



AMERICAN
SPEECH-LANGUAGE-
HEARING
ASSOCIATION

Robert

CHAIR, COUNCIL ON ACADEMIC ACCREDITATION IN
AUDIOLOGY AND SPEECH LANGUAGE PATHOLOGY

RECEIVED

JUN 08 2007

June 5, 2007

Hobson Wildenthal, PhD
Executive Vice President and Provost
University of Texas at Dallas
206 North Floyd Road
PO Box 830688
Richardson, TX 75083-0688

Office of Executive
Vice President & Provost

CAA File # 158

Dear Dr. Wildenthal,

Enclosed is a copy of the report of the site visit conducted as a part of the process required in the evaluation of your accreditation application to the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA).

In accord with established procedures, this report is being sent to you to provide an opportunity for the administration of the Program in Communication Disorders to clarify any comments that are considered incorrect prior to the Council's decision. You may wish to include your comments in the response submitted by Robert D. Stillman, PhD or you may send them separately to me within 30 days of the date of this letter. The CAA's final accreditation decision will be based on a thorough review of all accreditation materials for the program(s) including the application, site visit report, and the program's correspondence throughout the review period.

Thank you for your cooperation.

Sincerely,

Mary Anne Hanner, PhD, Chair
Council on Academic Accreditation in Audiology and Speech-Language Pathology

Enclosure

cc: Robert D. Stillman, PhD
CAA Members
Susan Flesher, ASHA National Office



COUNCIL ON ACADEMIC ACCREDITATION

SITE VISIT REPORT COVER SHEET

The attached Site Visit Report accurately reflects our observations during the site visit to University of Texas at Dallas (CAA #158). This visit was conducted on March 22-23, 2007. The site visit team was composed of Kenya Taylor, Ingrid Blood, Paul Osborn and Barbara Oppenheimer. Kenya Taylor served as the chair of the site visit team.

Kenya S. Taylor
Signature of Site Visit Team Chair

3/23/07
Date

Ingrid Blood
Signature of Site Visitor

3/23/07
Date

Paul Osborn
Signature of Site Visitor

3/23/07
Date

Barbara B. Oppenheimer
Signature of Trainee

3/23/07
Date

**University of Texas at Dallas (CAA File # 158)
School of Behavioral and Brain Sciences
Department of Communication Disorders**

Dates of Site Visit: March 22-23, 2007

**Site Visitors
Kenya S. Taylor, Ed.D., Chair
Ingrid Blood, Ph.D., Member
Paul Osborn, M.S., Member
Barbara Oppenheimer, M.A., Trainee**

Program(s) Reviewed: Audiology (Au.D.) & Speech-Language Pathology (M.S.)

INTRODUCTION

Starting as a research institute and later developing graduate and undergraduate programs, the University of Texas at Dallas (UTD) is host to seven schools, offers an array of interdisciplinary degree programs, and features a diverse student population of more than 14,000 students. The University of Texas at Dallas was chartered in 1969 as part of the University of Texas system. By law, UTD offered only graduate degrees until 1975 when the addition of juniors and seniors increased enrollment. In 1990, the Texas Legislature authorized UTD to admit lower division students. Despite the increase in undergraduate enrollments, master's doctoral and post-baccalaureate students comprise 38% of the student body.

The School of Behavioral and Brain Sciences is housed on the main campus of The University of Texas at Dallas and in the Callier Center for Communication Disorders. The Callier Center for Communication Disorders, with locations both on the UTD campus and in downtown Dallas, houses sophisticated clinical and neuroscience facilities for education and research in the communication sciences and disorders. Outpatient clinics for persons having speech, language, and hearing disorders provide more than 75,000 patient visits per year. Infant and preschool programs serve over 300 hearing, hearing-impaired, and language-impaired children. Students participate in clinical activities and research at the Callier Centers and at the nearby University of Texas Southwestern Medical Center and at area hospitals, clinics and rehabilitation facilities.

The program in Communication Disorders offers a master's degree (M.S.) in speech-language pathology and a doctoral degree (Au.D.) in audiology. The program also offers a doctoral degree (Ph.D.) in Communication Sciences and Disorders. Dr. Robert Stillman serves as the Associate Dean and oversees the graduate programs in the School of Behavioral and Brain Sciences. However, each degree program has a program head. Dr. Stillman serves as program head for the M.S. degree in speech-language pathology and Dr. Linda Thibodeau serves as the program head for the doctoral degree (Au.D.) in audiology.

I. Site Team Observations:

1.0 ADMINISTRATIVE STRUCTURE AND GOVERNANCE

1.1 The applicant institution of higher education holds regional accreditation.

The institution is accredited by the Southern Association of Colleges and Schools (SACS). This was indicated on the university's Web site and verified by Dr. Hobson Wildenthal, Executive Vice President and Provost. The current accreditation cycle is valid through December 2008.

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

On the basis of interviews with the program heads, the faculty and students, and the dean and the executive vice president and provost, the site visitors were assured that the program's goals and objectives are consistent with its academic and clinical mission and with the mission of the institution. Mission statements for the university, the school, and the program were provided in the application and available on the university Web site.

Program faculty and professional staff are aware of these goals and objectives and critically evaluate the extent to which they are achieved through informal and formal processes (see Std. 1.6). Learning objectives were delineated on all course syllabi. A unified, single "set" of learning objectives was available for both programs.

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

The organizational structure of the programs in communication disorders, school, and university is clear. Organizational charts are available on the Web site; the relevant one for the school was submitted with the application and further clarified in the program's response to the CAA Initial Observations.

Based on interviews with the program heads and instructional staff, as well as reviews of minutes of faculty and program meetings, it appeared that professional decisions regarding the substance of academic and clinical education in speech-language pathology and audiology are vested in the program faculty.

Dr. Stillman, the program head and associate dean, reported having regular meetings with the dean to discuss program issues. Dr. Bert Moore, Dean of the School of Behavioral and Brain Sciences, was noted to be extremely knowledgeable about and supportive of the programs in speech-language pathology and audiology. Interviews with the faculty indicated that they have access to the dean should the need arise.

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

Speech-Language Pathology

The site visitors could not verify compliance with this standard for speech-language pathology.

Dr. Robert Stillman is responsible for the program of professional education in speech-language pathology. He holds a full-time appointment at the university and completed a Ph.D. with a major emphasis in audiology from Syracuse University. He completed a three-year postdoctoral research program at the UTD Callier Center. He does not hold a graduate degree in speech-language pathology and he does not hold the CCC in speech-language pathology and/or audiology. According to Dr. Stillman, the issue of his credentials to serve as program director in Communication disorders has been raised at previous site visits. He has been the program director for Communication disorders continuously since 1978.

While Dr. Stillman does not hold a graduate degree in speech-language pathology and does not hold the CCC in speech-language pathology, the site visitors verified that Dr. Stillman provides effective leadership for the program through interviews with university administration, faculty and students. Since other faculty in the SLP program hold a graduate degree and the CCC in speech-language pathology and given Dr. Stillman's history as program head, the site visitors concurred that the current leadership structure does fulfill the spirit, if not the letter of the standard.

Audiology

Responsible for the program of professional education in audiology is Dr. Linda Thibodeau who holds a full-time appointment and a graduate degree with a major emphasis in audiology from the University of Minnesota.

Interviews with university administration, faculty and students indicated that Dr. Thibodeau provides effective leadership for the audiology program.

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

Equitable treatment of students, staff, and clients is assured by institutional compliance with relevant laws, regulations, and executive orders. This was verified on the institution's Web site. The university's statements regarding equitable treatment are also posted on bulletin boards in the buildings. These policies are communicated effectively to students, staff, and clients.

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

The site visit team verified that mechanisms are in place for the program to conduct systematic assessment of academic and clinical education of its students and graduates (documented in the application and in records on site). Student performance is assessed each term through classroom and clinical performance evaluations. Students have evaluated their academic courses and clinical experiences each semester, and adjustments are reported to have occurred as a result of student feedback.

Regular, on-going, comprehensive and systematic assessments of students, clinical supervisors, program graduates, alumni, and employers have been performed for many years. Data from these surveys were available on a university assessment Web site (WEAVE). A review of the Web site and of faculty meeting minutes indicated that these data are used extensively in program evaluation and planning.

Examination of program completion data, Praxis scores and employment average indicates that students are successful. Program completion data for the past three years is 99% in speech-language pathology and 100% in audiology. The percentage of students passing the Praxis exam over the last three years averaged 92.6% of students in speech-language pathology and 100% of students in audiology. Employment data for the last three years indicates that 100% of graduating students have been employed in the professions.

1.7 The program documents student progress toward completion of the graduate degree and

professional credentialing requirements and makes this information available to assist students in qualifying for certification and licensure.

Inspection of student records indicated that documentation of requirements for ASHA CCC and state licensure is maintained for students that delineate course work and practicum assignments sufficient to verify how the student will complete graduate degree requirements. Student records were exceptionally well-organized and clearly demonstrated compliance with the current standards. Both programs have developed versions of the KASA form to track students' acquisition of knowledge and skills for the certification standards. Based on interviews with the faculty, clinical faculty and students, the site visitors determined the roles, responsibilities and timelines of those who are expected to verify the knowledge and skill areas.

Students have access to their records whenever they request and they are involved in every step of the process of record keeping. Information is updated each semester. In speech-language pathology, the clinical advisors update progress in knowledge and skill development and maintain the KASA with the students, and the coordinator of clinical teaching updates and maintains practicum records. In the audiology program, the coordinator of clinical teaching performs both tasks. Academic advisors update degree plans during advising meetings, make modifications, and file the plans in the program office.

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

Inspection of published materials showed that program information made available to the public by the university, college, and program is clear and accurate. Inspection of the Web site and all printed catalogs, brochures, etc. revealed consistent and clear information.

2.0 FACULTY/INSTRUCTIONAL STAFF

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

Review of faculty vitae and interviews with faculty and students indicated that faculty/instructional staff has the appropriate background and experience to provide graduate level education. All individuals responsible for supervising students hold current certification and licensure. Vitae were provided in the application and /or on site for the site visitors' review.

2.2 The number of full-time doctoral-level faculty in speech-language pathology, audiology, and speech, language, and hearing sciences and other full- and part-time faculty/instructional staff is sufficient to meet the teaching, research, and service needs of the program and expectations of the institution.

Inspection of Appendix III of the application and interviews with faculty and students indicates the number of full-time doctoral level faculty in speech-language pathology, audiology, and speech-language-hearing sciences, and other full- and part-time faculty/instructional staff is sufficient to meet teaching, research and service needs of the program and expectations of the institution. However, there are two open faculty positions in hearing science. While the current faculty numbers are adequate to meet accreditation standards, it was noted that there is a need to fill these positions in order to strengthen academic and research capabilities.

The programs in audiology are very fortunate to have extremely large faculty and staff numbers in both speech-language pathology and audiology. Review of Appendix III and faculty vitas

indicated that sufficient personnel are available to ensure the quality of the graduate programs in speech-language pathology and audiology. Further, interviews with students in both programs indicated that the undergraduate and doctoral programs do not take away from the master's degree program.

Faculty are accessible to students as evidenced by positive comments in the meetings with the audiology and speech-language pathology students. There is also evidence of sufficient time for advising. Many of the students described their interactions with the faculty and their advisors as "awesome."

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

Institutional commitment to the continuity of the programs was demonstrated by a review of the past and recent history of positive actions taken on behalf of the programs, including the building of the Callier Center on the UTD campus and the new Center for Brain Health and the purchase of new and expensive equipment to support the clinical, teaching, and research needs of the programs. The university has maintained a sufficient number of doctoral level faculty and other instructional staff; in fact, the numbers have expanded considerably over the last ten years. The dean and the executive vice president expressed solid support for both programs. In particular, in the discussion with the site visitors, they were clear that administrative support and appropriate resources would be given for both programs in the future. Both the dean and vice president described the programs in communication disorders as the "cornerstone" of the institution.

Tenure and promotion policies were made available and suggest the ability of faculty to become tenured and/or promoted or to continue employment. Faculty in the department may be hired on a clinical track, a tenure track or a non-tenure track. Faculty members indicated that the criteria for tenure and promotion were very clear and explained to them from the beginning of employment.

2.4 Faculty/instructional staff maintain continuing competence.

Site visitors verified that faculty/instructional staff and clinical staff maintain continuing competence. The university expects scholarship and that faculty publish regularly. They must also be successful in obtaining funding. The faculty reported that they receive release time for continued education and that travel is supported through grant monies or the departmental funds. Faculty members without access to grants reported that departmental funds have been provided when requested, particularly if the educational experience was directly linked to an aspect of faculty members' duties. In addition, there are multiple local opportunities for continuing education and from the interviews it was evident that many take advantage of these opportunities.

3.0 CURRICULUM (ACADEMIC AND CLINICAL EDUCATION)

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

Speech-Language Pathology

Interviews with academic and clinical faculty, student interviews, a review of curriculum, course syllabi, and perusal of student files all demonstrated that the students complete a program of study, including course work, practicum, and other education opportunities that is of sufficient breadth and depth to meet the state licensure requirements and the 2005 Standards for the

Certificate of Clinical Competence in Speech-Language Pathology. Further, the program could demonstrate how students meet these credentialing requirements.

Students complete a program of study that is sufficient in breadth and depth to achieve each the 7 correlate areas of the characteristics in ASHA CCC Standard III-C and each of the 5 correlate areas in ASHA CCC Standard III-D of the certification standards in speech-language pathology for each of the 9 disorder areas.

Interviews with faculty, with students, with clinical supervisors, review of the curriculum, and student files indicate that students complete a clinical education program which is sufficient to achieve each of the seven skill outcomes listed in Standards IV-G.1 and IV-G.2 of the certification standards in speech-language pathology for each of the 9 disorder areas.

Audiology

Interviews with academic and clinical faculty, student interviews, a review of curriculum, course syllabi, and review of student files all demonstrated that the students complete a program of study, including course work, practicum, and other education opportunities that is of sufficient breadth and depth to meet the state licensure requirements and the 2007/2012 Standards for the Certificate of Clinical Competence in Audiology. The curriculum in audiology is impressive in content and scope.

Speech-Language Pathology and Audiology

The program assesses students during and at the end of each semester to ensure each person's oral and written communication skills are at the program-desired skill levels. Further, the program has established desired skill outcomes for other communication venues, such as sign language, alternative and augmentative communication, and assistive technology and assesses students' skill by evaluation of clinical performance.

The programs' process to develop, validate, and assess student learning outcomes for acquisition of knowledge and skills was verified through interviews with the program directors and clinical coordinators in each area, academic and clinical faculty, and with students

Interviews with the clinical faculty, with student, and an inspection of clinical hour files indicated that clinical hours are recorded only for time spent in providing services to the client or the client's family. It was clear that students participate in supervised clinical activities consistent with the scope of practice in the professional area for which they seek credentials. The program has developed a comprehensive KASA tracking form and maintains meticulous records.

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

Interviews with instructional staff, examination of course syllabi, and review of minutes of faculty meetings indicated that the curriculum in both speech-language pathology and audiology reflects current knowledge, skills, technology, scope of practice, contemporary professional issues, and the diversity of society.

Instruction in the life span is provided. The curriculum was reviewed recently in preparation for the site visit; however, faculty meeting minutes indicated curriculum in both areas is reviewed regularly.

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

Examination of the curriculum and interviews with instruction staff, students, and supervisors confirmed that the scientific and research foundations of the professions are evident in both programs in basic sciences, basic communication sciences, research methodology, research literature, opportunities to participate in research activities, and incorporation of research/theory into clinical education.

Students read, review, and discuss current research literature in many courses. In the research methods course, they learn to critically evaluate a research study and the basics of research design and procedures to conduct a good study. They are aware of the current emphasis on evidence-based practice and incorporate it in clinical activities. The students indicated that they have many opportunities to be involved in research with the faculty. In fact, the students in both programs take core courses, but also have electives. As an option, the students may use an elective for independent study to pursue a research opportunity with a faculty member.

3.4 The curriculum reflects the interaction and interdependence of speech, language, and hearing in the discipline of human communication sciences and disorders.

Review of course syllabi and interviews with faculty and students indicated the curriculum adequately emphasizes the interaction and interdependence of speech, language, and hearing in the discipline of human communication sciences and disorders.

3.5 The academic and clinical curricula reflect an appropriate sequence of learning experiences

Interviews with student and instructional staff and inspection of student records confirmed that course work dealing with the basic sciences of communication precedes the study of communication disorders and their treatment in speech-language pathology and audiology.

Student records, as well as staff and student interviews, confirmed that professional course work in communication disorders either precedes or is concurrent with clinical education in these disorders. Curriculum in speech-language pathology and audiology is carefully designed for appropriate learning sequences and clinic coordinators ensure that course work precedes clinical activities.

3.6 The nature, amount, and accessibility of clinical supervision are commensurate with the clinical knowledge and skills of each student.

Information from interviews with students, alumni, and supervisors indicated that the nature, amount, and accessibility of clinical supervision are commensurate with the clinical knowledge and skills of each student. When appropriate, the nature and amount of clinical supervision are adjusted to the experience and ability of each student. For students needing closer supervision or more practice in a particular area, individual remediation plans have been developed and implemented. Student skills and academic background are assessed by the clinic coordinators prior to externship placement. Students and supervisors are aware of the ASHA requirements regarding minimum supervisory levels (50% of each diagnostic evaluation and 25% of each treatment session) and assured the site visitors that these levels are met. This information is also included in the affiliation agreements with the sites. In almost all instances, direct supervision was reported to well exceed the requirement.

3.7 The clinical education procedures ensure that the welfare of each client served by students is protected and that the clinical education is in accord with ASHA's Code of Ethics.

The clinical education procedures ensure that the welfare of each client served by students is

protected and that the clinical education is in accord with ASHA's Code of Ethics. This was verified through written policy statements and student and supervisor interviews. The program has developed a private network in their computer system for client files and students have secure accounts in place to enable access to files. Old client files are maintained in a medical records office separated from the main clinic office and waiting area. A medical records administrator is on site to monitor and take responsibility for these records.

The network system also allows for easy and secure transfer of documents and information between supervisors and students. No one is able to access the system without appropriate account clearance and this is updated each semester.

Interviews with students and supervisors confirmed that all decisions regarding patient care are made and implemented only with supervisor input.

3.8 Clinical education obtained in external placements is governed by agreements between the program and the external facility and is monitored by program faculty/instructional staff.

Clinical education obtained in external placements is governed by agreements between the program and the external facility and is monitored by the coordinators of clinical teaching in each area. The program provided evidence of written agreements. Monitoring of students at external sites is done via email and telephone contact, with site visits made when deemed necessary by either the site supervisor or coordinator. Interviews with external site supervisors suggested that clinic coordinators have done admirable jobs in placing students in sites and with supervisors appropriate for their needs and interests.

3.9 Academic and clinical education provides students with learning experiences that orient them to providing services in an effective, ethical, legal, and safe manner

Information regarding efficacy, ethics, legal, and safety issues is provided to students in their academic and clinical education and documented in the programs' clinical handbooks and course syllabi. Students receive instruction in the ASHA Code of Ethics. Procedures for following universal precautions are posted in the clinic rooms and are present in the clinical handbooks; it appeared that their procedures are followed routinely. The evaluation of clinical efficacy is discussed in many courses. Students are given an opportunity to evaluate the services they provide in a number of the clinical education opportunities both on- and off-site through client response data collection and the measurement of client progress through standardized and non-standardized methods. Supervisors meet with students and often use videotaped sessions to review and monitor the effectiveness of intervention. During performance reviews, students are encouraged to evaluate their own clinical performance and are evaluated on their ability to do so by supervisors.

3.10 Clinical education includes a variety of clinical settings, client populations, and age groups.

Clinical education includes a variety of clinical settings, populations, and age groups, of culturally and linguistically diverse populations, and across the scope of practice. This is ensured by the close monitoring done by the coordinators of clinical teaching and their knowledge of and experience with the wide range of sites in the metropolitan area and individual students' needs.

4.0 STUDENTS

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

Inspection of student records indicated that criteria employed for accepting students into graduate study meet or exceed institutional policy.

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

The program makes reasonable adaptations in curriculum, policies, and procedures to accommodate differences among individual students. The institution and program comply with the Americans Disability Act. The students were aware of the existence of academic support services at the university. Statements are included in each syllabus encouraging students needing accommodation to inform the instructor. When requested, accommodations are made in accordance with university policies and procedures. Individual students' needs are taken into consideration, when necessary, for placement at external practicum sites.

4.3 Students are informed about the program's policies and procedures, degree requirements, requirements for professional credentialing, and ethical practice. A student complaint process is documented.

Inspection of program and university materials, including handbooks, and interviews with students revealed that they are informed about program policies and procedures, degree requirements, certification requirements, and licensure requirements. Students are informed about ethical practice multiple times. A student complaint process is outlined on the university's Web site and in the clinic handbooks. Procedures for making complaints to the CAA are also listed in the handbook.

The program directors reported receiving very few complaints from students. Based on review of the complaint file, it appeared that the nature of complaints is reviewed relative to compliance with accreditation standards.

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.

Students reported receiving regular advisement on academic and clinical performance. All program faculty are assigned advisees. Each student is assigned an academic advisor and a clinical advisor; in some instances, this may be the same faculty member. Academic advisors meet with their advisees at least once each semester, with a comprehensive meeting in each student's initial term to help plan out the course of study and potential elective courses. Clinical advisors meet with each student at least once each semester, and in some instances, more than two or three times. Students' performances in both academic and clinic courses are reviewed each term by the program faculty. Any student who is in jeopardy of not meeting program standards is discussed so that appropriate remediation plans may be developed and the student counseled accordingly.

Only a very small number of courses in the curriculum are taught by adjunct faculty. The students reported no difficulties in being able to contact and meet with adjunct instructors. The students have access to these instructors' email addresses, and in many instances, even cell phone numbers, should a need arise to make contact outside of class.

Students receive information on student support services in student handbooks and from the university's Web site. The students were aware that such services exist and how to use them, when necessary.

5.0 PROGRAM RESOURCES

5.1 The institution provides adequate financial support to the program so that the program can achieve its stated mission, goals, and objectives.

Budgetary allocations are adequate to achieve the programs' mission and goals for personnel, space, materials, and supplies. In addition to funds within the program's budget, funds from grants are also used to support departmental needs. Monies for capital equipment are requested when a need for such equipment is documented, and the program has a good track record for fulfilling their needs through a variety of university channels. The program has an impressive array of equipment for research and clinical purposes. The dean indicated that he expects to continue to provide all needed support, and additional support when necessary.

5.2 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, goals, and objectives.

The programs in Communication Disorders at UTD have enviable space. Based on a tour of the facilities, it appeared that the physical facilities are accessible, appropriate, safe, and sufficient. The speech and hearing clinics have a good number of treatment rooms with adjoining observation rooms and/or videotaping capabilities. In addition to faculty and departmental offices and clinical space, the facilities include numerous research laboratories, student work areas, several conference rooms, both small and large classrooms, rooms for materials and supplies, storage areas, and rest rooms. Both auditory and visual fire/smoke alarms are present. Evacuation routes are posted in the halls and near the elevators.

The two newer buildings (Callier Center-Richardson campus and Center for Brain Health) are state of the art buildings with plenty of space for clinic, instruction, research, and offices. The Callier Center downtown is an older building that has been added to and remodeled a number of times. While many modifications and additions have been made over the years, there are space issues as well as possible health issues (damp, moldy smell on lower level). The administration acknowledged that space limitations at the location are an issue that they will need to address in the near future.

5.3 The program's equipment and educational/clinical materials are appropriate and sufficient to achieve the program's mission, goals, and objectives.

Instructional materials and equipment are appropriate, safe, and in good working order, and calibrated appropriately. In both programs, the students have access to equipment and materials that reflect the current scope of practice in all areas.

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

Library resources, clerical and technical staff, computer resources, and support services are appropriate and sufficient and reflect the resources of the programs as one of the major units in the UTD system. Most notably, the downtown Callier Center has the advantage of having its own library and librarian to maintain and oversee the collections in speech, language and hearing. The institution's resources overall were impressive in their breadth.

5.5 The program has access to a client base sufficiently large and diverse to achieve the

program's mission, goals, and objectives and to prepare students to meet the ASHA-recognized national standards for entry into professional practice.

Based on close review of materials in the application and discussion with students and supervisors, the programs in speech-language pathology and audiology have access to a client base that is sufficiently large and diverse to permit students to meet the ASHA CCC requirements in speech-language pathology and audiology. Indeed, the diversity of sites, experiences, and populations present in the Dallas metropolitan area and the excellent reputation of the programs and its students and graduates assure that UTD students have a wide range of opportunities available to them to support their education and training.

Descriptions of all practicum facilities were provided in the application and elements were discussed with the clinical coordinators in speech-language pathology and audiology during the site visit.

II. *Summary*

A. Program Development and Innovations

The status of the program within the university and the support from upper administration is unique and impressive. It was evident that the programs and the faculty enjoy a high level of respect from the university administration.

B. Program Strengths

- The faculty are notable in their areas of expertise. They are open and accessible to the students and committed to the institution and the professions.
- The students are bright, enthusiastic, and positive ambassadors for the programs.
- The network of external site opportunities for clinical education is broad and reflects the programs' strong ties to the community. Relationships with external supervisors are strong.
- The program's support staff are knowledgeable and helpful. Having a librarian on site is unusual and a benefit to both students and faculty.
- Student records are exceptionally well-maintained. They were complete and easy to review for verification of standards.
- Travel support for academic and clinical faculty and for students is excellent. In addition, there are numerous opportunities for continuing education on site and in the metroplex.
- The curriculum is a major strength of the program. Students take core courses and then may select electives tailored to meet their interests. This affords most to take advantage of research opportunities with faculty members.
- The "research culture" is evident within the programs. There are many opportunities for students to be involved with faculty research or with their own research projects.
- The self-assessment process for students helps them to become critical thinkers and problems solvers. The formative/summative assessments are well developed and transparent.

- Ranges of in-house programs (hearing impaired, language, etc.) provide excellent opportunities for clinical practicum. While the clinic is a large operation, there is a separate staff for running it, so program faculty have more time to focus on students.
- Program resources, including facilities, are excellent and provide excellent training and research opportunities for students. The new center for Brain Health is an incredible research facility and adds to the multidisciplinary focus and opportunities of the programs.

C. Program Limitations

- Insert information here about the concerns raised about the speech path program director.
- Currently, there are two open faculty positions in hearing science. While the current faculty numbers are adequate to meet accreditation standards, it was noted that there is a need to fill these positions in order to strengthen academic and research capabilities. (Std.2.2)
- The Callier Center building (downtown location) is old and in need of renovation and/or replacement. While many modifications and additions have been made over the years, there are space issues as well as possible health issues (damp, moldy smell on lower level). The site visitors discussed this with both the dean and vice president. They indicated that they are well aware of the problems and limitations with the building and recognize the need for a new facility. Both indicated that this will be a priority in the future. (Std. 5.2)

D. Site Visitor Recommendations for Program Development and Improvement

- Continue to search the two faculty positions in hearing science. (Std. 2.2)
- Continue to pursue funding, resources, etc. for renovated or new building at or near the downtown Callier Center site. (Std. 5.2)

E. Responses to CAA's Initial Observations at Time of Application Review

- The program provided a response to the issues identified by CAA in its initial review of the application in advance of the site visit. The team believes that the program's responses provided the necessary information and clarification to support compliance with all identified standards except Standard 1.4
- As mentioned previously, the issue of Dr. Stillman's credentials to serve as program head in Communication Disorders has been raised at each site visit. At each visit, it was determined that Dr. Stillman's background fulfilled the spirit, if not the precise letter, of the standard. He has been the program head in Communication Disorders since 1978.
- The site visitors were able to verify that Dr. Stillman provides effective leadership for the program through interviews with university administration, faculty and students

F. Verification of Public Comment/Public Meeting Announcement

A copy of the announcement of the public meeting is included in the Appendices. This notice was posted around the building that houses the program, in hallways and at entrances. The notice was also posted on the UTD and program Web sites. The meeting was announced by faculty to their students and to clients and family members. Members of the campus community, alumni, and the public were notified by email and by publication in newsletters.

Appendices (Please list).

1. Accreditation Standards Inventory(s)
2. Site Visit Agenda
3. Public Meeting Announcement

ACCREDITATION STANDARDS INVENTORY

After a visit has been concluded, the site visit team must complete the following inventory on each program's compliance with the standards for accreditation in speech-language pathology and/or audiology. CAA will seek verification in the application from the program and from the site visit report that the standards have been met. Standards for which the site visitors could not assess compliance obviously and directly must be identified along with the site visit team's detailed observations in the body of the site visit report.

Please use separate Accreditation Standards Inventories if reviewing more than one program.

☒ Speech-Language Pathology

☐ Audiology

	COMPLIANCE VERIFIED	COMPLIANCE NOT VERIFIED	NOTES
1.0 Administrative Structure & Governance			
1.1	✓		
1.2	✓		
1.3	✓		
1.4		✓	
1.5	✓		
1.6	✓		
1.7	✓		
1.8	✓		
2.0 Faculty/Instructional Staff			
2.1	✓		
2.2	✓		
2.3	✓		
2.4	✓		

	COMPLIANCE VERIFIED	COMPLIANCE NOT VERIFIED	NOTES
3.0 Curriculum			
3.1	✓		
3.2	✓		
3.3	✓		
3.4	✓		
3.5	✓		
3.6	✓		
3.7	✓		
3.8	✓		
3.9	✓		
3.10	✓		
4.0 Students			
4.1	✓		
4.2	✓		
4.3	✓		
4.4	✓		
5.0 Program Resources			
5.1	✓		
5.2	✓		
5.3	✓		
5.4	✓		
5.5	✓		

Signatures (site visitors):

Kemya S Taylor
CHAIR
Paul G Osborn
MEMBER

Shirley Blood
MEMBER
Barbara B. Ozark
TRAINEE

ACCREDITATION STANDARDS INVENTORY

After a visit has been concluded, the site visit team must complete the following inventory on each program's compliance with the standards for accreditation in speech-language pathology and/or audiology. CAA will seek verification in the application from the program and from the site visit report that the standards have been met. Standards for which the site visitors could not assess compliance obviously and directly must be identified along with the site visit team's detailed observations in the body of the site visit report.

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☐ Speech-Language Pathology ☒ Audiology

	COMPLIANCE VERIFIED	COMPLIANCE NOT VERIFIED	NOTES
1.0 Administrative Structure & Governance			
1.1	✓		
1.2	✓		
1.3	✓		
1.4	✓		
1.5	✓		
1.6	✓		
1.7	✓		
1.8	✓		
2.0 Faculty/Instructional Staff			
2.1	✓		
2.2	✓		
2.3	✓		
2.4	✓		

	COMPLIANCE VERIFIED	COMPLIANCE NOT VERIFIED	NOTES
3.0 Curriculum			
3.1	✓		
3.2	✓		
3.3	✓		
3.4	✓		
3.5	✓		
3.6	✓		
3.7	✓		
3.8	✓		
3.9	✓		
3.10	✓		
4.0 Students			
4.1	✓		
4.2	✓		
4.3	✓		
4.4	✓		
5.0 Program Resources			
5.1	✓		
5.2	✓		
5.3	✓		
5.4	✓		
5.5	✓		

Signatures (site visitors):

Kenny S. Taylor

CHAIR

Ray Osborn

MEMBER

Ingrid Blood

MEMBER

Barbara B. Openen

TRAINEE

ITINERARY

Thursday March 22

- 8:10 Pick-up at Hotel – Jan Lougeay, Carol Cokely
- 8:30 Orientation Meeting with Program Heads – Bob Stillman, Linda Thibodeau,
- 9:15 Orientation Meeting with Practicum Coordinators Jan Lougeay, Carol Cokely
- 10:00 Tour Callier Center, visit clinical facilities, classrooms, and research labs
- 10:45 SLP Site Visitors meet with Christine Dollaghan, Anne van Kleeck, Bill Katz,
Mandy Maguire, Sandi Chapman (A229)
AUD Site Visitors meet with Ross Roeser, Emily Tobey, Jeff Martin, Lee Wilson,
Brissy Northrup (Dir. Conf. Rm.)
- 11:15 SLP Site Visitors meet with Pam Rollins, Emily Tobey, Hanna Ulatowska, Sara
Haynes (A229)
AUD Site Visitors meet with Jackie Clark, Anne Howell, Carol Cokely (Dir.
Conf. Rm.)
- 11:45 SLP and AUD Site Visitors meet with Tom Campbell (Dir. Office)
- 12:00 SLP Site Visitors meet with Lucinda Dean, Helen Kenedi, Felicity Sale (A229)
AUD Site Visitors have discretionary time.
- 12:30 Working Lunch and discretionary time to meet, review materials, follow-up from
morning meetings, etc...
- 2:15 SLP Site Visitors meet with SLP students (J108)
AUD Site Visitors meet with AUD students (TBA)
- 3:00 Discretionary time
- 4:30 Open Meeting at Callier-Dallas (J108) videolinked to Callier-Richardson (Conf.
Rm.)
- 5:00 Return to hotel

Friday March 23

- 8:00 Pick up at hotel and drive to Richardson campus – Bob Stillman
- 9:00 Meet with Dean Bert Moore and Jim Jerger (Dean's Office)
- 9:15 Meet with Bert Moore, Provost Hobson Wildenthal (Provost's Office)
- 10:00 Tour Callier-Richardson (Stillman, Thibodeau)
- 10:30 Return
- 11:15 SLP Site Visitors tour the Center for *BrainHealth*
AUD Site Visitors tour Audiology facilities at UT-Southwestern
- 12:00 Return to Callier-Dallas for lunch, discretionary time for follow-up meetings,
review of materials, report preparation, etc...
- 3:00 Exit report to faculty (TBA)
- 3:30 Leave for the Airport

American Speech Language Hearing Association (ASHA) - Public Meeting

[news & events](#) > [asha meeting](#)

Date:	Thursday, March 22, 2007
Time:	4:30 - 5:00pm
Meeting Location:	Callier Center – Dallas, room J108
Video-link Location:	Callier Center – Richardson, room CR 3.651

The program in Communication Disorders is undergoing a re-accreditation site visit on March 22 & 23. Public comments concerning the program are invited. Written comments can be submitted to Accreditation@asha.org. A public meeting has been scheduled for Thursday, March 22 from 4:30 – 5 at the Callier Center – Dallas, room J108 and video-linked to Callier Center – Richardson, room CR 3.651. Persons interested in providing comments in person are welcome to attend. A copy of the Standards for Accreditation and/or the CAA's Policy on Public Comment may be obtained by contacting the Accreditation Office at:

ASHA
10801 Rockville Pike
Rockville, MD 20852

or, calling ASHA's Action Center at 1-800-498-2071 or, accessing the documents on ASHA's website at <http://asha.org/about/credentialing/accreditation/>

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