

Survey Response

Institution Information

Institution Description

Please note: Questions under the Institution Description section have been re-aligned under the appropriate sections. E.g. mission statement of the program has been moved to section 1.2.

Survey Response

General Information - Master's Program

Program Description

Speech-Language Pathology

Are graduate courses for the entry-level graduate program available through distance education?

Yes, less than 50% of the academic credit hours

Yes, 50% or more of the academic credit hours

No

Is this graduate program or a component of the program offered through a satellite or branch campus?

Yes, less than 50% of the academic credit hours

Yes, 50% or more of the academic credit hours

No

If the program responded "Yes, 50% or more of the academic credit hours" for the entry-level graduate program are offered at a satellite or branch campus, provide the following information for each satellite or branch campus

General Information - Master's Program

Program Description

Speech-Language Pathology

Master of Science (MS)

Is this graduate program offered as part of a consortium?

Yes

No

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Standard 1.0 Administrative Structure and Governance - Master's Program

Standard 1.1 Regional Accreditation

Speech-Language Pathology

Name of Regional Accreditor : New England Association of Schools and Colleges
Regional Accreditation Cycle Start Date : 1/2010
Regional Accreditation Cycle End Date : 1/2019

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Standard 1.0 Administrative Structure and Governance - Master's Program

Standard 1.2 Mission, Goals and Objectives

Speech-Language Pathology

Standard 1.2 The program's mission and goals are consistent with CAA standards for entry into professional practice (3.1A and/or 3.1B) and with the mission of the institution.

Provide the mission statement of the institution. If the program is a consortium, include information for all participating entities.

To create, evaluate, share, and apply knowledge and to prepare students to be accountable leaders who will bring to their work dedication to the global community, a grasp of complexity, effective problem-solving and communication skills, and an enduring commitment to learning and ethical conduct.

Provide the mission statement of the college. If the program is a consortium, discuss the mission statement for all participating entities.

To serve society at state, national and global levels through education of health professionals, development of new knowledge, and healthcare advocacy that transforms lives by preventing illness and injury, promoting health and wellness and assuring evidence-based clinical interventions in the management of disease and disability.

Provide the mission statement of the program(s) seeking (re)accreditation.

To serve society at state, national and global levels through education of communication sciences & disorders professionals, development of new knowledge, and healthcare/education advocacy that transforms lives by preventing communication disorders, providing community outreach, promoting the ability of all people to communicate and assuring evidence-based clinical interventions in the management of communication disorders.

What mechanisms are used by faculty to evaluate regularly the congruence of the program and institutional goals? (Select all that apply.)

- Discuss and review at faculty meetings
- Discuss and review at faculty retreat
- Compare program goals with institutional goals
- Develop program goals based on institutional goals
- Discuss program goals with institution administration
- Other - specify

What mechanisms are used by faculty to evaluate regularly the extent to which the goals are achieved? (Select all that apply.)

- Establish measurable outcomes for the goals
- Monitor achievement of outcomes and progress toward goals
- Discuss and review at faculty meetings
- Discuss and review at faculty retreat
- Other - specify

Describe how the distance education program fits the mission of the residential program and that of the institution.

The distance education component of our program fits well with our mission to nurture learning at the graduate level and to apply knowledge for the common good through clinical services. It also fits with our service mission to address the SLP shortages in rural Vermont communities with high needs for service delivery by fully qualified SLP's.

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Describe the explicit rationale for providing the distance education program. Your explanation must discuss the needs addressed specifically by distance education.

The distance education program is designed to address the gaps and weaknesses in the services to students with disabilities that have been identified in the Vermont State Performance Plan (SPP, 2005-2012) and substantiated in the Vermont Annual Performance Plan (APR, 2009-2010) by providing increased access to continuing professional development and certification for educational personnel in speech-language pathology. The State Department of Education requested an increase in the number of SLPs available to school districts that experience severe shortages of SLP's, via the development of a sustainable hybrid Master's level SLP program utilizing web-based distance learning.

Prior to the start of this distance education program in 2009, Vermont experienced extreme shortages of SLP's. In the 2005 State of Vermont Child Count, there were 227.51 fully licensed SLP's employed in Vermont schools. There were 10.9 not fully licensed SLP's and 17.5 vacancies. These personnel shortages resulted in gaps in related service delivery for children who need the most supports. This personnel shortage is felt the most acutely in the rural parts of the state, such as "the Northeast Kingdom". In 2006-2007, three supervisory unions had no SLP's under contract, despite exhaustive, collaborative recruitment. In the 2006 Annual Performance Report of Vermont's Part C Program serving our birth to three population, the lack of access to licensed SLP's was identified as directly negatively impacting outcomes for children. A survey of special education directors in 61 Vermont school districts in 2007 (Vermont Speech-Language Hearing Association) indicated 12% of the districts did not have a full time SLP, 46% reported having at least one SLP opening, and 34% reported the need for at least one additional full time SLP. Of those unfilled positions, one third remained open for more than four months and 17% remained open for over a year. Vermont needed to build this personnel preparation initiative through a distance learning/web-based learning platform to minimize access issues for rural Vermonters, developing SLP's in their home communities who will continue to live and work in those communities to increase related service access for students with disabilities.

What mechanisms are used by faculty to regularly evaluate the congruence of the distance education program and institutional goals? (Select all that apply.)

- Discuss and review at faculty meetings
- Discuss and review at faculty retreat
- Compare program goals with institutional goals
- Develop program goals based on institutional goals
- Discuss program goals with institution administration
- Other - specify

What mechanisms are used by faculty to regularly evaluate the extent to which the goals are achieved for the distance education program? (Select all that apply.)

- Establish measurable outcomes for the goals
- Monitor achievement of outcomes and progress toward goals
- Discuss and review at faculty meetings
- Discuss and review at faculty retreat
- Other - specify

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Standard 1.0 Administrative Structure and Governance - Master's Program

Standard 1.3 Program Strategic Plan

Speech-Language Pathology

Standard 1.3 The program develops and implements a long-term strategic plan.

Describe the process for creating, implementing and evaluating the program's strategic plan.

A major revision of the departmental strategic plan has recently (Spring 2011) been completed by the faculty and staff. The revision was accomplished through discussion at meetings in which the agenda was focused on this topic. The discussion was based on understanding the strategic goals of the University and the College and included consideration of how the department could assure that its mission and vision were in line with these. The discussion also included consideration of the aspirations of the department, keeping in mind the available resources. Following the discussion, a small group worked to develop departmental strategic directions and action steps for further consideration by the entire faculty and staff. Based on this discussion by the whole department, action steps were finalized and time frames and measurable outcomes determined. Given the pace at which change occurs, the department made the decision to create a 3-year strategic plan; therefore, the next major revision will occur in 2013.

Implementation of the action steps in the strategic plan is ensured by identifying the party responsible for each of the action steps as well as the resources required and the time frame. Yearly review of progress by the whole department serves to hold the parties responsible for implementation or to identify difficulties in carrying out the action steps.

Yearly review of the strategic plan has been a consistent part of the department's operations for quite some time. The yearly review has included determination of progress toward meeting the desired outcomes and discussion about possible revisions to the plan based on that progress. The discussion has also included consideration of any changes in resources that might affect the ability to carry out the action steps.

Additionally, the department chairs report to the dean yearly departmental activities and outcomes that contribute to the strategic direction of the College. This discussion also includes consideration of enablers or barriers to the departments' contributing to College goals, as well as departmental resource needs. Discussion among the dean and department chairs becomes part of the strategic plan review process for each department and may result in revision of departmental action steps.

What methods are used to assure the congruence of the strategic plan with the mission of the institution? (Select all that apply.)

- Develop program strategic plan based on institutional mission
 - Discuss program strategic plan with institution administration
 - Involve university administration in the development of the program strategic plan
 - Obtain approval of program strategic plan from institution administration
- Discuss and review at faculty meetings
- Discuss and review at faculty retreat
- Compare program strategic plan with institutional mission
- Other - specify Share and discuss with dean of the College

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What methods are used to assure the development of the strategic plan has the support of the university administration and reflects the role of the program within the community? (Select all that apply.)

Involve university administration in the development of the program strategic plan

Discuss program strategic plan with university administration

Obtain approval of program strategic plan from university administration

✓ Discuss and review strategic plan at faculty meetings

✓ Discuss and review strategic plan at faculty retreat

Provide opportunities for community input to the strategic plan

Discuss and review strategic plan at advisory committee meetings

✓ Other - specify Share and discuss with the dean of the College

Describe how the strategic plan is disseminated to faculty, students, alumni and other interested parties.

The strategic plan for the department is saved on the department shared drive and can be accessed by CSD faculty and staff at any time. The Dean of the College is provided a copy of the strategic plan. To facilitate access to other interested parties, the strategic plan can be accessed through the CSD website. <http://www.uvm.edu/~cnhs/cmsi/>

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Standard 1.0 Administrative Structure and Governance - Master's Program

Standard 1.4 Program Authority and Responsibility

Speech-Language Pathology

Standard 1.4 The program's faculty has authority and responsibility for the program.

Does your program have independent departmental status?

Yes

No

Describe how program faculty and instructional staff have authority and responsibility to initiate, implement and evaluate substantive decisions affecting all aspects of the professional education program, including the curriculum.

The responsibility for decision-making is shared among faculty members within the department with close consultation and collaboration across departments within the College of Nursing and Health Sciences and across the university. Decision-making is a multi-faceted process. The department is represented by the department chairperson who is a member of the CNHS dean's council. The chair meets regularly with the dean as well as with the chairs of other CNHS departments. The dean and chairs represent one level of decision-making. Additionally, the entire CNHS faculty meet on a regular basis as do the curriculum and planning committee, student standards committee, and faculty standards committee of the CNHS. The committees have representation from each department and are tasked with reviewing decisions made at the department level and making recommendations to the dean. Many decisions require approval at higher administrative levels. Regardless of appointment status, all departmental faculty provide input to decisions related to the selection of students admitted to the graduate program, the review of student performance and implementation of student academic standards, curriculum development and implementation, and the criteria for faculty evaluation.

Admissions

The faculty are responsible for reviewing applications and selecting those applicants who best meet the criteria for admission and represent a good fit for the department. Each application is read and assessed by 2 faculty members. Following the evaluation of all applications, the faculty meet to discuss and select those to whom offers of admission will be made. The Graduate College has final approval; however, departmental decisions have always been approved.

Student Academic Standing

Departmental faculty determine the performance criteria and course grading for both academic and clinical courses. Additionally, the faculty of each department and/or program in CNHS may determine criteria for overall student progression as long as they are not lower than the standards of the University. Faculty of the CSD graduate program adhere to the academic standards promulgated by the Graduate College. As part of the process for student review within the CNHS, CSD faculty may review students' academic progress at the completion of a semester and make decisions about their qualifications to continue in the program. Although these decisions are subject to review by the dean of the CNHS and the dean of the Graduate College, the deans generally support the program faculty's professional judgment in upholding the academic standards.

Curriculum

Faculty of the CSD department are responsible for the design and implementation of the curriculum. Regularly scheduled faculty meetings that include both tenure-track and clinical faculty are used to discuss issues related to curriculum, and revisions and changes are made based on faculty consensus. Any faculty member may request to have items added to the meeting agendas, including items related to curriculum. The CNHS Curriculum and Planning Committee reviews all proposals for new courses, major course changes, and proposals for new programs. Recommendations are made through the Associate Dean for Curriculum and Operations and further reviewed by the Graduate College Dean and the Provost's Office. In general those changes recommended by the faculty are accepted for implementation. The coordinator of the CSD graduate program is a member of the CNHS curriculum committee, thereby providing additional input into decisions at the College level.

Faculty Standards

Faculty are responsible for development of standards and guidelines for faculty annual evaluation, promotion, and tenure. The guidelines must be congruent with the collective bargaining agreement and must be approved by the University Provost. This year, the faculty of CNHS undertook a review of the current guidelines and faculty had input through department representatives to the ad hoc committee appointed by the dean and through discussion of issues at regularly scheduled faculty meetings. Faculty within each department are responsible for input into the review of their peers for promotion and tenure decisions and, depending on their rank and the type of decision, register a vote for or against reappointments, tenure or promotions. They make recommendations to the CNHS Faculty Standards Committee which, in turn, makes recommendations to the dean. The

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dean's recommendations are forwarded to the University Professional Standards Committee (on which the CNHS has a representative) and the Provost for final decisions.

Do the program director and faculty have access to higher levels of administration?

✓ Yes

No

If No, explain

Explain how the administrative components of the distance education program are integrated with those of the residential program.

The distance education program is highly integrated with the residential program. Decision making is completed with the same process as is utilized for the residential program. Since the distance education program is a part of the department, it is represented by the department chair. All department faculty provide input into decisions including student admittance to the program, review of student performance and implementation of student academic standards, and curriculum development and implementation. The distance education director is a Clinical Assistant Professor who is a full time faculty member. The distance education director meets regularly with the clinic director, the residential externship coordinator, the department chair and the Dean.

Admissions

The distance education program is in a pilot phase at this time with one cohort of students currently enrolled. The current process for faculty review of applications for the residential program was utilized for the distance education program applicants, including the requirement of 2 faculty member reviewers of each application. An additional in-person interview with the distance education director was required to assess the applicant's access to and knowledge of technology required to participate in this program.

Student Academic Standing

The same faculty-determined performance criteria are utilized in the distance education program, for both academic and clinical courses. The criteria for overall student progression are determined by the faculty and are in line with the standards of the University and the Graduate College. Students are reviewed in the same way as in the residential program at the completion of the semester and faculty make decisions about the qualifications of the student to continue in the program.

Curriculum

The distance education program utilizes the same curriculum as is utilized in the residential program; however, the sequence of courses is adjusted, as the distance education program is a part-time program and not a full-time residential program. Any proposals for curriculum changes are handled with the same process outlined for the residential program. Any curriculum changes applied to the residential program would also be implemented in the distance education program.

Faculty Standards

The full-time faculty of the University who have taught courses for the distance education program follow the same faculty standard guidelines for annual evaluation, promotion, and tenure. During the pilot phase of this distance education program, part-time lecturers have been utilized to teach some courses online. These individuals are not full-time faculty and therefore do not go through the process of formal annual evaluation, promotion, or tenure. Course evaluations are completed by students at the end of each course and these data are utilized by the director of the distance education program and the faculty to assess the performance of these part-time lecturers.

If your program does not maintain independent departmental status please describe the organizational structure.

Including the accredited program(s), how many programs (i.e., for areas of study other than CSD) are housed within the same department as the accredited program?

1

Including the accredited program(s), provide a list of the other programs housed in the same department as the accredited program.

The department includes an undergraduate program in Communication Sciences and Disorders and serves as the administrative home for an online Speech-Language Pathologist Assistant certificate program.

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Standard 1.0 Administrative Structure and Governance - Master's Program

Standard 1.4 Program Authority and Responsibility

Speech-Language Pathology

Master of Science (MS)

Where is the program administratively housed?

- ✓ Allied Health; Health Sciences; Health Professions; Public Health
- Arts; Sciences; Humanities; Social and Behavioral Sciences
- Audiology; Speech-Language Pathology; Communication Disorders
- Communication; Fine Arts
- Education
- Medicine
- Professional Programs/Studies
- Other - specify

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Standard 1.0 Administrative Structure and Governance - Master's Program

Standard 1.5 Program Director

Speech-Language Pathology

Standard 1.5 The individual responsible for the program(s) of professional education seeking accreditation holds a graduate degree with a major emphasis in speech-language pathology; in audiology; or in speech, language, and hearing science, and holds a full-time appointment in the institution. The individual effectively leads and administers the program.

Program Director Name : Michael S Cannizzaro, PhD

Certification Status : CCC-SLP

How does the program or institution evaluate the effectiveness of the program director? (Select all that apply.)

- Evaluation by the Dean
- Evaluation by the Chair
- Evaluation by instructional staff
- Evaluation by program faculty
- Evaluation by performance committee
- Evaluation by students
- Evaluation by support personnel
- No evaluation
- Other - specify

How often does evaluation of the program director occur?

- Annually
- More than one time annually
- Every 2-5 years
- Less frequently than 5 years
- Never
- Other - specify

Provide a clear delineation of the responsibilities and qualifications of the individual who has major responsibility for the coordination of activities and for those persons involved in the administration of the distance education program.

The distance education (DE) director is responsible for supervision and advising of all distance education graduate students during this 9 semester program. The DE director coordinates and schedules the distance education course work with the department faculty and Continuing Education department. Oversight of the distance education graduate student practicum experiences are managed by the DE director with the E.M. Luse Center clinic director and the residential externship coordinator. The DE director collaborates with the department chair and the Dean of CNHS in all program evaluation activities. The DE director's performance is evaluated by the department chair, faculty, and the Dean every 2 years.

The DE director is Hope Morris. She has a Master's degree in SLP and ASHA certification. She has had several years of experience supervising graduate students, clinical fellows, and SLP's at Kennedy Krieger Institute, an affiliate of Johns Hopkins University Medical School, and has set up and managed several clinical programs. She has received high praise for her leadership and collaboration skills within an interdisciplinary setting and has a keen sense and ability to address challenging and complex situations.

The Dean of CNHS, Patricia Prelock, has primary responsibility for grant and budget oversight as the Project Director/PI for this grant funded program. Along with the department chair, the Dean collaborates with the DE director to complete all

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program evaluation activities.

Standard 1.0 Administrative Structure and Governance - Master's Program

Standard 1.6 Equitable Treatment

Speech-Language Pathology

Standard 1.6 Students, faculty, staff, and persons served in the program's clinic are treated in a nondiscriminatory manner - that is, without regard to race, color, religion, sex, national origin, participation restriction, age, sexual orientation, or status as a parent. The institution and program comply with all applicable laws, regulations, and executive orders pertaining thereto.

How is information regarding equitable treatment communicated to students? (Select all that apply.)

- Application materials
- Catalog
- Student handbook
- Student orientation
- Web site - internet (must provide URL) http://www.uvm.edu/policies/?Page=cats.php&cat=No&SM=cat_menu.php
- No mechanism
- Other - specify On line CSD Graduate Handbook
<http://www.uvm.edu/policies/student/equaledu.pdf>

How is information regarding equitable treatment communicated to faculty and staff? (Select all that apply.)

- Departmental/program meetings
- Employee handbook
- Employee orientation
- Web site - internet (must provide URL) http://www.uvm.edu/policies/?Page=cats.php&cat=No&SM=cat_menu.php
- No mechanism
- Other - specify

If your program has a clinic, how is information regarding equitable treatment communicated to clients? (Select all that apply.)

- No Clinic
- Brochures
- Clinic materials
- Posted signage
- Web site - internet (must provide URL) <http://www.uvm.edu/~cnhs/?Page=cmsi/luse.html>
- No mechanism
- Other - specify

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Standard 1.0 Administrative Structure and Governance - Master's Program

Standard 1.7 Accuracy of Public Information

Speech-Language Pathology

Standard 1.7 The program provides information about the program and the institution to students and to the public that is current, accurate, and readily available.

When is information about the program and institution updated? (Select all that apply.)

- Every academic term
- Annually
- Every 2 years
- Less frequently than 2 years
- Other - specify Via website as needed and on an ongoing annual basis for course catalog

What is the process for maintaining the currency and accuracy of that information? (Select all that apply.)

- Administration reviews for currency and accuracy
- Program director reviews for currency and accuracy
- Clinic director reviews for currency and accuracy
- Graduate coordinator reviews for currency and accuracy
- Faculty member(s) reviews for currency and accuracy
- Administrative assistant reviews for currency and accuracy
- Other - specify The CNHS Office of Student Services is responsible for sending information to students ; following through (approval and implementation) on changes requested by faculty, staff or administration; and overseeing the CNHS websites.

Who is responsible for ensuring information is available about the program and the institution to students and to the public? (Select all that apply.)

- Administrative assistant
- Clinic director
- Faculty members
- Graduate coordinator
- Program director
- Other - specify Department Chairperson; Erin Post, staff person, CNHS Office of Student Services responsible for website

How is public information about your program accessed? (Select all that apply.)

- Catalogs - printed
- Catalogs - online (must provide URL) http://www.uvm.edu/academics/catalogue2010-11/?Page=read.php&p=/Colleges_and_Schools/Graduate_College&SM=collegemenu.html
- Clinic Handbook - printed
- Clinic Handbook - online (must provide URL)
- Student Handbooks - printed
- Student Handbooks - online (must provide URL) http://www.uvm.edu/~cnhs/resources/CSD_graduate_handbook_2011-12.pdf
- Program web sites (must provide URL) <http://www.uvm.edu/~cnhs/cmsi/?Page=ms.html>

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Printed brochures (specify)

- ✓ Other printed resources (specify) CSD Information sheets available through Office of Student Services
- Other online resources (must provide URL)

Where are the program Praxis pass rates publicly posted? (Select all that apply.)

Application materials

Brochures

Catalog

Newsletters

- ✓ Web site (must provide URL) <http://www.uvm.edu/~cnhs/cmsi/?Page=ms.html>
- Other - specify

Where are the program completion rates publicly posted? (Select all that apply.)

Application materials

Brochures

Catalog

Newsletters

- ✓ Web site (must provide URL) <http://www.uvm.edu/~cnhs/cmsi/?Page=ms.html>
- Other - specify

Where are the graduate employment rates publicly posted? (Select all that apply.)

Application materials

Brochures

Catalog

Newsletters

- ✓ Web site (must provide URL) <http://www.uvm.edu/~cnhs/cmsi/?Page=ms.html>
- Other - specify

When is information about the distance education program updated? (Select all that apply.)

Every academic term

Annually

- ✓ Every 2 years

Less frequently than 2 years

- ✓ Other - specify via the website on an ongoing basis

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For distance education, what is the process for maintaining the currency and accuracy of that information? (Select all that apply.)

- Administration reviews for currency and accuracy
- Program director reviews for currency and accuracy
- Clinic director reviews for currency and accuracy
- Graduate coordinator reviews for currency and accuracy
- Faculty member(s) reviews for currency and accuracy
- Administrative assistant reviews for currency and accuracy
- Distance education program director reviews for currency and accuracy
- Other - specify

Who is responsible for ensuring that information about the distance education program is available, current, and accurate? (Select all that apply.)

- Administrative assistant
- Clinic director
- Distance education program director
- Faculty members
- Graduate coordinator
- Program director
- Other - specify

How is information about the distance education program provided to the public? (Select all that apply.)

- Catalogs - printed
- Catalogs - online (must provide URL)
- Clinic Handbook - printed
- Clinic Handbook - online (must provide URL)
- Student Handbooks - printed
- Student Handbooks - online (must provide URL)
- Program web sites (must provide URL) <http://www.uvm.edu/~cnhs/cmsi/?Page=ms.html>
- Printed brochures (specify)
- Other printed resources (specify)
- Other online resources (must provide URL)

For distance education, where are the program Praxis pass rates publicly posted? (Select all that apply.)

- Application materials
- Brochures
- Catalog
- Newsletters
- Web site (must provide URL) <http://www.uvm.edu/~cnhs/cmsi/?Page=ms.html>
- Other - specify
Currently, no student has completed the DE program; but upon completion, their pass rates will be posted on the website

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For distance education, where are the program completion rates publicly posted? (Select all that apply.)

Application materials

Brochures

Catalog

Newsletters

- ✓ Web site (must provide URL) <http://www.uvm.edu/~cnhs/cmsi/?Page=ms.html>
- ✓ Other - specify Currently, no student has completed the DE program; but upon completion, their program completion rates will be posted on the website

For distance education, where are the graduate employment rates publicly posted? (Select all that apply.)

Application materials

Brochures

Catalog

Newsletters

- ✓ Web site (must provide URL) <http://www.uvm.edu/~cnhs/cmsi/?Page=ms.html>
- ✓ Other - specify Currently, no student has completed the DE program; but upon completion, their graduate employment rates will be posted on the website

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Standard 2.0 Faculty - Master's Program

Standard 2.1 Faculty Qualifications

Speech-Language Pathology

Standard 2.1 All faculty members, including all individuals providing clinical education, are qualified and competent by virtue of their education, experience, and professional credentials to provide academic and clinical education assigned by the program.

Answer the following question related to requirements for ASHA certification

Describe how the program ensures that all clinical supervision of clock hours counted for ASHA certification requirements is provided by persons who currently hold the ASHA CCC in the appropriate area.

This is ensured by requiring confirmation of ASHA CCC from all clinical faculty and clinical instructors annually . Clock hour record forms require SLP's to sign and record their ASHA certification number by all clock hour confirmations . Students are only supervised by SLP's holding current CCC.

Indicate how verification of supervisor certification is completed. (Select all that apply.)

- Verify through ASHA
- Other - specify On campus clinical faculty submit ASHA membership cards to the business manager annually . Externship coordinators verify and photocopy off-campus supervisors' current ASHA membership cards. Verification is recorded electronically.

Identify who is responsible for verifying that all clinical supervision of clock hours counted for ASHA certification requirements is provided by persons who currently hold the ASHA CCC in the appropriate area. (Select all that

Administrative assistant

Clinic director or coordinator

Faculty member

Program director

Student

- Other - specify Externship Coordinators

When does the program verify ASHA certification status for individuals providing supervision? (Select all that apply.)

- Annually
- Each semester/quarter
- Prior to each student's placement
- Other - specify

Answer the following question related to requirements for state requirements.

How does the program verify that individuals providing supervision hold credentials consistent with state requirements? (Select all that apply.)

Obtain copy of state credential

Verify through state agency

- Other - specify Vermont requires current licensure. Employers verify this as a condition of employment. Clinical faculty in CSD and self-employed externship supervisors submit licensure documentation every 3 yrs., the term of licensure.

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Who is responsible for verifying that credentials for individuals providing supervision are consistent with state requirements? (Select all that apply.)

- Administrative assistant
- Clinic director or coordinator
- Faculty member
- Program director
- Student
- Other - specify Externship coordinator and business manager

When does the program verify the state credential status for individuals providing supervision? (Select all that apply.)

- Annually
- Each semester/quarter
- Prior to each student's placement
- Other - specify Verification of licensure for those speech-language pathologists and audiologists working in a private practice is conducted annually, prior to placement of students in the practicum site.

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Standard 2.0 Faculty - Master's Program

Standard 2.2 Faculty Sufficiency

Speech-Language Pathology

Standard 2.2 The number of full-time doctoral-level faculty in speech-language pathology, audiology, and speech, language, and hearing sciences and other full-and part-time faculty is sufficient to meet the teaching, research, and service needs of the program and the expectations of the institution. The institution provides stable support and resources for the program's faculty.

How do the students access faculty? (Select all that apply.)

- Appointment
- Before and/or after class or clinic
- Email
- Phone
- Standing office hours
- Other - specify

How do the students access adjunct faculty? (Select all that apply.)

- Appointment
- Before and/or after class or clinic
- Email
- Phone
- Standing office hours
- Other - specify

Describe the institution's expectations regarding faculty workloads.

The full-time faculty collective bargaining agreement states that department chairs are responsible for workload assignments, in consultation with the dean. The decisions about workload are arrived at through discussion with individual faculty members and faculty members collectively to assure that all required courses are taught by faculty with the expertise to teach them. Additionally, workloads are determined by faculty research/scholarship and/or clinical responsibilities. In consultation with the department chair, faculty may be given reduced teaching loads with commensurate increases in practice or service or research funding. In general the College guidelines for tenure-track faculty for percent effort in teaching, research and service are 45/45/10. The 45% effort in teaching reflects 10% effort for each course equivalent (typically a 3-credit lecture course) and 5% effort in advising. Service includes service to the department, College or University through committee work as well as service to professional associations.

Expectations for clinical faculty vary according to responsibilities; the College guidelines state that teaching workload percentage may vary between 60% and 90% depending on clinical practice hours, administrative responsibilities, scholarship activities and service. Again, 1 course equivalent is 10% effort and advising is 5% effort. Clinical supervision of students is considered in the teaching workload and calculated as course equivalents based on the number of hours spent each semester in clinical supervision. Approximately 8-12 hours of supervision activities per week per semester are considered 1 course equivalent. Expectation is for the equivalent of a 3/3 load (3 courses per semester) or a 4/4 course load depending on assigned responsibilities.

Briefly summarize the institution's expectations for granting tenure. Provide the URL for the institution's policy if available.

The College has promotion and tenure guidelines that apply to all the departments within the College, including CSD. Those guidelines are consistent with the criteria set out in the Collective Bargaining Agreement and are approved at the level of the

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Provost. To be eligible for tenure, an assistant professor must at least meet expectations in all prime indicators set forth in the annual review guidelines for Tenure Track since the 2nd reappointment, and exceed expectations in overall performance of teaching and advising at least once since first reappointment. Prime indicators for teaching include: 1) intellectual competence, integrity and independence; 2) willingness to consider suggestions that emerge from peer review of one's teaching, and/or course evaluation; 3) ability to work with other faculty members in designing and delivering a curriculum that fosters student learning; 4) ability to present course materials clearly and effectively; 5) capacity to structure the course and its assignments in ways that promote student learning; and 6) ability to stimulate students' intellectual interest and enthusiasm. Prime indicators for advising include: 1) availability to advisees; 2) responding to advisees' needs in a timely manner; 3) understanding policies and procedures related to the advisees' major of study; and 4) providing information and guidance on professional careers related to the field of study. Eligibility also requires exceeding expectations at least twice in prime indicator 1, and at least once in each prime indicators 2 and 3 of scholarship since first reappointment. Prime indicators of scholarship include: 1) publications; 2) presentations; 3) grant submissions; and 4) other scholarly endeavors such as commentaries, editorials, essays, video productions, and membership on an editorial board or scholarly review panel. Successful candidates must also have positive reviews by the majority of external reviewers. The guidelines can be accessed by all faculty through the shared department network drive S:\cnhs\CSD\Faculty\RPT guidelines.

Are the current number and FTE of doctoral and other faculty sufficient to administer the graduate program of study?

Yes

No

Explain

Administration of the program includes admissions, curriculum, advising, teaching, and the summative and formative evaluation of students. As shown on the Faculty Effort table, in academic year 2010-11, the department comprised 7 full-time faculty members, including both tenure-track and clinical faculty. Several part time faculty supplemented the full time faculty in both classroom teaching and clinical teaching roles. Their FTE commitments to the department included one at .80 FTE and two at .75 FTE, with the remainder at lower levels ranging from .10 to .40 FTE. During the 2011-2012 academic year, the full-time tenure-track faculty will be augmented by the new full-time chair, for a total of four full-time tenure-track faculty.

The on-site clinic is administered by the clinic director with the guidance and leadership of the chairperson. One of the tenure-track faculty members coordinates the graduate program and provides advising to the graduate students (n~30). These individuals are supported by staff members with various responsibilities in the department and CNHS Office of Student Services. The majority of required courses in the MS program are taught by departmental tenure-track faculty with PhDs (30/51 credits for thesis option). Two courses (3 credits) are taught by a tenured professor with a PhD in another department within the College. In 2011-12, 4 required courses (12 credits) and one elective course will be taught by 4 part time faculty, two of whom have a PhD. Clinical supervision in the onsite clinic will be accomplished by 2 clinical faculty in audiology, four clinical faculty (1.6 FTE) in speech-language and one tenured faculty (.25 FTE) member.

With approximately 15 students in each cohort, this cadre of faculty is sufficient to administer the graduate program. In the long term, however, goals include fewer courses taught by clinical and part-time faculty, more depth and breadth in the research arena, and increasing our clinical faculty by .75 FTE.

Is the current number of doctoral and other faculty sufficient to offer the breadth and depth of the academic and clinical curriculum?

Yes

No

Explain

Collectively the faculty has a breadth of experience, backgrounds, and expertise. Faculty expertise supports courses that allow students to meet ASHA requirements and affords the opportunity for students to take optional courses in areas of interest. All tenure-track faculty teach in both the graduate and undergraduate programs and maintain a standard teaching load of 4 courses per year. The dean is a member of the tenure-track faculty in the department and teaches one elective course in the graduate program. Five clinical faculty members taught required courses (n=4) in the curriculum during the 2010- 11 AY. One of the clinical faculty members has a full-time appointment in the grant-funded Vermont Interdisciplinary Leadership Education for Health Professionals (VT-ILEHP) program at the university. She teaches one required course for the graduate program and assists with 2 elective courses that are part of the ILEHP program. This past year 3 required courses and one elective course were taught by part-time lecturers. Looking forward, with the hiring of a new chairperson in July 2011, all faculty having full teaching loads (in 2012-13), and assuming static faculty resources, there will remain 2 required courses and 1 elective course

Survey Response

taught by part-time faculty. While having academic courses taught by full-time, doctorally-prepared faculty is our preference, the students have received excellent educational experiences of adequate breadth and depth.

The expertise and experience among the clinical faculty allow students a breadth of clinical experiences with a wide variety of clients. Seven faculty members supervise students in the on-site clinic in speech-language (5) and audiology (2). Faculty supervising students in the on-site clinic comprise approximately 1.5 FTE in audiology and 2.0 FTE in speech-language. In combination with external placements, this number of onsite clinical faculty is sufficient to allow students to obtain necessary clinical hours. We are, however, attempting to further increase students' accessibility to onsite experiences by adapting the clinic processes to improve efficiencies. At the same time, we have requested additional base dollars to fund additional clinical faculty in academic year 2012-13. We currently have a posting for a .50 clinical faculty position.

Is the current number of doctoral and other faculty sufficient to allow students to meet the expected student learning outcomes?

Yes

No

Explain

The faculty is sufficient in number to offer all required courses in the 2-year time frame specified for timely completion of all degree work. In addition, we are able to offer some elective courses to enhance students' academic learning experiences. Faculty work together to assure that the courses within the curriculum include content and learning experiences that allow students to meet ASHA standards and expected outcomes. In the past several years, almost all students also have completed all required hours of clinical experiences in a time frame that allowed them to graduate within the expected 2 years.

Is the current number of doctoral and other faculty sufficient to advise students?

Yes

No

Explain

One tenure-track faculty member provides the academic advising for all graduate students. The number of advisees is approximately 30, commensurate with other faculty members' advisee numbers in the College. This faculty member frequently interacts with the Clinic Director and the Chair to address policy and planning issues affecting the graduate students. Having one faculty member responsible for the advising of graduate students allows for consistency in information provided to students about curriculum and performance expectations. In anonymous advising evaluations, 95% of student respondents rated their advising as excellent or good.

Is the current number of doctoral and other faculty sufficient to participate in faculty governance?

Yes

No

Explain

All full-time faculty have a proportion of their effort devoted to service. This is usually a 10% effort. The service component of faculty governance includes participation in decision-making at the departmental level regarding curriculum, admissions, and student academic standards, as well as participation in decision-making at the College and University level. Each department in the CNHS has a member on the College faculty standards committee and the curriculum and planning committee. These committees provide input to promotion and tenure decisions and curriculum matters. One member of the department is a member of the Faculty Senate and represents the department in decisions at the University level. Faculty numbers are sufficient for allowing these service requirements within the 10% effort. From time to time, the service effort may increase beyond the usual for an individual faculty member, and the chair has the discretion to adjust workload in other areas to compensate.

Survey Response

Is the current number of doctoral and other faculty sufficient to complete scholarly productivity (research)?

- Yes
- No

Explain

The tenure-track faculty are afforded a proportion of effort to research and scholarship . Typically this is a 45% effort. Over the past three years, the three current tenure-track faculty (AY 2010-11) have demonstrated productivity through 10 peer-reviewed publications, 7 grant proposals, and 16 professional presentations. Additionally, some of the clinical faculty have engaged in scholarly activities, including 2 publications and 9 professional presentations. This level of productivity suggests that the numbers are sufficient for faculty to reach their goals and the CNHS expectations .

Is the current number of doctoral and other faculty sufficient to support timely student completion of the program?

- Yes
- No

Explain

We have sufficient faculty to offer all required courses and clinical experiences in a timely manner so that our students complete the graduate curriculum within 2 years. No required course has ever been canceled because of lack of faculty. In the past, when students entered with more than 2 outstanding prerequisites at the outset of the program, an extension of time was sometimes necessary. We have recently changed this requirement so that students must have completed all pre -requisites prior to starting the program; a maximum of one prerequisite course may be lacking. Extensions of time have also occasionally been necessary if students have undertaken a data-based master's thesis or have illness or other personal matters that prevent timely completion.

Is the current number of doctoral and other faculty sufficient to maintain the expected faculty workload?

- Yes
- No

Explain

Faculty have expected teaching, advising, research, and service loads that are determined by the College workload formula and via negotiation with the department chair (previously described). None of the faculty have workloads outside of those expectations, unless they agree to an overload. In all cases, overloads for teaching are compensated or balanced by a reduction in service. Most often, when there are courses that need to be taught that cannot fit into faculty workloads, part-time faculty are hired from a pool of community professionals.

Is the current number of doctoral and other faculty sufficient to allow faculty to have adequate time for professional development?

- Yes
- No

Explain

Faculty are encouraged to engage in professional development activities. The department has professional development funds that support faculty in attending professional meetings. This year the funds available equal \$1200 per full time faculty member. Faculty frequently attend both local (VSHA) and national (CAPCSD, ASHA) meetings in support of their professional development. The clinic director regularly attends regional meetings of academic clinic directors. Additionally, faculty often use start-up funds or grant dollars to support attendance at professional meetings to disseminate their research. Faculty are allowed absences for attending such meetings and they may make arrangements with students in their classes accordingly. In the past three years, nearly 100% of faculty have attended national professional meetings.

Survey Response

Is the current number of doctoral and other faculty sufficient for faculty accessibility by students as needed?

- Yes
- No

Explain

Faculty are accessible to students by email, phone or, planned appointment. Many faculty have open-door policies. Given that the students are in Pomeroy Hall for classes and clinical experiences on a regular basis and that is where faculty offices and laboratories are, they have ready access to faculty. Responses on student course and advising evaluations indicate that students find their faculty appropriately accessible.

Is the current number of doctoral and other faculty sufficient to allow faculty to meet tenure expectations?

- Yes
- No

Explain

New assistant professors are provided additional time to devote to scholarship through one of two mechanisms: 1) they are allowed higher work effort in scholarship with a commensurately lower work effort in teaching during the first 1-2 years in the department 2) they are provided with a one semester leave with no teaching assignments. New faculty also negotiate start-up funds for laboratory or other professional needs to enhance their scholarly productivity. New faculty can also take advantage of peer mentors for teaching with the department or College or engage in the formal mentoring program offered at the University level. New assistant professors are also encouraged to keep service responsibilities minimal during the first few years and to slowly build their portfolio of service with relevant activities. Currently, there is one tenured full professor with 25 years of experience and two assistant professors on the tenure track who have not yet applied for tenure. The previous chairperson of the department (now the dean of the College) was a full professor with tenure and the new chairperson (starting July, 2011) will also have tenure.

Is the current number of doctoral and other faculty sufficient to allow faculty to participate in other activities consistent with the institution expectations?

- Yes
- No

Explain

All of our faculty are highly engaged in service and professional activities. Over the last 2 years faculty members have served on the ASHA BoD, and as President of the State Association. Several other faculty have been on the state association board or have contributed to community clinical service needs in Cleft Palate, Voice, Fluency and Autism. In the past year, two faculty members received a grant from ASHA and were successful in advocating for an increase in the state Medicaid rates fro SLP's. Tenure track faculty also regularly contribute by serving as peer reviewers for journals.

Of the following what are the indicators of institutional commitment to the accredited program? (Select all that apply.)

- Support for professional development
 - New faculty lines
 - New staff lines
 - New facilities
 - Additional space
- New equipment
- Student support (graduate assistantships, scholarships, etc.)
 - Other - specify

Survey Response

Describe the faculty responsibilities for the distance education program. Indicate how the responsibilities for the distance education program impact those for the residential program including teaching load, research time, and the ability to participate in faculty governance.

We anticipated that a primary change for the tenure track faculty would be an increase in the number of students in courses they teach and some change in the mode of course delivery with increased use of the Blackboard course management system, video webstreaming, podcasting, and live video seminars via WebEx. On some occasions, faculty chose to teach their course twice-once for the residential students and once in the summer for DE students with extra payment through our Division of Continuing Education. The search for part-time lecturers has allowed full time faculty to make the choice whether to teach in both the residential and DE programs. For clinical faculty, the addition of the DE director has supported supervision needs for both the DE and residential programs. The DE director provides advising for the DE students. Both academic and clinical faculty have an increased number of student portfolios to review with the increased number of students admitted to our program.

Describe how the stability of financial support for faculty is sufficient to maintain the distance education program.

We have been provided a full time position by a State Professional Development Grant to support a clinical assistant professor position as a DE director. This position is 12-months for 5 years for this pilot program. Evaluation of ongoing program activities and outcomes reached will determine whether or not the pilot program will continue beyond the grant cycle.

Provide an estimate of student enrollment for the distance education program for the next academic year (fall through and including summer). Enter "0" if you anticipate no students enrolling in the next academic year.

	Number of Anticipated Students Enrolled	
	Full Time	Part Time
Next Academic Year (fall - summer)	0	11

Explain reasons for any decrease or increase in the predicted enrollment in the distance education program for the next academic year (fall through and including summer).

The intended enrollment at the outset of this grant was 15 students. Based on the pool of applicants, 13 students were accepted. One student was dismissed after one semester in the program due to insufficient academic performance. One student was dismissed after 5 semesters in the program due to insufficient academic and clinical performance. We are continuing this pilot program with 11 students anticipated to graduate in August 2012.

Survey Response

Does your program collect demographic data on students by their race and ethnicity status?

Yes

No

Collected, but not reportable because of institutional policies and/or external policies (e.g., state, regional, legislative)

Does your program collect demographic data on students by their gender status?

Yes

No

Collected, but not reportable because of institutional policies and/or external policies (e.g., state, regional, legislative)

Provide information to show the number of students enrolled in other CSD degree programs (i.e., those not included in CAA accreditation). Enter "0" where no students were enrolled.

Other (non-accredited) CSD Degree Programs							
Degree Program	Undergraduate						System Total
	Residential Program		Distance Education		Satellite Program		
	FT	PT	FT	PT	FT	PT	
Speech-Language Pathology	117	0	0	0	0	0	117
Audiology	0	0	0	0	0	0	0
SLH Sciences	0	0	0	0	0	0	0
Other - specify	0	0	0	0	0	0	0
Grand Total							117

Survey Response

Other (non-accredited) CSD Degree Programs							
Degree Program	Master's (non-entry level professional degree)						System Total
	Residential Program		Distance Education		Satellite Program		
	FT	PT	FT	PT	FT	PT	
Speech-Language Pathology	0	0	0	0	0	0	0
Audiology	0	0	0	0	0	0	0
SLH Sciences	0	0	0	0	0	0	0
Other - specify	0	0	0	0	0	0	0
Grand Total							0

Other (non-accredited) CSD Degree Programs							
Degree Program	Doctoral (non-entry level professional degree)						System Total
	Residential Program		Distance Education		Satellite Program		
	FT	PT	FT	PT	FT	PT	
Speech-Language Pathology	0	0	0	0	0	0	0
Audiology	0	0	0	0	0	0	0
SLH Sciences	0	0	0	0	0	0	0
Other - specify	0	0	0	0	0	0	0
Grand Total							0

Survey Response

Standard 2.0 Faculty - Master's Program

Standard 2.2 Faculty Sufficiency

Speech-Language Pathology

Master of Science (MS)

How many total students were enrolled in the entry-level professional degree program for the most recently completed academic year (fall through and including summer). Enter "0" where no enrollments occurred for a given category.

Full Time : 31

Part Time : 12

Of the total number of enrolled graduate students reported (above) for the entry-level professional degree program, provide information about the number of graduate students currently enrolled in the distance education program for the most recently completed academic year (fall through and including summer). Enter "0" where no students were enrolled.

Full Time : 0

Part Time : 12

Survey Response

Standard 2.0 Faculty - Master's Program

Standard 2.3 Continuing Competence

Speech-Language Pathology

Standard 2.3 Faculty members maintain continuing competence.

Indicate all the areas in which the institution provides support for continuing professional development. (Select all that apply.)

- ✓ Institutional faculty development or instructional grants
Institutional research grants
- ✓ Professional development opportunities on campus
Release time for professional development
- ✓ Support for professional travel
None
Other - specify

Describe the training provided to faculty in regard to distance education technology and the unique requirements for the distance education program.

All faculty members and lecturers have been trained in Blackboard technology. Each instructor teaching an online or hybrid course participates in a "Teaching Effectively Online" course at least one semester prior to teaching in the distance education graduate program. The University of Vermont Center for Teaching and Learning offers this course and ongoing instructional design support to UVM faculty teaching online. Instructors receive a stipend to help support the development of their online course. For faculty teaching through webstreaming, they have received support and training through our Division of Continuing Education. There is a distance education classroom on the UVM campus to support the use of video webstreaming technology.

Survey Response

Standard 3.0 Curriculum - Master's Program

Standard 3.1 Overall Curriculum Sufficiency

Speech-Language Pathology

Standard 3.1 The curriculum (academic and clinical education) is consistent with the mission and goals of the program and prepares students in the full breadth and depth of scope of practice in Speech-Language Pathology.

Provide the URL of the Web site link for the official course descriptions/offerings to the graduate program.

<http://www.uvm.edu/academics/catalogue2010-11/?Page=courses/coursecatalogue.php&SM=coursemenu.html&category=CMS>
I

Describe how the curriculum is consistent with the mission and goals of the program.

The academic and clinical curriculum is guided by the mission and vision of the department, college, and university. The program integrates research about communication disorders and current issues in healthcare and education into the academic curriculum, actively engages students in research and integrates the principles of evidence-based practice into both the academic and clinical aspects of the program. The curriculum provides students with the broad base of knowledge about speech-language pathology and audiology that is required for an entry level practitioner in our field. The program focuses on all areas of communication sciences and disorders across the life span including aphasia, autism, dysarthria, language disorders, speech sound disorders, fluency, voice, and swallowing. Services to the community include providing free hearing screenings for the public, completing voice evaluations on students in the theater program and supporting a post-stroke communication group, where individuals meet weekly to discuss topics of interest and provide peer support while maintaining their communication skills. Students' clinical placements consider the need for experience across cultures, age and various communication disorders, providing them with opportunities to put their knowledge into practice in clinical activities. The academic and clinical curriculum are tied together with a commitment to the education of students, evidence based practice and provision of high quality clinical services to the citizens of Northern VT in the areas of voice, child speech and language, fluency and audiology.

How do students entering the graduate program with degrees from other disciplines complete the prerequisite academic and clinical requirements? (Select all that apply.)

- Add term(s) to the student's graduate program
- Completion of prerequisite requirements prior to admission
- Program does not admit students with degrees from other disciplines
- Proficiency exam
- Take an overload of course work
- Other - specify Students can enter the program with one outstanding pre-requisite and must complete 25 observation hours prior to being assigned a client .

Survey Response

Indicate the assessments used to ensure students have oral and written communication skills sufficient for professional practice. (Select all that apply.)

- ✓ Case studies or research presentations (e.g., roundtable presentations)
- ✓ Class exam scores/grades
- ✓ Completion and review of clinical assignments (reports, lesson plans, progress notes)
- ✓ Completion and defense of research project, thesis, or dissertation
- ✓ Completion of class assignments (oral and written)
- ✓ Comprehensive exams (oral and/or written)
 - Grand rounds
 - Oral communication screenings
 - Personal interviews by faculty of applicants and/or students
- ✓ Personal statement on application
- ✓ Score on analytical writing section of GRE
- Other - specify

Indicate how graduate students earn graduate credit when a course may be taken for either graduate or undergraduate credit. (Note: A different grading scale alone would not meet the intent of this standard). (Select all that apply.)

- Courses for both graduate and undergraduate credit are not offered
- ✓ Additional course requirements (e.g., papers, assignments, labs)
 - Additional meeting time(s)
 - Differential grading scale
 - Portfolio essays
 - Other - specify

Describe the process for verifying the achievement of the minimum clinical experience required for each student in the graduate program of study.

Throughout each semester, students complete "Clock hour" form listing their direct clinical contact hours, which are then signed by their clinical instructors (for both on-campus and off-campus assignments). (http://www.uvm.edu/~cnhs/?Page=doccenter/csd_forms.html) These hours are entered into a spreadsheet by the administrative assistant and monitored by both the director and externship coordinator to insure a balanced clinical experience with minimums defined by this program and ASHA. The KASA form is initialed by each clinical instructor for the competencies set forth by ASHA and satisfied by the student each semester. All students are required to complete the KASA form in its entirety by the time they graduate from the program. Experiences across the lifespan, and within a variety of diverse groups (both ethnically and disorder severity) are monitored on a form that students complete ("Diversity Checklist").

List the ways in which students obtain academic and clinical education pertaining to normal and impaired human development across the life span.

Pre-requisite and undergraduate courses provide information on normal speech and language development and hearing and provide a basis for graduate course work. Graduate academic and clinical sequences are designed to provide coursework and clinical experiences in a manner that facilitates optimum learning. For example, courses addressing child speech and language are offered in the first semester, first year when students are working with children in the Eleanor M. Luse Center with a high degree of support from clinical faculty. This allows them to apply the academic information to specific clinical work and prepares them for the spring of the first year when they will be working with young children in home and school settings. In the spring, courses in swallowing disorders and aphasia introduce more medically based information and precede students' summer practicum experiences which are often in medically related settings. There is a sequence of research courses depending on whether or students choose a thesis or non-thesis option. All students take a basic research methods course

Survey Response

(CMSI 380/CSD 360) in the spring on the first year that prepares them for either track. Students may have the opportunity to participate in research activities with faculty at different times during the program and may develop thesis topics from these experiences if they are interested. All students not involved in thesis work take a sequence of 2 courses (CMSI 295/CSD 361) leading to a written paper and poster presentation of a systematic review of the literature (CMSI 392/CSD 363).

How do students obtain information about the interrelationship of speech, language and hearing and speech-language pathology and audiology? (Select all that apply.)

- Clinical experiences (e.g. hearing screening, speech screening, audiologic (re)habilitation, co-supervision, multidisciplinary teams)
- Co-teaching of course work
- Course offerings (e.g. introductory courses in audiology and speech pathology, graduate courses)
- Interdisciplinary research
- Other - specify First and second year graduate students pair for diagnostic and therapy sessions.

Describe how contemporary professional issues (such as reimbursement and credentialing regulations) are presented in the curriculum.

Information about contemporary professional issues is integrated into course work and clinical placements throughout the graduate program. However, the Clinic Study courses (CSD 291/292) and the Clinical Preparation and Management Course (CSD 320) introduce these topics directly in both the first and second year of the program. In the first year the class meets weekly and topics focus on public school regulations and documentation (e.g. IEP processes, State regulations), ASHA policies and code of ethics. In the second year the Clinic Study course is in a seminar format, meeting 1x/month for 3 hours. During the seminar topics include disability determination, using CPT/ICD-9 codes, Medicare and Medicaid programs, preparing for the CF year, and interviewing and salary negotiations.

Describe how the program guides students to assess the effectiveness of their clinical services.

The importance of evidence-based practice, data collection and clinical outcomes is integrated into all of the graduate courses. In the Clinic Study courses (Clinic Study CMSI/CSD 291A/ 292A for first year students and CMSI/CSD 291B and 292B for second year students and the Clinical Preparation and Management course, CMSI 310/CSD320), the students are taught to integrate evidence-based practice into both diagnostic and therapy services. They are required to refer to theoretical information and research when planning diagnostic evaluations and treatment plans. Developing a plan for assessing baseline ability and ongoing change in a client's performance is incorporated into clinical skill development, both in our clinic and as it relates to IEP's and other treatment activities in off-campus practicum. In on-campus practicum, students write weekly SOAP notes on clients outlining the changes in the clients' performance and adapting their clinical plans accordingly. In the Clinic Study courses students present different clinical case studies and engage colleagues in problem solving around individual cases. Use of video recording has provided a wonderful opportunity for students and faculty to assess student performance and identify specific strengths and areas for development. Students who are on campus complete a self-assessment after every diagnostic evaluation and at the end of the semester for each therapy client they have served. This self-assessment is integrated into the evaluation completed by faculty. All students take data throughout the semester and use the collected data to measure the clients' progress. Treatment outcome data are compared at the end of the semester to monitor progress.

When students are assigned in teams for assessment or intervention, describe how the students count the hours and how this time is verified.

Students are assigned in pairs or individually for diagnostic evaluations. When they are working in a team, each member is given specific roles within the diagnostic evaluation depending on their previous clinical experience. The clock hours, which they accrue, are directly related to the activities in which they participate during the evaluation. For example, if one student is working with a child and the other is interviewing the family, both students can accrue clock hours. Treatment is not assigned to teams at this time, except in our Post Stroke Communication Group. In this instance the students divide the time spent facilitating the group activities.

Does the program offer clinical practicum for undergraduates?

- Yes
- No

Survey Response

If the program offers clinical practicum for undergraduates, provide the following information. (Enter "0", if none)

Average number of undergraduate students enrolled in clinical practicum per academic year	0
Average number of clock hours earned per undergraduate student per academic term (semester or quarter)	0
Average number of academic terms (semesters or quarters) undergraduates are enrolled in clinical practicum	0

Describe how the courses offered by distance education are equivalent to those that are offered in the residential program, including number of credits, availability, sequence, etc.

The course requirements for the distance education students are the same as those for the residential students, excluding the options for a thesis or research project. Our graduate program has a 48-credit requirement and for those students completing a thesis the program total is 51 credits. The thesis or research project will not be offered to the distance education students. They will only be enrolled in the systematic review project option for 3 credits, which is also an option for our residential program. The sequence of courses is essentially the same, although there are more summer course offerings of graduate courses which have not been typically offered through our residential program, due to the part-time nature of the distance education program.

How are credit hours offered at the institution?

- Quarter
- Semester
- Other - specify

Survey Response

Standard 3.0 Curriculum - Master's Program

Standard 3.1 Overall Curriculum Sufficiency

Speech-Language Pathology

Master of Science (MS)

Based on full-time enrollment, indicate the academic and clinical requirements for the degree, including the minimum number of graduate semester/quarter credit hours required to earn the degree. If no credits are required for a particular category, indicate that by providing a "0".

Requirements	Number of credits
Minimum required academic credits	39.00
Minimum elective academic credits	0.00
Minimum required practicum/clinical	6.00
Minimum elective practicum/clinical	0.00
Minimum required research (include dissertation, thesis and/or research project credits, if applicable)	3.00
Minimum elective research (include dissertation, thesis and/or research project credits, if applicable)	3.00
Other - specify	0.00
Total	51.00

Survey Response

Standard 3.0 Curriculum - Master's Program

Standard 3.2 Clinical Education

Speech-Language Pathology

Standard 3.2 Academic and clinical education reflects current knowledge, skills, technology, and scope of practice. The curriculum is regularly reviewed and updated. The diversity of society is reflected throughout the curriculum.

Describe how the academic and clinical curriculum is reviewed and updated to reflect current knowledge, skills, technology, and scope of practice.

On-going program review occurs in the monthly department and clinic meetings, and once a semester in all-day retreats. Ad hoc, short term committees are often formed at these monthly meetings to work on issues as they arise. For example, In 2010-2011 a standard syllabus template was implemented to insure individual courses reflected ASHA knowledge and skill standards. Although often the impetus for particular curriculum discussions comes from faculty, student feedback and student exit interviews are also used. Faculty input is often prompted by their involvement in continuing education and scholarship activities.

Monthly clinical faculty meetings are also held to discuss current clinical issues which may include discussion of use of standardized documentation templates, methods to improve writing in clinical reports, and use of clinical educator self-evaluation tools to facilitate continuous improvement in clinic supervision skills. In the 2011 revision of the clinic manual the assessment protocols were updated to include ASHA's most current practice standards. Annually the clinical faculty submit requests for new or updated assessment tools and therapy materials to keep our clinic resources current.

The May 2011 departmental retreat focused on development of a new framework for academic and clinical program review. The purpose of the program review process will be to implement a systematic review that insures continuous quality improvement. This process will include creating an executive program review committee and development of small working committees of faculty and staff who meet regularly, seek input from all stakeholders and provide progress reports to the executive program review committee.

List the ways in which students obtain academic and clinical education necessary for professional practice in a multicultural society.

Our courses are designed to provide a multicultural perspective on communication and its disorders. Required graduate courses that have components addressing cultural considerations include the following: CSD 320 Clinic Preparation & Management, CSD 291/292 Clinical Study, CSD 272 Hearing Rehabilitation, CSD 342 Seminar in Language/Learning Disabilities, CSD 340 Speech Sound Disorders in Children, CSD 341 Language Disorders, CSD 352 Voice Disorders, and CSD 330 & 331 Assessment and Treatment of Stuttering. Elective graduate courses providing cultural bases as part of the curriculum include CSD 315 Early Language & Communication Intervention, CSD 296 Counseling, and CSD 311 & 312 Interdisciplinary Seminar in Neurodevelopmental Disabilities, Parts I & II. Students have the option to enroll in the Vermont Interdisciplinary Leadership Education for Health Professionals (VT-ILEHP) program courses; CSD 311 and 312 bring distinguished faculty each year from a variety of multicultural backgrounds to speak on issues of education, health and mental health of infants, children and youth affected with special needs and their families.

While Vermont has been considered one of the least racially and linguistically diverse states in the union, this status is changing rapidly as more than 35 different languages are now spoken. The rich cultural mosaic includes several Abenaki (Native-American) communities, migrant farm workers, and refugees. The client population at the Eleanor M. Luse Center generally reflects the composition of Vermont; however, within the Burlington area where the Center and Department are located, a larger proportion of families from culturally diverse backgrounds can be found. Students gain some of their culturally diverse experiences while in their public school practicum experiences in Chittenden County. The Refugee Resettlement Program of Vermont brings a diverse population to students' placements in educational, private and hospital settings. Across the state, students are also exposed to clients from highly diverse economic backgrounds. Lastly, summer practicum experiences are arranged in other parts of the country depending on individual student interests and needs, providing additional diverse experiences not available in Vermont.

Describe how clinical practicum is offered and how supervision of practicum is managed, including sequence, supervision, and coordination of placements with external facilities, diversity of client populations, etc.

Typically, key related course work is taken concurrently with or prior to specific types of practicum experiences. First

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semester, first year students enroll in required coursework geared for pediatric and/or school practicum assignments. Subsequent semesters include, clinical experiences and, therefore, coursework related to adults and/or medical conditions. Elective courses relate to clinical assignments with specific populations.

First semester, students are assigned clients on campus at the Eleanor M. Luse Center. The clinical faculty introduce and foster foundational skills including: development of goals, engaging clients, data collection, feedback and reinforcement schedules, documentation and professional communication. The Anderson model guides clinical supervision. Initially the supervisor provides more directed guidance and input, which then decreases as the student demonstrates more clinical competence and independence. Weekly meetings are held between student(s) and clinical faculty to discuss client progress, clinical skills, problem solving, accuracy of data collection, communication, etc. Students are encouraged to prepare questions and issues for these meetings. For diagnostic sessions, students or student-teams develop an initial plan for the session and meet with the clinical faculty at least once to insure adequate preparation, appropriate role assignment, and plans for wrap-up. First and second year students may team to enhance their learning. The Eleanor M. Luse Center allows direct observation (two-way mirrors and DVD capability) and supervision at a level commensurate with the student's knowledge and skills. This might also include co-treatment with the clinical faculty member and demonstration by the faculty of treatment activities or strategies during sessions. Treatment supervision in the first semester is between 75-100% depending on the student's abilities and the complexity of the case. Diagnostic supervision is 100%. Students continue to accrue on-campus clinical experiences in at least 3 of the 5 semesters to ensure exposure to a diverse population and competencies in all of the nine major areas put forth by ASHA.

Off-campus clinical practicum experiences begin in the second semester of the first year and continue for the remainder of the program. Clinical instructors use ASHA guidelines in determining supervision levels, including direct observation of a minimum of 25% of each client's therapeutic services, with increased supervision if indicated. Clinical instructors also directly observe no less than 50% of all diagnostic sessions. The externship coordinator meets individually with all graduate students each semester and discusses their interests and their clinical needs relative to the program's and ASHA's requirements. Clinical assignments are completed to fulfill those requirements and interests. Graduate students are responsible for monitoring their hours to insure they have completed the required minimums and have a wide diversity of clinical experience across the life span, disorder types, ethnic groups, etc. They report their newly-accumulated hours to the administrative assistant at the end of each semester or summer practicum, who updates their electronic records. The clinic director and externship coordinator also monitor these hours. Second year experiences insure balance in students' clinical experiences and competency. The externship coordinator visits nearly all fall placement sites of second-year students. 100% of first-year students spring off-campus clinical practicum and no less than 50% of second-year students last off-campus clinical sites. Site visit discussions among student interns, clinical instructors and externship coordinators systematically cover levels of preparation, challenges, strategies for overcoming those challenges, successes, numbers and types of clinical experiences, and recommendations. These visits and discussions are documented in writing. Email or phone contact is made several times per semester to all off-campus instructors to monitor students' progress and answer clinical instructors' questions. The externship coordinator also meets with all students at mid-semester to insure adequate supervision and to problem-solve any issues with the students.

For the distance education program, describe how clinical practicum will be offered and how supervision of practicum will be managed, including sequence, supervision, and co-ordination of placements with external facilities, diversity of client populations, etc.

As with our residential program, students in the distance education program are supervised both by department faculty and community clinicians who are ASHA certified and licensed by the state of Vermont. Students in the distance education program are required to complete faculty supervised diagnostics in the on campus clinic, E. M. Luse Center, during their time in the program. When these on campus experiences occur depends on the students' schedule and availability. Students receive their coursework in disorder areas before they participate in specific practicum experiences. For example, they have completed coursework in Adult Neuropathology, Aphasia, and Swallowing prior to being placed in a health care setting in their community. Please see the attached course sequence, which indicates when courses are taken and when practicum is initiated. Distance education students are primarily placed in school-based settings during the fall and spring semesters and summer clinical placements focus on medical settings, to ensure diversity of clinical education. Students are expected to have a diversity of clinical placements, which are coordinated and monitored by the DE director through the use of a Diversity Tracking Checklist for clinical experiences that we use with our residential students. Coordination of externship placements involves collaboration between the residential externship coordinator, Gayle Belin, and the DE director, Hope Morris.

Survey Response

Standard 3.0 Curriculum - Master's Program

Standard 3.3 Scientific and Research Foundation

Speech-Language Pathology

Standard 3.3 The scientific and research foundations of the profession are evident in the curriculum.

How do students obtain knowledge in the basic sciences (e.g. biology, physics, social sciences, and math)? (Select all that apply.)

- Deficiency or prerequisite course work
- Graduate course work
- Participation in faculty research
- Undergraduate course work
- Other - specify

How do students obtain knowledge in the basic communication sciences (e.g. acoustics, physiological and neurological processes of speech, language, hearing, linguistics)? (Select all that apply.)

- Deficiency or prerequisite course work
- Graduate course work
- Graduate course work in another department
- Undergraduate course work in another department
- Participation in faculty research
- Research project or dissertation
- Other - specify

How does the curriculum reflect the scientific bases of the professions and include research methodology, exposure to research literature? (Select all that apply.)

- Attend research conferences
- Complete research literature reviews within courses
- Complete research project, dissertation or thesis
- Grand rounds
- Incorporate evidence-based practice into the clinic
- Other class research projects
- Participate in faculty research
- Require research course
- Other - specify

Survey Response

How does the program include opportunities to participate in research? (Select all that apply.)

- Capstone project
- Dissertation
- Independent research project
- Interdisciplinary research
- Participation in externship research projects
- Participate in faculty research
- Thesis
- Other - specify Graduate Research Assistantships

Are the research opportunities offered by the program consistent with the specified mission and goals of the program?

- Yes
- No

Explain

One goal of the department states, "CSD will be recognized for its promotion of a scientific approach to practice, leadership & education." This goal is partly accomplished through the research opportunities offered to students. There are three options for graduate students to participate in research, all of which are supervised or directed by the CSD graduate program faculty. These options are thesis research, non-thesis research, and participation in a series of courses that guide students through a systematic, evidence based review of clinically relevant research. These options are detailed in terms of their expectations and supervision in the document entitled Thesis/Non-Thesis options for the MS in Communication Sciences and Disorders. These research options are directly related to the department's mission and goals in that all students learn how to access and use the literature to support their practice, enhancing their ability to provide "evidence-based clinical interventions" in their management of clients. All students leave the program with the experiences that would allow them to assist with research efforts and students engaging in the thesis option contribute to the "development of new knowledge."

Are these research opportunities consistent with the institution's expectations for this program?

- Yes
- No

Explain

One of the institutional goals states, "Focus and strengthen research, scholarship, and the creative arts, develop outstanding graduate programs that support the creation and sharing of knowledge." Students' research options are directly related to this institutional goal. The research opportunities serve to strengthen the research and scholarship occurring within the department. Students present the results of their projects to the UVM community through research symposia. Additionally, the students' research opportunities assist the faculty in creating new knowledge that is subsequently shared with the profession.

Survey Response

Standard 3.0 Curriculum - Master's Program

Standard 3.4 Sequence of Learning Experiences

Speech-Language Pathology

Standard 3.4 The academic and clinical curricula reflect an appropriate sequence of learning experiences.

Describe any differences to the expected sequence of courses and clinical experiences that result from different tracks.

There are no specific tracks; this is a generalist academic & clinical program.

When a student is assigned to a clinical experience before or concurrent with appropriate course work, how does the program ensure that the student is appropriately prepared for this clinical experience? (Select all that apply.)

- Additional time spent with supervisor
- Concentrated/accelerated course work
- Does not occur in this program
- Extra clinical labs
- Extra readings
- Observations prior to hands-on experience (live or video)
- One-to-one tutorial
- Other - specify Mentoring of 1st year students by 2nd year students during diagnostic and/or treatment sessions.

If students are assigned to a clinical experience before or concurrent with appropriate course work how does the program evaluate the adequacy and effectiveness of the activities used to ensure the student is appropriately prepared for clinical experience?

Students are rarely assigned to clinical experiences prior to having course work. In some areas, such as stuttering, students are provided with an intensive two-day training of fundamental concepts and theories in the fall semester so they are able to work with clients with this diagnosis. In addition, if students are assigned to a clinical experience before or concurrent with appropriate course work the supervisor will provide additional support. The nature of the support is based on the students' needs and the complexity of the case, and can include additional reading, increased time with the student reviewing theoretical underpinning to the specific area of communication disorders and a more collaborative role for the supervisor in the clinical services. The students' understanding and level of competence are assessed through review of the students' written plans for treatment or diagnostics, which outline goals and rationale, as well as through ongoing observation and active collaboration by the supervisor during clinical intervention.

For the distance education program, describe any differences to the expected sequence of courses and clinical experiences that result from different tracks.

Consistent with the residential program, there are no specific tracks. This is a generalist academic & clinical program.

Survey Response

Standard 3.0 Curriculum - Master's Program

Standard 3.5 Supervision

Speech-Language Pathology

Standard 3.5 Clinical supervision is commensurate with the clinical knowledge and skills of each student, and clinical procedures ensure that the welfare of each person served by students is protected, in accord with recognized standards of ethical practice and relevant federal and state regulations.

What indicators and/or criteria are used to identify qualified supervisors/preceptors both in and outside the professions? (Select all that apply.)

- ✓ Accessibility to students
- ✓ Appropriate state credentials for clinical practice
- ✓ Appropriate national credentials for clinical practice
- ✓ Clinical practice setting
- ✓ Demonstrated abilities in the supervisory processes
- ✓ Educational experience (including post-graduate continuing education activities)
- ✓ Mastery and expertise in the clinical area supervised
- ✓ Previous student evaluations
- ✓ Previous supervisory experience
- ✓ Recommendations or referrals from other professionals
- ✓ Specialized training in supervision
- Other - specify

How does the program determine the appropriate amount of supervision for the development of clinical skills in individual students? (Select all that apply.)

- ✓ Establish and monitor reasonable supervision schedules to ensure supervisor availability during diagnostic and treatment sessions
- ✓ Evaluate student clinical performance at mid-term
- ✓ Evaluate student clinical performance at end of term
- Maintain records of the amount of time of observations, meetings and conferences
- ✓ Use student feedback
- ✓ Use supervisor feedback
- ✓ Other - specify The on-campus clinic provides a minimum of 50% supervision for treatment in the first year and 100% supervision for diagnostics at all times. Coursework and clinical experiences are carefully coordinated.

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How do students have access to supervisors/preceptors when providing services to clients in on- and off-campus placements? (Select all that apply.)

- During the clinical session
- Email
- Clinical labs
- Phone
- Posted office hours
- Regularly scheduled meetings/conferences
- Unscheduled meetings
- Other - specify

How does the program inform students regarding ethics, legal and safety issues and procedures (Select all that apply.)

- Acknowledgement of confidentiality policies (e.g. sign agreements)
- Clinical handbook
- Clinical labs
- Clinical practice
- Course work
- HIPAA training
- Professional practice course work
- Web site - internet (must provide URL)
- Student handbook
- Student orientation
- Universal precautions training
- University safety training
- Other - specify emailed memos and updates from clinical director

For the distance education program, what indicators and/or criteria are used to identify qualified supervisors/preceptors both in and outside the professions? (Select all that apply.)

- Accessibility to students
- Appropriate state credentials for clinical practice
- Appropriate national credentials for clinical practice
- Clinical practice setting
- Demonstrated abilities in the supervisory processes
- Educational experience (including post-graduate continuing education activities)
- Mastery and expertise in the clinical area supervised
- Previous student evaluations
- Previous supervisory experience
- Recommendations or referrals from other professionals
- Specialized training in supervision
- Other - specify

Survey Response

For the distance education program, how does the program determine the appropriate amount of supervision for the development of clinical skills in individual students? (Select all that apply.)

- Establish and monitor reasonable supervision schedules to ensure supervisor availability during diagnostic and treatment sessions
- Evaluate student clinical performance at mid-term
- Evaluate student clinical performance at end of term
- Maintain records of the amount of time of observations, meetings and conferences
- Use student feedback
- Use supervisor feedback
- Other - specify The same minimum levels of supervision are expected as in the on campus program, including 100% faculty supervision for all diagnostics on campus.

For the distance education program, how do students have access to supervisors/preceptors when providing services to clients in on- and off-campus placements? (Select all that apply.)

- During the clinical session
- Email
- Clinical labs
- Phone
- Posted office hours
- Regularly scheduled meetings/conferences
- Unscheduled meetings
- Other - specify

For the distance education program, how does the program inform students regarding ethics, legal and safety issues and procedures (Select all that apply.)

- Acknowledgement of confidentiality policies (e.g. sign agreements)
- Clinical handbook
- Clinical labs
- Clinical practice
- Course work
- HIPAA training
- Professional practice course work
- Web site - internet (must provide URL)
- Student handbook
- Student orientation
- Universal precautions training
- University safety training
- Other - specify emailed memos & updates from DE program director

Survey Response

Standard 3.0 Curriculum - Master's Program

Standard 3.6 External Placements

Speech-Language Pathology

Standard 3.6 Clinical education obtained in external placements is governed by agreements between the program and the external facility and is monitored by program faculty.

Who is responsible for monitoring agreements with external facilities (Select all that apply.)

- Administrative assistant
Clinic director
- Faculty
Higher administration (e.g. dean, provost)
- Legal (contracts) office
Program director
Student
- Other - specify Dean's Office Administrative Asst. (Bethany Wolfe)

Who is responsible for coordinating clinical education placements? (Select all that apply.)

- Administrative assistant
Clinic director
Faculty
- Intern\externship supervisor
Program director
Student
Other - specify

Are there written agreements between all external sites and the program?

- Yes
- No

If No, explain

How does the program monitor clinical education placements (Select all that apply.)

- Intern/extern supervisor
- Meeting with the externship supervisor
- Onsite visits
- Phone calls
- Review of clinical practicum evaluations
- Review of externship supervisor evaluation
- Review of student clinical records/files
- Written contractual agreement
- Other - specify emails with supervisors

Survey Response

Who is responsible for monitoring agreements with external facilities used for the distance education program? (Select all that apply.)

- Administrative assistant
- Clinic director
- Faculty
- Higher administration (e.g. dean, provost)
- Legal (contracts) office
- Program director
- Student
- Other - specify Dean's Office Administrative Asst. (Bethany Wolf)

Who is responsible for coordinating clinical education placements for the distance education program? (Select all that apply.)

- Administrative assistant
- Clinic director
- Faculty
- Intern\externship supervisor
- Program director
- Student
- Other - specify

For the distance education program, are there written agreements between all external sites and the program?

- Yes
- No

If No, explain

How does the program monitor clinical education placements for the distance education program? (Select all that apply.)

- Intern/extern supervisor
- Meeting with the externship supervisor
- Onsite visits
- Phone calls
- Review of clinical practicum evaluations
- Review of externship supervisor evaluation
- Review of student clinical records/files
- Written contractual agreement
- Other - specify Emails with supervisors

Survey Response

Standard 3.0 Curriculum - Master's Program

Standard 3.7 Clinical Settings

Speech-Language Pathology

Standard 3.7 The clinical education component of the curriculum provides students with access to a client/patient base that is sufficient to achieve the program's stated mission and goals and includes a variety of clinical settings, client/patient populations, and age groups.

How does the program ensure each student is exposed to a variety of clinical settings, client/patient populations and age groups?

The externship coordinator meets individually with graduate students each semester to review their practicum experiences with regard to diversity across the life span, in various settings, the severity of client presentation, ethnicity and the students' professional interests. As a general rule, during their program each student is assigned to an elementary school, a setting with adults and/or medically involved patients (hospitals, nursing homes, home health agencies), and a preschool setting or a setting with students in grades 6-12.

Survey Response

Standard 4.0 Students - Master's Program

Standard 4.1 Admission Criteria

Speech-Language Pathology

Standard 4.1 The program criteria for accepting students for graduate study in audiology and/or speech-language pathology meet or exceed the institutional policy for admission to graduate study.

Of the following, what graduate admission requirements are required by the institution? (Select all that apply.)

- Minimum GRE
- Minimum GPA
- Letters of recommendation
- Personal interview
- Undergraduate major in CSD
- Writing sample/essay
- Other - specify

Complete the table below to show the grade point average (GPA) admission criteria for the university/college and for the graduate program. Where no criterion is required, respond by indicating "0" in the appropriate space.

	University/College criterion	Program criterion
Minimum GPA at the time of admission to the graduate program	0.00	0.00
Other GPA in a major area of study	0.00	0.00

Does the program use additional GPA requirements for admission (e.g., GPA in the major, GPA in the last 30 hours, etc.)?

- Yes
- No

If the program uses additional GPA requirements for admission, please describe.

Average applicant GPA scores must be on par with the average GPA scores of the preceding 3 years of admitted students; 3.54 was the average GPA for admitted students from 2008 to 2010.

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Complete the table below to show the Graduate Record Exam (GRE) admissions criteria for the university/college and for the graduate program. Enter "0" if there are no minimum criteria for a particular score.

	University criterion	Program criterion
Minimum <u>overall</u> GRE scores	0	0
Minimum <u>verbal</u> GRE score	0	0
Minimum <u>quantitative</u> GRE score	0	0
Minimum <u>writing</u> GRE score	0.0	0.0

Of the following, what graduate admission requirements are required by the program? (Select all that apply.)

- Minimum GRE
- Minimum GPA
- Letters of recommendation
- Personal interview
- Undergraduate major in CSD
- Writing sample/essay
- Other - specify CSD Graduate Program Prerequisite Form, GRE within last 5 years, official transcript, TOEFL or IELTS if appropriate.
https://www.uvm.edu/~gradcoll/?Page=prospective/appinstructions.php&SM=prospective/_prospectmenu.html#purpose

Do the program admission requirements differ from that of the institution?

- Yes
- No

Please describe any exceptions to the program's admissions requirement that are exercised by the program.

Not applicable: there are not any exceptions to the program's admissions requirement that are exercised by the program.

Describe the admission requirements for the distance education program. If these are different from those for the residential program, discuss the rationale for the differing requirements.

The graduate admissions requirements are the same as those required for our residential students. Students must take the GRE's and submit 3 letters of recommendation, their transcripts, and a statement of intent. Students are expected to have a GPA of at least 3.0. Their applications are reviewed and rated by a faculty review committee. We complete personal interviews with each applicant to determine their ability to manage a distance education program.

Survey Response

Standard 4.0 Students - Master's Program

Standard 4.2 Student Adaptations

Speech-Language Pathology

Standard 4.2 The program makes reasonable adaptations in curriculum, policies, and procedures to accommodate differences among individual students.

Describe how the program provides accommodations for individuals with special needs with respect to curriculum, practicum, policies, and procedures.

Graduate students with special needs are encouraged to self-identify and contact the university's Accommodations, Consultation, Collaboration, and Education Support Services (ACCESS) office in order to initiate the accommodation process. All students are informed of their responsibility to self-identify and contact ACCESS via a standard section in all department faculty course syllabi that describes the process that students with disabilities must use to receive reasonable accommodations. The description includes an email address and an electronic link to the university's disability services office (ACCESS) website, which provides further information on the available supports. The ACCESS office works with students to secure the required documentation of a diagnosed physical disability, learning disability, or attention deficit disorder. This documentation is typically pre-existing and available via secondary school and/or medical records. In some cases, if documentation is lacking, the ACCESS office will provide appropriate referrals for testing and diagnosis.

The ACCESS Office is a valuable resource that provides triage referrals to the campus Counseling Center and the Center for Health and Wellbeing as needed. The Counseling Center certifies and coordinates services for students with emotional disabilities; the Center for Health and Wellbeing certifies and coordinates services for students with ongoing medical conditions. ACCESS also offers a disability screening process for those students who do not have a diagnosed disability. If necessary, faculty members can refer students for a screening if they suspect that an undiagnosed disability is the underlying cause of significant academic struggle.

Once ACCESS has certified a student's diagnosed disability, then the student meets with all involved faculty to hand-deliver and discuss a letter that outlines the learning accommodations that must be granted to the student throughout the entire semester of the course. Examples of accommodations have included extended time on tests, note-taking services, tutoring, and English as a Second Language resources. Department faculty will often coordinate with the ACCESS office to individually administer and proctor accommodated tests for students.

Department faculty always provide the learning accommodations outlined by the campus ACCESS office to ensure that students with identified needs are supported. Furthermore, all faculty include a standard section in their course syllabi that describes the remediation methods available to any student who fails to achieve the knowledge and skills that the course is designed to address. Any student, regardless of disability status, is afforded the opportunity in each course to achieve proficiency by completing remedial assignments as specified by the instructor.

If ACCESS has certified a student's diagnosed disability, the student meets with the Externship Coordinator to discuss the implications for clinical placements. The Externship Coordinator then arranges clinical placements that are the best fit considering the student's strengths and needs. Factors that are considered include the practicum supervisor's experience and temperament. The student is then required to meet with the practicum supervisor to explain her/his learning profile and discuss strategies for meeting the requirements of the placement. The Externship Coordinator then supports the practicum supervisor by email or telephone check-ins and offers to meet as needed along with the student and supervisor to set benchmarks and to discuss progress. In all cases, students with learning accommodations are assessed using the same practicum evaluation tools as every other student in the program. They are expected to achieve the same required knowledge and skills as their peers.

In addition to responding to pre-identified student needs, all clinical and academic faculty meet at approximately the midpoint of each semester to discuss all graduate students who are perceived, based on their performance in classes and in clinic to date, to be potentially at risk in either or both context. Remediation plans are developed to address identified difficulties.

In general, most students who receive learning accommodations are able to observe the same course sequence as other students and graduate on schedule. In some cases, changes in a student's curriculum may be made based on individual needs. This decision can be made through joint consultation between the student and Graduate Program Director. For example, graduate-level courses taken outside of the Program may be accepted as transfer credits. Or a course may be taken out of typical sequence of courses. The curriculum also might be adjusted to accommodate a part time schedule if deemed necessary for a particular student's needs.

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How is respect for and understanding of cultural and individual diversity incorporated into the curriculum? Give one example.

Principles related to diversity and applications to various clinical contexts are infused throughout the curriculum. All department faculty utilize a standardized syllabus format to indicate how their course content addresses all the ASHA standards, including Standard III-B: "Knowledge of basic human communication including their biological, psychological, developmental and linguistic and cultural bases" and Standard IV – G3: "Interaction and Personal Qualities: a) communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others...". The department also maintains representation on the College Diversity Task Force, which is designed to ensure cultural and individual diversity within the curriculum.

An example of how cultural and individual diversity are incorporated into the curriculum is the Department's CMSI 384 Speech Sound Disorders in Children and CMSI 387 Language Disorders courses (to be CSD 340 and CSD 341, respectively as of 2011-2012 academic year) that jointly feature a guest lecturer on African American Vernacular English (AAVE). Annually, Dr. Maeve Eberhardt presents excerpts of her doctoral work emphasizing the rule-bound, morphosyntactic differences present in AAVE. The presentation includes numerous audio recordings and students discuss the concept of speech and language differences versus disorder. Related reading is assigned in the course textbooks and students are quizzed on the content. In the past there has been an accompanying lab activity in which students watch a video clip of a spontaneous speech and language sample of an African American child and then they apply their learning to decide if they suspect a difference or a disorder. In another exercise, students analyze a language transcript containing AAVE and they are required to identify examples of typical morphosyntactic dialect differences and interpret the intent of the language.

Supervised practicum experiences include experience with client/patient populations across the lifespan and from culturally/linguistically diverse backgrounds. Students gain experience with client/patient populations with various types and severities of communication and/or related disorders, differences, and disabilities. Academic and clinical advisors assist students in tracking their experiences across the diversity spectrum by using a Diversity Checklist, which assists in documenting their culturally and individually diverse clinical experiences.

How do the program's policies and procedures convey respect for and understanding of cultural and individual diversity (e.g. admission, internal and external clinical placement and student retention policies and procedures, proficiency in English)? Give one example.

The university has the following as one of its overall goals: "Build a diverse community & globally aware university community sustained by an inclusive, supportive and just campus climate." In support of this goal, the CSD department has identified a strategic direction, stating "CSD will be known as a department that is welcoming and diverse in all its meanings." The department has identified action steps that include the following: a) include content related to cultural and linguistic diversity in all relevant courses; b) provide graduate students clinical experiences with culturally and/or linguistically diverse populations; and, c) recruit diverse faculty and staff. A recent review by the CNHS Curriculum and Planning Committee revealed diversity targeted objectives in a majority of the department's core courses. These objectives foster respect and understanding of cultural and individual diversity via course readings, assignments and discussions. Additionally, CNHS has developed a diversity plan. One of the objectives in the plan is to "Incorporate the theme of cultural determinants of health throughout the College's professional curricula." The CNHS also has a Student Diversity Award that recognizes an undergraduate or graduate ALANA student who has made a major contribution(s) to create an environment of social justice, inclusion and equity at the department and/or college and/or university and/or community levels.

For the distance education program, explain how students are evaluated to ensure that they have the skills and competencies to perform in a distance learning environment.

All applicants for the distance education program were required to complete a personal interview with the DE director to explore their previous successes and challenges in independent learning, their facility with technology, their previous experience with and performance in online learning opportunities, their other work responsibilities, and their commitment to the program. All applicants completed a written assessment of related technological skills.

For the distance education program, describe how adaptations are made to accommodate individual differences in the distance learning environment.

The DE director serves as the advisor for the cohort of 11 students and works closely with them to identify what their individual learning needs are to ensure their success in the program. Our expectation is that all 11 students follow the same general sequence of courses. The DE director collaborates with individual faculty to ensure students are performing as expected, are completing their work, and are achieving the expected knowledge and skill competencies. For students who may struggle with a

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particular course, a meeting is held with the DE director, the faculty instructor, and the student to develop an action plan to meet the student's needs. UVM also has tutorial and writing center services as well as mental health support for students having specific difficulties. All distance education students have access to these services through the payment of comprehensive fees or can be connected with someone in their local area in Vermont .

Survey Response

Standard 4.0 Students - Master's Program

Standard 4.3 Student Information

Speech-Language Pathology

Standard 4.3 Students are informed about the program's policies and procedures, degree requirements, requirements for professional credentialing, and ethical practice. Students are informed about documented complaint processes.

How are students informed about program policies and procedures? (Select all that apply.)

- ✓ Academic advising
- ✓ Course work
 - Handouts
 - Posting on bulletin board
- ✓ Student orientation meetings
- ✓ Student handbooks
- ✓ Web site (provide URL) http://www.uvm.edu/~cnhs/?Page=cmsi_clinical.html&SM=oppmenu.html and http://www.uvm.edu/~cnhs/resources/CSD_graduate_handbook_2011-12.pdf
- ✓ Other - specify E mail communications

How are students informed about degree requirements and requirements for professional credentialing? (Select all that apply.)

- ✓ Academic advising
- ✓ Course work
 - Handouts
 - Posting on bulletin board
- ✓ Student orientation meetings
- ✓ Student handbooks
- ✓ Web site (provide URL) <http://www.uvm.edu/~cnhs/cmsi/?Page=ms.html> and http://www.uvm.edu/~cnhs/resources/CSD_graduate_handbook_2011-12.pdf
- ✓ Other - specify Email communications

How are students informed about ethical practice? (Select all that apply.)

- ✓ Academic advising
- ✓ Course work
 - Handouts
 - Posting on bulletin board
- ✓ Student orientation meetings
- ✓ Student handbooks
- ✓ Web site (provide URL) http://www.uvm.edu/~cnhs/resources/CSD_graduate_handbook_2011-12.pdf and http://www.uvm.edu/~cnhs/doccenter/csd_clinic_manual.pdf
- ✓ Other - specify www.asha.org

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How are students informed about student complaint procedures including contacting the CAA? (Select all that apply.)

- Academic advising
 - Course work
 - Handouts
 - Posting on bulletin board
- Student orientation meetings
- Student handbooks
- Web site (provide URL) http://www.uvm.edu/~cnhs/?Page=student_services/current.html and
http://www.uvm.edu/~cnhs/resources/CSD_graduate_handbook_2011-12.pdf
- Other - specify

Describe the program's policies for dealing with student complaints.

The program subscribes to the College Student Concern Policy, which outlines the hierarchy of mechanisms provided to address concerns and can be found at the following link: http://www.uvm.edu/~cnhs/student_services/student_concern_policy_text.pdf Students are encouraged to first discuss their concerns with the relevant party. If that step is unsuccessful, then students are directed to bring their concern to their advisor.

Student concerns may also be brought to the next level of the Graduate Program Director who documents complaints in the academic realm related to their graduate program requirements. If a graduate student does not feel comfortable approaching the Graduate Program Director, the student has the option of either meeting with or sending an email directly to the Office of Student Services administrator requesting that s/he share the concern anonymously with the Graduate Program Director, Department Chair, or both.

Students may proceed to the subsequent level of the complaint hierarchy and contact the Graduate College Office . This might be done if a student is concerned about basic department policy that they suspect may differ from Graduate College guidelines or from the policy of other graduate departments, or if they believe that department mechanisms have not been or would not be sufficient.

Finally, students may address their concern to the Council of Academic Accreditation . This step can be used in the case of very serious issues raised about important departmental policies or the handling of a particular concern.

Explain how student complaints are reviewed to assess their impact on compliance with accreditation standards.

Once a complaint or concern is documented, additional information including verification of the substance of the complaint and the implications for compliance with accreditation standards is gathered. The individual to whom the complaint was given then determines the appropriate parties to discuss the issue and address the concern. Action plans are developed for addressing a particular concern that may have implications for a student's program compliance with accreditation standards . These action plans and progress toward addressing them are documented.

Is the record of student complaints retained?

- Yes
- No

If No, explain

Describe how privacy of student information is protected when handling student complaints.

In the course of handling student complaints, only those faculty members directly involved, including the Department Chair are informed of the issue, the student's identity, and the circumstances of the complaint. In some cases, the College Dean may be involved as warranted by the seriousness of the complaint.

For the distance education program, describe how privacy of student information is protected when handling student complaints.

Privacy is maintained as it is for our residential students. As in the residential program, in the course of handling student

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complaints, only those faculty members directly involved, including the Department Chair, are informed of the issue, the student's identity, and the circumstances of the complaint. In some cases, the College Dean may be involved as warranted by the seriousness of the complaint. The Department Chair addresses departmental or faculty issues; the Clinical Director addresses clinical issues and collaborates with the DE Director for distance education students. The DE director, as the distance education student advisor, is primarily responsible for individual student concerns, but collaborates with the Department Chair or the Clinical Director as appropriate.

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Standard 4.0 Students - Master's Program

Standard 4.4 Student Advising

Speech-Language Pathology

Standard 4.4 Students receive advising on a regular basis that pertains to both academic and clinical performance and progress. Students are also provided information on student support services.

Describe the program's advising policies and procedures with respect to academic and clinical instruction, access to adjunct faculty, and student support services. Provide the Web site URL if available.

One faculty member serves as academic advisor for all residential graduate students. He meets with them individually a minimum of once per semester as well as 1-2 times in a group. Additional meetings are scheduled as needed. Access to all other clinical and adjunct faculty as well as to the chair and to other department staff is also readily available. The university and the College of Nursing and Health Sciences provide a wide variety of student support services, about which all of these types of advisors provide information as appropriate.

As stated the Department Policy Manual: "Although the ultimate responsibility for making decisions about educational plans and life goals rests with the individual student, the academic advisor assists by helping to identify and assess alternatives and the consequences of decisions. Advisors assist students in the development of educational plans; clarification of career and life goals; selection of appropriate courses and other educational experiences; interpretation of institutional requirements; evaluation of student progress toward established goals; and, referral to and use of institutional and community support services.

Students provide evaluation of their faculty advisors and such evaluations are considered in reviews for reappointment, promotion, and tenure. The Office of Student Services of CNHS assumes responsibility for the evaluation process and the survey can be found in the departmental shared drive."

The Department Graduate Student Manual contains a very similar section on advising. Additionally, the College website contains a section regarding advising information for graduate students. Students are directed to access links for different types of information, including the name of their academic advisor, and details about the Graduate College and student support and library resources at http://www.uvm.edu/~cnhs/?Page=student_services/gradadvising.html

Indicate those individual(s) who serve as academic advisors. (Select all that apply.)

- Faculty member
- Program Director
- Staff
- Other - specify

How often do students receive academic advisement?

- Once per academic year
- Once per term
- More than once per term
- Other - specify Once per term individually and then 1-2 times per term as a group. Students may request additional meeting with their advisor at any time.

Is advisement of clinical performance provided separate from academic advisement?

- Yes
- No

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If advisement of clinical performance is provided separate from academic advisement, indicate the individual(s) who serve as clinical advisors. (Select all that apply.)

- Clinical director
- Clinical supervisor/preceptor
- Faculty member
- Program director
- Staff
- Other - specify Externship Coordinator

How often do students receive clinical advisement?

- Once per academic year
- Once per term
- More than once per term
- Other - specify Once per term individually and then 1-2 times per term as a group. Students may request additional meetings at any time.

How are students informed about student support services? (Select all that apply.)

- Academic advising
- Handouts
- Posting on bulletin board
- Student handbooks
- Student orientation meetings
- Web site (provide URL) Link to CNHS "Resources for Current Students" which has a hyperlink to "Resources:"
http://www.uvm.edu/~cnhs/?Page=student_services/current.html
- Other - specify

Describe how student advisement occurs for students in the distance education program. Include an explanation about how advisement affects advisor workload and how students have access to faculty.

The DE director is the graduate advisor for all distance education students. She follows the advising process that is utilized for the residential students in that a program plan is developed and signed by the student and advisor. A student orientation was held at the beginning of this program in May 2009 and the students had an opportunity to meet the faculty. Since that time, another on-campus in-service day was held in May 2010 with another opportunity for students to engage with the faculty. An intranet site has been established for the distance education students that contains information of interest for students and forms that are needed for academic and clinical program requirements. A variety of technology has been utilized to allow for advising including face-to-face meetings, phone calls, email, Skype, and Pronto instant messaging.

URL for the intranet site: <https://www.uvm.edu/~hmmorris1/DLGP/>

Describe how students in the distance education program will have access to support services (advising, library resources, counseling for students with disabilities, etc.) available to students in the residential program.

There is one graduate advisor for the residential program. This is also true for the distance education program students; their advisor is the DE director. All distance education students have access to all university library resources, counseling through our Student Health Services, and educational support through our ACCESS office for individuals with disabilities. All distance education students are required to pay a comprehensive fee based on course credits that provides access to all of these services. The students participate in two orientations/tutorials for the Bailey/Howe and Dana Medical Libraries. All courses are assigned a Blackboard site, which allows relevant access to specific course content. The Blackboard course management system is utilized in both the distance education and residential programs.

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Standard 5.0 Assessment - Master's Program

Standard 5.1 Program Assessment of Students

Speech-Language Pathology

Standard 5.1 The program conducts ongoing and systematic formative and summative assessment of the performance of its current students.

Provide three examples of specific graduate student learning outcomes that have been developed by the program and describe how they are related to the mission of the program.

Graduate Learning Outcome 1

- Description : Students will be able to explain the processes used in research, demonstrate that they are knowledgeable consumers of research literature, and integrate research principles into evidenced-based clinical practice. This learning outcome is directly related to the ASHA Certification Standard III-F for knowledge acquisition in the area of research processes.
- How related to the mission of the program : The program's mission includes (1) development of new knowledge, and (2) assuring evidence-based clinical interventions in the management of communication disorders. Therefore, students participate in a thesis or non-thesis research activity during their final year. Students choosing the non-thesis option complete either a research project or a small-group systematic review. In all cases, students demonstrate highly developed problem-solving, critical-thinking skills, and communication skills related to "...evidence-based clinical interventions in the management of communication disorders."
In the case of a thesis, students must demonstrate the following: 1) design and carry out a study that represents an important contribution to the research base; 2) demonstrate both academic excellence and the ability to write and synthesize material independently at a sophisticated level; and ,3) submit their work to a peer-reviewed journal. Thus, they contribute to new knowledge in the field and prepare themselves to provide evidence-based services.
Students who complete systematic reviews: 1) participate in and contribute to a scientific research process; 2) demonstrate skills in critical appraisal to determine the validity, impact and applicability of evidence provided in the literature; 3) demonstrate efficiency and applicability of online literature searches; 4) communicate in a professional manner both verbally and in writing; 5) participate effectively in a group learning environment; and, 6) provide accurate assessment of the performance of oneself and peers in contributing to a group project. This ensures that they will be able to assess, share, and apply research findings to the provision of evidence-based evaluation and intervention.

Graduate Learning Outcome 2

- Description : Students will be able to explain and demonstrate the approaches used in prevention, evaluation, and intervention of communication and swallowing disorders. This learning outcome is directly related to the ASHA Certification Standards III-C and III-D for knowledge and skill acquisition of the principles and methods of prevention, assessment, and intervention in the areas of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders.
- How related to the mission of the program : Students participate in supervised practicum experiences that include

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practice with client/patient populations across the lifespan and from culturally/linguistically diverse backgrounds. Students demonstrate the clinical knowledge, skills, and abilities that enable them to "...[promote] the ability of all people to communicate..." and to provide "...interventions in the management of communication disorders."

Graduate Learning Outcome 3

- Description : Students will demonstrate evidence of their growth in skills and knowledge over the course of their training as directly related to the ASHA Certification Standards and the Vermont Department of Education Standards for professional speech-language pathologists.
- How related to the mission of the program : Students assemble individual portfolios to provide evidence of their growth in skills and knowledge over their course of study. Students document their competency as "...[educated] communication sciences and disorders professionals...[who transform] lives by preventing communication disorders, providing community outreach, promoting the ability of all people to communicate and assuring evidence-based clinical interventions in the management of communication disorders." Individual portfolios are used by students to share evidence of their growth in skills and knowledge over the course of their training. This evidence includes a set of four reflective essays: an introductory essay written during orientation at the beginning of a student's participation in the M.S. program, then one essay written in each of three semesters in which both academic and clinical work are undertaken. Essays discuss goals developed based on the student's reflections. Evidence also consists of artifacts selected by the student to reflect growth in specific areas of academic and clinical knowledge and skills required by the American Speech-Language-Hearing Association and the Vermont Department of Education. Other aspects of growth to be demonstrated include increasing rigor in critical thinking and methods of inquiry for research and its application. The portfolio is used by this department as an alternative form of Comprehensive Examination; thus it provides a rich demonstration of the students' achievements in their course of study. Artifacts selected by students may be either clinical or academic in nature. They are carefully selected so that all of the competencies are addressed at least once. Clinical documents from experiences obtained in the Luse Center and elsewhere are used as artifacts, de-identified consistent with HIPAA, so that they do not violate client confidentiality. A Diversity Tracking Checklist, ASHA 2005 Certification Standards Knowledge & Skills Acquisition (KASA) form, Completed Clinical Clock Hour Summary Form, and a résumé are required to be included.

Describe the process used by the program to develop, validate, and assess student learning outcomes for the knowledge and skills required for entry into professional practice.

Development

The ASHA standards guide the outcomes for our graduate education program in speech-language pathology. The department completed an analysis of our curriculum in 2004, utilizing a matrix listing all required coursework and activities and the ASHA standards covered in each content knowledge and skill area. This process provided a crosscheck between intended student learning outcomes and required course content. The process was revisited in fall 2010; faculty reviewed their course syllabi, updated intended student learning outcomes, and confirmed the connections between course content and ASHA Certification Standards. This assisted in assuring that we have specified those courses and activities that address specific ASHA Certification Standards. Integration of these standards is evidenced in both our course syllabi and in the clinical practicum experiences we offer to our students.

Validation

The process used by the program to validate student-learning outcomes employs the use of several operational constructs, which focus on the educational experiences that contribute to student acquisition of the desired knowledge and skills that

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required for entry into professional practice. Department faculty utilize a standardized syllabus format to identify the connection between course content and learning outcomes related to the ASHA Certification Standards. All required courses are directly cross-referenced to be applicable to ASHA Certification Standards in the department's Knowledge and Skills Acquisition (KASA) Form. The KASA Form is supplemented by several clinical tracking forms; this includes the Diversity Checklist, which assists in tracking cultural diversity demographics (ethnicity, nationality, socio-economic status) of all clinical experiences, and the Clinical Clock Hour Summary Form, which assists in tracking the required hours of clinical experience in designated categories (treatment/diagnostic, disorder, client age).

Assessment

The process used by the program to assess student-learning outcomes is multi-faceted. All courses have required formative assignments (e.g., papers, exams, presentations) that are designed to assess student progress towards the stated learning outcomes. All clinical practica have required formative assessments in which students both self-evaluate and receive feedback from instructors at regularly scheduled intervals during the semester. Summative assessments occur at both the individual course and clinical practicum level. Portfolios, with which students demonstrate their competency in specified learning outcomes that are related to the mission of the program, provide summative assessment at the department level.

Provide examples of how the program evaluates students' academic and clinical progress using formative and summative assessments.

- Academic - Formative Assessment Example : In CMSI 380 (CSD 360) - Research Methods in Communication Disorders, students are required to complete a Critical Appraisal of Treatment Evidence (CATE) assignment that is designed to provide practice in using the evidence-based practice assessment skills discussed in class and outlined in the Dollaghan (2007) textbook. Students are required to use the evidence-based practice CATE form to assess an assigned journal article.
- Academic - Summative Assessment Example : In CMSI 380 (CSD 360) - Research Methods in Communication Disorders, students are required to complete a Research Proposal and Presentation assignment that requires application of principles of research design described in lectures and course readings throughout the semester. The skills demonstrated in the formative assessment described above (CATE assignment) support this final project. For the Written Research Proposal, students must explain to the reader why a research question/hypothesis is important enough to pursue and how it will be examined through a particular research design. The proposal includes many of the components that are required for research proposal hearings and research protocol submissions to a graduate research committee, university internal review board, or grant-funding group. In addition, it potentially serves as a foundational literature review that may lay the groundwork for the student's final year research plans (non-thesis systematic review or thesis). The average paper length is 15 pages. For the presentation of the research proposal, students provide a 15-minute visual Powerpoint presentation to the instructor and class members.
- Clinical - Formative Assessment Example : Students participating in on-campus clinical practicum experiences are regularly observed by faculty when conducting treatment and diagnostic sessions. Clinical instructors provide written feedback on a regular basis and discuss the treatment and his/her observations in a weekly conference. The written notes, feedback and evaluation forms are maintained by the clinical faculty to provide a record of the student's growth during the practicum experience.
- Clinical instructors schedule weekly conferences with students. These meetings are an opportunity for the student to provide self-evaluation and also to request more in-depth information or resources. Meetings may include reviewing the student's therapy or diagnostic performance for areas of strengths and challenges, to discuss proposed plans, communicate upcoming responsibilities, or jointly work on personal goals established by the student.
- At mid-term in a clinical practicum, the clinical instructors complete a

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Student Practicum Evaluation Form that is specific to the clinical setting and diagnostic or treatment focus (e.g., school, medical, on-campus, post-stroke). The Student Practicum Evaluation Form is used to assess student performance regarding applicable ASHA Certificate of Clinical Competency standards. The standards are organized into five broad categories including Professional and Personal Qualities, Communication, Knowledge, Skills, and Intervention. Student performance is assessed using an ordinal rating scale ranging from 0 (student is unable to perform effectively even after direction from supervisor) to 5 (student consistently performs effectively with a high degree of independence, taking initiative and making changes when appropriate). The rating scale was designed based on the Anderson Continuum in which there is an expectation of students' increasing independence over the semester. Students also complete a self-evaluation using the same Student Practicum Evaluation Form in which they rate themselves in all categories and also fill out the last page of the Mid-Term Formative Assessment: Goal Setting in which they self-identify goals in each evaluation category. The purpose of these forms is to allow both the supervisor and the student an opportunity to evaluate the student's performance during the semester. The evaluation form is discussed with the clinical instructor during a scheduled conference and goals are identified to promote professional and clinical growth.

Clinical - Summative Assessment Example : Students are evaluated on their clinical performance at the end of each Fall and Spring semester and at the end of the shorter summer term using a standardized evaluation tool. A conference between the clinical instructor and student is arranged to discuss the evaluation. Clinic grades are computed by averaging all evaluations for a given student at the end of the semester. Students' grades are determined on the basis of their performance during the semester and completing all aspects of their practicum responsibilities, including submitting final copies of progress reports or other required paperwork.

Is student progress evaluated by a range of program faculty and supervisors or preceptors?

Yes

No

If No, explain

Describe the process and activities employed by the program to provide and document regular feedback to students regarding their progress in achieving the expected knowledge and skills in all academic and clinical (including all off-site experiences) components of the program.

Academic

The process employed by the program occurs at the individual course level and at the academic advising level. Instructor documentation activities in the individual courses are multiple. They include the regular provision of feedback to students regarding their achievement of formative and applicable summative assessment learning outcomes. In the case of written assignments, instructors typically provide a grade and either hand-written or electronically typed track-change comments regarding the individual student's performance relative to established learning outcome evaluation criteria. Additionally, many instructors utilize the university's web-based platform "Blackboard" to administer online tests and to post individual grades. The online tests are often designed to provide students with immediate feedback regarding their answer choices and grades. The course grade center contains a listing of all the assignments along with brief descriptions, due dates, and point values and provides a numerical summary of student progress. All students have round-the-clock, password-protected access to their own grade centers in which they can check their progress as measured by course assignments that are designed to help them achieve the expected knowledge and skills.

At the academic advising level, each student attends an individual advising meeting each semester in which they participate in the review and documentation of their academic progress. Course grades and sequence are reviewed by referencing the

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student's transcript and Graduate Course Plan/Sequencing Form. Discussion takes place regarding the student's progress toward achieving the expected knowledge and skills.

Clinical

The process employed by the program occurs at the individual clinical practicum level and at the clinical advising level. In individual clinical practicum experiences (for both on- and off-campus placements) instructors regularly provide students with oral and written feedback and conduct weekly conferences regarding student achievement of formative assessment learning outcomes specific to individual therapy and diagnostic sessions with clients. Mid-term evaluations are utilized as a formative assessment phase in which the student self evaluates and sets clinical performance goals related to achievement the of expected knowledge and skills. Semester-end evaluations are utilized as summative assessments of intended learning outcomes. At the end of the semester, each practicum supervisor meets with the student to fill out the Knowledge and Skills Acquisition (KASA) Form. The supervisor manually initials those competencies that the student achieved during their practicum. The student witnesses the initialing and is immediately informed of their progress to date.

At the clinical advising level, each student attends an individual advising meeting with the Externship Coordinator once a semester in which they participate in the review and documentation of their clinical progress. Clinical experiences and hours are reviewed by referencing the practicum evaluation forms, the Knowledge and Skills Acquisition (KASA) Form, the Diversity Checklist, and the Clinical Clock Hour Summary Form. Discussion takes place regarding the student's progress toward achieving the expected knowledge and skills.

Describe how the program documents guidelines for remediation, provides that information to students, and implements remediation opportunities consistently.

Documentation

The program's guidelines for remediation of academic and clinical activities are documented in the Communication Sciences and Disorders (CSD) Faculty Manual, which includes a section that details the "Process for Identification and Remediation of Graduate Students with Clinical or Academic Challenges."

Provision of Information to Students

The program's guidelines for remediation of academic and clinical activities are provided to students in a couple of ways. Course syllabi contain a standard section regarding remediation, which explains that if a student fails to achieve any of the intended knowledge and skills learning outcomes that they will be required to achieve proficiency on the outcome(s) by completing remedial assignments as specified and deemed appropriate by the instructor. The CSD website contains a link to the "Policy for Review of Clinical Performances and Clinical Probation Process."

Implementation

The program implements remediation opportunities consistently by following the documented guidelines, which indicate that instructors collectively conduct mid-term reviews of both the academic and clinical performance of all students. This typically occurs during a regularly scheduled department meeting in which all student performance is reviewed and "at risk" students are identified. The Externship Coordinator serves as a liaison for all off-campus practicum instructors and solicits information in advance regarding student clinical performance so that it can be provided during the mid-term review meeting.

Describe how the program ensures that all feedback mechanisms for remediation are applied consistently.

The program ensures that all feedback mechanisms for remediation are applied consistently by requiring that all instructors follow the prescribed documented guidelines. The guidelines provide specific guidance regarding the timeline and associated activities regarding students who demonstrate insufficient progress in meeting competencies (average grade of C or below). Furthermore, the guidelines outline that identified students be provided with direct feedback and support, which is focused on their individual needs. Individual instructors from either the academic course or clinical area of concern meet with at-risk students to identify problems and discuss ways of improving performance with specific time limits set for improving skills. Faculty monitor student progress and require demonstration of improved skills in the specified time period following the conference.

For the distance education program, provide examples of how the program evaluates students' academic and clinical progress using formative and summative assessments.

Academic - Formative Assessment Example :

- Semester reflections for portfolios on learning goals achieved through academic coursework and research activities
- Faculty review of student performance each semester
- Exams, quizzes
- Projects, case studies, presentations
- Article reviews

Academic - Summative Assessment Example :

- Systematic Review Project

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- Praxis Exam
- Pre- and Post-assessment of competencies

Clinical - Formative Assessment Example

- :
- Mid and end of semester evaluation of clinical practicum performance
 - Semester reflections for portfolios on learning goals achieved through clinical practicum experiences

Clinical - Summative Assessment Example

- :
- Pre- and post-assessment of competencies (see attached)

For students in the distance education program, is student progress evaluated by a range of program faculty and supervisors or preceptors?

Yes

No

If No, explain

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Standard 5.0 Assessment - Master's Program

Standard 5.2 Student Progress Documentation

Speech-Language Pathology

Standard 5.2 The program documents student progress toward completion of the graduate degree and professional credentialing requirements and makes this information available to assist students in qualifying for certification and licensure.

Are the required records for each student's planned course of study maintained by the program?

Yes

No

If No, explain

Describe how the program ensures that records for the planned course of study are kept accurate, complete and current throughout each student's graduate program.

The program ensures that records for the planned course of study are kept accurate, complete and current by implementing a standard review schedule and protocol that is followed by both the student and their academic advisor. All new students have an initial meeting with their academic advisor in which they jointly complete a Graduate Course Plan/Sequencing Form. This form is signed by the student and stored in their student record. Subsequently, students meet individually with their academic advisor once per term to review the accuracy and provide current updates to the electronic Graduate Course Plan/Sequencing Form for their planned course of study. Course grades and sequence are substantiated by referencing the student's official electronic transcript, which is regularly maintained and authenticated by the University Registrar each semester.

Indicate the individual(s) responsible for maintaining the records for each student's planned course of study. (Select all that apply.)

Administrative/support staff

Academic advisor

Clinical advisor

Program director

Student

Other - specify The University Registrar maintains and authenticates all student transcripts. The department's Administrative Assistant collects and records students clinical clock hours, and are reviewed by the Clinic Director and other clinical faculty and staff.

Indicate the schedule or timeline for updating records for each student's planned course of study. (Select all that apply.)

At least once every semester/quarter

At least annually

Immediately prior to graduation

Throughout the semester/quarter

No set schedule

Other - specify

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Are the required records for progress toward each student's completion of degree requirements maintained by the program?

Yes

No

If No, explain

Describe how the program ensures that records for progress toward completion of degree requirements are kept accurate, complete and current throughout each student's graduate program.

A standard review schedule and protocol is followed by the student, their academic advisor, and either the Externship Coordinator or the Clinic Director, depending on the student's clinical placement (on- or off-campus), and program support staff.

The student and academic advisor meet each semester to review and update the Graduate Course Plan/Sequencing Form, substantiated by auditing the student's official electronic transcript, which is maintained and authenticated by the University Registrar each semester. The academic advisor conducts a crosscheck between the student's transcript and Knowledge and Skills Acquisition (KASA) Form to confirm accuracy of the document in reflecting completed coursework pursuant to ASHA Certification Standards. A dated and signed copy is stored in the student's file.

The student and the Externship Coordinator or the Clinic Director meet each semester to review and update the documentation of progress toward completion of clinical degree requirements. The accuracy of submitted grades are informed and substantiated by auditing the student's official electronic transcript. The Clinic Director or Externship Coordinator reviews the student's transcript and Knowledge and Skills Acquisition (KASA) Form to confirm the accuracy of the document in reflecting completed entry-level clinical competencies pursuant to ASHA Certification Standards. The student's Diversity Checklist and the Clinical Clock Hour Summary Form confirm the demographic categories of clients and experiences pursuant to ASHA Certification Standards. Dated and signed copies are stored in the student's file.

Throughout the semester, students are responsible for using several Clock Hour forms to document their experiences in four primary categories: child diagnostics, adult diagnostics, child treatment, and adult treatment. Clinical practicum instructors (on- and off-campus) validate the accuracy of the documented hours by manually reviewing and signing the documents. At the end of the semester, students are responsible for transferring all of their accrued hour information from the individual forms to a Clinical Clock Hour Semester Summary Form. Students submit all of their Clock Hour Forms plus the Clinical Clock Hour Semester Summary Form to a designated administrative assistant who conducts a crosscheck to verify the accuracy of the data. The designated administrative assistant then enters the verified data into a Clinical Clock Hour Summary Form that summarizes all clinical hours to date. All of the Summary Forms are forwarded to the Clinic Director for another level of verification and sign-off. The verified Clinical Clock Hour Summary Forms are stored in each student's clinical file. Starting with the fall 2011 entering class, the forms will be scanned and stored in each student's electronic file.

Indicate the individual(s) responsible for maintaining records toward each student's completion of degree requirements. (Select all that apply.)

Administrative/support staff

Academic advisor

Clinical advisor

Program director

Student

Other - specify The department's Administrative Assistant maintains academic records and collects and records students clinical clock hours, which are reviewed by the Clinic Director and other clinical faculty and staff.

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Indicate the schedule or timeline for updating records toward each student's completion of degree requirements.
(Select all that apply.)

- At least once every semester/quarter
- At least annually
- Immediately prior to graduation
- Throughout the semester/quarter
- No set schedule
- Other - specify

Are the required records for each student's progress toward completion of ASHA CCC requirements maintained by the program?

- Yes
- No

If No, explain

Describe how the program ensures that records for each student's progress toward the completion of ASHA CCC requirements are kept accurate, complete, and current throughout each student's graduate program.

The program ensures that records for each student's progress toward completion of ASHA CCC requirements are kept accurate, complete, and current by implementing a standard review schedule and protocol that is followed by the student, their academic advisor and either the Externship Coordinator or the Clinic Director, depending on the student's clinical placement (on- or off-campus), and program support staff.

As previously described, the student and academic advisor meet each semester to review and update the Graduate Course Plan/Sequencing Form, which indicates progress in coursework towards the completion of degree requirements. The updates are informed and substantiated by auditing the student's official electronic transcript, which is maintained and authenticated by the University Registrar each semester. Additionally, the academic advisor conducts a crosscheck between the student's transcript and Knowledge and Skills Acquisition (KASA) Form to confirm accuracy of the document in reflecting completed coursework pursuant to ASHA Certification Standards. A dated and signed copy is stored in the student's file.

As previously described, the student and Externship Coordinator or the Clinic Director meet each semester to review and update the documentation of progress toward completion of clinical degree requirements. The accuracy of submitted grades are informed and substantiated by auditing the student's official electronic transcript, which is maintained and authenticated by the University Registrar each semester. The Externship Coordinator or the Clinic Director reviews the student's transcript and Knowledge and Skills Acquisition (KASA) Form to confirm the accuracy of the document in reflecting completed entry-level clinical competencies pursuant to ASHA Certification Standards. The student's Diversity Checklist and the Clinical Clock Hour Summary Form confirm the demographic categories of clients and experiences pursuant to ASHA Certification Standards. Dated and signed copies are stored in the student's file.

Indicate the individual(s) responsible for maintaining records toward each student's progress toward the completion of ASHA CCC requirements. (Select all that apply.)

- Administrative/support staff
- Academic advisor
- Clinical advisor
- Program director
- Student
- Other - specify

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Indicate the schedule or timeline for updating records toward each student's progress toward the completion of ASHA CCC requirements. (Select all that apply.)

- At least once every semester/quarter
- At least annually
- Immediately prior to graduation
- Throughout the semester/quarter
- No set schedule
- Other - specify

Are the required records for progress toward each student's progress toward completion of state licensure maintained by the program?

- Yes
- No

If No, explain

Describe how the program ensures that records for each student's progress toward completion of state licensure are kept accurate, complete and current throughout each student's graduate program.

Typically, most state licensure requirements include documentation of a master's degree in speech-language pathology from an educational institution approved by ASHA (CAA); completion of a period of post-graduate professional training, the length and content of which complies with standards established by ASHA; and passage of the Praxis speech-language examination. The Educational Testing Service automatically reports the results of all student Praxis scores to the program. A designated administrative support person from the Education Department enters the information into individual student electronic records. The University Registrar maintains a record of students' final transcripts with graduation date and forwards this information to the license granting organization upon request. Likewise, the program maintains a record of students' Praxis I examination results, and forwards this information to the license granting organization upon request.

Indicate the individual(s) responsible for maintaining the records for each student's progress toward completion of state licensure. (Select all that apply.)

- Administrative/support staff
- Academic advisor
- Clinical advisor
- Program director
- Student
- Other - specify

Indicate the schedule or timeline for updating records for each student's progress toward completion of state licensure. (Select all that apply.)

- At least once every semester/quarter
- At least annually
- Immediately prior to graduation
- Throughout the semester/quarter
- No set schedule
- Other - specify

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Are the required records for progress toward each student's completion of state teacher certification and/or other program certifications maintained by the program?

- Yes
- No

If No, explain

Describe how the program ensures that records for each student's progress toward completion of state teacher certification and/or other program certifications are kept accurate, complete and current throughout each student's graduate program.

Typically, most state teacher certification requirements include documentation of a master's degree in speech -language pathology from an educational institution approved by the CAA; completion of a period of post-graduate professional training, the length and content of which complies with standards established by CAA; passage of the Praxis examinations in speech-language, reading, writing, and math; and knowledge and skills related to the practice of speech-language pathology in a public education setting. The Educational Testing Service automatically reports the results of all student Praxis scores to the program. A designated administrative support person from the Education department enters the information into individual student electronic records. The University Registrar maintains a record of students' final transcripts with graduation date and forwards this information to the license granting organization upon request. Likewise, the program maintains a record of students' Praxis I examination results, and forwards this information to the license granting organization upon request.

Indicate the individual(s) responsible for maintaining the records for each student's progress toward completion of state teacher certification and/or other program certification. (Select all that apply.)

- Administrative/support staff
- Academic advisor
- Clinical advisor
- Program director
- Student
- Other - specify

Indicate the schedule or timeline for updating records for each student's progress toward completion of state teacher certification and/or other program certifications. (Select all that apply.)

- At least once every semester/quarter
- At least annually
- Immediately prior to graduation
- Throughout the semester/quarter
- No set schedule
- Other - specify

Describe how the program makes records readily available to students and graduates in accordance with the institution's and program's policies for retention of student information. Provide the Web site URL if available.

The Program makes records readily available in accordance with the following policy for retention of former graduate student information: Records for students who received their graduate degree are purged (except clock hours materials) after five (5) years. Records for students who have been absent from program are purged (except clock hours materials) after seven (7) years. Two (2) to three (3) exemplar copies of student portfolios are retained each year. This policy is outlined in the Program Faculty Manual.

All academic transcripts are considered part of every student's permanent Institution record . Transcripts are never purged according to the Institution's Record Retention Schedule (page 7) contained in the following Web site URL: <http://www.uvm.edu/>

Survey Response

%7Ecomplan/record_retention/uvmretentionschedule.pdf

Describe how the program documents student progress toward the completion of the graduate degree and professional credentialing for students in the distance education program.

As we do with our residential students, each distance education student has a KASA form that is reviewed with them and updated at the end of each semester, along with their transcripts, to ensure students are moving toward their goals and meeting the expected competencies. They participate in academic and clinic check out face-to-face with the DE director to ensure all evaluations, portfolio reflections, KASA form signatures, etc. are complete at the end of each semester while they are in the graduate program. Through their CSD 291/292 Clinical Study course requirement, students receive information and guidance in the steps necessary to meet their professional credentialing requirements.

Describe how documentation of student progress toward the completion of graduate degree and professional credentialing requirements is readily available to students in the distance education program.

As in the residential program, the distance education program makes records readily available in accordance with the following policy for retention of former graduate student information: Records for students who received their graduate degree are purged (except clock hours materials) after five (5) years. Records for students who have been absent from the program are purged (except clock hours materials) after seven (7) years. Two (2) to three (3) exemplar copies of student portfolios are retained each year. This policy is outlined in the Program Faculty Manual.

All academic transcripts are considered part of every student's permanent Institution record . Transcripts are never purged according to the Institution's Record Retention Schedule (page 7) contained in the following Web site URL: http://www.uvm.edu/%7Ecomplan/record_retention/uvmretentionschedule.pdf

Survey Response

Standard 5.0 Assessment - Master's Program

Standard 5.3 Program Effectiveness

Speech-Language Pathology

Standard 5.3 The program conducts regular and ongoing assessments of program effectiveness and uses the results for continuous improvement.

Indicate the procedures used by students to assess the quality, currency, and effectiveness of the graduate program's academic and clinical education.

Type of <u>Student</u> Assessment	More often than Annually	Annually	Every 2 years	Every 3 years	Every 4 years	Greater than every 4 years	No Assessment
Course evaluations	✓						
Evaluations of clinical supervisors	✓						
Evaluations of clinical sites							✓
Student advisory group review							✓
Student surveys							✓
Other - specify	Individual advising surveys						
If Other, select		✓					

Indicate the procedures completed by graduates to assess the quality, currency, and effectiveness of the graduate program's academic and clinical education.

Type of <u>Graduate</u> Assessment	More often than Annually	Annually	Every 2 years	Every 3 years	Every 4 years	Greater than every 4 years	No Assessment
Alumni/graduate surveys		✓					
Exit interviews		✓					
Other - specify							
If Other, select							

Survey Response

Indicate the procedures used by the program to assess the quality, currency, and effectiveness of the graduate program's academic and clinical education.

Type of Program Assessment	More often than Annually	Annually	Every 2 years	Every 3 years	Every 4 years	Greater than every 4 years	No Assessment
Advisory committee review							✓
Curriculum review committee							✓
Employer surveys		✓					
Supervisor/preceptor evaluations	✓						
Program Annual Reports							✓
Program staff/faculty meetings and retreats	✓						
University reviews						✓	
Other - specify	Contact Survey: 1 month snapshot of community based contacts & requests received by dept., faculty Peer Reviews, Consumer Feedback Survey of clinic services (3x's/year)						
If Other, select		✓					

Provide two recent examples of how the results of the evaluations described above are used to plan and implement accredited graduate program improvements.

- Example #1 : Based on feedback from students via exit interviews and alumni/graduate surveys, it was determined that the 3-year program completion option (as opposed to the standard 2-year completion plan) inadvertently created opportunities for students to take courses out of sequence. This frequently caused a lack of logical sequencing in course topics and a decreased coordination of timing between related academic and clinical instruction. Students reported increased stress levels and lower satisfaction with coordination of the curriculum. The 3-year program completion option was phased out in 2009-2010.
- Example #2 : Based on feedback from students via advising surveys, it was determined that students desired more and different types of advising. Students expressed an interest in having more frequent contact with the graduate program advisor and receiving more structured guidance from second-year graduate student peers. These results informed the Department's move towards the addition of several group advising sessions in which the graduate program advisor addresses each graduate cohort, as well as the creation of a pilot peer advising project in 2010-2011.

Survey Response

Beginning with the most recently completed academic year (fall through and including summer), provide data for the last three years on the number and percentage of your program's graduates who have been employed in the profession within one year of graduation. Include graduates who are either employed or are pursuing further education in the profession. Provide data for graduates who were previously enrolled in the residential program.

Academic Year	Employment Rate in Profession	
	Number of graduates (#)	Percent of graduates (%)
2010/2011	17	77
2009/2010	9	100
2008/2009	14	100
3 year average		92

Is the three-year employment average below 80%?

Yes

No

If Yes, explain

Beginning with the most recently completed academic year (fall through and including summer) provide Praxis Examination pass rate data for the previous three periods/testing-cycles for graduates of the program. Provide data for graduates previously enrolled in the residential program.

Method for reporting praxis examination pass rate data: <input checked="" type="checkbox"/> ETS Data <input type="checkbox"/> Institutional Data			
Period	Number of students taking the exam	Number of students passed	Pass rate
2010/2011	16	16	1.00
2009/2010	6	6	1.00
2008/2009	13	13	1.00
3 year average			1.00

What is the program's published expectation for length of time (stated in semesters/quarters) for students to complete the degree?

With a CSD undergraduate major : 5-semester/quarters

Without a CSD undergraduate major : 8-semester/quarters

Survey Response

Beginning with the most recently completed academic year (fall through and including summer), provide the average program completion rates for the graduation cohorts in the last 3 years (based on enrollment data), within the program's published expectation for length of time for students to complete the degree. Provide data for graduates previously enrolled in the residential program.

Period	Number completed program within expected time frame	Number completed later than expected time frame	Number not completing	Percentage completing
2010/2011	16	2	4	81
2009/2010	8	1	1	90
2008/2009	13	1	0	100
3 year average	12	1	1	90

Did the program completion rate for any year fall below 80%?

Yes

No

If the program completion rate fell below 80% for any year, describe the activities in which the program has engaged to improve the completion rate, and resulting progress from these activities.

Describe how the program faculty and staff evaluate the quality, currency, and effectiveness of academic and clinical education offered through the distance education program.

The department utilizes the results of graduate exit interviews (completed at the end of the semester in which the student graduates), graduate surveys, employer surveys, and the praxis exam results to evaluate the quality of our academic and clinical education program for our current graduate students. The same procedure will be used in the distance education program with additional questions raised related to what might be changed to enhance the distance education experience. Typically, the graduate exit interviews and survey results as well as consumer surveys are reported in department meetings. A review of these results facilitates any needed action plans.

Describe the procedures for seeking student evaluation of academic and clinical education in the distance education program.

As we do with our residential students, the distance education students are asked to complete course evaluations each semester for all academic courses as well as evaluations of all clinical supervisors each semester. They are also required to complete advising evaluations at the end of each semester. The advising evaluation is completed through our Office of Student Services. Academic and teaching evaluations are typically completed the last week of classes. The teaching evaluations are completed online through Blackboard. The clinical teaching evaluations are completed by hand and submitted by students to the DE director. The DE director is responsible for collating the course evaluation data and presenting this information to the outside evaluator of the grant. The clinical supervisor evaluation data for distance education students is submitted to the Clinic Director and included with the residential program data. The DE director reviews all externship supervisor evaluations and shares these data with the Dean and grant PI, Patricia Prelock. All evaluation data from the distance education students is used by the faculty, supervisors, Externship Coordinator, Clinic Director, and Chair to assess strengths and potential concerns and to determine whether themes arise that indicate a change is needed in aspects of the educational program.

Describe the procedure for seeking graduate evaluation of academic and clinical education in the distance education program.

As mentioned above, graduates of the residential program are asked to complete surveys about their academic and clinical training one year following completion of their graduate program. They are also asked to give surveys to their primary supervisors so their preparedness can be assessed by someone in a position to observe and evaluate their work. Any themes that arise and

Survey Response

indicate a concern in the program are then addressed through a curriculum review process. Graduate survey questionnaires will also be collected for students who graduate from the distance education program one year following the completion of their program. The expected completion date for this first cohort of students is August 2012.

Beginning with the most recently completed academic year (fall through and including summer), provide data for the last three years on the number and percentage of your program's graduates who have been employed in the profession within one year of graduation. Include graduates who are either employed or are pursuing further education in the profession. Provide data for graduates who were previously enrolled in the distance education program.

Academic Year	Employment Rate in Profession	
	Number of graduates (#)	Percent of graduates (%)
2010/2011	0	0
2009/2010	0	0
2008/2009	0	0
3 year average		0

Is the three-year employment average for the distance education program below 80%?

- Yes
- No

If Yes, explain

Note: Students in the 1st cohort of the DE program have not yet graduated.

Beginning with the most recently completed academic year (fall through and including summer) provide Praxis Examination pass rate data for the previous three periods/testing-cycles for graduates of the program. Provide data for graduates previously enrolled in the distance education program.

Method for reporting praxis examination pass rate data:			
		<input checked="" type="checkbox"/> ETS Data	<input type="checkbox"/> Institutional Data
Period	Number of students taking the exam	Number of students passed	Pass rate
2010/2011	0	0	0.00
2009/2010	0	0	0.00
2008/2009	0	0	0.00
3 year average			0.00

What is the program's published expectation for length of time (stated in semesters/quarters) for students in the distance education program to complete the degree?

- With a CSD undergraduate major : 9-semester/quarters
- Without a CSD undergraduate major : 9-semester/quarters

Survey Response

Beginning with the most recently completed academic year (fall through and including summer), provide the average program completion rates for the graduation cohorts in the last 3 years (based on enrollment data), within the program's published expectation for length of time for students to complete the degree. Provide data for graduates previously enrolled in the distance education program.

Period	Number completed program within expected time frame	Number completed later than expected time frame	Number not completing	Percentage completing
2010/2011	0	0	0	0
2009/2010	0	0	0	0
2008/2009	0	0	0	0
3 year average	0	0	0	0

Did the program completion rate for the distance education program for any year fall below 80%?

- Yes
- No

If the program completion rate for the distance education program fell below 80% for any year, describe the activities in which the program has engaged to improve the completion rate, and resulting progress from these

Note: Students in the 1st cohort of the DE program have not yet graduated.

Survey Response

Standard 5.0 Assessment - Master's Program

Standard 5.4 Evaluation of Faculty Members

Speech-Language Pathology

Standard 5.4 The program regularly evaluates all faculty members and faculty uses the results for continuous improvement.

Describe the institutional policy and guideline for regular evaluation of the faculty by program leadership.

The annual review process is stipulated in the collective bargaining agreement. The department chair annually reviews the performance of faculty members in the department based on the criteria outlined by CNHS. The annual review includes a report of annual activities by the faculty member, a self evaluation, student evaluations, and other relevant assessment materials such as peer reviews or clinical reviews if the faculty member engages in clinical practice. Annual reviews include both written and oral feedback from the chair regarding performance, progress, areas of strength and those in need of improvement. The review focuses on the performance of the faculty member during the previous twelve months, but also takes into account the performance of the faculty member during the preceding two years if the faculty member was employed by the University. The review is shared with the dean.

Describe how the program's policies regarding the academic and clinical teaching and scholarship competence and other professional expectations of faculty are in accordance with the institution's policies.

As part of the College of Nursing and Allied Health Sciences (CNHS), the CSD department adheres to the College's guidelines and policies. Faculty evaluation guidelines were updated on the College level during the 2010- 2011 academic year and approved by the Provost's Office in accordance with University policy . Criteria were updated for reappointment and promotion of lecturer, research, clinical-track and tenure-track faculty. Guidelines for annual reviews were updated for lecturer, research, clinical-track and tenure-track faculty. All provisions relative to faculty expectations are consistent with any applicable provisions of the collective bargaining agreements. They are in line with the guidelines provided by the University Faculty Affairs Committee of the Faculty Senate, the guidance provided by the faculty unions - United Academics full-time and part-time collective bargaining agreements -, and the guidance provided by the University Officer's Manual .

Describe how students have opportunity to evaluate the academic and clinical faculty on an ongoing and regular basis. (Select all that apply.)

- ✓ Course evaluations
- ✓ Supervisor evaluations
- ✓ Exit interviews
- ✓ Informal feedback provided in classes
- ✓ Informal feedback provided in clinical experiences
- ✓ Other - specify Advising surveys, Graduate Alumni/Employer survey 1 year after graduation

Survey Response

Indicate the mechanisms used by the program to evaluate the academic and clinical teaching and scholarship competence and other professional expectations of faculty and the frequency with which they are used. (Select all that apply.)

- Review by personnel committee
- ✓ Review by department chair Annually
- ✓ Review of professional development activities Annually
- ✓ Review of manuscripts and research proposals Annually
- ✓ Review of publications Annually
- Peer evaluations
- ✓ Student evaluations Every academic term
- ✓ Teaching evaluations Every academic term
- ✓ Promotion and tenure review Every 2 years
- Post-tenure review
- ✓ Maintenance of ASHA certification Annually
- ✓ Maintenance of state credentials Annually
- ✓ Other - specify Every 2 years
- tenure review - 2nd, 4th, & 6th yr; promotion to full professor when appropriate
- No mechanism used

Describe how the results of faculty evaluations are communicated to the faculty and used to improve performance.

Each faculty member receives academic and clinical teaching evaluations each semester, which are reviewed by the Department Chair and Clinic Director, respectively. The Department Chair meets with each tenure-track faculty member and the Clinic Director meets with each Clinical faculty in March/April to discuss their academic and/or clinical teaching evaluations and overall performance for the academic year, and to establish their goals and workload expectations for the coming academic year. Evaluations are in written format and forwarded to the dean. The dean uses the written evaluations and a meeting with the chairperson to establish the accuracy of the ratings and to determine merit raises.

Survey Response

Standard 6.0 Program Resources - Master's Program

Standard 6.1 Institutional Financial Support

Speech-Language Pathology

Standard 6.1 The institution provides adequate financial support to the program so that the program can achieve its stated mission and goals.

Report the main sources and amounts of financial support for the program for the most recently completed academic year. Enter "0" where none.

Source of support	Amount in \$
Institutional Support	
Faculty and staff salaries	759,419
Supplies and expenses (all non-capital and non-salary expenditures)	27,108
Capital equipment	0
(Institutional Support) Sub-Total	786,527
Grants and contracts	73,098
Other sources	
College Incentive Grants	42,500
Start-Up	83,400
Continuing Education Faculty Salaries	51,840
Total Amount	1,037,365

Is the financial support provided by the institution adequate for the program?

Yes

No

Explain

Institutional base-budget support of faculty and staff salaries and the operating budget have been marginally adequate . Supplemental income is received from the continuing education students in departmental courses. In the past, the operating costs have been partially subsidized by faculty grant salary release dollars and from unfilled faculty lines. The dollars from grants and unfilled lines will no longer be available; hence the Dean has increased the operating budget for FY 2012. Although we have used existing resources creatively to meet the program mission, we would like to see the number of full-time, tenure-track lines increased by one so as to decrease the number of courses (4 in AY 2011-12) that are taught by part-time faculty. Although students are getting sufficient clinical experience , additional base-budget funding for clinical faculty would improve our ability to provide students with clinical hours in the on-site clinic to increase the numbers of clients served and to decrease client waiting periods. A tenure track faculty line request and a request for additional permanent part time clinic faculty for AY 12-13 that the Dean put forward to the Provost were not approved this year. Additional marketing of clinic services may be necessary in future; however, this could not be supported with the current operating budget. The department is required to provide professional

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development funds (\$1200/faculty member) but this amount is minimally sufficient for many professional conferences , particularly international meetings. The operating budget does not easily allow the department to support a faculty member beyond the required amount.

Institutional support for research has been adequate; tenure-track faculty have 45% of their workload allotted to research. Sabbaticals are supported by the university and cannot be denied for financial reasons. Faculty receive ~77% of salary for a full year sabbatical and 100% of salary for 1/2 year sabbatical. The dean of CNHS uses indirect grant dollars to support a competitive incentive grant program. In AY 2010-11, six such grants were provided up to \$15,000. Three of these went to CSD department faculty. The dean also provides sufficient start-up money for new faculty to assist in developing laboratories and initiating research activities and incentivizes faculty with external grants by providing any salary release dollars in excess of those required by the department to substitute for their teaching.

Report the main sources and amounts of financial support for the distance education program for the most recently completed academic year. Enter "0" where none

Source of support	Amount in \$
Institutional Support	
Faculty and staff salaries	1,700
Supplies and expenses (all non-capital and non-salary expenditures)	2,500
Capital equipment	0
(Institutional Support) Sub-Total	0
Grants and contracts	73,714
Other sources	
Total Amount	77,914

Describe the impact of the distance education program on the financial and other resources (personnel, space, equipment, materials, and supplies) of the residential program.

- Personnel : An additional full-time faculty member was added to the department to direct and coordinate this program, advise students, and help provide supervisory support through grant funding. Four full-time faculty members have been asked to teach a second section of their course or to increase the numbers of students in their courses to accommodate the distance education students. Other courses have been taught by lecturers.

- Space : Space was transformed and made available for the DE director's office at the beginning of this program . Since that time, office space has become more readily available and the DE director's office now is housed in the wing in which all faculty offices reside .

- Equipment : A computer and printer were purchased for the DE director . In addition, a laptop was purchased along with several pieces of software (Camtasia, ProfCast), so that faculty had easy access to the technology needed to create online lectures. Most equipment has been funded through the grant.

- Materials/Supplies : Operating costs have been provided through the grant for the new faculty member (DE director) and for distance technology (webstreaming), although the department has provided materials, as appropriate, for

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students in the same manner as is done for the residential students.

Standard 6.0 Program Resources - Master's Program

Standard 6.2 Physical Facilities

Speech-Language Pathology

Standard 6.2 The program has adequate physical facilities (classrooms, offices, clinical space, and research laboratories) that are accessible, appropriate, safe, and sufficient to achieve the program's mission and goals.

Are all physical facilities adequate to achieve the program's mission and goals?

Yes

No

Explain

Pomeroy Hall, which houses the Department of Communication Sciences and Disorders and the Eleanor M. Luse Center, has a classroom in which graduate courses can be taught. It is equipped with a state of the art Smartboard, LCD projection unit, a document camera, video playback, a computer, and Internet access to facilitate student learning opportunities through multi-media. There are 2 small conference rooms and 17 office spaces. A total of 13 clinic instruction rooms are used to support the clinical training of our students, including 6 speech-language treatment rooms, 2 speech-language observation rooms (which can also serve as therapy rooms), 2 sound-treated rooms for audiology, 2 counseling rooms for audiology, and 1 audiology observation room. Two instructional and 7 research laboratories support student lab activities and faculty and student research. There is an audiovisual equipment and control room, 2 clinical materials rooms, 2 student computer rooms, a client records room, a receptionist area, a client waiting room, and two rooms for mail, Xeroxing and storage.

Are all physical facilities appropriate, safe and reasonably accessible to persons with disabilities?

Yes

No

Explain

The building is fully handicap accessible with an elevator and power operated doors to the main entrance. There are 6 handicap accessible lavatories, two on the first floor, three on the second floor, and one on the top floor of the building.

Describe how the physical facilities are accessible, appropriate, safe and sufficient to deliver the distance education program.

All classrooms used are handicapped accessible, designed to support learning via technology, monitored by a technician if using webstreaming, and fully equipped with the technology needed for multi-media delivery.

Survey Response

Standard 6.0 Program Resources - Master's Program

Standard 6.3 Program Equipment and Educational/Clinical Materials

Speech-Language Pathology

Standard 6.3 The program's equipment and educational/clinical materials are appropriate and sufficient to achieve the program's mission and goals.

Are the program's equipment and educational/clinical materials appropriate and sufficient to achieve the program's mission and goals?

Yes

No

Explain

Some of the clinical assessment tools, resource materials for intervention, and AAC computer hardware and software available to students and faculty are listed below. The equipment and resource materials available to the department's students and academic and clinical faculty and to the Eleanor M. Luse Center are sufficient to further the teaching, research, and service missions of the program.

Equipment used in the courses and clinical experiences of the students in the department include the following: Smart Board, LCD projector, document camera, digital camera, computers, video playback equipment and monitors, wall-mounted and portable video cameras, slide projector, overhead projector, audio tape recorders, FM sound field system, and models of the ear, head and neck, skull, and larynx. In addition, the University's media services group provides A-V equipment for classrooms on campus and technical support as needed.

Clinical and laboratory equipment includes a Kay DSP Sonograph (5500), Kay CSL system (4400), VisiPitch II 3300 and Optiplex Gn+, Visipitch IV 3950, Nasometer II 6400, Sony Digital Audio Recorder, keyboard, Video Oscope, CCTV video system, 1 free-standing video camera, 12 wall mounted cameras, 4 audio and video decks, a Loquitor, a Phonic Mirror DAF, Go-Video dubbing equipment with monitor, Dell Laptop computer, Hearing Science Lab, Verifit Hearing Aid Analyzer and AuDX Pro Plus, 2 audiometers (GS61), screening tympanometer (GSI28), immittance unit (Tympstar), and 2 screening audiometers (GSI 17).

Indicate the individual(s) responsible to ensure proper equipment calibration. (Select all that apply.)

Administrative assistant

Clinic director

Clinic coordinator

Faculty member

Program director

Student

Other - specify Audiology Faculty for audiology equipment

Indicate how often equipment is calibrated.

Annually

Semi-Annually

Other - specify Audiology is done quarterly by faculty

Survey Response

Indicate the individual(s) responsible for maintaining written records that equipment is calibrated in accordance with manufacturer standards, American National Standards Institute (ANSI), or other appropriate agencies. (Select all that apply.)

- Administrative assistant
- Clinical director or coordinator
- Faculty member
- Program director
- Student
- Other - specify Audiology Faculty for audiology equipment

Describe how the equipment and educational/clinical materials are adequate and sufficient to provide quality audio and video capabilities to deliver the distance education program.

UVM employs a multifaceted distance system, encompassing diverse technologies for delivery and reception of telecourses and online courses throughout Vermont and the world. The DE program utilized an interactive classroom with video webstreaming and online capabilities to reach audiences with specific course content. Currently, the technology equipped classroom is located on the fourth floor of the Lafayette building on UVM's main campus. Hybrid courses involving web streaming allowed faculty to teach both residential and distance students simultaneously. This technology was utilized during the first two semesters of the distance education program. Since that time, courses have been taught primarily online with the use of software technology including Camtasia and ProfCast to create screen capture lectures as well as with the use of WebEx, webconferencing software that allows for real time interaction among faculty and students. The Center for Teaching and Learning (CTL) works with faculty to develop and support their online course delivery using a Blackboard platform. The CTL has a "Doctor Is In" component to provide ongoing support for faculty.

Survey Response

Standard 6.0 Program Resources - Master's Program

Standard 6.4 Program Support Services and Resources

Speech-Language Pathology

Standard 6.4 The program has access to clerical and technical staff, support services, and library and technology resources that are appropriate and sufficient to achieve the program's mission and goals.

Is the clerical and technical staff adequate and sufficient to meet the program's mission and goals?

Yes

No

Explain

The department has 3 full time staff funded by the general fund: Business Manger, Administrative Assistant and Clinic Receptionist. One part-time Administrative Assistant is funded by the clinic. Staff are cross-trained in the front office operations and billing in the clinic. Budget management is supported by the Dean's budget manager. We also have 1 full-time information technology staff person who serves faculty and staff throughout the College. Four full time staff in the College's Office of Student Services assist with many activities related to students such as assuring students get mandatory health clearances and mandatory training in OSHA guidelines and HIPAA. Their staff also manage the graduate admissions process and undergraduate first year advising. One staff person in the Dean's office manages contracts for all the clinical programs in the College.

Are the support services adequate and sufficient to meet the program's mission and goals?

Yes

No

Explain

A wide variety of services for students exists at the University, within the CNHS and in the Department of Communication Sciences and Disorders.

Counseling services are available to students through the UVM Counseling Center administered under the Center for Health and Wellbeing. Individual and group counseling, meditation, stress management, and other mental health programs are free and confidential for full-time UVM students.

Academic services include The Learning Cooperative and Career Services for career counseling, tutoring, assistance with writing (in a variety of disciplines), and other support services. The office of Information Technology provides student services including email, web publishing, media resources, file sharing, software support, etc.

Disability services are provided through the ACCESS (Accommodation, Consultation, Collaboration & Educational Support Services) Office. The office provides services to students with disabilities, such as disability advising; classroom accommodations; screening and referral; consultation and technical assistance to faculty and staff; exam accommodations; sign language interpreting and real-time captioning; adaptive technology demonstration and training; and outreach and training to the UVM community on access issues.

Financial aid services provided through the UVM Financial Aid Office include student trainings focused on personal financial management, financing a university education, tuition payments, financial records, etc.

UVM provides an array of additional services to students which are listed in the CSD student manual. Students, faculty, and staff utilize these resources. For example, we meet with Counseling Center or ACCESS staff regarding students who are troubled or who may have undisclosed or undiagnosed learning disabilities; they welcome referrals. Most of these services provide information and support to both undergraduate and graduate students.

Survey Response

Are the library resources adequate and sufficient to meet the program's mission and goals?

Yes

No

Explain

The Charles A. Dana Medical Library serves the information needs of the Academic Health Center at the University of Vermont. The Academic Health Center is comprised of the faculty, staff, and students at UVM's College of Medicine and the College of Nursing and Health Sciences, as well as the physicians and other health care providers at Fletcher Allen Health Care. The Library also meets the health sciences information needs of the University of Vermont's undergraduate and graduate programs and is open to the citizens of the state of Vermont with health sciences information questions. The Dana Library includes over 129,000 print volumes; 240 videos, DVDs, CDs, and other A/V materials; 5,069 full-text health sciences electronic journals; 5,282 serials (magazines, journals and newspapers) in all formats (print and online); 25,566 books; and access to 48 health sciences reference databases and hundreds of databases in other subjects. The Library is open 106.5 hours a week during the academic year. The Library offers Reference, Electronic Document Delivery, Interlibrary Loan, Reserves, and Copyright Law Compliance and Instruction services.

Are the computer and internet resources adequate and sufficient to meet the program's mission and goals?

Yes

No

Explain

All faculty members have computers in their offices. Tenure track faculty members also have computers in their labs. The CNHS and CSD department monitor the need for computer upgrades on a yearly basis and the College has a plan to replace computers every 5 years. The CNHS provides technical support staff for the effective and efficient use of computers. Students have access to 10 Dell computers, purchased 5/31/08 and a HP laser printer to facilitate their clinical report preparation, statistical analysis of data, and preparation of academic assignments. All computers are hardwired to allow Internet access.

Pomeroy Hall provides wireless Internet access. The University offers free software to faculty/staff/students along with computer purchases and free access to software for a variety of instructional, research, and business functions through its software archive.

Describe how the adequacy of resources is addressed in the program's strategic plan.

For each action step in the strategic plan, the necessary resources for completing the steps are identified. At the same time, action plans are developed consistent with existing resources and reasonable new resource requests. When the department requests additional resources (equipment, space, faculty, staff, etc.) the Dean asks for justification based on the strategic plan and goals of the department, College, and University. For example, in considering a request for an additional tenure-track faculty line, the dean examines the goals of the University in developing "Spires of Excellence" and asks that the department support the request by identifying how a new faculty hire might contribute to one of the spires.

Describe how the program evaluates the adequacy of resources.

Currently, as stated above, the process of evaluating the adequacy of resources has begun with review of the strategic plan on a yearly basis. As part of the review and update, the faculty have identified necessary resources for carrying out the action steps. In addition to the review of the necessary resources to carry out the strategic plan, the faculty frequently identify resource needs in the course of their everyday activities. These needs are brought to the attention of the chairperson or clinic director or placed on a meeting agenda for group discussion. While this type of ad hoc approach is adequate, it does not lead to the most well-planned approach to requesting or securing resources. With a new chairperson coming into the department, we look forward to working with her in developing a more systematic evaluation process that will consider all aspects of department structure and functions and complement the August review of the strategic plan. We hope to begin such a process in January of 2012 and carry it out each year at that time so as to precede the University budget planning process.

Survey Response

How frequently does the program evaluate the adequacy of resources?

- Every academic term
- ✓ Annually
- Every 2 years
- Less frequently than 2 years
- Other - specify

Describe the technical support services available and its appropriateness and adequacy for faculty who participate in the distance education program.

The Center for Teaching and Learning (CTL) offers a variety of services to the UVM community including faculty development programs and pedagogical and technical support. Collaborating with faculty partners from a wide range of disciplines, CTL also provides educationally-focused websites, innovative web-based teaching tools, and online courses. All faculty teaching within the distance education program participated in a "Teaching Effectively Online" course offered through CTL. This course contained two full-day face-to-face trainings and a three-week online course. Our Continuing Education department provided all faculty stipends to assist in their transition from face-to-face courses to the online teaching environment.

CTL includes education and technology professionals with skills ranging from instructional design, to graphic design, to web programming and development. CTL is a part of the Learning Resource Group (LRG), an affiliation of University Libraries. The LRG provides faculty, students, and staff integrated academic and information resources to support teaching, research, and public service. Other members of the LRG are Academic Computing Services, Instructional Television, Media Services, and the Web Team.

CTL Commons is centrally located on campus, on the third floor of the Bailey/Howe Library. Home to the "Doctor Is In" program and faculty development events, it's a friendly place for faculty to work together and learn. The administrative and production facilities are located at L406-407, Lafayette Hall.

Describe the technical support services available and its appropriateness and adequacy for students who participate in the distance education program.

The Division for Continuing Education, the Bailey-Howe Library, and the University's Computing Services are available to students to support their technology needs when using Blackboard, video webstreaming, discussion boards, electronic reserve, etc.