

**MICHELLE MENTIS, Ph.D.**

Department of Speech, Language and Hearing Sciences  
Sargent College of Health and Rehabilitation Sciences  
Boston University

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**Professional Appointments**

2019-present Chair, Department of Speech Language and Hearing Sciences, Boston University

2011-present Director, MS Program, Department of Speech, Language and Hearing Sciences, Boston University

2010-present Clinical Professor, Department of Speech, Language and Hearing Sciences, Boston University

2015-present Affiliated Faculty, Linguistics Program, Boston University

2000-present Speech-Language Pathologist, Private Practice, Cambridge, MA.

2001; 2007; 2009 Adjunct Associate Professor, Department of Speech, Language and Hearing Sciences, Boston University, Boston, MA.

2000-2002 Language Consultant, The Solomon Schechter Day School of Greater Boston, Newton, MA.

1995-2000 Associate Professor with Tenure, Department of Communication Disorders, Boston University, Boston, MA.

1989-2000 Associated Faculty, Ph.D. Program in Applied Linguistics, College of Liberal Arts, Boston University, MA.

1992-2000 Special Scientific Staff, Department of Pediatrics, Boston Medical Center

1988-1995 Assistant Professor, Department of Communication Disorders, Boston University, Boston, MA.

1987 Teaching Associate, University of California, Santa Barbara, CA.

1984-1987 Teaching Assistant, University of California, Santa Barbara, CA.

1983 Audiologist, Johannesburg Hospital, Johannesburg, South Africa

1982 Lecturer and Clinical Supervisor, Department of Logopedics, University of Cape Town, South Africa,

1981 Speech and Language Pathologist, Groote Schuur Hospital, Cape Town, South Africa

**Education**

1988 Ph.D. in Speech and Hearing Sciences. Area of Specialization: Language Science, University of California, Santa Barbara

1985 M.A. in Speech Language Pathology, University of California, Santa Barbara

1981 B.A. in Speech Pathology and Audiology, University of the Witwatersrand, Johannesburg, South Africa

**Awards and Honors**

2019 Fellow of the American Speech-Language-Hearing Association

2019 Award of Merit, Boston University, Sargent College of Health and Rehabilitation Sciences for outstanding professional service within Sargent College

1998 Award of Merit, Boston University Sargent College of Health and Rehabilitation Sciences for outstanding professional service within Sargent College

### **Professional Certifications, Affiliations**

Board Certified Specialist in Child Language and Language Disorders, American Board of Child Language and Language Disorders  
Founding cohort and mentor  
Certification of Clinical Competence in Speech-Language Pathology, American Speech-Language-Hearing Association  
Massachusetts Speech Pathology License (2999)  
Member, American Speech-Language-Hearing Association

### **Grants**

Principal Investigator, "Effects of Maternal Cocaine Use on Language Development" Awarded to Boston University by the National Institute for Deafness and Other Communication Disorders, 1993-1995.  
Principal Investigator, "Effects of Lead Exposure on Language Development." Boston University Dudley Allen Sargent Research Fund, 1993-1994.

### **Publications**

#### *Standardized Language Test*

Bankson, N., Mentis, M., & Jagielko, J. (2017). *Bankson Expressive Language Test – 3<sup>rd</sup> Edition: BELT-3*. Austin, Texas: Pro-Ed, Inc.

#### *Refereed Journals*

Mentis, M. (1998). In Utero Cocaine Exposure and Language Development. *Seminars in Speech and Language: Prenatal Cocaine Exposure*, 19, 147-165.  
Mentis, M. & Lundgren, K. (1995). Effects of prenatal exposure to cocaine and associated risk factors on language development. *Journal of Speech and Hearing Research*, 6, 1303-1318.  
Mentis, M., Briggs-Whittaker, J. & Graminga, G.D. (1995). Discourse topic management in senile dementia of the Alzheimer's type. *Journal of Speech and Hearing Research*, 5, 1054-1066.  
Mentis, M. (1994). Topic management in discourse: Assessment and intervention. *Topics in Language Disorders*, 14:3, 29-54.  
Mentis, M. (1991). Discourse topic management in normal and language-impaired children. *Journal of Childhood Communication Disorders*, 14, 45-66.  
Mentis, M. & Prutting, C.A. (1991). Analysis of topic as illustrated in a head-injured and normal adult. *Journal of Speech and Hearing Research*, 34, 583-595.  
Prutting, C.A., Mentis, M. & Zitzer, C.A. (1990). Philosophy of Science: A template for understanding our science. *Language Sciences*, 12, 379-392.  
Mentis, M. (1990). Review of "Language Disorders and Language Development" by Margaret Lahey. *Journal of Applied Psycholinguistics*, 11, 224-227.  
Prutting, C.A., Mentis, M. & Nelson, P. (1989). Critique of Siegel: The limits of science in communication disorders. *Journal of Speech and Hearing Disorders*, 54, 299-300.  
Mentis, M. & Prutting, C.A. (1987). Cohesion in the discourse of normal and head injured adults. *Journal of Speech and Hearing Research*, 30, 88-98.  
Koegel, R.L. & Mentis, M. (1985). Motivation in childhood autism: Can they or won't they? *Journal of Child Psychology and Psychiatry*, 26, 185-191.  
Mentis, M. (1981). The comprehension of deictic terms in normal and language impaired

children. *South African Journal of Communication Disorders*, 28, 92-103.  
Gordon, E., Gordon, A., Gordon, L., Shapiro, M., Mentis, M., & Suchet, M. (1981). Biofeedback and Stuttering. *South African Journal of Communication Disorders*, 28, 105-112.

#### *Book Chapters*

Mentis, M. & Thompson, S.A. (1991). Discourse: A means for understanding normal and disordered language. In T.M. Gallagher (Ed.), *Pragmatics of Language: Clinical Practice Issues* (p 199-227). San Diego: Singular Publishing Group.  
Skarakis-Doyle, E. & Mentis, M. (1991). A discourse approach to language disorders. Investigating complex sentence production. In T.M. Gallagher (Ed.), *Pragmatics of Language: Clinical Practice Issues* (p 283-306). San Diego: Singular Publishing Group.

#### **Refereed Papers Presented at Scientific Meetings and Conventions**

Howland K, Graham M, & Mentis M. (2022, November). Does treatment intensity matter? Strategies to maximize treatment effectiveness with preschool children. Podium presentation at the American, Speech, Language, and Hearing Convention, New Orleans, LA.  
Graham, M., Doherty, L., Howland, K., Mentis, M. (2020, November). 12591: Measuring Progress in the Use of Causal Conjunctions in Preschoolers with Developmental Language Disorder. Proposal accepted at the Annual Convention of the American Speech-Language-Hearing Association, San Diego, CA (Convention canceled).  
Howland, K., Mentis, M. & Graham, M. (2019). Developing Expressive Language in Preschoolers: Strategies to Increase Utterance Length and Complexity. Podium presentation at the American Speech, Language, and Hearing Association Convention, Orlando, FL.  
Howland, K., Mentis, M. & Graham, M. (2018). Strategies to Improve Expressive Language Skills in Preschool Children with Language Disorders. Podium presentation at the American Speech, Language, and Hearing Association Convention, Boston MA.  
Slater, C. & Mentis, M. (2018). Implementation of an Interprofessional Education Curriculum mapped to the IPEC (2016) Core Competencies. Podium presentation at the American Speech, Language, and Hearing Association Convention, Boston MA.  
MacLellan, L., Cler, G., Fager, S., Mentis, M., Stepp, C. (2018). Evaluating Camera Mouse as a computer access system for AAC: A Case Study. Podium presentation at the American Speech, Language, and Hearing Association Convention, Boston MA.  
Mentis, M., Howland, K., & Graham, M. (2017). Increasing effectiveness in LSA: Customizing SALT to provide more useful syntactic information for preschool children. Poster session presented at the American Speech, Language, Hearing Association Convention, Los Angeles, CA.  
Mentis, M., Howland, K., & Graham, M. (2016). An Intensive Summer Preschool Language Intervention Program: Development and Implementation. Podium presentation at the American Speech, Language, Hearing Association Convention, Philadelphia, PA.  
Mentis, M., Gavett, E., Constantino, D., & Strand, K. (2014). Requiring Interviews for admission to an MS-SLP Program. Poster session presented at the American Speech, Language, Hearing Association Convention, Orlando, FL.  
Mentis, M. (2013). Language Formulation Problems and the ICF: A Case Example. Poster session presented at the American Speech, Language, Hearing Association Convention, Chicago, IL.  
Mentis, M. (2012). Language Impairment in Selective Mutism: A Case Study. Poster session presented at the American Speech, Language, Hearing Association Convention, Atlanta, GA.  
Mentis, M. (2011). Profiles of Language Difficulty in Internationally Adopted Children. Poster session presented at the American Speech-Language Hearing Association Convention, San

- Diego, CA.
- Mentis, M., Abele, E., & Gavett, E. (1999). Pragmatic Profiles in School-Aged Children with Asperger's syndrome. Poster session presented at American Speech-Language-Hearing Association Annual Convention, San Francisco, CA.
- Mentis, M., Hargrave, J., Gavett, E., & Millen, M. (1998). Effectiveness of a Functionally-Based Language Enrichment Program. Poster session presented at American Speech-Language-Hearing Association Annual Convention, San Antonio, TX.
- Fong, H. & Mentis, M. (1998). Time Course of Cognitive Activation in Picture Naming. American Speech-Language-Hearing Association Annual Convention, San Antonio, TX.
- Mentis, M. & Lundgren K. (1997). Language and Play Development in Drug-Exposed Children: Further Data. American Speech-Language Hearing Association Annual Convention, Boston, MA.
- Mentis, M., Hargrave, J., Gavett, E., & Millen, M. (1997). Effectiveness of a Language Enrichment Program in Three Kindergarten Classrooms. Poster session presented at American Speech-Language Hearing Association Annual Convention, Boston, MA.
- Diamond, S. & Mentis, M. (1997). Word Naming in Moderately Head-Injured Adults. American Speech-Language Hearing Association Annual Convention, Boston, MA.
- Mentis, M., Bland-Stewart, L.M., & Carrico, C. (1996). Research Update: Language Abilities in Children Prenatally Exposed to Cocaine. American Speech-Language-Hearing Association Annual Convention, Seattle.
- Lundgren, K. & Mentis, M. (1996). Effects of Multiple Risk Factors Including Prenatal Cocaine-Exposure on Exploratory Play. American Speech-Language-Hearing Association Annual Convention, Seattle.
- Mentis, M., Brinton, B., Fujiki, M., & Skarakis-Doyle, M. (1995). The Pragmatic Revolution: Evolution, Current Trends and New Directions. American Speech-Language-Hearing Association Annual Convention, Orlando, FL.
- Mentis, M., Bland, L., Wallace, G., Wyatt, T. (1995). Language Development in African-American Toddlers Prenatally Exposed to Cocaine. American Speech-Language-Hearing Association Annual Convention, Orlando, FL.
- Mentis, M., Diamond, S., & Reed, L. (1994). Effects of lead exposure on language development. Annual American Speech-Language-Hearing Association Convention, New Orleans, LA.
- Mentis, M., Bankson, N., & Plamondon, J. (1994). Phonological development in children prenatally exposed to cocaine. Annual American Speech-Language-Hearing Association Convention, New Orleans, LA.
- Diamond, S. & Mentis, M. (1994). Discourse cohesion in the conversational speech of three aphasic individuals. Annual American Speech-Language-Hearing Association Convention, New Orleans, LA.
- Diamond, S. & Mentis, M. (1994). Language and cognitive deficits following mild head injury." Annual American Speech-Language-Hearing Association Convention, New Orleans, LA.
- Fong, H. & Mentis, M. (1994). A preliminary analysis of language in AIDS Dementia Complex. Annual American Speech-Language-Hearing Association Convention, New Orleans, LA.
- Lundgren K., & Mentis, M. (1994). Effects of prenatal cocaine-exposure on symbolic play development. Annual American Speech-Language-Hearing Association Convention, New Orleans, LA.
- Mentis, M., & Lundgren, K. (1993). Effects of maternal cocaine use on language development. Annual American Speech-Language-Hearing Association Convention, Anaheim, CA.
- Mentis, M., Whittaker, J., & Graminga, G. (1993). Discourse topic management in Alzheimer's disease. Annual American Speech-Language-Hearing Association Convention, Anaheim, CA.

- Mentis, M. (1990). Analysis of topic: Illustrated in a head-injured and normal adult. Annual American Speech-Language-Hearing Association Convention, Seattle.
- Mentis, M. (1990). Understanding discourse analysis: Overview and implications for assessment and intervention. Mini-seminar, Annual American Speech-Language-Hearing Association Convention, Seattle.
- Skarakis-Doyle, E., Fredeen, L., & Mentis, M. (1991). A pragmatic perspective on complex sentence production in a LD child. Canada Speech Language Pathology and Audiology Conference.
- Mentis, M. (1988). Perspectives on Science: A perspective. Annual American Speech-Language-Hearing Association Convention, Boston.
- Mentis, M. (1985). Cohesion in the discourse of normal and head-injured adults. Annual American Speech-Language-Hearing Association Convention, Washington, D.C.

### **Invited Talks and Seminars**

- Mentis, M., Gavett, E., & Vesci, B. (2011). High-Level Language Function in Sport-Related Concussion: What Should We Know. Presentation at the National Association of Academic Advisors for Athletic Region I Conference, Boston.
- Mentis, M. (2005). "Language Disorders: Causes, Risk Factors, and Predictors of Need for Evaluation and Intervention." FCC New England Speech and Language Workshop, Boston, MA.
- Mentis, M. (1998). "Narratives from a functionalist perspective." Guest Speaker, Spaulding Rehabilitation Hospital, Boston, MA.
- Mentis, M., Hargrave, J., & Gavett, E. (1998). "A Functionalist Approach to Language Intervention." Guest Speakers, Newton Public Schools, Newton, MA.
- Mentis, M. (1998). "Language Sampling and Analysis," Guest Speaker, Massachusetts General Hospital Institute of Health Professions, Boston, MA.
- Mentis, M. (1997). "Effects of In-Utero Exposure to Cocaine and Associated Risk Factors on Language Development." International Congress: Pediatrics in the Community - 2000+, Israel Ambulatory Pediatric Association, Jerusalem, Israel.
- Mentis, M. (1997). "Language Sampling and Analysis," Guest Speaker, Massachusetts General Hospital Institute of Health Professions, Boston, MA.
- Mentis, M. (1995). "The narratives of communicatively-impaired children: Assessment and Intervention Methods." Guest Speaker, Sixteenth Annual Communication Disorders Conference, Boston.
- Mentis, M. (1995). "Discourse approaches to the assessment and treatment of language disorders." Guest Speaker, University of Rhode Island, Department of Communicative Disorders Spring Lecture Series.
- Mentis, M. (1995). "Language Acquisition," Guest Speaker, The Carroll School, Lincoln, Massachusetts.
- Mentis, M. (1994). "Childhood language disorders," Colloquium presented at the Department of Behavioral Pediatrics, Boston University School of Medicine, Boston.
- Mentis, M. (1993). "Language Acquisition," Guest Speaker, The Carroll School, Lincoln, Massachusetts.
- Mentis, M. (1992). "Child language acquisition and disorders," Colloquium presented at the Department of Behavioral Pediatrics, Boston University School of Medicine, Boston.
- Mentis, M. (1991). "Discourse topic management in head-injured adults." Massachusetts General Hospital Behavioral Neurology/Neuropsychology Rounds, Boston.

- Mentis, M. (1989). "A multidimensional approach to the assessment and treatment of language disorders." Guest speaker, Eleventh Annual Communication Disorders Conference, Boston.
- Mentis, M. (1989). "Discourse analysis in children." Colloquium, University of Maine.
- Mentis, M. (1989). "Linguistic analysis." Dalhousie University, Nova Scotia, Canada.
- Mentis, M. (1989). "Topic management in the discourse of head-injured adults." Applied Linguistics Colloquia, Boston University.
- Mentis, M. (1987). "Communication disorders following right hemisphere lesions." Santa Barbara County Physicians Lecture Series, Santa Barbara, CA.

### **Professional Activities**

- Task Force Member, Critical Thinking as a Knowledge and Skill for Professional Practice, Council of Academic Programs in Communication Sciences and Disorders (2016–2019)
- Site Visitor, Council on Academic Accreditation in Audiology and Speech-Language Pathology (2016–2019; 2020-2024)
- Member, American Speech-Language-Hearing Association Annual Convention Program Committee (Interprofessional Education and Practice) (2014)
- Member, American Speech-Language-Hearing Association Annual Convention Program Committee (Language and Learning in School-Age Children and Adolescents)

### **Journal Editorial Reviews**

- Journal Editorial Consultant
- Journal of Speech and Hearing Research*
  - American Journal of Speech-Language Pathology*
  - Language, Speech, and Hearing Services in the Schools*
- Guest Editor
- Seminars in Speech and Language: Prenatal Drug Exposure, 19, 1998*

### **Clinical Innovations**

- Preschool Intensive Language Intervention Program, Academic Speech Language and Hearing Center
- Development and implementation of a language enrichment program for kindergarten children at risk of failing to meet performance standards, Newton Public Schools

### **Teaching, Mentoring and Advising**

#### ***Courses Taught at Boston University***

- Graduate Courses (Masters and Doctoral)
- Models of Language Processing Across the Life Span
  - Preschool Language Disorders
  - Language Sample Analysis
  - Clinical Reasoning: Case Studies
  - Clinical Reasoning: Advanced Case Studies
  - Childhood Language Disorders
  - Language Theories, Acquisition, and Analysis
  - Phonological Disorders
  - Language Research Seminar
  - Normal Aging and Communication
  - Journal Review Seminar
  - Graduate Practicum

## Undergraduate Courses

Normal Bases of Language Development  
Introduction to Phonological Disorders  
Acquisition of the Communicative System  
Senior Seminar: Topics in Speech-Language Pathology (Pediatric Speech-Language Pathology)

## **Teaching and Program Innovations**

Speech-Language Pathology Doctoral Program: Wrote the initial proposal for the development of a clinical doctorate in speech-language pathology. The proposal was refined with faculty input and the final revisions and budget were completed with the chair and college administration and submitted to the university administration in fall 2018.

Development of Interprofessional Education (IPE) curriculum: Member of the college committee that initiated the development of a college-wide IPE program and worked with the new college director of IPE and the professional program directors to develop and implement the curriculum.

### MS-SLP Program Curricular Development

Proposed, worked with faculty to develop, and implemented an innovative Clinical Reasoning course sequence to increase critical thinking and make clinical-research connections

Developed new course on language sampling analysis

## **Dissertation and Thesis Advising**

### *Dissertation Chairperson and First Reader*

Sigrídur Magnúsdóttir	"On Grammatical Knowledge in Agrammatism: Evidence from Icelandic" (1999)
Holly Fong	"A study of Perceptual, Structural, Semantic, and Phonological Activation During Picture Naming." (1999)
Suzanne Hope Diamond	"Word Naming in Moderately Head Injured Adults." (1997).
Kristine Lundgren	"Effects of Multiple Risk Factors Including Prenatal Cocaine-Exposure on Exploratory and Symbolic Play." (1997).
Sharon Haldorson	"Discourse Cohesion in Language Disabled and Linguistically Normal Children." (1993).
Valerie Judd Stahl	"Reference Cohesion in Normal and Language Learning Disabled Preadolescents' Procedural and Narrative Discourse." (1990).

### *Thesis Chairperson and First Reader*

Lisa Reed	"The Effects of Lead Exposure on Language Development." (1994).
Hanya M. Katz	"Confrontation Naming In Closed Head Injured Adults." (1991).

### *Dissertation and Thesis Committees*

Laura Doherty	"The Relationship between Parental Prosody and Child Language During Shared Book Reading" Thesis Second Reader
Hannah Stetson	"Parent-Child Conversational Interactions During Shared Book Reading in Toddlerhood in Relation to Child Language Status" Thesis Second Reader (2022).
Maddie Dunn	"Efficacy of Aphasia Group Conversation Treatment via Telepractice on Language and Social Measures" Thesis Third Reader (2022).

Denise London	"The Effects of Augmentative and Alternative Communication Cursor Click Modality on Language Complexity and User Perceptions" Thesis Second Reader (2021).
Lillian Brown	"Language Modality During Interactions Between Hearing Parents Learning ASL and Their Deaf/Hard of Hearing Children: They Can Do Both!" Thesis Second Reader (2019).
Lauren MacLellan	"Evaluating Camera Mouse as a Computer Access System for Augmentative and Alternative Communication in Cerebral Palsy: A Case Study." Thesis Third Reader (2018).
Katherine Barrett	"The Influence of Pre-Stroke Proficiency on Post-Stroke Impairment in Bilingual Aphasia." Thesis Third Reader (2018).
Jennifer Hylkema	"Voice Onset Time in Individuals With Vocal Hyperfunction." Thesis Third Reader (2018).
Ruth Caputo	Passive Voice in Children's Literature. Thesis Second Reader (2016).
Jessica Kastenbaum	"The Influence of Language Combination and Proficiency on Bilingual Lexical Access." Thesis Second Reader (2015).
Shirley Huang	The Effects of Wake and Sleep Delay on Verb Meaning in 2-Year Olds." Thesis Second Reader (2014).
Megan Quimby	"Word Retrieval in Bilingual Individuals: How Do Language, Test Type, and Self-Reported Fluency Relate to Naming Accuracy in English and Hebrew?" Thesis Second Reader (2013).
Melody Lo	"Understanding Semantic and Phonological Processing Deficits in Adults with Aphasia: Effects of Category and Typicality." Thesis Second Reader (2013).
Emily Ammerman	"Study Related to Referential Communication in Children with Williams Syndrome." Thesis Third Reader (2013).
Brooke Woodman	Study related to semantically-based treatment in adults with aphasia. Thesis Second Reader (2013).
Regina Iakupova	"Assessment of English-Russian bilingual aphasia: The relationship between language proficiency, impairment, and rehabilitation" Second Reader (2011).
Arlene Luloff	"Reading Disorders: Individual Variation and 'Universals'" Dissertation Second Reader (1998).
Teruaki Tsushima	"Developmental Changes in Nonnative Speech Segment Discrimination" Dissertation Second reader (1998).
Andrew Stringfellow	"Syntactic considerations in the narratives of language impaired children" Thesis Second Reader (1998).
Elaine M. Crowder	"Gesture and Sense-Making in Science Talk when Learning Histories Vary." Dissertation Fourth Reader (1996).
Beverly Conte	"The Effects of Genre, Vocabulary, and Syntax on Comprehension in Language Impaired and Non-Impaired Adolescents." Dissertation Third Reader (1993).
Julie Ann Christianson	"Coherence Disturbances in Aphasia: The Assessment of Relevance." Dissertation Third Reader (1993).
Qian Hu	"The Acquisition of Chinese Classifiers by Young Mandarin Speaking Children." Dissertation Fourth Reader (1993).
Debra Aarons	"Aspects of the Syntax of American Sign Language." Dissertation Chairperson(1993).



Tony Desser "Dialect Transmission and Variation: An Acoustic Analysis of Vowels in Six Urban Detroit Families." Dissertation Fifth Reader (1989).  
Julie A. Piasecki "Perseveration in Apraxia." Thesis Second Reader (1988).

### **Administrative Responsibilities**

#### University

Faculty Council, Boston University, 1989-1991

#### College

Sargent College Simulation Lab Steering Committee, 2021-2023  
Sargent College Professional Programs Simulation Lab Committee, 2021-present (Chair)  
Sargent College Program Directors/IPE Committee, 2016-present  
Sargent College Committee of Appointments, Promotion and Tenure, 2013-2019  
Sargent College Core Strategic Planning Committee, 2018-2019  
Sargent College Professional Programs/IPE Committee, 2016  
Sargent College IPE Planning Committee, 2-15-2016  
Sargent College Administrative Advisory Council, 2011-2015  
Sargent College Program Director IPE Planning Group, 2014-2015  
Sargent College Award of Merit Committee, 2011-2012  
Sargent College Grand Rounds Committee, Spring 2011  
Sargent College Graduate Education Committee, 1998-2000  
Chair, Sargent College Committee on Appointments, Promotion, and Tenure, 1996-1998  
Sargent College Faculty Council, 1996-1998  
Sargent College Committee on Appointments, Promotion, and Tenure, 1995-1996  
Sargent College Graduate Education Committee, 1992-1995  
Sargent College Undergraduate Education Committee, 1988-1990  
Sargent College Merit Review Committee, 1988-1991

#### Departmental

MS Program Director, 2011 – present  
Chair, Speech, Language and Hearing Sciences Faculty Search Committee, 2018-2019  
(Clinical Assistant Professor)  
Speech, Language and Hearing Sciences Faculty Search Committee, 2016-2017 (Department Chair), 2015-2016 (Department Chair), 2012-2013 (Department Chair), 2011-2012 (Assistant/Associate Professor), 2010-2011 (Assistant/Associate Professor), 1998 – 2000 (Assistant/Associate Professor; Clinical Assistant/Associate Professor), 1993-1994 (Clinical Assistant Professor), 1992-1993 (Assistant/Associate Professor; Clinical Assistant Professor)  
Chair, Speech, Language and Hearing Sciences Master of Science Program Admissions Committee, 2011-present  
Chair, MS Program Pediatric Comprehensive Exam Committee, 2011-present  
Chair, Speech-Language Pathology Clinical Doctorate Proposal Committee, 2012-present.  
Chair, Advisory Board for Master of Science Program in Speech, Language Pathology, 2014-present.  
Speech, Language and Hearing Sciences Master of Science Program Admissions Committee, 2010-2011, 1998-2000  
Chair, Communication Disorders Faculty Search Committee 1996-1997 (Assistant/Associate

Professor), 1994-1995 (Assistant/Associate Professor)  
Communication Disorders Master's Degree Curriculum Revision Committee, 1998-2000;  
1994-1995; 1989-1990 (Chair)  
Communication Disorders Doctoral Degree Curriculum Revision Committee, 1998-2000;  
1991-1992; 1988-1989  
Communication Disorders Continuing Education Committee, 1997- 2000

**Continuing Education**

ASHA ACE (Award for Continuing Education, multiple times)

**Pediatric Speech-Language Pathology Practice**

This includes diagnostic evaluations, individual therapy, parent and teacher consultations and program assessments for children and adolescents with a wide range of language disorders including autism spectrum disorders, language-learning disabilities, specific language impairment, language disorders associated with specific syndromes, language disorders associated with psychiatric disorders, and other developmental and acquired neurologically based language disorders.