

Survey Response

Institution Information

Institution Description

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

Survey Response

General Information - Master's Program

Program Description

Speech-Language Pathology

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

Yes, less than 50% of the academic credit hours

Yes, 50% or more of the academic credit hours

No

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

Yes, less than 50% of the academic credit hours

Yes, 50% or more of the academic credit hours

No

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

General Information - Master's Program

Program Description

Speech-Language Pathology

Master of Arts (MA)

Is this graduate program offered as part of a consortium?

Yes

No

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Standard 1.0 Administrative Structure and Governance - Master's Program

Standard 1.1 Regional Accreditation

Speech-Language Pathology

Name of Regional Accreditor : North Central Association of Colleges and Schools

Regional Accreditation Cycle Start Date : 10/2004

Regional Accreditation Cycle End Date : 10/2014

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Standard 1.0 Administrative Structure and Governance - Master's Program

Standard 1.2 Mission, Goals and Objectives

Speech-Language Pathology

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

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

The central mission of the university is the transmission, expansion, and application of knowledge through teaching, research and artistry, and public service. In fulfilling that mission, Northern Illinois University meets the needs of students for liberal, professional, technical, and lifelong education. Mindful of the changing needs of the society it serves, the university reviews its programs at regular intervals, assesses their quality and their capacity to fulfill their objectives, and expressly commits itself to their continuing development or redirection when appropriate. The entire mission statement of the university is available at <http://www.niu.edu/provost/about/mission.shtml>

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

The mission of the College of Health and Human Sciences is to promote health and well-being through scholarship that integrates teaching, research, and service.

The vision of the College of Health and Human Sciences is to enhance the lives of individuals, families, and communities across the lifespan.

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

The mission of the School of Allied Health and Communicative Disorders, with its programs in clinical laboratory sciences, physical therapy, and communicative disorders is to contribute to the health and well being of the public. This mission is accomplished through:

education of health professionals and the provision of continuing professional development opportunities, research that enhances knowledge and clinical skills that serve as the foundation of quality health care and service that links the School with health professionals, organizations and communities concerned with the promotion of optimal health and the prevention, early detection and treatment of disease

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

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

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

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

Survey Response

Standard 1.0 Administrative Structure and Governance - Master's Program

Standard 1.3 Program Strategic Plan

Speech-Language Pathology

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

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

Within the past three years, the university has undergone a comprehensive strategic planning process. The resultant strategic plan is available at <http://www.niu.edu/strategicplan/index.shtml>. Subsequent to the development of this plan, all of the colleges were required to develop and submit strategic plans that furthered the university's plan. The School of Allied Health and Communicative Disorders then developed a strategic plan based upon the university and college plans. The process of planning actually began five years ago as the faculty of the then-named Department of Communicative Disorders participated in several retreats with the goal of developing a strategic vision for the department. Additional planning was done by the faculty when the school was created and a formal strategic plan was developed (see <http://www.niu.edu/strategicplan/index.shtml>). Annual goals with measurable outcomes are developed based on the strategic plan and progress is reviewed at each faculty meeting.

The strategic plan is available on the school's website, <http://www.chhs.niu.edu/ahcd/aboutus/mission.shtml>.

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

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

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

- Involve university administration in the development of the program strategic plan
- Discuss program strategic plan with university administration
 - Obtain approval of program strategic plan from university administration
- Discuss and review strategic plan at faculty meetings
- Discuss and review strategic plan at faculty retreat
 - Provide opportunities for community input to the strategic plan
- Discuss and review strategic plan at advisory committee meetings
- Other - specify

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

The strategic plan is available on the school's website, <http://www.chhs.niu.edu/ahcd/aboutus/mission.shtml>.

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Standard 1.0 Administrative Structure and Governance - Master's Program

Standard 1.4 Program Authority and Responsibility

Speech-Language Pathology

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

Does your program have independent departmental status?

Yes

No

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

Faculty and instruction staff are involved in and or make all decisions related to the program. Curricular matters are discussed in area meetings and suggested changes are forwarded to the school curriculum committee. A faculty member from each area is elected to serve on the curriculum committee which votes on the proposed change. The faculty as a whole review and approve proposed curricular changes before forwarding them to the curricular bodies at the college and university levels. These bodies are exclusively composed of faculty members.

Issues related to clinical experiences and placements are also made by the academic and clinical faculty of the program. These decisions do not require higher approval except for a review of compliance with accreditation standards and academic requirements

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

Yes

No

If No, explain

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

The program is housed within the School of Allied Health and Communicative Disorders, one of three schools within the College of Health and Human Sciences.

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

3

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

The five areas within the school include Audiology, Clinical Laboratory Sciences, Physical Therapy, Rehabilitation Counseling, and Speech-Language Pathology.

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Standard 1.0 Administrative Structure and Governance - Master's Program

Standard 1.4 Program Authority and Responsibility

Speech-Language Pathology

Master of Arts (MA)

Where is the program administratively housed?

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

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Standard 1.0 Administrative Structure and Governance - Master's Program

Standard 1.5 Program Director

Speech-Language Pathology

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

Program Director Name : Sue E Ouellette, PhD

Certification Status :

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

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

How often does evaluation of the program director occur?

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

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Standard 1.0 Administrative Structure and Governance - Master's Program

Standard 1.6 Equitable Treatment

Speech-Language Pathology

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

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

- Application materials
- Catalog
- Student handbook
- Student orientation
- Web site - internet (must provide URL) The university's nondiscrimination policy is available at <http://www.niu.edu/aadr/policy.pdf>
- No mechanism
- Other - specify

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

- Departmental/program meetings
- Employee handbook
- Employee orientation
- Web site - internet (must provide URL) The university's nondiscrimination policy is available at <http://www.niu.edu/aadr/policy.pdf>
- No mechanism
- Other - specify

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

- No Clinic
- Brochures
- Clinic materials
- Posted signage
- Web site - internet (must provide URL) http://www.niu.edu/ahcd/clinics/speech_lang/client_rights.shtml
- No mechanism
- Other - specify

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Standard 1.0 Administrative Structure and Governance - Master's Program

Standard 1.7 Accuracy of Public Information

Speech-Language Pathology

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

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

Every academic term

Annually

Every 2 years

Less frequently than 2 years

Other - specify as needed

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

Administration reviews for currency and accuracy

Program director reviews for currency and accuracy

Clinic director reviews for currency and accuracy

Graduate coordinator reviews for currency and accuracy

Faculty member(s) reviews for currency and accuracy

Administrative assistant reviews for currency and accuracy

Other - specify

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

Administrative assistant

Clinic director

Faculty members

Graduate coordinator

Program director

Other - specify

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

Catalogs - printed

Catalogs - online (must provide URL) <http://catalog.niu.edu/index.php>

Clinic Handbook - printed

Clinic Handbook - online (must provide URL) <http://webcourses.niu.edu> (BlackBoard)

Student Handbooks - printed

Student Handbooks - online (must provide URL)

Program web sites (must provide URL) <http://www.chhs.niu.edu/ahcd/graduate/audiology/>

Printed brochures (specify) clinic brochure, program brochure

Other printed resources (specify)

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Other online resources (must provide URL)

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

Application materials

Brochures

Catalog

Newsletters

✓ Web site (must provide URL) <http://www.chhs.niu.edu/ahcd/graduate/audiology/faqs.shtml>

Other - specify

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

Application materials

Brochures

Catalog

Newsletters

✓ Web site (must provide URL) <http://www.chhs.niu.edu/ahcd/graduate/audiology/faqs.shtml>

Other - specify

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

Application materials

Brochures

Catalog

Newsletters

✓ Web site (must provide URL) <http://www.chhs.niu.edu/ahcd/graduate/audiology/faqs.shtml>

Other - specify

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Standard 2.0 Faculty - Master's Program

Standard 2.1 Faculty Qualifications

Speech-Language Pathology

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

Answer the following question related to requirements for ASHA certification

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

ASHA cert and state licensure is verified on an annual basis and prior to each placement at a clinical site. All clinical hours are entered into a data base. The program director checks all recorded hours to ensure that a licensed and certified individual has signed off on them.

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

- Verify through ASHA
- Other - specify Copy of current certificate

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

- Administrative assistant
- Clinic director or coordinator
- Faculty member
- Program director
- Student
- Other - specify Coordinators of external practica

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

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

Answer the following question related to requirements for state requirements.

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

- Obtain copy of state credential
- Verify through state agency
- Other - specify

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

- Administrative assistant
- Clinic director or coordinator
- Faculty member
- Program director
- Student
- Other - specify Faculty coordinator of school practicum

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

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

Survey Response

Standard 2.0 Faculty - Master's Program

Standard 2.2 Faculty Sufficiency

Speech-Language Pathology

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

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

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

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

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

Describe the institution's expectations regarding faculty workloads.

The university does not have a formal statement on faculty workload. The College of Health and Human Sciences has recently developed a workload policy that requires faculty to carry 13.5 work units per semester.

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

The institutional policies are available at http://www.niu.edu/u_council/Constitution/blart5.html. Each college and each school or department must also have approved personnel policies that are consistent with the institutional policy.

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

- Yes
- No

Explain

Although the Speech-Language Pathology program currently lacks a coordinator, academic and clinical faculty have joined together to administer the program. In addition, the Clinic Director and Program Director provide oversight for the program.

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

Yes

No

Explain

All of the academic faculty members except one have earned Ph.D. degrees. The remaining faculty member will complete her degree within the current calendar year. Currently, all part-time instructors also possess Ph.D. degrees. Occasionally, Master's level clinical faculty have taught courses in a specific area of expertise when a doctorally qualified faculty member has not been available.

There are a sufficient number of clinical faculty members to provide a number of clinical hours which is often far in excess of requirements for certification. Further, this cadre of clinical faculty have diverse interests and specialization which enables the program to provide a range of clinical experiences that meet or exceed the knowledge and skill competencies required for clinical certification.

The program received funding for an additional tenure-track position through a university-wide effort to increase the number of upper-division undergraduate credits. The new position was to be filled with a Visiting Assistant Professor during the 2008-09 academic year. While this initiative clearly focused on undergraduate education, the individual who was hired, Dr. Judy Johnson, did teach one graduate course. This position is now being advertised as a tenure-track Assistant Professor position in Speech-Language Pathology.

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

Yes

No

Explain

All students who have graduated from the program have earned more than the required number of clinical hours and have met all of the knowledge and skills requirements necessary for certification. Annual assessment data indicate that the program is meeting the stated learning outcomes.

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

Yes

No

Explain

All Speech-Language Pathology graduate students are assigned an individual academic advisor. Group advising is also provided when appropriate.

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

Yes

No

Explain

Faculty members serve on committees at the program level (Graduate Admissions Committee), school level (Curriculum Committee, Personnel Committee, Assessment Committee, Public Relations Committee, Awards Committee), college (College Curriculum Committee) and University (University Assessment Panel, Undergraduate Coordinating Council) levels.

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

- Yes
- No

Explain

Faculty receive one course release/semester for research as long as they remain research active. New faculty hired in the past three years have received an additional course release as part of their start-up packages in order to establish their laboratories. A brown-bag research lunch facilitates sharing of research ideas and strategies. Please see standard 2.1 for a record of the individual research products of Speech-Language Pathology faculty members generated during the reporting period.

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

- Yes
- No

Explain

Approximately 96% of students completed or are scheduled to complete the degree in five academic terms, including one summer term. Exceptions have occurred for reasons of personal illness or, in one case, the need to refine clinical skills.

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

- Yes
- No

Explain

All faculty are expected to meet the workload requirements established by the College of Health and Human Sciences. Currently, faculty members teach two courses/semester.

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

- Yes
- No

Explain

Until the end of the 2008-09 academic year, both clinical and academic faculty were given a stipend of \$500 each to attend one or more professional development activities. This practice could not be continued into the current academic year because of inadequate funding and a university-wide policy discourage all but essential travel in order to deal with the current state budget crisis. Every effort will be made to reinstate financial support for professional development as soon as possible.

Faculty can request leave to attend professional development activities. One hundred percent of requests received during the reporting period were approved. Limited funding is still available to support faculty who are making presentations at professional meetings.

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

- Yes
- No

Explain

Faculty maintain regular office hours and have a presence in our clinical facility as well as our academic building. Most are also available by e-mail. No complaints have been received regarding faculty accessibility.

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

- Yes
- No

Explain

Currently, two faculty members in Speech-Language Pathology have tenure; one received tenure within the past year. Four additional faculty members are on tenure track and are making good progress toward tenure. All of this group have been hired within the past three years.

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

- Yes
- No

Explain

Speech-Language Pathology faculty members serve on school committees, attend both school and college faculty meetings, engage in professional service as journal reviewers and committee members, and attend university events (such as admission open houses).

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

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

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

Yes

No

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

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

Yes

No

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

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

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

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

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

Standard 2.0 Faculty - Master's Program

Standard 2.2 Faculty Sufficiency

Speech-Language Pathology

Master of Arts (MA)

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

Full Time : 27

Part Time : 0

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Standard 2.0 Faculty - Master's Program

Standard 2.3 Continuing Competence

Speech-Language Pathology

Standard 2.3 Faculty members maintain continuing competence.

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

Institutional faculty development or instructional grants

Institutional research grants

Professional development opportunities on campus

Release time for professional development

Support for professional travel

None

Other - specify

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Standard 3.0 Curriculum - Master's Program

Standard 3.1 Overall Curriculum Sufficiency

Speech-Language Pathology

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

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

<http://catalog.niu.edu/content.php?catoid=13&navoid=365>; see also

<http://www.chhs.niu.edu/ahcd/graduate/speech/requirements.shtml>

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

The goal of the curriculum in speech-language pathology is to provide students with broad educational and clinical experiences so they are prepared to contribute in a variety of work settings and are prepared to critically evaluate service provision in speech-language pathology. Students receive coursework and clinical assignments encompassing a range of communicative disorder types and etiologies across the lifespan in family, medical and school contexts. Coursework and clinical experiences also include activities for critically evaluating and justifying treatment and assessment choices to foster evidence based practice in speech-language pathology.

This is consistent with the central mission of the Speech-Language-Hearing Clinic which is the transmission, expansion, and application of knowledge through teaching, research, and public service.

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

- ✓ Add term(s) to the student's graduate program
- ✓ Completion of prerequisite requirements prior to admission
 - Program does not admit students with degrees from other disciplines
 - Proficiency exam
- ✓ Take an overload of course work
 - Other - specify

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

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

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

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

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

Each student's clinical experiences are tracked in a data base that is updated on a regular basis. The clinic director and clinic faculty meet at regularly scheduled intervals to review and evaluate each student's progress toward achieving minimum clinical experiences. Student experiences are reviewed prior to clinical assignments to ensure the needs of each student with respect to competencies are met.

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

Academic education:

Students enroll in academic course work that requires them to become good consumers of research and understand how to apply that research to clinical populations. There is overlap between classes in terms of the developmental time frame as well as types of communicative impairments covered guaranteeing that students have a well-balanced view of normal development and the many types of communication impairments that disrupt normal communication. Students demonstrate knowledge of typical and impaired communication systems through tests and clinical projects.

Clinical education:

Students participate in speech-language-swallowing and hearing screenings and are guided by clinical faculty in identifying normal and impaired development in these areas.

This same process is repeated during speech-language-swallowing assessments.

Case studies and EBP tutorials are presented in COMD 687.

Students are assigned clients across the life span in the clinic and off campus placements. Instruction is provided by clinic faculty and supervisors. Students participate in the following:

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- Assessment and treatment of children and adults for language, speech, voice, stuttering swallowing, feeding, or aphasia
- Early Intervention Assessment Team
- Family based treatment services during evening hours
- Parent-Infant-Toddler Groups
- Social skills groups for children with autistic spectrum disorder (late afternoon-early evening)
- Parent and sibling support groups (autistic spectrum disorder and hearing impairment)
- Stroke support group
- Language-Literacy assessment and intervention
- Swallowing, feeding and speech-language assessment and treatment for Kishwaukee Community Hospital, the Unlimited Performance Out Patient Center, Oakcrest Retirement Center and Rockford Memorial Hospital
- Classroom-based treatment
- Speech-language services to area schools
- Speech-language and hearing screenings as a service to area and regional schools, hospitals, and community service groups

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

- ✓ Clinical experiences (e.g. hearing screening, speech screening, audiologic (re)habilitation, co-supervision, multidisciplinary teams)
 - Co-teaching of course work
- ✓ Course offerings (e.g. introductory courses in audiology and speech pathology, graduate courses)
 - Interdisciplinary research
 - Other - specify

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

(1) COMD 687 (Clinical Methods in Speech-Language Pathology): As preparation for all on-campus and off campus assignments, topics related to appropriate professional interpersonal behaviors, work ethic, active learning styles, and developing the student- preceptor relationship are discussed. Explicit procedures for acquiring state teacher certification and temporary licensure are shared. Students share case examples of evidence-based practice. In addition, relevant topics are presented by practicing professionals engaged in particular clinical or research oriented activities that illustrate concepts presented in academic coursework.

(2) COMD 676 (Organization and Planning of Speech, Language, and Hearing Services): The ASHA Code of Ethics is presented and the students engage in activities that require understanding and application of each principle. The requirements for obtaining the ASHA Certificate of Clinical Competence, Illinois licensure, and Illinois teacher certification are discussed and information on Special Interest Divisions within ASHA is presented. The history of the profession and current scope of practice is studied. Students are required to compile a portfolio of resources pertaining to current professional topics and trends. Each student investigates current research/information on a particular topic and presents the material to the class, including referenced resources and websites. A panel of practicing professionals is invited to discuss specific topics and provide insights regarding application of information studied in class (for example, Responsiveness to Intervention). Understanding of the material presented is evaluated via assignments, a presentation, and exams.

(3) COMD 775 (Seminar in SLP; Medical Speech Language Pathology): Students review issues associated with reimbursement in the medical arena of speech language pathology practice, including: documentation of services rendered, coding (diagnostic/ICD-9 and billing/CPT), Medicare regulations, and general issues affecting the current healthcare climate (e.g., the Medicare therapy cap). Students demonstrate knowledge of these concepts by completing an in-class case assignment and a take-home exam.

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

Faculty meet regularly with students to review the student's progress and the client's response to intervention. Students are taught how to write SOAP notes following every treatment session. Students write a treatment plan with supporting rationale and evidence for each client. Treatment summaries are generated along with a progress report at the close of each semester documenting progress and effectiveness of treatment.

A similar process is used for diagnostic or assessment sessions. Students provide faculty a plan which provides the rationale

Survey Response

and evidence for each formal or informal protocol that will be administered in the diagnostic session. During the diagnostic session, faculty provide continual feedback to the student regarding each aspect of the assessment. If needed faculty join the student in the assessment session and model administration of tests, interview strategies etc. Faculty guide students through an exit interview process following each diagnostic to determine if the family's concerns were adequately addressed. Students submit a report of the diagnostic session complete with recommendations. Faculty work with students in editing and refining the reports.

Students review video recordings of sessions in order to track client behaviors and performance. In addition to oral feedback, written feedback forms are provided to students following diagnostic and treatment sessions. In addition, clinicians incorporate feedback from clients and family members regarding efficacy of treatment and assessment.

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

Students must split the hours when paired with another student implementing the same diagnostic/therapeutic procedure with the same client. Faculty are responsible for supervising and signing off on clinic hours.

Does the program offer clinical practicum for undergraduates?

- Yes
- No

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

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

How are credit hours offered at the institution?

- Quarter
- Semester
- Other - specify

Survey Response

Standard 3.0 Curriculum - Master's Program

Standard 3.1 Overall Curriculum Sufficiency

Speech-Language Pathology

Master of Arts (MA)

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

Requirements	Number of credits
Minimum required academic credits	3.00
Minimum elective academic credits	16.00
Minimum required practicum/clinical	0.00
Minimum elective practicum/clinical	17.00
Minimum required research (include dissertation, thesis and/or research project credits, if applicable)	0.00
Minimum elective research (include dissertation, thesis and/or research project credits, if applicable)	0.00
Other - specify	0.00
Total	36.00

Survey Response

Standard 3.0 Curriculum - Master's Program

Standard 3.2 Clinical Education

Speech-Language Pathology

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

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

Discussion about academic and clinical curriculum is an ongoing process. Both academic and clinical faculty discuss these issues at area meetings. These discussions are informed by experiences that academic and clinical faculty have throughout the year (attendance at annual meetings within the field, discussion with other academic and clinical professionals within the field, discussion about the performance of our students with external practicum supervisors, changes in ASHA preferred practice patterns, reflection upon their own clinical work, and routine evaluation of how our own program is functioning). Academic faculty are also encouraged to maintain a clinical caseload so they remain current within their area of practice. All clinical and academic faculty hold the necessary clinical practice licenses and/or certifications in their areas of practice and comply with the continuing education requirements of the respective regulatory agencies. Any academic curricular changes are approved at the school, college, and university levels.

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

A multicultural orientation is infused into most Speech-Language Pathology courses and clinical experiences. Clinical experiences are initially obtained in the Speech-Language-Hearing Clinic where a large and diverse population is served. During a twelve month period, the Clinic sees over 3500 individuals. Bilingual (Spanish-English) speech-language services are provided in the NIU Speech-Language-Hearing Clinic. The DeKalb area is very diverse because it is a university community with a fairly large number of international students and because it is located in a region of Illinois where a large number of immigrant and migrant workers are employed. As noted in the answer to the item immediately below, external placements are selected in such a way as to allow students to be exposed to highly diverse populations. Each student's clinical experiences are tracked via a data base that records the clinical setting, client/patient population and age of client/patient. This information is reviewed prior to clinical assignments to ensure that students are working with diverse clinical populations.

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

Students are assigned to clinical slots with a clinical or academic faculty member who supervises each student according to individual skill level and competence.

First semester graduate students in speech-language pathology are initially assigned 2-3 clients in the NIU Speech-Language-Hearing Clinic. First semester students are also placed on diagnostic teams in the Clinic and participate in on-line transcription, scoring of tests and discussion of assessment results. Midway through the semester they begin to participate directly in the diagnostic process. In addition, first semester students are paired with NIU faculty for guided observations of swallowing and speech-language evaluations at Kishwaukee Community Hospital.

Second semester graduate students are assigned to a diagnostic team in the Clinic and actively participate in all phases of assessment. All students on diagnostic teams are required to be present for each evaluation. Students are assigned up to 5 clients in the NIU-Speech-Language-hearing Clinic. Second semester students are also assigned 3-4 "on-call" dates for swallowing and speech-language evaluations with NIU faculty at Kishwaukee Community Hospital. Students may also work with NIU faculty at area schools and Unlimited Performance, the outpatient rehabilitation branch of Kishwaukee Community Hospital.

Third semester students rotate to a new diagnostic team. They are assigned up to 5 clients and continue the on-call rotation at Kishwaukee Community Hospital. A part of their practica may be at Unlimited Performance. During this semester they also participate in social skills groups for children with Autistic Spectrum Disorder in off-campus locations with external supervisors.

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Fourth semester students rotate to a new diagnostic team and continue an on-call rotation at Kishwaukee Community Hospital. They are assigned to a "mini-external" practicum for 1-2 days at area schools or medical facilities or Unlimited Performance. These experiences are supervised by clinical faculty members and by ASHA-certified supervisors at the practicum site. They may be assigned up to 4 clients in the NIU clinic.

During the fifth semester students participate in a 10 week practicum in a school based setting and another 10 week practicum in a medical or rehabilitation setting.

Sites are chosen in such a manner as to expose each student to as many diverse populations as possible. These experiences are supervised by clinical faculty members and by ASHA-certified supervisors at the practicum site. All external placements are coordinated by one of the clinical faculty members.

Survey Response

Standard 3.0 Curriculum - Master's Program

Standard 3.3 Scientific and Research Foundation

Speech-Language Pathology

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

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

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

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

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

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

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

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

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

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

- Yes
- No

Explain

The research opportunities offered by the program are consistent with the mission and goals of the program. Students have the option of participating in research with clinical and/or academic faculty at the NIU Speech-Language-Hearing Clinic, at laboratories on campus and at some off campus locations. Students have the opportunity to complete theses, present at professional conferences and to assist with ongoing faculty projects.

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

- Yes
- No

Explain

The research opportunities offered by the program are consistent with the institutions' expectation for the program. Students have the option of participating in research with clinical and/or academic faculty at the NIU Speech-Language-Hearing Clinic, at laboratories on campus and at some off campus locations. Students have the opportunity to complete theses, present at professional conferences and to assist with ongoing faculty projects.

Survey Response

Standard 3.0 Curriculum - Master's Program

Standard 3.4 Sequence of Learning Experiences

Speech-Language Pathology

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

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

Each cohort of students typically enroll in the same courses every semester. We encourage students who have not had basic science coursework or introductory audiology coursework to begin taking academic courses in the summer prior to their first fall in order to remain on a 2 year graduation schedule.

First fall semester – 13 credit hours

COMD 603 - Communication Disorders in Early Childhood

COMD 671 - Advanced Clinical Phonology

COMD 684 - Speech and Swallowing Disorders in Head and Neck Cancer Patients

COMD 687 - Speech-Language Practicum: Speech and Hearing Clinic

UHHS 560 - Introduction to Research in Health and Human Sciences

First spring semester – 10 credit hours

COMD 607 - Language Disorders in School-age Populations

COMD 644 - Stuttering Management and Remediation

COMD 674 - Cognitive-Linguistic Disorders of Neurologically Impaired Adults

COMD 687 - Speech-Language Practicum: Speech and Hearing Clinic

First summer – 6 credit hours

COMD 687 - Speech-Language Practicum: Speech and Hearing Clinic

COMD 670 - Voice Disorders: Research and Therapy

COMD 775 - Seminar: Speech-Language Pathology

Second fall semester – 13 credit hours

COMD 688 - Cognitive-Communication Disorders Associated with Traumatic Brain Injury

COMD 604 - Child Language Disorders: Special Populations

COMD 676 - Organization and Planning of Speech, Language, and Hearing Services

COMD 687 - Speech-Language Practicum: Speech and Hearing Clinic

Second spring semester – 12 credit hours

COMD 691 - Advanced Practicum: Educational Speech-Language Pathology

COMD 692 - Advanced Practicum: Medical Speech-Language Pathology

First semester graduate students in speech-language pathology are initially assigned 2-3 clients in the NIU Speech-Language-Hearing Clinic. First semester students are also placed on diagnostic teams in the Clinic and participate in on-line transcription, scoring of tests and discussion of assessment results. Midway through the semester they begin to participate directly in the diagnostic process. In addition, first semester students are paired with NIU faculty for guided observations of swallowing and speech-language evaluations at Kishwaukee Community Hospital.

Second semester graduate students are assigned to a diagnostic team in the Clinic and actively participate in all phases of assessment. All students on diagnostic teams are required to be present for each evaluation. Students are assigned up to 5 clients in the NIU-Speech-Language-hearing Clinic. Second semester students are also assigned 3-4 "on-call" dates for swallowing and speech-language evaluations with NIU faculty at Kishwaukee Community Hospital. Students may also work with NIU faculty at area schools and Unlimited Performance, the outpatient rehabilitation branch of Kishwaukee Community Hospital.

Third semester students rotate to a new diagnostic team. They are assigned up to 5 clients and continue the on-call rotation at Kishwaukee Community Hospital. A part of their practica may be at Unlimited Performance. During this semester they also

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participate in social skills groups for children with Autistic Spectrum Disorder in off-campus locations with external supervisors. Fourth semester students rotate to a new diagnostic team and continue an on-call rotation at Kishwaukee Community Hospital. They are assigned to a "mini-external" practicum for 1-2 days at area schools or medical facilities or Unlimited Performance. They may be assigned up to 4 clients in the NIU clinic.

During the fifth semester students participate in a 10 week practicum in a school based setting and another 10 week practicum in a medical or rehabilitation setting.

Included in the diagnostic rotations in the NIU Speech-Language-Hearing Clinic are Bilingual and Multicultural Assessment; Fluency Assessment; Early Intervention Team; Language-Literacy-Listening Team; Child-Language/Phonology Assessment; Voice Assessment and Adult Cognitive Assessment.

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

- Additional time spent with supervisor
 - Concentrated/accelerated course work
 - Does not occur in this program
 - Extra clinical labs
- Extra readings
- Observations prior to hands-on experience (live or video)
- One-to-one tutorial
- Other - specify Peer mentors; supervisor models therapy strategies and approaches and is actively involved in the sessions.

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

In this situation students are provided individual instruction by the supervising faculty member. Maximum supervision is provided. The mid-term evaluation of student performance in clinic is a formative assessment and is used to document the student's progress with the clinical experience. The final evaluation of the student's performance with the client/experience is used as a summative assessment and documents the outcome.

Survey Response

Standard 3.0 Curriculum - Master's Program

Standard 3.5 Supervision

Speech-Language Pathology

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

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

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

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

- Establish and monitor reasonable supervision schedules to ensure supervisor availability during diagnostic and treatment sessions
- Evaluate student clinical performance at mid-term
- Evaluate student clinical performance at end of term
- Maintain records of the amount of time of observations, meetings and conferences
- Use student feedback
- Use supervisor feedback
- Other - specify

Survey Response

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

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

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

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

Survey Response

Standard 3.0 Curriculum - Master's Program

Standard 3.6 External Placements

Speech-Language Pathology

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

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

- Administrative assistant
- Clinic director
- Faculty
- Higher administration (e.g. dean, provost)
- Legal (contracts) office
- Program director
- Student
- Other - specify

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

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

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

- Yes
- No

If No, explain

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

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

Survey Response

Standard 3.0 Curriculum - Master's Program

Standard 3.7 Clinical Settings

Speech-Language Pathology

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

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

Each student's clinical experiences are tracked via a data base that records the clinical setting, client/patient population and age of client/patient. This information is reviewed prior to clinical assignments.

Survey Response

Standard 4.0 Students - Master's Program

Standard 4.1 Admission Criteria

Speech-Language Pathology

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

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

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

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

	University/College criterion	Program criterion
Minimum GPA at the time of admission to the graduate program	3.00	0.00
Other GPA in a major area of study	0.00	0.00

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

- Yes
- No

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

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

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

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

- Minimum GRE
- Minimum GPA
- Letters of recommendation
- Personal interview
- Undergraduate major in CSD
- Writing sample/essay
- Other - specify GRE scores (no minimum required); A typewritten statement describing the applicant's qualifications, goals, and career aspirations as they relate to the Communicative Disorders program at NIU.

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

- Yes
- No

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

Survey Response

Standard 4.0 Students - Master's Program

Standard 4.2 Student Adaptations

Speech-Language Pathology

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

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

Students who have special needs are encouraged to make an appointment with our institution's Center for Access-Ability Resources (CAAR) office. Students' needs are evaluated by CAAR and professors will make modifications within their courses based on CAAR's recommendations. Information regarding the policies and procedures are included on our program's website (<http://www.chhs.niu.edu/ahcd/graduate/audiology/resources.shtml>) and listed in each professor's syllabus.

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

Because of the clinical nature of the program, cultural and individual diversity is discussed in the context of academic coursework and clinical practicum. Academically, individual and cultural differences are discussed as related to the specific course content being taught. For example, students in COMD 671: Phonology, meet the following learning outcomes:

Students will describe phonetic patterns of a language or dialect other than their own.

Students will summarize an individual's (from a culture different than the student) response to the question 'What would you like speech-language pathologists know about the culture in order to improve quality of service?'

Additionally, students are required to complete a graduate level counseling skills and strategy course in which they actively critique their counseling skills in various, real-world situations. Our students also receive hands-on experience counseling individuals from various cultural backgrounds in our Speech-Language-Hearing Clinic. A bilingual clinical faculty member works specifically with the students regarding such issues as working with an interpreter and understanding cultural issues.

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

All students who apply to the program, and those who are subsequently admitted into the program, are all treated equally. The admissions committee reviews both domestic and international applications. International students also work with NIU's international admissions office throughout the application and admissions process. Students whose native language is not English are all required to take the TOEFL exam. Those students who require additional instruction in English have an English course incorporated into their curriculum.

Survey Response

Standard 4.0 Students - Master's Program

Standard 4.3 Student Information

Speech-Language Pathology

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

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

- Academic advising
- Course work
- Handouts
 - Posting on bulletin board
- Student orientation meetings
- Student handbooks
- Web site (provide URL) clinic site on BlackBoard <http://webcourses.niu.edu>
- Other - specify

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

- Academic advising
- Course work
 - Handouts
 - Posting on bulletin board
- Student orientation meetings
- Student handbooks
- Web site (provide URL) http://catalog.niu.edu/preview_program.php?catoid=13&poid=2128&returnto=365
- Other - specify

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

- Academic advising
- Course work
 - Handouts
 - Posting on bulletin board
- Student orientation meetings
- Student handbooks
- Web site (provide URL)
- Other - specify

Survey Response

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

Academic advising

Course work

Handouts

Posting on bulletin board

Student orientation meetings

Student handbooks

Web site (provide URL) <http://www.chhs.niu.edu/ahcd/graduate/audiology/faqs.shtml>

Other - specify

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

Any student who has specific concerns regarding their course of study should first attempt to resolve the situation with the academic or clinical faculty member most directly involved with the issue/s. If further support or clarification is required the student's academic and/or clinic advisor should be involved. When the severity of the situation warrants, the Program Director, Clinic Director, School Chair, and Dean may become involved. The student may be asked to put the complaint in writing with a specific description of the concern/s. The document must be signed by the individual issuing the complaint. Students may also forward their complaints to the American Speech-Language-Hearing Association. Complaints about the NIU graduate program in Communicative Disorders may be submitted by any student, instructor, staff member, speech-language pathologist, audiologist, and/or member of the public. Complaints must be signed and submitted in writing to the: Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology, American Speech-Language-Hearing Association, 2200 Research Boulevard #310, Rockville, Maryland 20850.

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

All student complaints are forwarded to the program director who reviews the complaints and determines if they reflect a problem with compliance with ASHA standards. If so, the matter is addressed immediately by the Program Director.

Is the record of student complaints retained?

Yes

No

If No, explain

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

When students bring a complaint to the program director/chair, the complaint and resultant conversation is held in confidence. Notes made during the meeting and any written documentation is kept in a locked file in the Program Director's office. When possible, attempts are made to resolve the situation while protecting students' anonymity. Information concerning complaints is not placed in the students' permanent files.

Survey Response

Standard 4.0 Students - Master's Program

Standard 4.4 Student Advising

Speech-Language Pathology

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

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

All graduate students are assigned an academic and clinical advisor who communicate with each student at least one time per semester with each student to discuss academic and clinical progress. In addition the academic and clinical faculty members meet to discuss their shared advisees. Students receive group academic and clinical advising during their initial orientation week and throughout the semester during their one hour clinical course COMD 687 - Speech-Language Practicum: Speech and Hearing. Adjunct faculty are encouraged to provide their email addresses and office telephone numbers so that students can contact these faculty members with questions and concerns. Students are made aware of various student support services (e.g. NIU writing center, Counseling Center) by individual faculty, their advisors and during group meetings.

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

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

How often do students receive academic advisement?

- Once per academic year
- Once per term
- More than once per term
- Other - specify Students are expected to see their advisors at least once per semester but the advisors are available for additional meetings as needed.

Is advisement of clinical performance provided separate from academic advisement?

- Yes
- No

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

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

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How often do students receive clinical advisement?

Once per academic year

Once per term

More than once per term

Other - specify

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

Academic advising

Handouts

Posting on bulletin board

Student handbooks

Student orientation meetings

Web site (provide URL)

Other - specify

Survey Response

Standard 5.0 Assessment - Master's Program

Standard 5.1 Program Assessment of Students

Speech-Language Pathology

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

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

Graduate Learning Outcome 1

- Description : Program graduates will demonstrate specific knowledge and skills needed to meet academic and clinical requirements for professional certification in the appropriate areas: American Speech-Language-Hearing Association's Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP), Illinois State Board of Education Type 73 certificate and state licensure. Target: 98% of graduates in Speech-Language Pathology will pass the Praxis examination.
- How related to the mission of the program : The mission of the school is to contribute to the health and well-being of the public. The public good is enhanced when needed services are provided by knowledgeable and skilled Speech-Language Pathologists with appropriate credentials, including certification.

Graduate Learning Outcome 2

- Description : Program graduates will be able to offer professional, effective, and competent services upon graduation.
- How related to the mission of the program : Again, well-prepared professionals are the cornerstone of providing effective and competent services to the public.

Graduate Learning Outcome 3

- Description : Graduates will demonstrate the ability to work with diverse populations.
- How related to the mission of the program : The promotion of optimal health and the prevention, early detection and treatment of disease requires the ability to work with diverse populations.

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

When initially developing our method for verifying student's minimal competencies for the Knowledge and Skills Assessment (KASA), faculty discussed what students must know and be able to do to graduate from our program and be competent speech-language pathologists. We developed measurable objectives for each standard that reflect the values of the department. These objectives are modified regularly to reflect changes in the training program as well as to ensure experiences are available making all competencies attainable.

In order to monitor student achievement we match objectives to specific course work and clinical opportunities. When the objectives are part of a course, they are listed on the syllabus and a specific artifact is identified as a way for students to demonstrate the competency. If a student fails to achieve 80% or better on the specified assignment, the instructor of the course develops a remediation plan for the student. When the objectives are part of a clinical experience, the supervisor discusses the objective with the student and describes what must be completed in order to satisfy the requirement and a remediation plan is developed when necessary. Faculty document student achievement of the KASA competencies on a form kept in the student's file in the program office.

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

- Academic - Formative Assessment Example : First semester graduate students participate in "Day I Comps" during the first week of the semester. This examination covers basic principles of normal development that form a foundation for the graduate programs. Students who score below 70% are given examples of material to review and must then repeat the section that until they are able to achieve a passing score.
- Academic - Summative Assessment Example : Students participate in "Day II Comps" during their final semester in the program. This examination includes six case studies and requires the student to synthesize previous learning and apply it to clinical situations. Students who score below 75% on any of the questions is given one opportunity to rewrite that question to a satisfactory level. An exit interview occurs 10 weeks in to the semester after students have completed one extern experience.
- Clinical - Formative Assessment Example : Students meet regularly with faculty who supervise their clinical experiences. Feedback is provided following sessions highlighting student strengths and challenges. Students are provided with specific suggestions or strategies to facilitate their growth as a clinician.
- Students are evaluated formally at mid term using the following format and grading scale. This is completed for every student clinical experience. Students meet with the faculty who supervise them to receive specific feedback on each clinical assignment. In this sense, the midterm evaluation serves as a formative assessment.
- Clinical - Summative Assessment Example : The attached scale and grading format is used as summative assessment of students' clinical progress. This is completed for every clinical experience. Students meet with the faculty who supervise them to receive specific feedback on each clinical assignment. This end-of-the term conference serves as a summative assessment.
- Taken as a whole over the course of the student's programs, the completion of the grade forms creates a summative assessment of the student's progress. Clinical grade forms are reviewed from semester to semester to note the student's progress. A review of all grade forms is done prior to placing students on externals during the last semester in the program; satisfactory ratings on this instrument are a prerequisite for enrolling in the external practica.
- Completion of rating forms by external supervisors during the final semester also constitutes a formative and summative assessment of the students' clinical skills.

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

✓ Yes

No

If No, explain

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

The program uses several means to provide and document regular feedback to students regarding their progress toward meeting

Survey Response

the knowledge and skill components of the academic and clinical program. They include the following:

1. Course syllabi contain information about how specific coursework is used to document progress toward meeting knowledge and skill components of the program.
2. Students receive written feedback on their academic work and students and/or faculty may request face-to-face meetings to discuss progress and/or performance. If students are not making adequate progress, a remediation plan will be established. See section 5.1.6 and 5.1.7 for details on the program's remediation plan.
3. Grades for coursework are accessible to students on course blackboard sites.
4. A folder is maintained in the program office for each student that contains detailed information about which knowledge and skill components students have achieved. These folders are updated based on students' performance in coursework and clinic. Students are assigned an academic faculty advisor who reviews student folders to ensure that they are making adequate progress toward achieving the expected knowledge and skill components and provides feedback to students.
5. Students are provided written and verbal feedback regarding their performance in assessment and intervention sessions.
6. Students meet face to face with clinic supervisors to discuss their progress and/or performance in clinic assignments.
7. Students receive midterm and final grades for their performance in clinic and meet with faculty to review the grades.
8. If students are not making adequate progress in a clinical assignment, a remediation plan is established. See Section 5.16 and 5.17 for details on the program's remediation plan.
9. Clinic faculty, including the school and medical practica coordinators, monitor student progress at all off-site experiences. Clinic faculty initially meet with students at least one year in advance to discuss continuum of school and medically based options for part-time and full-time external placements. Additional meetings are conducted to address professional behavior and to review expectations and requirements. Individual meetings are conducted to share specific information related to sites once placement decisions are made. The school or medical coordinator communicates with students and off-site supervisors to document progress via site visits or teleconferences, telephone and e-mail on a regular basis. Students receive midterm and final grades for their performance at off-site locations and the coordinator reviews their progress and performance. Remediation plans are developed and implemented by the coordinator and off-site supervisor if adequate progress is not being made. (See section 5.16 and 5.17 for details on the program's remediation plan.) Students and off-site supervisors complete inventories following each practicum to provide written feedback and suggestions to the area. In addition, students complete a supervisor evaluation form to document perceptions of the experience.

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

The program's remediation plan is posted on the Clinic Resources Blackboard and is explained to students during orientation. Faculty meet to discuss students who need support as soon as they are identified. The following plan is then implemented.
Department of Communicative Disorders, Speech-Language Pathology
KASA Support Plan

Student: _____ Date: _____
Course/Practica: _____ Faculty: _____

1. Identify (and agree to) knowledge competencies not being met during the course/practica:

Knowledge Standard: _____

Knowledge Standard: _____

2. Plan of Action: _____

- Example suggestions for remediation of knowledge standard/s include the following:
 - Sit in on classes that pertain to topic areas of deficit
 - Observe a client who has goals targeting topic area of deficit

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- Write a paper on topic area specified in need of remediation
- Read articles or books pertinent to topic area of deficit
- Watch videos or instructional tapes addressing topic area of deficit
- Complete an external observation or shadowing experience to address deficit area

3. Action Steps Achieved: _____

Date: _____

If Not Achieved: _____

- _____ Complete Additional Coursework
- _____ Extend time at site
- _____ Practicum at another site
- _____ Terminate practicum
- _____ Other

Comments: _____

Student Signature Faculty Signature

2. Identify (and agree to) skill outcomes not yet achieved during the course/practica:

Assessment: _____

Intervention: _____

Interaction/Personal Qualities: _____

2. Plan of Action: _____

- Example suggestions for remediation of needed skill outcomes include the following
Projecting a confident, professional image; able to focus on needs of client. understand communication profile of client and needs of client.

- (file review, discussion with supervisor, research)
- video tape therapy sessions and review these with supervisor.
- (1) Establish baseline of specific service delivery behaviors.
- (2) Identify positive behaviors and those needing improvement.
- (3) Select which behaviors to target for this semester. Describe behaviors and specific steps to be taken to enact change.
- (4) Check progress on weekly basis with supervisor

Survey Response

observe more experienced clinicians in the clinic with supervisor direction

3. Action Steps Achieved: _____

Date: _____

If Not Achieved: _____

_____ Complete Additional Coursework

_____ Extend time at site

_____ Practicum at another site

_____ Terminate practicum

_____ Other

Comments: _____

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

Once a remediation plan is in place, specific time lines are established and the academic and clinical advisors of the student monitor progress and ensure that the plan is completed.

Survey Response

Standard 5.0 Assessment - Master's Program

Standard 5.2 Student Progress Documentation

Speech-Language Pathology

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

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

Yes

No

If No, explain

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

A folder is maintained in the program office for each student that contains information about students' programs. These folders are to be updated based on students' performance in coursework and clinic to ensure that they are making adequate progress toward degree completion and that folders are accurate and current. These folders are intended to help academic advisors, the area coordinator and/or the ASHA program director document student progress.

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

Administrative/support staff

Academic advisor

Clinical advisor

Program director

Student

Other - specify

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

At least once every semester/quarter

At least annually

Immediately prior to graduation

Throughout the semester/quarter

No set schedule

Other - specify

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

Yes

No

If No, explain

Survey Response

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

Students in the graduate program in speech-language pathology all follow the same course sequence. In situations where students can not follow the predetermined course sequence, their academic advisor is responsible for making sure that they meet degree requirements by completing an alternate plan of study approved by the faculty.

A folder is maintained in the program office for each student that contains information about students' programs. These folders are to be updated based on students' performance in coursework and clinic to ensure that they are making adequate progress toward degree completion and that folders are accurate and current. These folders are intended to help academic advisors, the area coordinator and/or the ASHA program director document student progress.

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

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

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

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

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

- Yes
- No

If No, explain

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

Prior to beginning the graduate program, students indicate which undergraduate courses fulfill basic science and communication disorders requirements. The student's report is verified by a transcript review and the student is alerted if undergraduate coursework needs to be completed. Each student has an academic folder and an ASHA Knowledge and Skills Assessment (KASA) folder in the program office. Faculty sign off on the KASA requirements as students fulfill competencies. Each student also has a clinic folder that is maintained and updated at least once a semester at the Speech-Language-Hearing Clinic. At the end of a student's program, their clinic folder is transferred for storage in the program office. The ASHA program director reviews these files to verify students' fulfillment of ASHA CCC requirements.

Survey Response

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

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

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

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

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

- Yes
- No

If No, explain

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

The State of Illinois license for Speech-Language Pathologists requires that the individual graduates from an ASHA certified program and passes the PRAXIS examination. Therefore no additional record keeping above and beyond that of maintaining student records for ASHA certification is necessary.

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

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

Survey Response

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

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

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

- Yes
- No

If No, explain

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

The State of Illinois Board of Education requirements for a Speech-Language Pathology non-teaching certification (Type 73) mandate that the individual graduates from a NCATE certified program and passes the Basic Skills and the Speech-Language Pathology Non-Teaching examinations. Additionally, supervised field experience is required. While the type 73 certification does not require additional coursework beyond that required of the program to meet ASHA requirements, the department requires all students to take and pass COMD 676 (Organization and Planning). Professionals who hold a Type 73 certification must also have state licensure (see 5.2.14).

NIU is a NCATE approved institution. The speech-language pathology program is considered an advanced degree program for certification. A member of the faculty serves as a representative to Committee on Advanced Professional Certification in Education (CAPCE) to ensure that the program meets all requirements. A yearly report is generated and submitted to the Provost's office. Performance of students on the two examinations is reported in this document.

NIU speech pathology students all complete a full time, ten week school practicum during their final semester of the program (COMD 691). The faculty member who coordinates the school external placements works with the student to identify potential sites of interest. The coordinator arranges for the placement, supplies support and technical assistance to the supervising clinician, and monitors the student performance throughout the ten week period. Once the practicum is successfully completed and the grade posted, NIU office of Registration and Records enters the student's name into the state database allowing the student to complete the certification process online.

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

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

Survey Response

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

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

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

A statement on confidentiality of student records is available at <http://www.reg.niu.edu/regrec/confidentiality/index.shtml>

Information on obtaining transcripts is available at <http://www.niu.edu/regrec/transcripts/requesttranscripts.shtml>.

A statement on integrity and confidentiality of student records is available at <http://www.niu.edu/regrec/confidentiality/ferpaoverview.pdf>.

Survey Response

Standard 5.0 Assessment - Master's Program

Standard 5.3 Program Effectiveness

Speech-Language Pathology

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

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

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

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

Type of <u>Graduate</u> Assessment	More often than Annually	Annually	Every 2 years	Every 3 years	Every 4 years	Greater than every 4 years	No Assessment
Alumni/graduate surveys							✓
Exit interviews			✓				
Other - specify	Alumni surveys are conducted at 1, 5, and 7 years following graduation.						
If Other, select						✓	

Survey Response

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

Type of <u>Program</u> Assessment	More often than Annually	Annually	Every 2 years	Every 3 years	Every 4 years	Greater than every 4 years	No Assessment
Advisory committee review							✓
Curriculum review committee		✓					
Employer surveys							✓
Supervisor/preceptor evaluations	✓						
Program Annual Reports		✓					
Program staff/faculty meetings and retreats	✓						
University reviews						✓	
Other - specify							
If Other, select							

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

Example #1 : A mini-practicum was added based on feedback from current students during their interview that they needed additional preparation before beginning their final external placements.

Example #2 : The adult neurological curriculum was restructured, including increasing a course in Traumatic Brain Injury from 2-3 credit hours, based on feedback from students during the exit interview and feedback from the site supervisors of external placements.

Survey Response

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

Academic Year	Employment Rate in Profession	
	Number of graduates (#)	Percent of graduates (%)
2008/2009	21	100
2007/2008	23	100
2006/2007	28	100
3 year average		100

Is the three-year employment average below 80%?

Yes

No

If Yes, explain

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

Method for reporting praxis examination pass rate data:			
	<input checked="" type="checkbox"/> ETS Data	<input type="checkbox"/> Institutional Data	
Period	Number of students taking the exam	Number of students passed	Pass rate
2008/2009	22	21	0.95
2007/2008	25	25	1.00
2006/2007	18	18	1.00
3 year average			0.98

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

With a CSD undergraduate major : 5- semesters/quarters

Without a CSD undergraduate major :

Survey Response

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

Period	Number completed program within expected time frame	Number completed later than expected time frame	Number not completing	Percentage completing
2008/2009	21	0	0	100
2007/2008	23	0	3	88
2006/2007	28	0	2	93
3 year average	24	0	1	93

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

Yes

No

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

Survey Response

Standard 5.0 Assessment - Master's Program

Standard 5.4 Evaluation of Faculty Members

Speech-Language Pathology

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

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

Procedures for merit evaluation are specified in Article 6 of the NIU Constitution, available at http://www.niu.edu/u_council/Constitution/blart5.html

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

The personnel policy of the School of Allied Health and Communicative Disorders was formally approved by the College Council. That approval was based on an assessment of the document to determine that it complied with the personnel policy of the College of Health and Human Sciences. The college policy must confirm with the university by-laws and is reviewed for that purpose by the University Council Personnel Committee.

The College Council provides ongoing oversight of the school's personnel policies and practices as does the Dean of the college.

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

- Course evaluations
- Supervisor evaluations
- Exit interviews
- Informal feedback provided in classes
- Informal feedback provided in clinical experiences
- Other - specify

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

- | | |
|---|----------------------------|
| <input checked="" type="checkbox"/> Review by personnel committee | Annually |
| <input checked="" type="checkbox"/> Review by department chair | Annually |
| <input checked="" type="checkbox"/> Review of professional development activities | Annually |
| <input checked="" type="checkbox"/> Review of manuscripts and research proposals | Annually |
| <input checked="" type="checkbox"/> Review of publications | Annually |
| <input checked="" type="checkbox"/> Peer evaluations | Annually |
| <input checked="" type="checkbox"/> Student evaluations | Every academic term |
| <input checked="" type="checkbox"/> Teaching evaluations | Every academic term |
| <input checked="" type="checkbox"/> Promotion and tenure review | Greater than every 2 years |
| Post-tenure review | |
| <input checked="" type="checkbox"/> Maintenance of ASHA certification | Annually |
| <input checked="" type="checkbox"/> Maintenance of state credentials | Annually |
| Other - specify | |

Survey Response

No mechanism used

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

As a result of the annual merit process, faculty receive scores in teaching, research and service as well as a letter from the chair with detailed information regarding the evaluation. Faculty members are encouraged to meet with the chair to discuss their evaluations following receipt of these documents.

Faculty members who are in tenure-track positions receive annual progress toward tenure letters in which their progress toward each criterion for tenure is assessed. A particularly comprehensive letter is issued following the third year of employment.

Written notification of tenure and promotion decisions is provided by the chair, dean and provost.

Survey Response

Standard 6.0 Program Resources - Master's Program

Standard 6.1 Institutional Financial Support

Speech-Language Pathology

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

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

Source of support	Amount in \$
Institutional Support	
Faculty and staff salaries	712,996
Supplies and expenses (all non-capital and non-salary expenditures)	15,182
Capital equipment	0
(Institutional Support) Sub-Total	728,178
Grants and contracts	0
Other sources	
Faculty and staff salaries paid from clinic income	282,117
Supplies and expenses paid from clinic income	56,500
Equipment paid from clinic income	2,500
GA support from clinic income	7,620
Total Amount	1,076,915

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

- Yes
- No

Explain

Although financial support for the program is adequate, additional income must be generated through the provision of clinical services in order to fund sufficient faculty and staff needed to provide the number and range of courses and clinical experiences required to maintain accreditation and to ensure that students are qualified to obtain certification and licensure.

Survey Response

Standard 6.0 Program Resources - Master's Program

Standard 6.2 Physical Facilities

Speech-Language Pathology

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

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

Yes

No

Explain

The physical facilities associated with the Speech-Language Pathology program include the following:

Faculty office and laboratory space in Wirtz Hall. Each faculty member has his or her own office with computer, printer, internet connection and phone. One speech-language pathology faculty member occupies lab space in this building which has equipment dedicated for her research. There are also two faculty laboratories in McMurray Hall, which adjoins Wirtz Hall.

The Speech-Language-Hearing Clinic, located in the Family Health, Wellness and Literacy clinic, consists of 26,330 feet of space, including 10 100 square foot individual therapy rooms, five 250 square foot group therapy rooms, three 400 square foot therapy rooms, and one 150 square foot room for AAC. Students have access to a dedicated computer lab for writing confidential reports. The second floor of this building consists of a series of large and small classrooms and seminar rooms, all of which are equipped with internet access and projection equipment. Students also have access to a large break room with cooking capacities and a locker room to store their belongings. Most Speech-Language Pathology courses are held in these classrooms, allowing students to move easily from clinical activities to the classroom. Two faculty laboratories, those of Dr. Janet Olson and Patricia Tattersall, are located in this building. Additionally, several other faculty members use this space for research.

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

Yes

No

Explain

All facilities are fully accessible to persons with disabilities. Campus safety forces regularly patrol the parking lot of the Family Health, Wellness and Literacy Clinic and it is well lit. Doors are locked after normal business hours and students are provided with their own keys.

Wirtz Hall is in a central location on campus. It is well-lit, accessible, and served by the University Police, who conduct regular safety checks of the building.

The Family Health, Wellness, and Literacy Center was redesigned in 2007 for the clinics that now occupy this space, including the Speech-Language-Hearing Clinic. The building formerly housed the corporate training site for the Monsanto corporation and is of very high quality and is visually attractive. It is located off-campus in what has become known as the "health corridor" and is directly across from the new community hospital. In addition to the Speech-Language-Hearing Clinic, the Family Health, Wellness, and Literacy Clinic houses a physical therapy clinic, literacy clinic, and a primary care medical clinic, creating opportunities for interdisciplinary interactions.

Survey Response

Standard 6.0 Program Resources - Master's Program

Standard 6.3 Program Equipment and Educational/Clinical Materials

Speech-Language Pathology

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

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

Yes

No

Explain

The department was fortunate enough to receive state-of-the-art equipment when the Speech-Language-Hearing Clinic was relocated in what is now the Family Health, Wellness, and Literacy Clinic. This facility has four sound suites, two of which are equipped for pediatric assessment and two of which are equipped for adult assessment. Students have access to current technology including a Visi-Pitch 4 Speech Analyzer; rear-projection smartboard for clinical use; nasometer; Kay Pentax Didital Vide Stroboscopy unit with both rigid and flexible scopes; alternative communication devices (eg. Dynavox V, Lightwriter); digital tape recorders; laptop computers for therapy applications; wireless, color and laser printers; wall-mounted cameras, microphones and DVRs for recording sessions; and therapeutic toys and games.

Additionally, students have access to a dedicated computer lab in the Speech-Language-Hearing Clinic where confidential reports and other documents can be composed and to computers and secure space for reviewing DVDs of sessions.

Clinical faculty members have individual computers, monitors, and printers and are able to watch multiple sessions on their computer monitor. They have tablet computers to use when supervising sessions. Each clinical faculty member has internet access, individual office phone, and pager.

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

Administrative assistant

Clinic director

Clinic coordinator

Faculty member

Program director

Student

Other - specify

Indicate how often equipment is calibrated.

Annually

Semi-Annually

Other - specify

Survey Response

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

- Administrative assistant
- Clinical director or coordinator
- Faculty member
- Program director
- Student
- Other - specify

Survey Response

Standard 6.0 Program Resources - Master's Program

Standard 6.4 Program Support Services and Resources

Speech-Language Pathology

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

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

Yes

No

Explain

There is an office manager and two support staff members in the Speech-Language-Hearing Clinic as well as an individual who is responsible for medical billing.

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

Yes

No

Explain

The College of Health and Human Sciences provides a number of supports, including a centralized advising service for undergraduates, centralized IT support, a budget manager, and Assistants to the Dean for Research, Outreach, and Financial and Clinical Operations.

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

Yes

No

Explain

Key journals are available in online and paper formats. A subject matter specialist is available to assist students and faculty. The school is given an annual budget for the purchase of books. Faculty may select specific books to be purchased.

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

Yes

No

Explain

The College of Health and Human Services provides centralized computer support for both the academic programs and the clinic. The university also provides support through the Instructional Technologies division.

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

The AHCD strategic plan speaks to resource issues in several places. Goal 4, Strategy 2 is focused on increasing alumni contributions and donations in order to increase available resources.

Goal 2, strategy 7 speaks to a desire to obtain approval to offer ASHA and AAA continuing education units. Although this is intended as a service to practicing professionals, there is the possibility of increasing resources in this manner.

Describe how the program evaluates the adequacy of resources.

The program evaluates adequacy of resources each year as the budget for the next fiscal year is prepared. Evaluation has occurred more frequently during this challenging economic period in reaction to or anticipation of budget reductions.

Survey Response

How frequently does the program evaluate the adequacy of resources?

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