

**APPLICATION FOR ACCREDITATION EVALUATION OF
EDUCATIONAL PROGRAMS IN SPEECH-LANGUAGE
PATHOLOGY AND/OR AUDIOLOGY**

The institution named below desires that its educational program leading to a graduate degree in speech-language pathology, audiology, or speech-language pathology and audiology be accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA) and hereby applies for an evaluation of this educational program. It is understood that the evaluation will be conducted in accordance with the procedures set forth in Section II of the most recent Council on Academic Accreditation (CAA) Accreditation Manual. The institution agrees to cooperate fully in the evaluation procedures therein described, including furnishing such written information to the CAA as shall be required for the evaluation and arranging of a site visit to the educational program. The institution further agrees to pay the following costs of evaluation for the initial application: (a) a nonrefundable application fee, payment of which accompanies this application, and (b) an initial site visit fee payable when invoiced upon completion of the site visit. An annual accreditation fee will be due each year that the program is accredited. The annual fee will cover subsequent reaccreditation applications and regular site visit expenses.

This application may be withdrawn by the program at any time and for any reason before final action by the CAA without prejudice.

The administrative policies of the institution and the educational program must comply with relevant laws, regulations, and executive orders with respect to equitable treatment of students, staff, and clients without regard to gender, sexual orientation, age, race, creed, national origin, or disabling condition. These laws, regulations, and executive orders include the Americans with Disabilities Act of 1990, the Civil Rights Act of 1964, the Equal Pay Act, the Age Discrimination in Employment Act, the Age Discrimination Act of 1975, Title IX of the Education Amendments of 1972 (to the Higher Education Act of 1965), the Rehabilitation Act of 1973, the Vietnam-Era Veterans' Readjustment Assistance Act of 1974, and all amendments to the foregoing. Recruitment, education, and evaluation procedures are designed to encourage the recruitment and participation of minority students and faculty.

Indiana University
(Name of Institution)

September 27, 2000
(Date)

Kenneth R.R. Gros Louis
(Signature of President of Institution or Designee)
Kenneth R.R. Gros Louis

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AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION
Application for Accreditation Evaluation
of Educational Programs in Speech-Language Pathology and/or Audiology

DATE:	October 2000	
CAA FILE # :		
INSTITUTION:	Indiana University	
SCHOOL, COLLEGE, DIVISION:	College of Arts and Sciences	
DEPARTMENT /PROGRAM:	Department of Speech and Hearing Sciences	
ADDRESS:	200 S. Jordan	
	Bloomington, IN 47405	
PROGRAM DIRECTOR (name & title):	Dr. Larry Humes	
PROGRAM DIRECTOR PHONE #:	812-855-4156	
PROGRAM DIRECTOR E-MAIL:	humes@indiana.edu	
PROGRAM FAX #:	812-855-5503	
DATE OF LAST ACCREDITATION REVIEW BY ASHA	October 1, 1992	
PROGRAM(S) FOR WHICH ACCREDITATION IS BEING SOUGHT:	Audiology <input checked="" type="checkbox"/>	Speech-Language Pathology <input checked="" type="checkbox"/>
DEGREES AWARDED:	Masters	Doctoral

The Self-Evaluation of Compliance (Appendix I, see page 20) must be completed and included with the application. To do so, the program director, in consultation with the faculty and staff, must review the following materials to inventory the program's degree of compliance with the Standards for Accreditation. The CAA will seek verification in the reports from the program and the site visit that all standards have been met. If the program uses alternative methods of meeting the requirements, these must be described in the application and to the site visitors for subsequent consideration by CAA.

STANDARD 1.0 ADMINISTRATIVE STRUCTURE AND GOVERNANCE

1.1 The applicant institution of higher education holds regional accreditation.

The applicant institution of higher education within which the speech-language pathology and/or audiology program is housed must hold regional accreditation from one of the following six regional accrediting bodies: (1) Middle States Association of Colleges and Schools, (2) New England Association of Schools and Colleges, (3) North Central Association of Colleges and Schools, (4) Northwest Association of Schools and Colleges, (5) Southern Association of Colleges and Schools, (6) Western Association of Schools and Colleges.

If an applicant program offers academic components that are located outside the region of its home campus and are determined by the regional accrediting body to be separately accreditable, evaluation of the other institution(s) is the responsibility of the region in which it is located. The program should verify to the CAA that all locations in which its academic components are housed are appropriately accredited.

- A. Identify the regional accrediting agency that granted accreditation to the applicant institution, and include dates of current accreditation cycle.

North Central Association of Colleges and Secondary Schools

- B. Identify the regional accrediting agency that governs any cooperating or consortium institutions that offer components of the accredited program, including dates of current accreditation cycle.

Not applicable.

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

The application should include the mission statements of the institution and college as well as of the program. The program faculty and professional staff should regularly evaluate the consistency of program and institutional goals and objectives and the extent to which they are achieved.

- A. Present the mission statements of (a) the institution, (b) the college, and (c) the program(s) seeking (re)accreditation.

University: The fundamental missions of Indiana University Bloomington have remained unchanged for more than a century. The campus provides instruction, research, and professional service in a range of subject areas which are constantly changing but which are delineated by custom, by tradition, and by regulation. As a public institution, Indiana University must pursue its missions for the greater benefit of those who support it. Pursuit of university missions will require not only responsiveness to current needs of those state and national agencies but also

intelligent anticipation of changing needs within society. Thus, the Bloomington campus's goal in educating its students is not solely to certify them for professional employment, but to leave them with a sense of ethical and social vision, a love of learning, and a complex, nimble intellect.

College: The College of Arts and Sciences is the heart of Indiana University. Its mission is to provide excellent instruction based upon excellent scholarship for all IU undergraduate students in the fundamental skills of writing, computation, and foreign language and culture, as well as general education in the arts and sciences; to provide a rich and in-depth education for undergraduate and graduate majors in a diverse selection of concentration areas; and to seek and develop, through research and creative activity, new knowledge and understanding in the arts and sciences.

Department: The Indiana University Department of Speech and Hearing Sciences has as its basic mission: (1) the teaching of our students, including the incorporation of new and existing knowledge into their academic and clinical education so as to prepare them for the challenges of both the present and the future; (2) the discovery and dissemination of new knowledge about normal and disordered communication processes; and (3) the application of new and existing knowledge to the diagnosis and treatment of those with communicative disorders.

- B. Describe how the program's mission is consistent with both the mission of the institution and with ASHA standards for entry into professional practice.

The program's mission can be summarized as teaching, research and service, but with special focus in each case on the discipline of, and professions within, speech and hearing sciences. The tripartite mission of teaching, research and service is also at the core of the institution's mission, but on a much broader scale that encompasses many disciplines and professions. This same tripartite mission is necessary to ensure compliance with ASHA standards for entry into professional practice in that these standards not only specify specific clinical skills that must be mastered, but also requires the development of a firm foundation in the fundamentals of human communication and its disorders. In this regard, the program, institution and ASHA are all like-minded in their belief that it is insufficient to simply teach student clinicians contemporary clinical techniques without first developing a firm foundation in the fundamentals. It is only through the latter that our graduates will be equipped properly as competent clinicians of "today," but also will remain competent clinicians "tomorrow."

- C. Describe the process program faculty and professional staff utilize to evaluate the consistency between stated goals and their achievement.

The consistency between stated goals and their achievement is evaluated by the program in two primary ways. First, the faculty as a whole periodically review the

curricula offered by the department at both the undergraduate and graduate levels to make sure there is an appropriate balance of fundamental course work in speech and hearing sciences and applied course work and practicum in human communication disorders. This evaluation is conducted on an on-going basis by teams of faculty and staff overseeing the undergraduate, graduate and clinical programs. Reviews of the status of the various curricula are presented to the entire faculty annually, along with recommendations from the respective teams for revision, as needed. In this way, the consistency between goals and practice is evaluated collectively by the academic and clinical faculty in the department. Second, each individual faculty member's contribution to the tripartite mission of teaching, research and service is evaluated by the Department Chair on an annual basis. In January of each year, each faculty member is required to submit an annual report, to the Chair and to the institution, summarizing his or her accomplishments in research (academic faculty only), teaching and service. In addition to using this information to evaluate each individual's contributions to the program's and institution's missions, the Department Chair compiles the information for the entire department in an effort to quantify *the department's* productivity in the areas of teaching, research and service. This information, in turn, is shared with the institution and is taken into consideration in the evaluation of the department's performance.

1.3 The program's faculty/instructional staff have authority and responsibility for making decisions regarding and for conducting the academic and clinical program, including curriculum, within the institution; and the program's faculty/instructional staff have reasonable access to higher levels of administration

The institution should indicate by its administrative structure that the program's faculty/instructional staff are recognized as a body that can initiate, evaluate, and implement decisions affecting all aspects of the professional education program. Programs without independent departmental status should be particularly clear in describing these aspects of the organizational structure. The program should describe how substantive decisions regarding the academic and clinical programs are initiated, developed, and implemented by the program faculty.

A. Describe the organizational structure of the institution relative to the program.

The Department of Speech & Hearing Sciences is located in the College of Arts and Sciences. The chairperson of the department reports to the dean of the college, who in turn reports to the campus Chancellor and through that office, to the President of the University.

B. Describe how the program faculty and instructional staff have authority and responsibility for making and implementing decisions regarding and for conducting the academic program, including curriculum.

All decisions regarding hiring, tenure, promotion, graduation requirements and

curriculum originate with the faculty of the department. Graduation requirements and curricula are the sole responsibility of the faculty of the department, while hiring, tenure, and promotion decisions receive review at College and Campus levels. Faculty members who wish to propose new courses may do so, and these are reviewed by the appropriate departmental committee (MA Team or Undergraduate Team). Proposals related to degree requirements are first discussed by the appropriate departmental committee and then voted on by the entire faculty. Proposals for new courses, new curricula or changes in degree requirements are submitted to the College of Arts and Sciences for approval when undergraduate programs are involved and to the Graduate School when graduate programs are involved.

- C. Describe what access the program director and faculty have to higher levels of administration.

The department chairperson has free access to the Dean of the College and the Dean of the University Graduate School, as do all faculty members in the department. In addition, the deans call regular meetings with department chairs to discuss policy and budget issues.

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

Other areas of major emphasis, such as education of the deaf, special education, reading, administration, speech communication, and otolaryngology, typically do not satisfy this standard. The disciplinary area for a department chair or head is not specified. The individual responsible for the professional program, however, must hold a graduate degree in the profession.

Effective leadership is provided by the program director with regard to meeting the teaching, research, and service goals of the program and institution.

- A. Describe how the program director meets the eligibility requirements for serving as program director.

Larry Humes is the program director. He holds a Master's degree and Ph.D. in audiology and hearing science. He has also held clinical certification in audiology (CCC-A) continuously since 1978. He has a full-time appointment as Professor and Department Chair at Indiana University.

- B. Describe the director's effectiveness in leading and administering the graduate Program to accomplish teaching, research, and service goals of the program and institution.

Possible indicators include summaries of evaluations by faculty, department chair, deans; outcomes of areas of responsibility; regularity of faculty meetings; budget management; regularity of interaction with student body; personnel decisions (recommendations to hire, fire, promote, etc.); representation to upper administration; initiation of projects; coordination of internal evaluations; actions related to accreditation.

The program has enjoyed a long history of effective leaders and administrators since its inception at Indiana University in 1938. Larry Humes continues that tradition. With the support and cooperation of both the department's faculty and the institution's administration, the program director has been able to sustain the program's national reputation for excellence. Most recently, this was affirmed in 1998 and reaffirmed in 2000 when the graduate programs in audiology and speech-language pathology *both* received Top Ten national rankings by *US News and World Report*. At a more local level, the program's excellence was recognized by an extensive and detailed evaluation of 56 departments and programs conducted by the College of Arts and Sciences over a two-year period from 1996 to 1998. Again, the department was recognized as one of the top programs in the College, and as a result, has been able to increase resources available to the program at a time when many other programs in the College were experiencing sizable cutbacks. Finally, the financial condition of the program is the strongest it has been in the history of the program with the combined revenue from tuition and external grants at an all-time high. Clearly, this financial stability has been accomplished while not compromising the quality of the program or the national reputation it has garnered as a result. These accomplishments, however, attest to the effectiveness of the entire faculty and staff collaboratively pursuing excellence in research, teaching and service, in a truly team-based approach, rather than to the effectiveness of the program director per se. Probably the best that can be said about the current program director's effectiveness is that he has attempted to create an environment and an administrative structure that does not impede the continual pursuit of excellence by the department's faculty and staff.

Currently, department Chairs within the College of Arts and Sciences are typically appointed for a four-year term, with possible reappointment for another shorter term following the initial appointment. Annual evaluations of the Chair's performance are conducted by members of the department's administrative team (without the Chair's involvement, of course) and forwarded to the Dean of the College. Larry Humes has received favorable annual evaluations from both the department and the College. His first four-year term expired in on June 30, 2000. In January of 2000, based on positive recommendations from the department's faculty and the Dean, he was reappointed as Chair for another term of up to three years. It appears that both the program and the institution consider his leadership and administration of the program to be effective.

1.5 Students, staff, and clients are treated equitably - that is, without regard to gender, sexual orientation, age, race, creed, national origin, or disability. The institution and program comply with all applicable laws, regulations, and executive orders pertaining thereto.

The signature of the institution's president or designee affirms the institution's compliance with all applicable federal, state, and local laws, including, but not limited to, the Americans with Disabilities Act of 1990, the Civil Rights Act of 1964, the Equal Pay Act, the Age Discrimination in Employment Act, the Age Discrimination Act of 1975, Title IX of the Education Amendments of 1972 (to the Higher Education Act of 1965), the Rehabilitation Act of 1973, the Vietnam-Era Veterans Readjustment Assistance Act of 1974, and all amendments to the foregoing. The program demonstrates compliance through its policies and procedures.

- A. Identify policies and procedures within the institution and program that ensure equitable treatment of students, staff, and clients. Provide a description of how these policies are communicated to students, staff, and clients.

The Equal Opportunity/Affirmative Action Policy of Indiana University pledges itself to continue its commitment to the achievement of equal opportunity within the University and throughout American society as a whole. In this regard, Indiana University will recruit, hire, promote, educate, and provide services to persons based upon their individual qualifications. Indiana University prohibits discrimination based on arbitrary considerations of such characteristics as age, color, disability, ethnicity, gender, marital status, national origin, race, religion, sexual orientation, or veteran status.

Indiana University shall take affirmative action, positive and extraordinary, to overcome the discriminatory effects of traditional policies and procedures with regard to the disabled, minorities, women and Vietnam-era veterans. (adopted by the Board of Trustees, December 4, 1992)

Policies and procedures ensuring equitable treatment of students, staff, and clients are communicated to students through IU's "Student Code of Ethics" publication. Information is also disseminated through IU policy manuals for professional and support staff. The IU "Academic Guide" describes these policies in full for the academic community.

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

The program should detail the procedures followed in evaluating the quality, currency, and effectiveness of its graduate program, the academic and clinical preparation of its students, the professional performance of its graduates, and the process by which it engages in systematic self-analysis. The plan should indicate the mechanisms used to evaluate each component and the schedule on which the evaluations are conducted. Results of such evaluations should be reported, as well as specific modifications to the program that result from the evaluations. Student performance on the Praxis series examinations in speech language pathology and/or audiology is an example of an expected outcome measure.

- A. Describe mechanisms in place for students to evaluate the academic and clinical education aspects of the program.

Students evaluate all courses in which they are enrolled at the end of each semester. Course evaluations are submitted to the department office, and after individual responses are tabulated and student grades have been turned in, the forms are given to the individual faculty members. In addition, students evaluate each supervisor with whom they have worked at the end of each semester. These evaluations are given to supervisors after student grades have been submitted. All student evaluations of academic and clinical faculty are reviewed annually by the department.

Graduating seniors and master's students also participate in voluntary "exit interviews" on paper or in person. A form (see Appendix II) is used to solicit input from graduating master's students. These forms are returned to the person who heads the MA team, and student responses are collated and communicated to the faculty. Finally, the MA programs in audiology and speech-language pathology at IU are both structured to culminate in clinical externships for the entire final semester of the program (typically the second spring semester). The day before graduation in May, all MA students are required to return for presentation of "externship reports." These brief oral reports serve several purposes, including the identification of weaknesses or shortcomings in our academic or clinical program by our students. Such deficiencies, if a recurring theme in these presentations, are noted and the program revised accordingly.

- B. Describe ongoing procedures for the evaluation of students and graduates. Include results of the Praxis examinations. See Appendix II (page 21).

Students are most directly evaluated by the assignment of course grades each semester. Graduate students must maintain an overall GPA of 3.0 (B). Students who fail to maintain this GPA are noted by the graduate school each semester, and a decision about whether to place the student on academic probation is made. In addition, the clinical and academic faculty are asked at the midpoint of each semester to indicate to the head of the MA Team the names of any students who appear to be headed toward academic or clinical failure (a grade lower than B-). Any students so named are discussed by the MA Team, and are asked to confer with the head of the MA Team and/or the head of the Clinic Team to discuss the reasons for poor performance and possible ways the student

might be helped to improve. Students' clinical performance is evaluated using an in-house form, and their externship performance is also evaluated in writing. Forms used for this purpose are attached to Appendix II, along with Praxis scores for the past two years.

In audiology, in addition to the above, the Master's students undergo two other forms of evaluation. First, after completion of the first year of course work and clinical practicum, students must complete and pass a comprehensive clinical evaluation referred to as the "Gateway Exam." There are two parts of this exam, a practical portion that focuses on the demonstration of techniques used clinically and a clinical problem-solving part that requires the student to progress through the steps to pursue in two clinical case simulations (one emphasizing advanced diagnostics and one concentrating on amplification). All students are required to pass both portions of the Gateway Exam prior to obtaining clinical practicum at external sites. The results are used to provide feedback to the faculty on strengths and weaknesses in the student and in the program. Second, audiology Master's students are required to pass a written comprehensive examination near the conclusion of their graduate program. (Students electing to pursue a Master's thesis, however, are not also required to take the comprehensive exam.) Performance on these exams is also used to identify weaknesses and strengths in both the program and the individual student.

The Gateway Exam and Comprehensive Exam have both been a part of the evaluation of the MA students in the audiology program for the past five years. As has often been the case, the department pilots the use of various evaluation measures on the smaller group of MA students in the audiology program and, following subsequent evaluation of their effectiveness, decides whether to implement similar tools with the larger group of MA students in the speech-language pathology program. This approach, for example, proved effective in evaluating the utility of the "externship reports" and exit surveys conducted at the end of the MA program. Based on the department's experience with the two summative evaluations used in the audiology program, the faculty have decided to develop an exam that is essentially a mix of the Gateway Exam and Comprehensive Exam that will be administered to MA students in the speech-language program following completion of the first year in the program. The first administration of this new examination is scheduled for the summer of 2001. This exam for MA students in speech-language pathology will be designed to provide a summative evaluation of clinical knowledge and skills at a time in the student's program that will still allow for remediation of any deficiencies in either area prior to graduation.

- C. Describe ongoing procedures by which faculty and staff evaluate the quality, currency, and effectiveness of academic and clinical education.

Faculty members treat student evaluations seriously. If the MA team notes a pattern of student responses indicating gaps in preparation for externships or for jobs in the field

curriculum changes will result. For example, over several years, students completing their externships reported that they needed better preparation in the area of dysphagia. The department had been covering this material as part of the clinical practicum seminar rather than in a stand-alone course. Student feedback resulted in the development of a dysphagia course, now taught on a regular basis. The department also attends to Praxis exam results, which are used as an indication of students' preparation for professional practice. About 99.9% of IU students pass this exam on the first try, which indicates that the program is covering what needs to be covered in the graduate curriculum. The MA Team also intentionally reviews the graduate curriculum each year, in both speech-language pathology and audiology, asking whether the program is covering all areas of content needed for practice in the field. Faculty members are periodically surveyed to determine the courses in which particular content (e.g., professional ethics) is being covered, and the MA Team can recommend needed curriculum shifts, if it is determined that such content is not being covered.

- D. Present the results of your assessments and indicate how the results have been used to plan program improvements.

The faculty has recently revised the entire speech-language-pathology MA curriculum and degree requirements for students in the speech-language pathology program, in part as a response to student feedback and in part as a response to faculty frustration. The MA curriculum prior to Fall 2000 was heavily weighted with required courses. Students who wished to complete the program in two years had very little room for electives, and yet it was in the elective courses that new areas of practice or recent innovations were most often covered. Students frequently indicated that they felt cheated because they had to take what they sometimes regarded as "unnecessary" requirements and were unable to take electives they wanted. Faculty members felt frustrated by teaching loads that gave them little flexibility to teach new or highly specialized content. With this in mind, the MA Team spent a year developing a series of proposals to free up students and faculty from the load of requirements. The faculty was concerned that necessary theoretical and research foundations in the field not be lost during this revision process. After many faculty discussions about what material needed to be required and what material might be elective, the new curriculum was developed. A series of five required courses is designed to cover the necessary prerequisites for clinical practice across the field, and all coursework focused on specific disorders and their assessment and treatment is covered in a series of elective courses. Students are required to take electives from each of four designated areas, as well as being allowed freedom to take additional courses from any area they choose. The specifics of the new SLP curriculum are shown below.

SPEECH/LANGUAGE*Required Courses:*

S501 Neural Bases of Speech & Language (3 credits) FALL

S505 Clinical Application of Linguistic Theory (4 credits) FALL

S580 Intro to Graduate Study & Research (3 credits) FALL

S508 Physiological Models for Perception & Production of Speech (4 credits) SPRING

S512 Cognitive and Social Factors Related to Speech & Language (4 credits) SPRING

All disorders courses are 2 credits, and are taught as electives.

Students must take 10 electives:

Two 2-credit courses from speech/voice, two from language, one from "other."

Five undesignated electives are also to be taken from any areas of the curriculum.

One credit of practicum is required every semester

Typical Student Course Load:

Fall I

S580 (3)

S501 (3)

S505 (4)

S561 (1)

11 creditsSpring I

S508 (4)

S512 (4)

S561 (1)

elective (2)

11 creditsSummer

Electives (8)

Practicum (1)

9 creditsFall II

Electives (10)

Practicum (1)

11 creditsSpring II

Externships

Examples of Electives Taught in Each Area of the Curriculum:

Speech/Voice

S540 Voice Disorders

S515 Developmental Apraxia

S550 Fluency

S541 Laryngectomy and Tracheotomy

S560 Craniofacial Anomalies

S542 Care of the Professional Voice

S555 Motor Speech Disorders

S515 Videostroboscopy

Language

- S518 Preschool Language Intervention
- S534 Language Development & Disorders in School Age Children
- S531 Traumatic Brain Injury
- S537 Aphasia
- S539 Bilingual Language Development
- S520 Phonological Disorders
- S515 Advanced Language Assessment
- S545 Adult Cognitive-Communication Disorders
- S532 Language Intervention: Birth to Three
- S538 Atypical Language Development

Other

- S510 Supervision
- S544 Dysphagia
- S515 Medical Speech/Language Pathology

For MA students in the audiology program, fewer changes have been implemented in the curriculum in recent years. The curriculum is reviewed on an annual basis by the academic and clinical faculty in audiology with any recommendations from revisions channeled through the department's MA Team to the faculty for discussion and approval. The adjunct faculty at the IU School of Medicine in Indianapolis are an integral part of the audiology program and have participated in this process as well. The curriculum content and sequencing has not been altered substantively for the past 3-4 years, though it continues to be evaluated annually.

With major changes in certification requirements for audiologists approved by ASHA and on the horizon, the faculty have decided reluctantly to phase out the MA program in audiology with the last class admitted to this program in the Fall of 2003. Since the new ASHA certification requirements will soon no longer recognize the MA degree as the entry-level degree for the profession, it would be a disservice to our students to continue this program. The faculty have approved plans to retain all of the graduate courses within the MA audiology program and to incorporate these courses into a combined clinical-plus-research track within the existing Ph.D. program. The department has offered a research-oriented Ph.D. program designed to produce future scholars in the field for many years and this program will remain intact. However, those students wishing to complete both clinical preparation in audiology and training as a future scholar may do so in the future by selecting the combined clinical-plus-research track within the Ph.D. program. Essentially, these students will be completing all of the coursework and other requirements (clinical practicum, research experience, and the development of teaching skills) of *both* the current MA *and* Ph.D. programs in audiology. Since our current MA program already comes close to meeting the future requirements for clinical certification in audiology, the clinical-plus-research track in the

Ph.D. program will far exceed the minimum requirements for certification in audiology.

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

The program should maintain accurate and complete records throughout each student's graduate program. It is advisable that forms or computer tracking programs be developed and used for this purpose. Responsibility for the completion of the records and timetable for completion should be clearly established. Records should be readily available to students upon request. The program should maintain documentation on each student planning to apply for professional credentialing in sufficient detail so that completion of all academic and clinical requirements can be verified.

A. Identify how student records are maintained that indicate:

1. Progress toward completion of the graduate degree requirements

Each student enrolled in the graduate program has a folder on file in the academic office. That folder contains all paperwork relevant to that student's academic and clinical requirements. An advising worksheet (see Appendix I.7.A.1), updated each time the student sees an advisor prior to registering for classes, makes it clear at a glance whether the student has met all academic requirements. Originals of signed observation and clinical hours forms are also included in this folder. Student clinical hours are also entered into an electronic database maintained in the clinic office. Students must take two courses to be eligible for Indiana school certification, and these courses are indicated on the academic advising form.

Official university registration information and grade reports for each semester of the student's enrollment are included in the folder, as are copies of correspondence, transcripts, etc. related to the student's admission. Any deviations from the ordinary program (such as course load or clinic load reductions) are noted by copies of correspondence between student and faculty members placed in the folder.

2. Progress toward completion of the ASHA CCC requirements

Monitoring of students' progress toward completion of the requirements of the CCC is the combined responsibility of the students, their academic advisor, and the ASHA advisor. All faculty who serve as academic advisors are knowledgeable about the academic requirements for the certificate and students are advised in regard to coursework for the certificate in the manner cited in 1.7.A.1. All advising worksheets are maintained in the student's folder in the academic office.

In a similar manner, students are knowledgeable about the practicum requirements for the CCC and communicate with both the ASHA advisor and the clinical faculty clinic scheduling team to obtain the requisite hours to satisfy them. Original copies of each student's log of practicum contact hours are filed with the clinic secretary who enters it into each student's electronic practicum database.

3. Progress toward completion of state licensure and/or other credentialing requirements

Both Indiana licensure for schools and hospitals/healthcare settings is predicated on and generally consistent with the requirements for the Master's degree and the CCC. The only deviation is an academic course in the organization and administration of public school communication disorders program and an eight-week, full-time school practicum which are required for school licensure. Students are advised of these requirements and their satisfaction of them is noted in their academic folders. The requirement for a school practicum will also partially satisfy ASHA's requirement for three practicum settings. The students' progress toward both types of licenses is documented in the records maintained in their folders in the academic office.

B. Describe student access to the above records.

Students may see material in their folders in the presence of a faculty advisor. They may not check out their folders or remove them from the academic office unsupervised.

C. Describe how responsibility is established to maintain the accuracy and currency of a student's file.

It is the responsibility of the student and the student's academic advisor to insure that current, accurate information about the student's progress is placed in the folder. Students are specifically told that they are responsible for turning in accurate records of their clinic hours and for insuring that their advisors record accurate information about program changes.

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

Catalogs, advertisements, and other publications/electronic media must include accurate information regarding the program's accreditation status, standards and policies regarding

recruiting and admission practices, academic offerings, matriculation expectations, graduation rates, academic calendars, grading policies and requirements, and fees and other charges.

- A. Describe the location, nature, currency, and accuracy of information about the program provided to students and the public. Pertinent excerpts will be helpful.

The primary information about the graduate program is found on the department's web site, which can be accessed at <http://www.indiana.edu/~sphsdept>.

Links on this Web site give students access to official catalog descriptions of all courses, to university financial aid information, and to on-line admission applications. Information is also available from the *Master's Student Handbook*, the *Student Clinician Handbook for Speech-Language Clinic*, and the *Audiology Services Protocol Manual*. These three handbooks are updated annually. Copies of each handbook are included in Appendix 1.8.A.

STANDARD 2.0 FACULTY/INSTRUCTIONAL STAFF

2.1 Faculty/instructional staff are qualified and competent by virtue of their education, experience, and professional credentials to provide the academic and clinical education for the program seeking accreditation.

The program should make available vitae of faculty/instructional staff that identify educational background and experience. Qualifications and competence to teach graduate-level courses should be evident in terms of appropriateness of degree level, practical or educational experiences specific to curricular responsibilities in the program, and other indicators of competence to offer graduate education. Individuals providing clinical supervision should hold the appropriate ASHA Certificate of Clinical Competence and other credentials consistent with state requirements

- A. Using the format in Appendix III (page 22), provide the requested information for each member of the faculty and instructional staff of the entry-level graduate program. This must not exceed three pages per person. First, list all full-time faculty/instructional staff in alphabetical order, followed by part-time faculty in alphabetical order. Identify any faculty who have degrees that are NOT from regionally accredited institutions.

See Appendix III

- B. Identify the graduate courses taught by and clinical supervisory responsibilities for each faculty member during the past 2 years; and describe the education, experience, and professional credentials each person has that qualifies him or her to provide graduate-level academic and/or clinical education in that area. Is all clinical supervision provided by persons who hold the ASHA CCC in the appropriate area?
See Appendix III

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/instructional staff is sufficient to meet the teaching, research, and service needs of the program and expectations of the institution.

A sufficient core of qualified, full-time speech, language, hearing doctoral-level faculty is essential for accreditation. The program should document that the number of doctoral-level and other faculty/ instructional staff is sufficient to offer the curriculum, including its scientific and research components, in such a manner that students can complete the requirements within a reasonable time period. The faculty must have sufficient time for scholarly and creative activities, advising students, participation in faculty governance, and other activities consistent with the institution's expectations. Faculty must be accessible to students. Excessive reliance on ancillary, adjunct, or part-time faculty typically would not meet the standard.

- A. Using the format shown in Appendix IV (pages 23-24), complete Table IV-A and/or Table IV-B: Faculty/Instructional Staff, as appropriate. Provide all the information requested for each member of the program faculty and supervisory staff.

See Appendix IV

- B. Provide your university's official definition of full-time faculty. Indicate the number of faculty meeting this definition.

Throughout the eight campuses of Indiana University, a full-time load is considered to be four courses per semester. However, on the Bloomington campus, the primary research campus in the university system, faculty are expected to devote half of their time to research. As a result, this amounts to a "full teaching load" being defined for the Department by the College of Arts and Sciences as two courses per semester. Those not involved in research are expected to teaching more than this during the year. In addition, "course releases" are granted for the Chair (two per year), program coordinators (four coordinators, each with one course release per year), and pre-tenure faculty (two course releases during first three years of employment).

- C. Provide the formula your university uses to convert part-time to full-time equivalent (FTE) faculty.

This is based on the proportion of assigned courses taught per year. Typically, faculty are assigned to teach four courses per year. If a faculty member taught three courses in a given year, for example, this would result in an FTE 0.75.

- D. Describe how you calculate each instructional staff member's FTE contribution to the master's or entry-level doctoral program.

Essentially, each course in the MA program is counted as 0.25 FTE. (This is true for all of the departments' academic programs.)

- E. Using the format shown in Appendix V (pages 25-26), complete Table V-A and/or Table V-B: Number of Students, as appropriate.

See Appendix V

Programs should include (a) students who are in the graduate entry-level professional educational program, (b) students who are temporarily admitted as nondegree students to that program but intend to get a graduate entry-level professional degree in speech-language pathology or audiology, and (c) all other post-baccalaureate students who are preparing to provide clinical services. The last category includes students with graduate degrees in other areas who are currently in the process of completing the academic and clinical requirements for clinical certification. Other postbaccalaureate students do not need to be counted in the ratio but should be entered in Table V-A or V-B in the application.

Further, programs have the option of not including the following in the ratio (a) the proportion of students' loads for which they are engaged in off-campus practicum that is not directly supervised by a member of the program's instructional staff, and (b) postbaccalaureate students taking up to 18 semester credit hours of preprofessional core courses (prerequisites to professional graduate study) even if graduate credit is received. If a program chooses to use option (b), the specific preprofessional core courses should not be counted in the instructional staff time calculated toward the graduate program.

1. If you excluded part or all of the FTE of entry-level master's degree students noted in Table V-A and from the calculation of the instructional staff/student ratio, place a check mark in the appropriate box(es) to indicate the reason(s) for the exclusion.

N/A

- Master's students taking undergraduate courses for undergraduate credit
- Master's students from other disciplines taking occasional courses
- Postbaccalaureate students taking up to 16 semester credit hours of preprofessional core courses (prerequisite to professional graduate only)
- Proportion of load carried by master's students involved in off-campus practicum not directly supervised by member(s) of program's instructional staff
- Professionals taking courses in communication disorders for continuing education

2. If you excluded part or all of the FTE of entry-level doctoral students noted in Table V-B and from the calculation of the instructional staff/student ratio, place a check mark in the appropriate box(es) to indicate for the exclusion.

N/A

- Doctoral students taking undergraduate courses for undergraduate credit
- Doctoral students from other disciplines taking occasional courses
- Doctoral students taking up to 16 semester credit hours of preprofessional core courses (prerequisite to professional graduate study)
- Proportion of load carried by doctoral students involved in off-campus practicum not directly supervised by member(s) of program's instructional staff
- Professionals taking courses in communication disorders for continuing education

- F. Provide the official university definition of full-time graduate students. The actual number meeting this definition must be used in Table V-A and/or Table V-B.

Ordinarily, students shall be considered full time if they are registered for 8 hours of credit (4 credit hours during each summer session) and their programs of study meet with the approval of the departments. Courses taken as an auditor may not be counted in the definition of "full-time study"; however, courses taken to remove undergraduate deficiencies for admission may be counted.

Students holding appointments as associate instructors, graduate assistants, or research assistants must ordinarily be registered for 6 credit hours during each full semester and 3 credit hours (4 credit hours in case of 4-credit courses) during the summer session to be considered full time. They may count work required by their appointments toward computation of full-time graduate work. In departments where work loads are different in the first and second semesters, the student's registration for the two semesters combined must total at least 12 credit hours.

For academic purposes, the University Graduate School will consider as full time certain students who are exceptions to the above definitions: M.A., M.S., and LL.M. candidates whose completed courses and deferred thesis credits total 30 hours; M.F.A. candidates whose completed courses and deferred thesis credits total 60 hours; and Ph.D. students whose completed courses and deferred dissertation credits total 90 hours, providing they are working on theses or dissertations for the completion of the degree. Such students, however, must enroll in at least one hour of graduate credit each semester. For master's candidates, such enrollment will be limited to the five-year period allowed for completion of the master's degree; this enrollment for doctoral candidates will be limited to the seven-year period after passing the qualifying examination. Students who have already accumulated 90 or more hours of graduate credit and who hold university-administered student appointments as associate instructors, graduate assistants, or research assistants amounting to at least 0.375 FTE (15 hours per week work load) will be required to enroll for at least 6 hours of credit during each semester they continue to hold an appointment, such hours to be charged at the allocated fee rate.

Students may take no more than 16 hours of credit in any semester nor more than a total of 16 credit hours in all the summer sessions in any one year without permission of their graduate advisor. Students who are employed are advised to take into account the demands that such activities make on their time and to reduce their course loads accordingly.

- G. Provide the formula your university uses to convert part-time to FTE for students at the graduate level. Use this formula to convert part-time to FTE students, and enter the result in the FTE column in Table V-A and/or Table V-B.

FTE equals the number of registered credit hours in a semester divided by eight.

- H. Describe how the current number of (a) doctoral-level and (b) other faculty is sufficient to provide the curriculum and advising necessary for a quality graduate program. Describe the adequacy of time for faculty to engage in scholarly and creative activities consistent with the institutional mission.

The department is divided into two groups of faculty, academic (tenured and pre-tenure) and clinical. All 16 of the academic faculty and one of the clinical faculty members in the department hold a Ph.D. The combined faculty FTE in the department is 25.5 (16.0 academic and 9.5 clinical faculty) with *all* members of the academic faculty devoting at least some portion of their time to teaching students in the clinical

graduate programs in the department. In addition, with the exception of the clinical faculty members involved in the instruction of American Sign Language, it is typically the case that 100% of the available clinical-faculty FTE is devoted to instruction or supervision within the clinical graduate programs.

- I. Describe the adequacy of time for faculty to engage in student advisement, faculty governance, and other institutional expectations.

Through distribution of this service load across teams and team members, sufficient time is made available for these activities. The addition of a departmental undergraduate advisor to our professional staff four years ago greatly relieved the burden of advising our undergraduate majors. This, in turn, freed up time for more faculty to distribute the advising load for MA and Ph.D. students and allowed for greater faculty participation in other service activities in the department and on campus.

2.3 The institution demonstrates a commitment to the continuity of the program by maintaining a sufficient number of doctoral-level faculty and other instructional staff with appropriate qualifications to ensure the continued integrity of the program.

Institutional commitment to the program may be demonstrated through documentation of stability of financial support, evidence of recent history of positive actions taken on behalf of the program, long-range academic plans of the institution and program, and promotion/tenure policies for faculty/instructional staff. The program must demonstrate by its allocation of responsibilities that faculty/instructional staff members have the opportunity to meet the institution's criteria for tenure, promotion, or continued employment, in accord with the institution's policies.

- A. Describe how continuity of the program is ensured in terms of faculty longevity and sufficiency of doctoral-level faculty.

The department has been fortunate to maintain all of its faculty lines for academic faculty over the past several years, a period which represented one of the greatest financial challenges to the College of Arts and Sciences. Many other departments were not so fortunate during this period. Over the past few years, for example, the department has had five vacancies develop among the academic faculty and, in every case, the department has been granted permission to fill that vacancy, although the department was required to postpone the search process and eventual hiring by one year in each case. Among the nine academic faculty at or above the rank of Associate Professor, each of these individuals has been at Indiana University for at least 14 years (range: 14 to 30 years). Among the six pre-tenure Assistant Professors, two have been here 5-6 years and are being considered for tenure and promotion this year and four were hired in the past year or two. Clinical faculty have also experienced considerable longevity in the department with several members of the clinical faculty being in the department for over 15 years. The clinical faculty, moreover, has grown in size over

the past few years, primarily through the expansion of the American Sign Language program.

- B. Provide a copy of the institution's promotion and tenure policy.

Faculty Promotions

PROCEDURES FOR RECOMMENDATIONS

Before any decision is made within a department, school, program, or division about whether to recommend promotion, the appointee shall be notified that he or she is under such consideration and that within a properly specified and reasonable period of time, such as two to four weeks, he or she may submit materials which it is believed will be relevant to a consideration of his or her professional qualifications. *(University Faculty Council, April 29, 1976)*

The departmental chairperson or director of an academic unit shall have the responsibility of submitting the names of those members of the department who are deemed worthy of promotion on the basis of the established criteria. It shall be the privilege of any faculty member to submit a recommendation for the promotion of any faculty member, including himself or herself. These recommendations shall be properly documented.

Recommendations, whether submitted by individual faculty members or coming from chairpersons or directors, shall be submitted through the academic administration of each campus. For specific information on the promotion process, see campus-specific documents. Academic administrators and Chancellors, advised by faculty committees, are responsible for submitting promotion recommendations to the President.

It shall be the responsibility of the President to submit to the Board of Trustees in time for consideration at their April meeting the names of those recommended for promotion. The President shall state in writing to the relevant Chancellor or Vice President the reasons for any changes made in the Chancellor's or Vice President's recommendations. Where a candidate is not promoted, it shall be the obligation of the chairperson or dean to review with the candidate the reasons for the failure to promote, if such a request is made by the faculty member involved. *(Faculty Council, April 1, 1952)*

CRITERIA FOR PROMOTION

Teaching, research and creative work, and services which may be administrative, professional, or public are long-standing University promotion criteria. Promotion considerations must take into account, however, differences in mission between campuses, and between schools within some campuses, as well as the individual's contribution to the school/campus mission. The relative weight attached to the criteria above should and must vary accordingly. A candidate for promotion [or tenure] should normally excel in at least one of the above categories and be satisfactory in the others. In exceptional cases, a candidate may present evidence of balanced strengths that promise excellent overall performance of comparable benefit to the university. In all cases the candidate's total record should be assessed by comprehensive and rigorous

peer review. Promotion to any rank is a recognition of past achievement and a sign of confidence that the individual is capable of greater responsibilities and accomplishments.

Teaching The prime requisites of any effective teacher are intellectual competence, integrity, independence, a willingness to consider suggestions and to cooperate in teaching activities, a spirit of scholarly inquiry which leads the teacher to develop and strengthen course content in the light of developments in the field as well as to improve methods of presenting material, a vital interest in teaching and working with students, and, above all, the ability to stimulate their intellectual interest and enthusiasm. The quality of teaching is admittedly difficult to evaluate. This evaluation is so important, however, that recommendations for an individual's promotion should include evidence drawn from such sources as the collective judgment of students, of student counselors, and of colleagues who have visited other classes or who have been closely associated with his or her teaching as supervisor or in some other capacity, or who have taught the same students in subsequent courses.

Research and Creative Activities In most of the fields represented in the program of the University, publications in media of quality are expected as evidence of scholarly interest pursued independently of supervision or direction. An original contribution of a creative nature is as significant or as deserving as the publication of a scholarly book or article. Quality of production is considered more important than mere quantity. Significant evidence of scholarly merit may be either a single work of considerable importance or a series of studies constituting a general program of worthwhile research. The candidate should possess a definite continuing program of studies, investigations, or creative works.

Service Educated talent, technical competence, and professional skills are indispensable in coping with the complexities of modern civilization. Because most technical assistance is carried on by professional persons, and a high proportion of them have university connection, the University must provide people to fill this need. The performance of services for the University or for external organizations may retard accumulation of evidence for proficiency in research or teaching even while contributing to the value of the individual as a member of the University community. In such cases effective service should be given the same consideration in determining promotion as proficiency in teaching or research. The evaluation of the service should be in terms of the effectiveness with which the service is performed, its relation to the general welfare of the University, and its effect on the development of the individual. (*Faculty Council, April 14, 1960; University Faculty Council, Feb. 10, 1976; "Balanced Case" language approved by University Faculty Council, March 8, 1994; Modified by UFC Agenda Committee and reported to the UFC, April 12, 1994; Adopted by Board of Trustees, May 6, 1994*)

PROMOTION IN RANK

[Individuals in clinical and research ranks should refer to the specific promotion statements relating to their ranks elsewhere in this handbook.] When considered for promotion, the individual should be assessed in regard to all three criteria from the preceding section. Favorable action should result when the individual has demonstrated a level of competence or distinction appropriate to the proposed rank in one area of endeavor. Failure to promote may arise from unsatisfactory performance in the other areas.

From Instructor to Assistant Professor This promotion usually is based primarily on evidence of good teaching. Active participation in the affairs of the candidate's department and a promising beginning of independent scholarship are expected.

From Assistant Professor to Associate Professor This advancement is based on continued improvement, whether in quality of teaching, in scholarship, or in the performance of service roles. If teaching is the primary criterion, it should be distinctly superior to that of effective teachers at this and other major institutions. If research or other creative work is the primary criterion, the candidate should have demonstrated a broad grasp of his or her own and related fields and should be establishing a national reputation as a scholar. A definite and comprehensive plan of future research covering a number of years and a beginning thereon which extends well beyond the limits of the doctoral dissertation should be evident. If service to the University, profession, or community is the primary criterion, it should be discharged with merit and should reflect favorably on the University and on the individual's academic status.

From Associate Professor to Professor This promotion is based upon achievement beyond the level required for the associate professorship. If teaching is the primary criterion, the candidate must have demonstrated an extraordinary ability to stimulate in students, either undergraduate or graduate, a genuine desire for scholarly work. Wherever feasible he or she should have demonstrated the ability to direct the research of advanced students. If research or other creative work is the primary criterion, the candidate should have shown a continued growth in scholarship that has brought a national reputation as a first-class productive scholar. If administrative, professional, or academic service is the primary criterion, distinguished contributions must be evident. (*Faculty Council, April 14, 1960*)

Faculty and Librarian Tenure

THE PRINCIPLE OF TENURE

The principle of tenure imposes reciprocal responsibilities on the University as a body politic and on the faculty member and librarian. In order to meet its responsibilities to its students and to society, the University must attract and retain faculty and librarians of outstanding quality. To that end the University provides academic freedom and economic security, which are implicit in the principle of faculty and librarian tenure. The faculty members, on their part, are obligated to maintain high standards of teaching, research, service, and professional conduct. Librarians, on their part, are obligated to maintain high

standards of professional service, research and creativity, and performance in the development of library services, and the communication of information and knowledge to others. Librarians who are candidates for tenure should excel in performance and be satisfactory in the other areas mentioned above. (*Faculty Council, Dec. 3, 1968; Board of Trustees, July 25-29, 1969; June 30, 1972*)

TENURE-PROBATIONARY PERIOD

Subject to the provisions which follow, an individual appointed to the faculty (as defined in Article I, Section 1 of the Faculty Constitution) or as a librarian for full-time service shall have tenure after a probationary period. At the time of initial appointment, a probationary period shall be stated. During the probationary period, appointments are usually for a period of one to three years. The total probationary period may not exceed seven years. This period may include full-time service with faculty or library rank at other institutions, if similar service in Indiana University would have been countable toward tenure. In the case of persons with three or more years of countable service in other institutions, a probationary period of not more than four years may be required, if agreed upon in writing at the time of appointment. Since the acquisition of tenure represents a major change in a faculty member's or librarian's status, the faculty member or librarian to whom tenure is being granted shall be so informed in writing.

Tenure may be conferred at the time of initial appointment or after a shorter period than specified above. When a probationary period expires during an academic year, the probationary period will be extended to the end of that year. Under administrative policies and practices at Indiana University, where such a written agreement reduces a faculty member's or librarian's probationary period to less than seven years, this agreement is binding on both parties. The length of the probationary period resulting from any such reduction cannot at a later date be extended to suit the convenience of a faculty member or librarian or the academic unit.

Tenure at the University requires explicit action. The review leading to a recommendation of tenure or non-reappointment is to take place no later than the sixth year of probationary service. Failure to give notice of non-reappointment prior to the beginning of the seventh year of probationary service will not result automatically in an award of tenure. In such a case, the review leading to a tenure or termination decision should be conducted at the earliest possible time and, if necessary, the probationary period shall be extended until the review is complete.

A faculty member who has not received a notice of recommendation for non-reappointment may request consideration of the tenure decision at any time after the initial appointment. However, if the tenure decision is negative, the faculty member's appointment shall terminate at the end of the academic year following the year in which the negative tenure decision was made. A faculty member who applies for early tenure should be forewarned that a candidate for

tenure should expect only one full review. A faculty member who requests early tenure shall be notified of any negative recommendation concerning his or her request at any time prior to a final decision by the President. A faculty member may withdraw his/her request for early tenure at any time prior to a final decision by the President. (*Faculty Council, Dec. 3, 1968; University Faculty Council, Apr. 23, 1991; Board of Trustees, July 25-29, 1969; June 30, 1972; June 20, 1991*)

PROCEDURES FOR FACULTY

Recommendations for advancement to tenured status are prepared by chairpersons or other appropriate administrative officers. Such recommendations are prepared early in the academic year which counts as the sixth year for purposes of reckoning years of service towards tenure. (The actual determination of the appropriate year includes credit for service at other institutions which may have been negotiated at the time of the first appointment.)

Recommendations shall be submitted through the academic administration of each campus with the advice of faculty committees and appropriate professional peers. Administrative structure varies somewhat from campus to campus. For specific information on the routing of such recommendations, see campus-specific documents. Campus vice presidents, chancellors, and academic deans, with the advice of faculty committees, are responsible for submitting tenure recommendations to the President. It shall be the responsibility of the President to submit to the Board of Trustees the names of those recommended for advancement to the tenured status.

The dossier constructed in consultation with the candidate provides the evidence upon which the tenure decision is to be made. If additional information is sought or received during the review of the dossier at any level, the candidate and all previous committees and reviewers must be notified and given the opportunity to respond to the additional information. The information and the responses shall then become part of the dossier. (*University Faculty Council, April 23, 1991; Board of Trustees, June 20, 1991*)

C. Describe other indicators of institutional commitment to the program.

Aside from maintenance of tenured and pre-tenure faculty lines for academic faculty and modest growth of the clinical faculty over the past several years, there are several other indicators of Indiana University's commitment to the program. This year, for example, the department received over \$100,000 in stipend funds to support graduate students. In addition, to these stipend funds, tuition was provided for 24 graduate students this year. Four years ago, the university provided funds for a half-time undergraduate advisor and that was increased to a 1.0 FTE on July 1, 2000. In addition, the department employs a full-time electronics technician and a full-time computer-systems manager. In both cases, these positions began as soft-money positions supported by external sources and were gradually transitioned into the department's institutional budget over a period of several years. Currently, both positions are 100% supported by the institution.

In addition to strong support of faculty, staff and students, the Department has received considerable resources from various sources on campus for the rehabilitation of its facilities. Over the past seven years, every one of the 14 research laboratories in the building will have been renovated, largely from resources provided by the Research and

University Graduate School, the College of Arts and Sciences, and the campus. The corridors of both floors in the building and many shared public areas, such as waiting rooms, conference rooms, classrooms and a computer center, have also been renovated and refurbished with funds provided by the university over the past four years. In addition, the final phase of this renovation, that will refurbish all of the remaining interior spaces (faculty/staff offices, student areas, clinic suites and test rooms) in the building, has been made a high budgetary priority by the campus for the 2001-02 budget.

As another example of strong institutional support in recent years, the department was successful in securing approximately \$200,000 to upgrade and equip two of the Department's shared research facilities. Approximately 2/3 of this funding was obtained from the National Science Foundation (NSF) with the remaining 1/3 provided by IU's Research and University Graduate School.

Finally, earlier this year, the College provided the department with new personal computers for all full-time faculty and staff members. The availability of 32 new computers for full-time staff, allowed the Department to shift existing computers in the Department to part-time faculty and staff, as well as Ph.D. students. Moreover, the College has pledged to replace the computers for full-time faculty and staff every three years to maintain state-of-the-art computers on the desks of all faculty and staff.

2.4 Faculty/instructional staff maintain continuing competence.

The program should describe the mechanism for evaluating the competence of its faculty/instructional staff in academic and clinical teaching, scholarship, and other activities and should provide evidence of the competence of the faculty/instructional staff.

Professional development is one mechanism for supporting continuing competence. The program should demonstrate how support, incentives, and resources are available for the continued professional development of the faculty/instructional staff. Examples of evidence include support for professional travel, release time for professional development, and professional development opportunities on campus.

Describe the following:

A. Support available for continuing professional development

There is limited support available from the department or institution for professional development. This year, for example, the Department has been provided with \$165 per faculty member that can be used for travel to professional or scholarly meetings. However, there are several campus-wide competitions for travel funds in support of professional development and scholarly activities and our faculty have been fairly successful in securing these awards. Further, newly hired pre-tenure faculty have received very generous support in terms of start-up funds for their research programs and a portion of these funds are reserved for professional development activities.

B. The mechanism for evaluating the competence of faculty in terms of academic and clinical teaching, scholarship, and other professional expectations

Faculty competence is evaluated in three primary ways within the department. First, students provide evaluations of teaching and clinical supervision every semester, including assessments of the knowledge and competence of the instructor. Second, the Department Chair and campus require that each faculty member submits an annual report of their activities in the areas of research, teaching and service for the preceding calendar year and these reports are compiled by the Chair and reviewed with individual faculty members. Finally, the Department's Personnel Committee, comprised of all faculty members above the rank of those being reviewed, conducts annual reviews of each faculty member's performance in the areas of teaching, research and service. The Personnel Committee makes suggestions for improvements and also forwards recommendations for retention and promotion to the entire faculty.

A. Evidence of continued competence of each faculty member

See Appendix III for information concerning "continuing education."

3.0 CURRICULUM (ACADEMIC AND CLINICAL EDUCATION)

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

The program should describe the curriculum leading to a master's or doctoral degree with a major emphasis in speech-language pathology and/or audiology. The program must offer appropriate courses and clinical experiences on a regular basis so that students enrolled in the program may satisfy the requirement for a graduate degree(s) in speech-language pathology and/or audiology for entry into professional practice.

The intent of this standard is to ensure that program graduates are able to meet ASHA certification standards. The program may demonstrate how ASHA's recognized standards are met by describing outcome evaluations of students' knowledge and skills necessary for entry into professional practice.

A. Academic Curriculum

1. Explain the academic requirements for the degree. List total number of credit (including clinical education) required. If there are elective credits, explain how many credits are required and how many are elective. Specify the degrees offered.

Master of Arts Degree

General Graduate School Requirements: A minimum of 36 credit hours is required for the MA degree. 15 of these credits must be in courses numbered 500 or above, and no more than 6 may be thesis credits.

Speech-Language Pathology Requirements: The MA curriculum in Speech-Language Pathology consists of five required courses (18 credits):

S501 Neural Bases of Speech & Language (3 cr.) Fall
 S505 Clinical Application of Linguistic Theory (4 cr.) Fall
 S508 Physiological Models for Percep & Product of Speech & Voice (4 cr.) Spring
 S512 Cognitive & Social Factors Related to Speech & Language (4 cr.) Spring
 S580 Introduction to Graduate Study & Research (3 cr.) Fall

Students are also required to take 10 electives for a total of 20 credits. These must be distributed as follows:

- 4 credits from speech/voice, 4 credits from language, 2 credits from "other"
- 10 credits of undesignated electives, to be taken from any areas of the curriculum

Students take most of their elective courses in summer and the second fall semester of the program. Faculty teaching loads are scheduled to make this possible.

Students who are working toward certification are also required to enroll in 1 credit hour of practicum each semester of their degree program. No more than 4 practicum credits

may be counted toward graduation. Students who do not wish to obtain clinical certification are not required to enroll in practicum, and do not engage in clinical work during their degree programs.

Audiology Requirements:

S474	Introduction to Audiological Testing	(3 cr.)
S475	Advanced Audiological Testing	(3 cr.)
S477	Auditory Disorders	(3 cr.)
S515	Mathematical Foundations for SPHS	(3 cr.)
S515	Seminar—Reading Research in Audiology	(2 cr.)
S515	Introduction to ASL for Graduate SPHS	(2 cr.)
S515	Seminar—Rehabilitative Technology for the HI	(2 cr.)
S515	Seminar—Advanced Concepts in Amplification	(2 cr.)
S515	Seminar—Clinical Vestibular Assessment	(1 cr.)
S563	Externship in Speech-Language-Hearing Services (Full-time externship)	(3-6 cr.)
S570	Practicum in Audiology	(4 cr.)
S571	Auditory Anatomy and Physiology	(3 cr.)
S572	Clinical Electrophysiology in Audiology	(2 cr.)
S573	Laboratory in Amplification	(1 cr.)
S576	Amplification for the Hearing Impaired	(3 cr.)
S577	Industrial Audiology	(2 cr.)
S579	Pediatric Audiology	(3 cr.)
S678	Introduction to Psychoacoustics	(3 cr.)
S680	Independent Study—Readings for Minor	(3 cr.)

In audiology, students also must not receive more than two grades of "C" in any of the required courses listed above or they will be placed on probation.

Students who wish to obtain school licensure are also required to take M463 Methods in Speech & Hearing Therapy (3 credits) and M550 School Practicum (6 credits). Students who are candidates for the Master of Arts degree are not required to take these courses unless they wish to obtain school licensure. Students who are candidates for the Master of Arts for Teachers (MAT) degree are required to take these courses in addition to the curriculum outlined above. No students have enrolled for the MAT degree for the past five years, although most of our graduate students obtain school licensure.

A master's thesis is not required for the MA degree, but students may elect to complete a thesis if they wish. Students who choose to write a thesis may count up to 6 credit hours of thesis work toward the degree.

- Using the format in Appendix VI (pages 27-28), list each section of all courses offered by the program in the last 2 years, as well as those recommended courses offered in other departments. Provide a copy of the official course descriptions from the current catalog.

See Appendix VI for courses and course descriptions.

A. Basic Sciences (at least 27 s.h. or 36 q.h.)

1. Biological/Physical Sciences and Mathematics (at least 6 s.h. or 8 q.h.)
2. Behavioral and Social Sciences (at least 6 s.h. or 8 q.h.)
3. Basic Human Communication Processes (at least 15 s.h. or 20 q.h.) One course in each area:
 - a. Anatomic and Physiological Bases
 - b. Physical and Psychophysical Bases
 - c. Linguistic and Psycholinguistic Aspects

B. Professional area courses (at least 36 s.h. or 48 q.h.)

1. Curriculum for SLP majors (at least 21 g.s.h. or 28 g.q.h.)
 - a. Speech Disorders (at least 6 s.h. or 8 q.h.)
 - b. Language Disorders (at least 6 s.h. or 8 q.h.)
 - c. Hearing Disorders (at least 3 s.h. or 4 q.h.)
 - d. Hearing Habilitation/Rehabilitation Procedures (at least 3 s.h. or 4 q.h.)
2. Curriculum for AUD majors (at least 21 g.s.h. or 28 g.q.h.)
 - a. Hearing Disorders (at least 6 s.h. or 8 q.h.)
 - b. Hearing Habilitation/Rehabilitation Procedures (at least 6 s.h. or 8 q.h.)
 - c. Speech Disorders (at least 3 s.h. or 4 q.h.)
 - d. Language Disorders (at least 3 s.h. or 4 q.h.)

3. Explain how graduate credit is earned when a course may be taken for either graduate or undergraduate credit.

When a course may be taken for either graduate or undergraduate credit, the instructor must require additional work of the students enrolled for graduate credit. This usually involves either additional laboratory exercises or additional research papers. Alternatively, the same work may be completed by both undergraduate and graduate students enrolled in the same course, but fewer graduate credit hours will be earned as a result.

4. Delineate how students entering the graduate program with degrees from other disciplines complete prerequisite academic and clinical requirements.

Students who enter the MA program without an undergraduate degree in the field are required to demonstrate mastery of the content in the following courses:

Phonetics (must know IPA and be able to transcribe)
 Anatomy & Physiology of the Speech & Hearing Mechanism
 Acoustics of Speech Communication
 Normal Language Development
 Disorders of voice, fluency, phonology, child language
 Speech and Language Diagnostics
 Introduction to Clinical Practice
 Hearing Disorders (assessment)

Hearing Disorders (rehabilitation)

Students who lack any part of this background preparation are required to enroll in the requisite IU undergraduate courses while in the graduate program. Graduate numbers for our undergraduate courses are available for graduate students who need graduate credit. A student who comes in with none of this background will generally take 3 years to complete the MA degree.

Occasionally, students who enter the program with an undergraduate degree in the field may lack one or more of these courses. In that case, the student simply enrolls in the requisite IU undergraduate class.

B. Clinical Curriculum

1. Provide an overview of the clinical portion of the curriculum. Delineate academic prerequisites, the sequence of clinical education placements, and the clinical hours requirements of the program.

Students in speech-language pathology need to have completed, or complete concurrently, basic coursework relating to the disorder areas in which clients are assigned to them. Students are assigned clients based upon their coursework, their previous clinical experience, and their progress toward ASHA practicum-hour minimums. The first three or four semesters of clinic practicum are assigned within the service delivery parameters of the R.L. Milisen Speech and Hearing Center or in collaborating agencies in the community; when an off-campus experience is assigned during this time period, a member of the clinical faculty of the department is present on-site to provide the supervision. The final semester of clinical training is spent in full-time externship placements.

The program ensures that each student upon graduation has accrued the requisite 350 hours (or more) of supervised clinical practicum. It is the goal of the on-campus program to provide an average of 150-200 clock hours of the supervised practicum before placing a student in an externship. This leaves a balance of 150-200 hours to be earned during the externship placement.

2. Explain how the program ensures that students meet each of the requirements specified below:
 - a. Students observe for at least 25 hours before being assigned clients.
 - b. Students obtain at least 50 contact hours in each of three distinctly different settings.
 - c. At least 50% of each evaluation session, including screening and identification, is directly observed by a supervisor who holds the CCC in the appropriate area.
 - d. At least 25% of each student's total treatment time with each client is observed by the supervisor.

No student is assigned to direct client contact practicum until a signed verification of 25 hours of observation has been filed with the department. All individuals who provide