticuCards Deck 4: /f,v,th/ (incomplete);"kits"
Articulation card game: G deck/ [activity cards]		A Card Game for 2-4 players with 12 pairs of matching cards -- from Directions card;"#7217";"kits"
G pictures/ [activity cards]		Janelle publications picture cards K pictures;"kits"
Articulation card game: J deck/ [activity cards]		A Card Game for 2-4 players with 12 pairs of matching cards -- from Directions card;"#7219";"kits"
K pictures/ [activity cards]		Janelle publications picture cards K pictures;"kits"
ArticuCards: K,G,Y deck/ [activity cards]		ArticuCards Deck 3: /k,g,y/;"kits"
Mirror [realia]		Title on hangbag: Mirror

Mirror [realia]		Title on hangbag: Mirror
Mirror [realia]		Title on hangbag: Mirror
Oral motor mirror		2-3 mirrors per bag
Oral motor mirror		2-3 mirrors per bag
Oral motor mirror		2-3 mirrors per bag
Oral motor mirror		2-3 mirrors per bag
Mouthy mouth puppet [model]		Speech pathology: Articulation/phonology
Holiday and seasonal chipper chat [game] : open-ended game boards	Sharon G. Webber and Ryan Bradburn	Title from instruction book;"#CC-99 -- on container";"5 each of 20 double-sided game boards (6 x 9) for Fall, Winter, Spring, and Summer holidays, plus 2 bonus Birthday game boards -- 100 magnetic game pieces [MISSING] -- 1 instruction booklet (48 p. : col. ill. 23 cm.) -- 1 magnetic wand [MISSING]-- a large foam die";"Grades Pre-K and up"
Complete pictures kit [kit] : Autism	Autism Help Today	
Janelle publications picture cards/ [activity cards] including Dudsberry's phoneme postcards		kits
ArticuCards kit/ [activity cards]/ Communication Skill Builders		kits
Articulation card game/ [activity cards]		A Card Game for 2-4 players with 12 pairs of matching cards -- from Directions card;"kits"
50 free print & play games [electronic resource]	LinguiSystems, Inc.	CDROM requires black and white or color printer;"kits"
Pathways to the science standards : guidelines for moving the vision into practice [electronic resource]		At head of title: NSTA;"Title on CD: Resources for the road";" Included on this CD are most of the articles from NSTA journals listed in the bibliographies of the three Pathways books -- elementary, middle and high school. -- CD insert";"Systems requirements for accompanying CD: Adobe Acrobat Reader (included on CD)"
Emerging literacy & language assessment [kit]		ELLA-11 ;"Ages 4 6-9 11";"Speech pathology: Language";"Oversize"
Cottage classics [kit]: felt board stories		Title from instruction booklet;"Felt cut-outs of fairy tale characters to be placed on the background to tell the stories in the instruction booklet and on the sound cassette";" 79010 --Instruction booklet";"Date from coloring sheets";"Produced by Chad and Terri Sigafus"
Finger play fun with tape [kit]		Place felt figures on each finger of glove with velcro dots attached (both included), and have children remove or add them as you sing or read each poem or song. Includes 2 poems/songs for each set (11 sets in all), 56 felt figures you cut out, and an audio cassette of the songs and poems. -- from website;" 79520 --Instruction booklet";"Produced by Chad and Terri Sigafus"
Finger play fun with tape [kit]		Place felt figures on each finger of glove with velcro dots attached (both included), and have children remove or add them as you sing or read each poem or song. Includes 2 poems/songs for each set (11 sets in all), 56 felt figures you cut out, and an audio cassette of the songs and poems. -- from website;" 79520 --Instruction booklet";"Produced by Chad and Terri Sigafus"
Category sorting box [kit]		Includes 10 picture mats, 30 miniatures, activity guide, storage box;" GG227 -- On container";"Choking hazard, not for children under 3 years";"For ages 3 and up"
Making faces [kit] Circle time felt fun flannelboard cutouts		Circle time felt fun flannelboard cutouts -- above title;" 6 different color faces, 126 felt features -- above title";"Ages 4+";"Arrange and rearrange the features on the multicultural felt faces to create countless facial expressions. Use as an introduction and exploration of feelings and emotions. As a vocabulary builder, ask students to write a list of facial features and emotions. - from publisher website";"kits"
Pet shop: magnetic play set/ [toy]		Create A Scene Play Sets by Smethport-- above title;"Ages 3 and up";"kits"
Beach: magnetic play set/ [toy]		Create A Scene Play Sets by Smethport-- above title;"Ages 3 and up";"kits"
MacArthur-Bates communicative development inventories [kit]	Larry Fenson, Virginia A. Marchman, Donna J. Thal, Philip S. Dale, J. Steven Reznick, Elizabeth Bates	

MacArthur-Bates communicative development inventories [kit]	Larry Fenson, Virginia A. Marchman, Donna J. Thal, Philip S. Dale, J. Steven Reznick, Elizabeth Bates	
Finding Nemo: [game] go fish	Harcourt Brace	Ages 4 and up;"kits"
Grammar shuffle [activity card]	LinguiSystems, Inc.	kits
Grammar shuffle [activity card]	LinguiSystems, Inc.	kits
Grammar shuffle junior [activity card]	LinguiSystems, Inc.	Elementary;"kits"
Grammar shuffle junior [activity card]	LinguiSystems, Inc.	Elementary;"kits"
Understanding inferences fun deck [activity card] / illustrated by Ryan Bradburn	Sharon G. Webber	#FD-51 ;"Grades PreK to 4"
Electronic spinner [realia]		Players push the middle button on the spinner and watch as the numbers (1-2-3) light up -- on box;"Spins 1 to 3";"All ages";"Speech pathology: Language"
Electronic spinner [realia]		Players push the middle button on the spinner and watch as the numbers (1-2-3) light up -- on box;"Spins 1 to 3";"All ages";"Speech pathology: Language"
Electronic spinner [realia]		Players push the middle button on the spinner and watch as the numbers (1-2-3) light up -- on box;"Spins 1 to 3";"All ages";"Speech pathology: Language"
Electronic spinner [realia]		Players push the middle button on the spinner and watch as the numbers (1-2-3-4-5-6) light up -- on box;"Spins 1 to 6";"All ages";"Speech pathology: Language"
Electronic spinner [realia]		Players push the middle button on the spinner and watch as the numbers (1-2-3-4-5-6) light up -- on box;"Spins 1 to 6";"All ages";"Speech pathology: Language"
Electronic spinner [realia]		Players push the middle button on the spinner and watch as the numbers (1-2-3-4-5-6) light up -- on box;"Spins 1 to 6";"All ages";"Speech pathology: Language"
Around the home lotto [game]	A Frank Schaffer Publication	For 1 to 8 players;"Ages 5 and up";"Directions on inside of lid";"kits";"Speech Pathology"
Memory match [game] : colors and shapes	A Frank Schaffer Publication	Improves concentration and memory skills -- from box;"Instructions inside cover";"Ages 3 and up";"kits";"Speech Pathology"
Animal lotto [game]	A Frank Schaffer Publication	For 1 to 8 players;"Ages 5 and up";"Directions printed inside lid";"kits";"Speech Pathology"
Make a match [game]		Ages 5-10;"For 2-6 players";" 21 028 2 - container";"kits";"Speech Pathology"
Ocean life dominoes [game]		Title from container;" CD-140018 ";"2-4 players";"Identification chart and instruction sheet are in English, French and Spanish";"Ages 3 and up";"kits";"Speech Pathology"
Scooby-Doo! Who are you? game [game]		Ages 6 and up;"For 2 players";"Instructions on back of box";"kits";"Speech Pathology"
Phonology game boards [game]		GB-56 --Container;"Grades PreK-2";"8 laminated double-sided game boards, 5 game pieces, 1 instruction booklet, 1 spinner";"kits"
I spy preschool game [game] : see the words! match the pictures!		For 1-4 players;" A game by Martine Redman -- container";"Instructions on back of box";"Based on I Spy Little Book by Walter Wick and Jean Marzollo";"Ages 3-6";"kits"
Merry-go-sound game : [game] for S, R, L, SH, CH, and TH / designed by Julie Bunner	Theresa A. Corino, Molly DeShong, and Thomas Webber	Ages 5-10;"Instructions inside box cover";" GB-747 ";"kits";"Speech Pathology"
Merry-go-sound game : [game] for S, R, L, SH, CH, and TH / designed by Julie Bunner	Theresa A. Corino, Molly DeShong, and Thomas Webber	Ages 5-10;"Instructions inside box cover";" GB-747 ";"kits";"Speech Pathology"
MyrtleΓÇÖs beach [game] : a phonological awareness and articulation game		1 to 6 players;"Ages : 4 through 9";"kits";"Speech Pathology"
Click and create articulation board games		Product #N59-9;"kits";"Speech Pathology"

Positive pragmatic game boards [game]	Kim A. Gill and Joanne De Ninno	GB-93 --Container;"Grades 3-7";"kits"
Silly snakes and ladders [game]	Super Duper Publications	Open ended fun -- on container;" Players start at square one and climb and slither their way to reach 100 -- Game ideas booklet";"2-4 players";"Ages 3 and up";"kits";"Speech Pathology"
Holiday and seasonal gameboards for speech and language [game] / illustrated by Chris Parker and Chuck Hart	Super Duper Publications	Title from label on container;"Title on instruction booklet: 20 open-ended write-on wet erase holiday & seasonal gameboards for speech and language";"Includes 10 double-sided laminated game boards, 1 guide book, 1 die, and 6 plastic pawns. Requires write-on/wet erase pen";"Grades Pre-K to 6"
Barney: baseball puzzle/ [game]		Barney the purple dinosaur plays baseball in this 8-piece puzzle;"kits"
Farm: floor puzzle/ [game]		Puzzle depicts farm life;"Ages 2-7";"kits"
Farm hide and seek: peg puzzle [game]		Find the hidden animals under the pieces - from back;"Ages 2 to 5";"kits"
Castle: puzzle/ [game]		Ages 3-6;"Part of the Classroom Classics collection";"kits"
Car: foam puzzle/ [game]		Foam puzzle with 15 pieces;"kits"
Trains: magnetic play set/ [toy]		Create A Scene Play Sets by Smethport-- above title;"Ages 3 and up";"kits"
Airplane: foam puzzle/ [game]		Crepe rubber puzzle with 15 pieces in yellow plastic case;"Ages 3-6";"kits"
Truck: foam puzzle/ [game]		Crepe rubber puzzle with 14 pieces in yellow plastic case;"Ages 3-6";"kits"
Dump truck: foam puzzle/ [game]		Crepe rubber puzzle with 15 pieces in blue plastic case;"Ages 3-6";"kits"
Back hoe: foam puzzle/ [game]		Crepe rubber puzzle with 14 pieces in yellow plastic case;"Ages 3-6";"kits"
Barney: beach puzzle/ [game]		Barney the purple dinosaur at the beach in this 8-piece puzzle;"kits"
Vegetables: peg puzzle [game]		Wooden peg puzzle with 5 pieces depicting various kinds of vegetables;"Spanish names added";"Ages 2-4";"kits"
Fruit: peg puzzle [game]		Wooden peg puzzle with 6 pieces depicting various kinds of fruit;"Spanish names added";"Ages 2-4";"kits"
Food groups: floor puzzle/ [game]		Puzzle depicts the four food groups;"Ages 2-7";"kits"
Animals: babies and parents puzzle [game]		Wooden peg puzzle with 9 pieces depicting animal parents with their babies;"kits"
Barney: circus puzzle [game]		Barney the purple dinosaur at the circus in this 8-piece puzzle;"kits"
Pets: sound puzzle/ [game]		Melissa & Doug wooden sound puzzle crafted by hand ;" With 8 realistic pet sounds -- from back";"Requires 2 AAA batteries";"Ages 2 and up";"kits"
Pets: furry puzzle [game]		Crafted by hand -- on front;"Wooden puzzle with 4 furry pieces";"Ages 11/2-4";"kits"
Two of a kind: animal puzzle/ [game]		This wooden puzzle features six pairs of animal babies and parents;"kits"
Animals: foam puzzle/ [game]		Foam puzzle with 8 pieces;"kits"
Bear: foam puzzle/ [game]		Foam puzzle with 8 pieces;"kits"
Butterfly: foam puzzle/ [game]		Crepe rubber puzzle with 22 pieces in yellow plastic case;"Ages 3-6";"kits"
Bug catching game (magnetic)/ [game]		Use the wooden bug net to catch bugs in this puzzle/game;"Ages 3 and up";"kits"
Fishing game (magnetic)/ [game]		Use the wooden fishing rod to fish the pieces out of the water in this puzzle/game;"Ages 3 and up";"kits"
Fish: foam puzzle/ [game]		Crepe rubber puzzle with 15 pieces in blue plastic case;"Ages 3-6";"kits"
Dinosaurs: peg puzzle [game]		Wooden peg puzzle with 7 pieces depicting various kinds of dinosaurs;"kits"
[Baby doll equipment] [toy]		Set contains: 1 baby -- 1 crib -- 1 swing -- 1 high chair -- 1training potty -- 1 cradle
Assessment & treatment of childhood stuttering [videorecording]	Stuttering Foundation of America	Taped at Boston University;" Stuttering Foundation DVD no. 6200. ";"Presenter, Edward G. Conture";"DVD";"Speech pathology; Fluency"
Dummy Hoy [videorecording] : a deaf hero	David Risotto film	Written and directed by David Risotto
See what I mean [videorecording] : differences between deaf and hearing cultures / by Thomas K. Holcomb and Anna Mindess	Thomas K. Holcomb and Anna Mindess	Producer Dan Veltri written and directed by Anna Mindess & Thomas K. Holcomb;"Hosted by Thomas K. Holcomb";"DVD";"In ASL closed-captioned, and with voice-over";"Second edition includes 4 new scenes featuring text pagers, videophones, video relay service, and e-mail";"Includes Teacher's guide in pdf format"

Dreams made real [kit]: into the mainstream		a resource for parents of children who are deaf or hard of hearing -- front of container
Dreams made real [kit]: into the mainstream		a resource for parents of children who are deaf or hard of hearing -- front of container
Hear the difference [videorecording]: outcomes for children who are deaf and hard of hearing	Oberkotter Foundation Film Team in association with Spellbound Productions, Inc.	a resource for healthcare professionals about pediatric hearing loss -- front of container;"Close-captioned."
Hear the difference [videorecording]: outcomes for children who are deaf and hard of hearing	Oberkotter Foundation Film Team in association with Spellbound Productions, Inc.	a resource for healthcare professionals about pediatric hearing loss -- front of container;"Close-captioned."
Hear the difference [videorecording]: outcomes for children who are deaf and hard of hearing	Oberkotter Foundation Film Team in association with Spellbound Productions, Inc.	a resource for healthcare professionals about pediatric hearing loss -- front of container;"Close-captioned."
There's a new kid in school [videorecording]		a resource for educators about oral deaf education -- front of container;" She's bright, talks a lot, listens... and is deaf. She'll introduce you to new possibilities -- under title"
There's a new kid in school [videorecording]		a resource for educators about oral deaf education -- front of container;" She's bright, talks a lot, listens... and is deaf. She'll introduce you to new possibilities -- under title"
It's your turn now! : using dialogue journals with deaf students	Cindy Bailes	Bibliography: p. 131-133
Through deaf eyes [videorecording] / PBS A production of WETA Washington, D.C. & Florentine Films/Hott Productions, Inc. in association with Gallaudet University executive producers, Karen Kenton [and] Dalton Delan a film by Lawrence Hott and Diane Garey written by Ken Chowder		Inspired by the History Through Deaf Eyes exhibition [developed by Gallaudet University in 2001] created by Jack R. Gannon [curator];"Originally aired on Wednesday, March 21, 2007 as a documentary film on PBS";"Cinematography by Allen Moore, Michael Chin, Stephen McCarthy, John Baynard music by Judy Hyman and Jeff Claus editing interpretation services, Joan Wattman, Mary Fahey";"Narrated by Stockard Channing dramatic readings, George Guidall, Claire Augusta Bergey";"DVD Region 1 Stereo widescreen presentation, enhanced for 16x9 televisions";"In English optional English audio description for the visually impaired optional subtitles in English English closed captions"
Summer's story [videorecording] : a collection of videos about life experience with the cochlear implant / produced and edited by Michael Munroe		Speech pathology: Aural Rehabilitation/Audiology
Places you go things you do [electronic resource] : photo collection for Picture this--		Over 3,500 sports, leisure and community photos. --Container;"System requirements: Windows 95, 98, NT, 2000, XP printer CD-ROM drive";"System requirements: Mac OS 7.5 or higher printer CD-ROM drive";"Speech pathology: Language";"kits"
Speech, language, and hearing milestones : birth to age five [videorecording]	American Speech-Language-Hearing Association	Speech pathology: Language
Speech, language, and hearing milestones : birth to age five [videorecording]	American Speech-Language-Hearing Association	Speech pathology: Language
Speech, language, and hearing milestones : birth to age five [videorecording]	American Speech-Language-Hearing Association	Speech pathology: Language
Speech, language, and hearing milestones : birth to age five [videorecording]	American Speech-Language-Hearing Association	Speech pathology: Language
Speech, language, and hearing milestones : birth to age five [videorecording]	American Speech-Language-Hearing Association	Speech pathology: Language
Advice to those who stutter		Speech pathology: Fluency
Stuttering [videorecording] : basic clinical skills	Stuttering Foundation of America	Produced by Carroll Guitar;"DVD";"Speech pathology: Fluency"
The school-age child who stutters [videorecording] : dealing effectively with guilt and shame / Stuttering Foundation of America Conference at the University of Memphis.	Stuttering Foundation of America	Part of a series of tapes from the Stuttering Foundation annual conference, Stuttering therapy: practical ideas for the school clinician --container.;"Speech pathology: Fluency"
Hope speaks [videorecording] : an introduction to childhood apraxia of speech	Argentine Productions	CASANA is the national non-profit organization representing the needs and interests of children with apraxia of speech and their families. --From insert in container;"DVD";"Speech pathology: Articulation/phonology"

Taking it home [videorecording] : practicing speech where kids live and play / produced by Argentine Productions for the Childhood Apraxia of Speech Association and CASANA	Argentine Productions	Title from title screen;"For private home use only";"Professional consultants: David W. Hammer and Sheila Bridges";"DVD";"Speech pathology: Articulation/phonology"
Treatment strategies for childhood apraxia of speech [videorecording]	Children's Hospital of Pittsburgh, The Childhood Apraxia of Speech Association and CASANA present	For private home use only;"Presented by David W. Hammer";"DVD";"Speech pathology: Articulation/phonology"
Treatment of language disorders in children / edited by Rebecca J. McCauley and Marc E. Fey		Includes bibliographical references and index;"System requirements for accompanying videodisc: DVD";"Speech pathology: Language"
Scoring disfluencies / with Diane Fillion Parris	Stuttering Foundation of America	Filmed on location in Boston, Massachusetts;"Presenter: Diane Fillion Parris";"DVD";"Speech pathology: Fluency"
Enhancing phonological & metaphonological skills of children with highly unintelligible speech [videorecording]	American Speech-Language-Hearing Association	Speech pathology: Articulation/phonology;"Speech pathology: Media";" ASHA self-studies. ";"Host: Kathleen Whitmire instructor: Barbara W. Hodson";"DVD"
Enhancing phonological & metaphonological skills of children with highly unintelligible speech [videorecording]	American Speech-Language-Hearing Association	Speech pathology: Articulation/phonology;"Speech pathology: Media";" ASHA self-studies. ";"Host: Kathleen Whitmire instructor: Barbara W. Hodson";"DVD"
Resonance disorders and velopharyngeal dysfunction [videorecording] : evaluation and treatment / ASHA moderated by Amy Hasselkus	American Speech-Language-Hearing Association	Amy Hasselkus, host Ann Kummer, presenter;"Speech pathology: Media";"Speech pathology: Language"
Dealing effectively with attitudes and emotions [videorecording]	Kristin A. Chmela	At head of series title: The child who stutters;"DVD";"Speech pathology: Fluency"
The school-age child who stutters [videorecording]	Stuttering Foundation of America	DVD
The school clinician [videorecording] : ways to be more effective	Peter Ramig	At head of series title: The child who stutters;"DVD"
Stuttering 101 [videorecording]	Barry Guitar	At head of series title: The child who stutters;"DVD"
Counseling the Parents of Children Who Stutter		Speech pathology: Fluency