

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This application may be withdrawn by the program at any time and for any reason before final action by the CAA without prejudice.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

(812) 855-9011  
(Telephone Number)

Vice-President, Chancellor of IU Bloomington  
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(Address)

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

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

<b>STANDARD 1.0 ADMINISTRATIVE STRUCTURE AND GOVERNANCE</b>
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**1.1 The applicant institution of higher education holds regional accreditation.**


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*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.

