
Doctoral Program Assessment Project

Self-Study Report Template

For August 2003 through August 2007

Due:

PhD in Communication Sciences and Disorders

Basic Information

1. Type of program: Select all that apply.

- ☐ Professional
- X ☐ Research
- ☐ Interdisciplinary
- ☐ Applied

2. Date program founded or began. Degree granted 9/1/2004. Previously a track within the Ph.D. program in Human Development and Communication Sciences.

3. Describe the founding and development of any related centers.

The graduate emphasis in communication sciences and disorders is an outgrowth of the merger of the Callier Center for Communication Disorders with the University of Texas at Dallas in 1974. The Center for BrainHealth, the Advanced Hearing Research Center, and Callier-Richardson have been established in the last 10 years. All are fully integrated with the academic program in Communication Disorders and other degree program in the School of Behavioral and Brain Sciences.

4. Attach department charter and bylaws.

Not a department and, thus, does not have a charter or bylaws. The Program operates on the policies and procedures of the School of Behavioral and Brain Sciences.

5. Describe resources supporting the program such as libraries, laboratories, etc.

The program has a branch library located at Callier-Dallas with ____ volumes. Students have access to the Medical Library of U.T. Southwestern Medical School and the McDermott Library of the Richardson campus. The program has extensive clinical and research facilities at Callier-Dallas and Callier-Richardson. The clinical facilities support the broad range of practicum experiences essential for preparation in speech-language pathology. In addition a variety of cooperative arrangements with medical and educational facilities in the community support both clinical preparation and research.

6. Other information the department would like to provide.

Program Philosophy and Mission

1. What is the mission of the doctoral program?

The mission of the Program in Communication Sciences and Disorders is to prepare doctoral students for national and global leadership roles in research and teaching; to conduct exemplary research in speech, language, and hearing science; and through disciplinary and interdisciplinary research, teaching, and clinical activities bring about greater understanding of the causes of communication disorders and more effective treatment and prevention of communication impairments

2. Is this a published official mission statement? X ☐ Yes ☐ No

3. How is the program mission related to other key UTD statements, such as:

- a. the university's mission statement

Our program fits within mission of the university with our focus on research, scholarly activity, enhancing education and wellbeing of larger community.

- b. the Academic Plan

4. Please attach or submit your college or unit academic plan and/or strategic plan when available.

5. Is this program regionally or nationally ranked? If so, how and by whom?

No.

6. Other information the department would like to provide.

Benchmarking

1. Identify three peer programs.

UT-Austin, Florida State University, Arizona State University

2. Identify three aspirational peer programs.

The program has endeavored to create a unique niche through its interdisciplinary focus with developmental psychology, cognitive science, and neuroscience rather than strive to emulate other more disciplinarily focused university programs.

3. Identify any other source from which benchmark or ranking data may be obtained. Please attach this data or provide the website where this information can be accessed.

No ranking system for doctoral level programs in the discipline.

Program Design

1. What employment opportunities are students in the program being prepared for?

Academic and clinical research positions

2. What are the requirements of the program?

- b. Fill in : hours in major field; hours in minor or cognate field; statistics or research design; etc.)

Minimum 36 credits of organized coursework including a minimum 9 credits in statistics and research design and minimum 15 credits in advanced major-field coursework. Students entering without an in-field masters or Au.D. degree have additional core coursework. A total of 90 graduate hours are required for the degree.

- c. How many credits must be taken at UTD?

45 credits

- d. If there are consortium arrangements with other universities, how is this requirement achieved?

NA

3. How are the requirements of the program designed to ensure fulfillment of the mission?

The primary focus of the program is to engage students in advanced research. This is accomplished through extensive opportunities to conduct laboratory and field research under the supervision of faculty mentors. The coursework provide students the breadth of knowledge

underpinning innovative research and the research methods and statistics course provide students the necessary research tools.

4. Are key elements of the curriculum made available on a schedule that facilitates timely completion of the program by students? Attach course rotation schedules for the previous three years.

Yes. See course offerings by semester on the UTD website: www.utdallas.edu.

5. a. If UTD offers a similar program at the undergraduate level, how is the post- baccalaureate program progressively more advanced in content?

The comparable undergraduate and masters programs are designed to offer students the necessary skills for clinical competence rather than research competence. The mission and goals differ significantly.

- b. If there are courses of similar name or similar substantive content, how are the graduate courses progressively more advanced than those offered at the undergraduate level?

NA

- c. Are there any situations in which undergraduates and graduate students are co-enrolled in their respective courses at the same time with the same instructor?

No

If so, how is the learning experience more advanced for the graduate students?

6. Describe how the program and curriculum are reviewed and updated to maintain currency in the field.

Program engages in ongoing assessment based on data collected regarding student attainment of program learning goals. Periodic modifications in the curriculum and course content are made in conjunction with revisions of the biennial and supplementary graduate catalogs.

7. Do program requirements include courses in which students gain knowledge of literature of the discipline? If so, which courses?

All doctoral courses focus on the students acquisition of knowledge of the research literature. In addition, students regularly enroll in directed study under faculty supervision which usually focus on mastering the research literature in the student's area of focus.

8. Does program require students to be engaged in research, professional practicums, or similar training experiences? If so, what are they and how is this requirement structured?

Students are expected to engage in research from their initial entry. Students select a faculty research mentor and are introduced to the research activities of their mentor. Students must produce a research report or research thesis within the first 2 years of the program and must complete a research dissertation to qualify for the degree.

9. Other information department would like to provide.

Program Faculty

- List all faculty who are providing instruction for the program by name, rank, tenure or tenure-track status, gender, years at UTD, year doctoral program was completed, institution granting the degree. Provide an updated CV for each person.

Name	Rank	Tenure/tenure Track Status	Gender	Years at UTD	Years Doctoral Program was completed	Institution Granting the Degree
Maguire, Mandy	Assistant Professor	Tenured Track	Female	2	2003	Temple University
Katz, William	Associate Professor	Tenured	Male	16	1987	Brown University
Rollins, Pamela	Associate Professor	Tenured	Female	12	1994	Harvard
Assmann, Peter	Professor	Tenured	Male	17	1985	University of Alberta
Campbell, Thomas	Professor	Tenured	Male	0	1982	University of Wisconsin (Madison)
Chapman, Sandra	Professor	Tenured	Female	10	1986	University of Texas at Dallas
Dollaghan, Christine	Professor	Tenured	Female	0	1981	University of Wisconsin (Madison)
Hart, John	Professor	Tenured	Male	1	MD – 1983	University of Maryland School of Medicine
Jerger, Susan	Professor	Tenured	Female	9	1986	Baylor College of Medicine
Møller, Aage	Professor	Tenured	Male	9	1975	Karolinska Institute
Roeser, Ross	Professor	Tenured	Male	19	1972	Florida State University
Stillman, Robert	Professor	Tenured	Male	33	1969	Syracuse University
Thibodeau, Linda	Professor	Tenured	Female	10	1986	University of Minnesota
Tobey, Emily	Professor	Tenured	Female	11	1995	City University of New York
Ulatowska, Hanna	Professor	Tenured	Female	33	1961	Edinburgh University
van Kleeck, Anne	Professor	Tenured	Female	3	1978	University of Washington

- Provide the following data regarding the instructional activities of core faculty:
 - Number of dissertations (Doctoral) chaired.
 - Number of Thesis (Master's) chaired.
 - Number of dissertation committee memberships

	Number of Dissertations Chaired	Number of Dissertation Committee Memberships
Maguire, Mandy	0	0
Katz, William	2	9
Rollins, Pamela	2	4
Campbell, Thomas	0	0
Chapman, Sandra	3	4
Dollaghan, Christine	0	0
Stillman, Robert	2	7
Tobey, Emily	3	7
Ulatowska, Hanna	1	2
van Kleeck, Anne	0	1

d. --**Number of organized classes taught**

e. --Expected average number of organized classes taught by core faculty per

f. --academic year

2 courses/semester unless the faculty member uses research support to buy out teaching

g. -**Other courses (internship supervision, clinical supervision, studio, research, dissertation, Thesis, etc.)**

All faculty are expected to supervise doctoral research and dissertation. There is no fixed number of students who must be supervised/academic year.

3. Provide the following data comparing your program's faculty to three of the program's benchmark institutions and three of the aspirational peer groups:

Number of core (i.e. full time masters, tenured and tenure-track faculty) by rank, ethnicity, and gender in the doctoral program

Number of publications (i.e. peer-reviewed publications in excellent or highly respected journals and publishing houses) per full-time faculty equivalent (FTFE) of core doctoral faculty per year.

Total dollar amount of research expenditures and dollar amount of research expenditures per FTFE of core doctoral faculty.

Average number of organized classes (both Graduate and Undergraduate) taught by core faculty for academic years 02-03, 03-04, and 04-05.

4. List special honors that have been received by the program faculty during the last 3 years.
5. Other information the department would like to provide.

Students

1. From which universities do the new admits come?

There are no particular universities which serve as primary sources. About 1/3 of the students have attended universities outside of the U.S.

2. Describe the admission standards and the process of selecting applicants for admission to the program used during the previous three years. Programs with approved holistic processes should also include this current selection procedure.

Selection is based on the students academic record, GRE score, TOEFL (where appropriate), recommendation letters, and the match between the student's area of interest and program faculty. At least one faculty member must agree to serve as the student's mentor before the student is accepted into the program. All Program faculty participate in the decision to admit a student to the Ph.D. program.

3. Provide data for the last 3 years on:

- i. The number of applicants to the program for each year.
- ii. The number and percentage admitted to the program each year compared with the number of applicants.
- iii. The number and percentage of new admits who enrolled compared with the number who were admitted.
- iv. The number of students who completed the degree program each year .

4. Provide the number and percent of full-time and part-time doctoral students by gender and ethnicity (cross-tabs) for the last three years.

Diversity: White, African American, Hispanic, Native American, Asian, Alaskan-Pacific Islander

U. S. Citizen, Permanent Resident, International

Male; Female

Separate data not available for CSD program

5. Provide the number and percent of full-time and part-time doctoral students with fellowships, scholarships, research assistantships, or teaching assistantships /teaching fellowships.

6. *Describe the types of financial support and dollar amounts provided to doctoral students in the program.*

Fellowships

Scholarships

TA

RA

7. How many students receive tuition support? Where does this support come from?

All students award a TA or RA also receive full support for tuition and fees. These funds are provided by the University

8. Provide the number of doctoral student scholarly activities (peer-reviewed publications; presentations, exhibitions, or performances at national or international platforms or highly recognized state or regional venues).

9. Describe major accomplishments, honors, etc. among the program's doctoral graduates.

10. Provide the following data comparing your program's doctoral students to three of the program's benchmark institutions and three of the program's aspirational peers.

i. Average dollar amount of financial support (fellowships, TA's and RA 's) for doctoral students.

ii. Percentage of doctoral students receiving tuition waivers or tuition scholarships.

iii. Graduation/attrition rates

	Number of entering doctoral students If none: enter zero	Number of students who left the program without a master's or doctoral degree	Number of students who left the program after receiving a master's degree	Number of students admitted to doctoral candidac y
1996-1997	8	1	0	6
1997-1998	8	1	0	5
1998-1999	9	1	1	6
1999-2000	8	0	1	3
2000-2001	9	3	4	0
2001-2002	9	0	2	6
2002-2003	17	3	3	5
2003-2004	7	0	0	1
2004-2005	18	3	1	0
2005-2006	8	0	1	0

iv. Number of doctoral degrees conferred

11. Other information or data that the department would like to provide.

Outcomes

1. What are the key learning outcomes that have been identified for the program?

Competence in Research and Core Knowledge

Students will conduct doctoral level independent and collaborative research and demonstrate specialized knowledge in one or more of the following areas: hearing science, speech science, language science, and disorders of communication commensurate with entry to a career in university-level teaching and research

Competence in Application of Core Literature

Students will demonstrate the ability to synthesize and critique the research literature in core and related disciplines; demonstrate knowledge of the principles of experimental design and statistical analysis; and show critical thinking and professional writing skills commensurate with the preparation of journal articles, professional presentations, and grant proposals.

Technology Competence

Students will demonstrate competence in the use of technology appropriate to their area of study

Competence in use of Ethical Principles in Research

Students will practice of ethical principles for research on human subjects

2. What methods are used to determine whether students have achieved the key learning outcomes of the program?

Program has filed an assessment plan which lists specific assessment activities.

3. How many graduates are employed in a position in their field (including post-doctoral positions) within one year of completing their doctoral degree programs? Where have the graduates been employed?

100% where students have sought employment. Positions include colleges and Universities, medical/clinical research facilities, postdoctoral positions.

4. Summarize improvements to the program that were based on assessment results for the 3 years.

Curriculum was revised to eliminate the distinction between major field in within school minor field courses. This allowed more flexibility for students in creating clusters of emphasis across disciplines and reduced redundancy for students entering with prior advanced graduate coursework.

5. What is the placement record for students who have graduated in the last three years?

100% for students seeking employment

6. In what ways is this program distinctive from similar programs at other universities in Texas, and elsewhere?

Program allows for integration of coursework in communication sciences and disorders, cognitive science, neuroscience, and psychology. Availability of clinical research centers (Callier, BrainHealth, Advanced Hearing Research) provide unique access to patients and research facilities.

7. Other outcome information the department would like to provide.

Budget

1. What is the approximate proportion of the total departmental budget that is dedicated to doctoral program support? Describe the areas of support.
2. Describe budgetary challenges that the department has dealt with to support the doctoral program.

Departmental Conclusions and Recommendations

1. Describe the area(s) of the doctoral program that you (the department) consider excellent.

Research centers and facilities. Interdisciplinary options, access to patients, access to UT-Southwestern Medical School facilities.

2. Describe the area(s) of the doctoral program that you (the department) consider areas of limitation or challenge.

Distance between campuses.

3. If you (the department) were provided with additional funding each year for doctoral education that consisted of an amount equal to 5% of your total departmental budget, what would your (i.e. the department's) priorities be for spending the increase?
4. List and explain the department's recommendations for improvement of its doctoral program.
5. Other conclusions and/or recommendations that the department would like to provide.