By Chuck Madison

Trish (Nagel) Niehl ('79 B.A., '80 M.A.) was recently elected the Washington Speech Hearing Association (WSHA) President-Elect. She views this as a responsibility, something she owes to a state that provided her with a much needed service from a profession that has seen significant changes over the past 50 years. Here’s her story:

When I was a child, I spoke my own language. Not a problem for a lot of years as my sister Liza, who was 11 months older than me, translated. It became a problem when I started kindergarten in 1962 and the teacher could not understand me. She asked that I see a speech therapist and my parents supported that request. I was evaluated at the Washington State University (WSU) Department of Speech and Hearing Sciences clinic and soon began therapy. I also received speech therapy in the Pullman school system through fourth grade.

People wondered if I felt different or badly about being pulled from the classroom for those sessions. I did; I felt special. Throughout all those years of being asked many times to repeat what I was saying, working with professionals who cared about helping me, and making progress so that others could understand me (my sister was relieved of translation duties), I learned how to speak well and laid the foundation for my future. I give a lot of credit to those teachers and therapists who worked with me for five years. They were kind, interested in me as a person, as well as someone who needed their professional help. They demanded I pay attention and taught me perseverance and how to take charge of my own needs. I still have a relationship with one of them to this day.

When I began attending WSU as a college student, I knew that I wanted to be a speech-language pathologist. I also knew that I wanted to graduate from the program that was instrumental in preparing me with the tools I would need to be successful. I found a different world from the one that I remembered from my childhood experience. I remembered endlessly learning how to say sounds and making clown faces to help me formulate my words. I learned a lot more as a student at WSU. When I graduated with my master’s in 1980, I was presented with my case file from the ‘60s. Reading my file reinforced the significant growth in our profession. In the 1960s evaluation, I saw a focus on speech and articulation. In the 1980s, my education and training was more focused in the areas of speech-language and cognition. The evolution of our profession had begun to take on a broader dimension. As I began practicing, I learned from others and espe-

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**See Focus on Alumni, page 5**
True Stories from Alumni:
In Search of Answers
By Tim Saltuklaroglu, Ph.D.

I became interested in the field of speech pathology when I received therapy for stuttering at the Institute for Stuttering Treatment and Research (ISTAR) in Edmonton, Alberta, Canada. Though this therapy helped me manage my stuttering to some extent, I relapsed after a few months and was left with a deep curiosity about this seemingly therapy-resistant communicative disorder. I decided that entering the field of speech-language pathology (SLP) would not only be the best way to learn more about stuttering, but also to learn the most effective means of helping myself and others who stutter.

So, I moved to Pullman to enter the SLP program in the Department of Speech and Hearing Sciences at Washington State University. My wonderful experiences at WSU made me realize that I chosen the right career path and I was certain that I wanted to further my education in this field.

After graduating in 1995 with my bachelor’s degree, I returned home to Canada to complete my master’s degree at the University of Alberta. In 1999 I moved to Myrtle Beach, South Carolina, to work as a school based SLP. After 18 months working in the school system, I then entered the doctoral program at East Carolina University (ECU) to pursue further my long-time interest in the field of stuttering under the mentorship of Dr. Joseph Kalinowski. While at ECU, I coauthored numerous peer reviewed journal articles in the field of stuttering and helped develop the SpeechEasy® treatment protocol for the management of stuttering.

Upon completion of my doctoral studies in 2004, I accepted a tenure track assistant professor position at the University of Tennessee, where I currently continue to teach and complete research in the field of stuttering. My research primarily focuses upon the neural mechanisms involved when people who stutter become fluent and its relationship to the central gestural link between speech perception and production. I am also currently investigating how stuttering may transcend the speech mechanism to impact manual motor tasks. To date, I have coauthored 23 peer-reviewed publications in journals such as Neuroscience Letters, Neuroscience and Biobehavioral Reviews, Perception and Psychophysics, International Journal of Neuroscience, and International Journal of Language and Communication Disorders. I have also recently coauthored (with Joseph Kalinowski) a textbook entitled Stuttering that has been published by Plural Publishing.

The journey to get to this point has been a long one, especially after having had some “academic setbacks” early on in my career. However, for those students still toiling with long days of classes, exams, and clinic, it is a journey worth making and I hope that you all will soon reap the rewards of your efforts. However, some of those rewards include the realization that getting to this stage is not the end of the journey. To be true to our mentors, our patients, and ourselves we must all continue to learn and strive to share the knowledge we gain with others. To the faculty at WSU who helped me along the way, I extend a big THANK YOU!!

In The Spotlight

Speech and Hearing Sciences students and alumni earned numerous awards and were recognized for outstanding scholarship, leadership, and service in 2005–2006. Megan Gumke was named the College of Liberal Arts Outstanding Senior in Speech and Hearing Sciences. Junior Linsey Baker was awarded the Maynard Lee Daggy Scholarship. Senior Anne Marie McGrew was honored with the Lynn Larrigan Clinical Excellence Award. Carly Knoll, Carey Olson, and Sara Schaar were nominated for membership in Phi Beta Kappa. Caitlin Matteson and Anne Marie McGrew were awarded College of Liberal Arts Native American Scholarships. Amanda Hoff was awarded the Scottish Rite Scholarship in childhood language. Noelle Lee received a WSU President’s Leadership Award.

Graduate students also were recognized. Dana Choi received the Outstanding Speech and Hearing Sciences Graduate Student Commencement Award. Two of the four Plateau Scholars in the College of Liberal Arts are SHS graduate students—Desiree BearEagle and Tonya Asmussen. Desiree BearEagle and Alison Howe were awarded WSU Creighton Scholarships for Native American Students in Allied Health Professions. Desiree BearEagle and Noelle Phillips were awarded College of Liberal Arts Native American Scholarships. Amanda Hoff was awarded the Scottish Rite Scholarship in childhood language. Noelle Lee received a WSU President’s Leadership Award. SHS alumni were recognized by state and national organizations for their expertise. Stephanie Travis (’99 M.A.) and Cindy Weber (’01 M.A.) are current co-chairs of the Native American Caucus of the American Speech-Language-Hearing Association. Trudy Marcellay (’88 B.A.) is the chair of the Centralia Community College Board of Trustees. Sami (O’Neill) Styer (’91 M.A.) was named Chief of Audiology at the Puget Sound Veterans Administration Medical Center in 2005.

“Every day I am so thankful for the opportunity to have gotten clinical experience as an undergrad. It was incredibly stressful at times, and there were plenty of tears shed and near-nervous-breakdowns, but I have found that it prepared me like nothing else could have to take on all the challenges that come after undergrad.”
We hear that…

Jenny Sciuropa ('02 B.A.) showed up for the WSU homecoming football game in October 2005. She graduated with her master's degree from University of Redlands in 2004 and has been working in hospital settings (NICU acute care, outpatient) at Saint Bernardine Hospital and the San Bernardino Community Hospital in California. While in Pullman she spent a bundle of hardearned dollars at the Bookie for Cougar paraphernalia to wear at USCWSU games in California. Once a Cougar, always a Cougar!

Rauna Ruhser ('06 M.A.) worked for Children's Village in the neurodevelopmental center in Yakima as a speech assistant until the completion of her master's degree. She will complete her CFY at Children's Village under the supervision of another alumna, Cindy Carroll ('03 M.A.).

Annika Crumrine ('04 B.A.) also works for Children's Village as a speech assistant and was just recently married. Congratulations Annika!

Jodi Armstrong ('99 M.A.) recently opened a private practice in Moses Lake. She tells us that it is a lot of hard work, but she loves the freedom that comes with it. Jodi contracts with the school district two days per week, serves private clients another two days, and saves Fridays for "finding my head at my desk" day. Jodi reserves a special spot in her file cabinet for her Language Development lecture notes...she thought Dr. Johnson would enjoy knowing that!

Kristine (Barth) Compton ('93 B.A.) is an SLP in a middle school where 90% of her caseload is language delayed. Kristine has two girls—9 and 7—who enjoy talking (which Kristine's husband attributes to Kristine's professional affiliation!).

Joanne Harrison ('04 B.A.) was recently accepted into the Masters In Teaching (MIT) program at WSU. She will start the intensive 15-month program in May 2006 and will obtain an Elementary Certification along with an endorsement in Special Education.

Beginning in December of 2004, Cindy Weber ('01 M.A.) has been working as the audiologist for the South East Alaska Regional Health Consortium (SEARHC). She works in Sitka and travels to outlying villages 4 to 5 days a month by small airplane. If anyone would like to contact Cindy she can be reached at cynthia.weber@searhc.org.

Lieutenant Matthew D. Williams ('05 M.A.) joined the Air Force as a military audiologist and is completing his audiology clinical fellowship year at the Lackland Air Force Base in San Antonio, Texas.

News Flash: The Department of Speech and Hearing Sciences launched a new Oral Language Enrichment Program (OLE) in January 2006. This multidisciplinary, Pullman-based program provides undergraduate students under faculty supervision an opportunity to create an educational environment rich with auditory and oral language learning opportunities for young children with hearing impairments. Based on a holistic orientation, the program considers the unique background that each child brings to the program, inclusive of cultural heritage. Consistent with evidence-based practice, undergraduate students are involved in systematically collecting and analyzing data regarding the participants' auditory, speech, language, and literacy skill outcomes.

Passages

Michele (Moriarty) Fredrickson ('01 B.A.) is completing her clinical fellowship year in our Pullman Clinic under the supervision of Susan (Erickson) Forbes ('00 B.A.). In collaboration with other faculty, they are expanding clinical services in the areas of (central) auditory processing disorder and language enrichment for children with hearing impairment.

Marshall Mitchell joined our faculty full-time as clinical assistant professor and Disability Studies Coordinator. Previously, he held dual appointments as the university's ADA compliance officer and as halftime clinical assistant professor in speech and hearing sciences. Mitchell teaches our popular Disability and Society course (SHS 489) and Perspectives on Disability (SHS 250). He also offers SHS 489 online through the distance degree program.

Welcome to Nancy Potter who joined our department in Spokane as an assistant professor. Potter received her doctorate from the University of WisconsinMadison. Potter's research focuses on the speech and motor skills of children with galactosemia, a rare metabolic disease that is detected during newborn screening.

Visiting Fulbright Scholar Professor Rogayah A. Razak, an associate professor with the Department of Audiology and Speech Sciences at the National University of Malaysia in Kuala Lumpur, spent much of spring 2006 in Spokane constructing a prototype of a Malay language preschool assessment test that reflects Malay language grammar and the norms of Malay speakers. Her visit was hosted by Chuck Madison, who provided support for her work on the project. Madison, who lectured at the National University of Malaysia in the mid-eighties, met Razak while on sabbatical at the university in 2002.

Lori Rowlett, visiting professor in Disability Studies, spent the spring semester with us in Pullman doing research and preparing to teach a section of Disability and Society (SHS 489) in the 2006 summer session. Rowlett has taught women's studies for nearly two decades at seven universities. She is currently an associate professor in religious studies and women's studies at the University of Wisconsin-Eau Claire, where she has taught for the past eight years. Her research program and teaching experience intersect a number of disciplinary areas, primarily feminist theory, disability studies, literature, and religious studies.

Lorraine Uhlman joined the department as a part-time clinical supervisor in speech-language pathology in our Pullman clinic. Uhlman brings extensive and varied experience to our program, including 26 years as a speech-language pathologist in the Lewiston, Idaho, school district.

Finally, congratulations to Lauri Sue Torkelson, staff member in our Pullman office, who was upgraded from her current position as program coordinator to that of academic coordinator in recognition of her skills and the scope of her contribution to our department.

“I can't underestimate the quality of the classes I took at WSU…”
In the Forefront

Speech and Hearing Sciences faculty continue to excel in teaching, research, and service to the community and our professions.

Faculty published five refereed articles and case studies and two invited articles. Ella Inglebret and Mary Stone (’90 M.A.) were two of five coauthors of a case study on multimedia curriculum development based on the oral tradition for a book on information technology and indigenous people. Inglebret also published two invited articles in ASHA publications.


Faculty also secured grants to support their clinical teaching and research. Leslie Power was awarded an American Speech-Language-Hearing Association (ASHA) Schools Conference Grant to compare outcomes in three early childhood phonology programs. Mimi Salamat secured external funding to support an interdisciplinary study of the effects of iron supplementation on the cognition of iron-deficient adolescent girls.

Speech and Hearing Sciences faculty and alumni presented 15 refereed papers at national and international professional meetings. Presented at the annual convention of the American Speech-Language-Hearing Association (ASHA) in San Diego were the following: Inglebret presented a paper on factors underlying Native American student success in professional preparation programs. Carla Jones and Sally Johnston delivered a paper on their grant-funded work to create a clinical computing culture at the undergraduate level. Charles Madison coauthored a paper analyzing elicitation tasks in narrative discourse. Hsiu Ching Lee (’05 M.A.) and Madison coauthored a poster on phonological competence in Mandarin speaking children with cleft palate. Power coauthored two papers: one reporting a qualitative analysis of perceptions of graduate level clinical experiences and the second reporting a university/public school partnership in developing a phonological-based preschool. Rachael Schwartz (’05 M.A.), Jeanne Johnson, and Sandy Bassett presented a paper describing an intensive case examination of preschool-based intervention for a child using a cochlear implant. Bassett also coauthored a paper describing the benefits of community partnerships for clinical education. Chermak outlined the educational and research benefits of a disability studies undergraduate minor. At the annual convention of the American Academy of Audiology, Salamat coauthored a paper on age-related changes in P300. She also coauthored a paper on P300 brain maps at the International Evoked Response Audiometry Study Group meeting in Havana, Cuba.

Faculty presented 20 invited papers and workshops at national and state conferences, medical centers, and schools. Jon Hasbrouck presented three papers on fluency treatment and the role of the speech-language pathologist (SLP) in the evaluation and treatment of (central) auditory processing disorder [(C)APD], the latter at the annual convention of the Oregon Speech-Language-Hearing Association. Inglebret described her research framework for studying Native American student success in higher education at the National Institute for Native Leadership in Higher Education. Johnson presented two workshops, including a one-day workshop on assessment and intervention with children who have significant disabilities to SLPs in the North Thurston School District. Marshall Mitchell delivered two papers on disability studies at the PAC 10 Conference on Disabilities and the Pacific Rim Conference on Disabilities. He also served on a panel at the Society of Disability Studies Annual Conference. Potter gave an inservice on objective measurements of oral strength at Deaconess Hospital in Spokane. Power presented three papers, including two on dysphagia management in the public schools, in the Spokane area. Chermak presented six lectures and workshops on various aspects of (C)APD, including three presentations at the ASHA convention and a presentation at the 16th annual Mayo Clinic National Audiology Videoconference.

Local, regional, and national appointments and service confirm the faculty’s professional stature. At the national level, Madison is a frequent site visitor for the ASHA’s Council on Academic Accreditation. Inglebret was invited by the Governing Council of the National Institute for Native Leadership in Higher Education to speak at their annual conference and she participated in the Yapqinm Regional Indian Education Alliance. She served as a consultant to the Native American Caucus of the ASHA, as a peer reviewer for ASHA’s online materials pertaining to cultural and linguistic diversity in service delivery, and as a reviewer for ASHA’s Students Preparing for Academic Research Careers Award. Johnson represents the College on the President’s Teaching Academy Advisory Board. Chermak served on the ASHA work group on (C)APD, which published a position paper and technical report in 2005.

Research and clinical faculty continued to serve as international, national, and regional clinical practice consultants in the areas of maxillo-facial anomalies, augmentative communication, pediatric and adult swallowing disorders, (C)APD, and assessment and intervention with multicultural populations. Bassett served as a consultant to the pediatric programs and carries on call privileges at Sacred Heart Medical Center and Deaconess Medical Center in Spokane. She represented Spokane County at the Feeding Team Workshop, sponsored by the University of Washington’s Center for Human Development and Disability. Bassett, Jeffrey Nye, and Madison serve on the Spokane Regional Maxillo-Facial Defects Program. Madison also serves as a consultant to the Idaho Maxillo-Facial Defects Program for Coeur d’Alene and Lewiston. Madison completed a surgical mission to India with Operation Smile, a notable humanitarian contribution. Power was appointed coordinator of the Washington Speech-Language-Hearing Association (WSHA) State Advisory Group for Public School Issues and Jones was appointed to this advisory group. Jones continued to serve on the Southeastern Washington Fetal Alcohol Syndrome (FAS) Diagnostic Team. Salamat served on the Board of Directors of the Eastern Washington Deaf and Hard of Hearing Center.
Notes from NSLHHA
By Melinda Hegtwedt

The Washington State University National Student Speech-Language Hearing Association (NSSLHA) officers for the 2005–2006 school year were Melinda Hegtwedt (president), Megan Gumke (vice president), Anne Marie McGrew (secretary), Joanna Yoder (treasurer), Linsey Baker (public relations), and Jessica Flikke (junior liaison). Together, these officers have worked to unite the NSSLHA members in service to our community. We experienced a few complications in fundraising this year; however, we were finally able to earn some funds to put toward our events.

Publicity/Recruitment
This was the second year that NSSLHA has been recognized by Campus Involvement as a registered student organization. In order to publicize the Organization, NSSLHA members and SHS faculty participated in the Preview for Juniors Day and Spring Preview for high school students, giving them a chance to become familiar with all that WSU has to offer.

Community Service
NSSLHA members donated food baskets during the winter holiday season for families in the Pullman area. The members also raised approximately $200 and participated in Relay for Life to support the American Cancer Society. In addition, senior NSSLHA members volunteered to provide hearing screenings for the community in order to promote awareness of hearing loss. In the spring, members gathered in the WSU Speech and Hearing Clinic during Cougar Pride Days for the “Clinic Clean-Up.”

Social
NSSLHA members gathered to carve pumpkins and to socialize with faculty at the departmental winter holiday potluck.

Education
NSSLHA officers wrote a grant to raise funds for the annual Spring Conference. For the second consecutive year, NSLHA was awarded a Regional Project Grant of $500 from National NSLHA. Together with the Eastern Washington University NSLHA, the two chapters coordinated the day’s events for the conference which was held on the WSU Spokane Riverpoint Campus. Various speakers discussed their areas of practice, including audiology and autism, and settings as varied as private practice to hospitals.

Two guest speakers were featured this year. Jeanne Johnson gave tips on choosing and applying to graduate programs. Michelle Fredrickson from the WSU Pullman Clinic discussed her experiences with audiology and aural rehabilitation.

Finally, the Lynn B. Larrigan Scholarship for clinical excellence was awarded to Anne Marie McGrew. She will receive a certificate of achievement and her name will be displayed on a plaque in the main office in Pullman. Congratulations!

“We’re learning a great amount very quickly, but I’m hardly ever stressed out. I credit that to the fact that I graduated with a degree in Speech and Hearing Sciences from WSU.”

Carey Olson (’05 B.A.)

From Focus on Alumni, page 1
enhance the service we chose as our profession. Through years of hard work by our university system and WSHA members, we recently gained licensure as the first step to assuring we have competent professionals practicing in the State of Washington. This is just one example of what your organization can do for you and why you should support WSHA.

I have seen WSHA grow in the past 15 years to become an organization that is focused on the future. Most importantly, I have witnessed WSHA be our voice in the State of Washington in the legislature, in the schools, in communities, and always for the causes that will educate and promote our profession. As President-Elect, my role is to help WSHA continue to be our voice, much as the speech therapists helped me find my voice as a child.

Note: As is obvious from what she has shared, Trish was raised in Pullman. Her mother, Bea Nagel, is active in community affairs, and her father, Charles, a retired faculty member in the College of Agriculture, was instrumental in the development of the wine industry in Washington State. It is with great pride that I see Trish offer her professional dedication and expertise as President of WSHA.

CM

Spring 2006 | 5
Dear Dr. Potter,

The whole area of childhood motor speech disorders is baffling to me. What is the correct terminology for apraxia in children? How do I determine if a child has apraxia or just a severe speech sound disorder? How old should a child be before he or she receives a specific speech diagnosis? Who should diagnose and label the child? What research is Washington State University doing in the area of apraxia?

These are great questions about this controversial and challenging disorder. Over the next year, we will have more definitive answers for you. The ASHA Ad Hoc Committee on Apraxia of Speech in Children recently prepared a technical report on childhood apraxia of speech which was posted on the ASHA.org Web site in January of 2006 for comment and peer review. It is a preliminary document, which after peer input, will become the ASHA position statement and our standard for diagnosis. However, let me answer your questions with the understanding that as research progresses the answers may change.

Should I use the term developmental verbal apraxia, developmental apraxia of speech, developmental verbal dyspraxia, or childhood apraxia of speech? In cooperation with parent support groups, the Ad Hoc Committee recommends that SLPs use the term childhood apraxia of speech (CAS). The term developmental implies that the child may outgrow the disorder; therefore some third party payers (insurance companies) have denied reimbursement for speech-language services due to the inclusion of the term developmental in the diagnosis. The term dyspraxia (reduced function) has been used in Europe and Australia while apraxia (absence of function) has been used more frequently in the United States. Although children with CAS frequently have some verbal skills, to be consistent with the adult literature, the Committee recommends the term apraxia.

What is CAS? The Committee has proposed the following definition:

Childhood apraxia of speech (CAS) is a subtype of severe childhood speech sound disorder due to unidentified neurological differences likely of genetic origin. The core deficits arise at linguistic or early speech motor processing levels. Symptomatology, which changes with age, may include age-inappropriate vowel/diphthong errors, unusual and variable errors in repeated attempts at words, increased number and severity of errors with increasing word and utterance length, and prosodic disturbances. CAS places a child at increased risk for persisting problems in speech, language, and literacy.

How common is CAS? CAS is over diagnosed. Research indicates that CAS may occur in 2 in 1000 children. A study of children with speech sound disorders at a large metropolitan hospital showed that CAS was diagnosed in 43 in 1000 children. Many children have very severe speech sound disorders but do not exhibit all the speech characteristics listed in the above CAS definition.

When and by whom should a diagnosis of CAS be made? The diagnosis of CAS should be made by a speech-language pathologist whose knowledge and skills are current in the area of childhood speech sound disorders. With most children, a diagnosis of CAS is difficult to determine before the age of four or five years old. The term “suspected CAS” is more appropriate for preschool children.

What is the most effective therapy approach for CAS? The most effective approaches shape the child’s attempts at vocalization into meaningful communication. As a child increases successful communication attempts the cues and models are systematically faded.

Should I use oral motor exercises to teach speech to a child with CAS? No. While oral exercises and speech both use the articulators, they do not stimulate the same areas of the brain.

What research is WSU doing in the area of CAS? WSU has been collaborating with University of Wisconsin-Madison to examine the speech and language disorders associated with galactosemia, a rare metabolic disease. Galactosemia, which is detected during newborn screening, is the inability to break down the milk sugar galactose. Galactose, found in human and animal milk, is needed to form the myelin or white matter in the brain. Children with galactosemia have a high incidence of severe speech sound disorders, frequently labeled as CAS. In a second study, WSU graduate students are examining preschool children to determine if children with speech sound disorders differ from children without speech sound disorders in tongue strength, muscle contraction rate, and muscle relaxation rate.

Send Us Your Questions! If you have other questions or topics you would like to discuss, send them to the Department of Speech and Hearing Sciences at sphrscl@wsu.edu, or mail them to the department at PO Box 642420, Pullman, Washington 99164-2420.

Dr. Nancy Potter
“Your generous gifts are pivotal to achieving our goal to provide the best undergraduate and graduate education by the best faculty.”

—Gail D. Chermak

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Message from the Chair

As I complete my 15th year as chair of this wonderful department, I want to thank Jeanne Johnson for her outstanding work as acting chair during my professional leave last spring semester (2005). With the department in such capable hands, I was able to make great progress on my book project. The two-volume edited handbook on (central) auditory processing disorder is scheduled for publication later this spring.

In my last chair’s message (spring 2004), I mentioned discussions underway regarding the role of our undergraduate program on the growing health sciences campus in Spokane. I am delighted to report two positive outcomes of those discussions. First, we will continue to offer our undergraduate program in Pullman, providing clinical practice opportunities for our undergraduate students and delivering clinical services to surrounding communities. We thank our many friends who expressed their support for maintaining the undergraduate program in Pullman. In addition to continuing our exceptional undergraduate program in Pullman, we have decided to develop a cooperative undergraduate program with our EWU colleagues to be offered on the WSU Riverpoint campus. This cooperative undergraduate program will be similar to our Pullman program, albeit without the extensive clinical component that distinctly marks our Pullman-based program. I look forward to sharing additional information about the cooperative undergraduate program in my next chair’s message.

It is with regret that I must also report that we do not expect to launch our audiology doctoral program (Au.D.). While fully approved and ready to launch in fall 2004, the lack of university funding due to budgetary restrictions and competing university priorities has resulted in this extremely disappointing outcome. As noted above, however, our faculty is moving forward in other directions, including the cooperative undergraduate program and our disability studies program, about which I wrote in my last chair’s message.

As always, I close my message by expressing my appreciation to alumni and other friends who play such a major role in the future of our department. Your ongoing support and your investment in our students and our programs are vital to our continued excellence. Your generous gifts are pivotal to achieving our goal to provide the best undergraduate and graduate education by the best faculty.

Thank you as well for your overwhelmingly positive response to Wavelength. We would like to include your news in our next issue, so please call or e-mail me anytime at 509-335-4526 or chermak@wsu.edu.

Gail D. Chermak