

Joint Review
Department of Communicative Disorders
University of Wisconsin - Whitewater

Note: This report is cross referenced to:

Attachment A.) CAA report (green binder) pages in the Application for Accreditation by the Council on Academic Accreditation (CAA) in Audiology and Speech-Language Pathology

Attachment B.) December 6, 2001 letter TO Dr. Casey (Dept. Chair) FROM Earl Seaver, (CAA Chair), regarding site visit report.

Attachment B. 1.) February 6, 2002 letter TO Dr. Earl Seaver FROM Dr. Casey

Attachment C.) July 11, 2002 letter TO Dr. Casey FROM Dr. Seaver confirming reaccreditation. Margin notations written by Dr. Casey

1. PROGRAM DESCRIPTION AND CONTEXT

1.1 Goals and Objectives:

A. The primary goal of the graduate program in Communicative Disorders is to provide qualified candidates with the appropriate training and requisite degree for entry level practice of speech-language pathology. This professional program is designed to maximize job marketability through training speech-language pathologists for clinical excellence in school, medical, and private clinical practices. See the Department of Communicative Disorders Mission Statement in CAA report pages 127-128; and **Department of Communicative Disorders web site** <http://academics.uww.edu/commdis/> Goal accomplishments are documented yearly in department Annual Reports. Appendix A. provides a listing of goals and accomplishments for 1996-1997 and 2001-2002. Complete copies of all Annual Reports are available for review from the department office. The department continues to link its yearly goals to the university, college, and professional accreditation standards and succeeds in accomplishing them in a timely manner.

B. Objectives include four subject matter objectives, four cognitive development objectives, and five skill objectives. Feedback from students and clinical supervisors in the field is used to modify and enrich the academic and clinical curricula and the unit engages in systematic assessment. Students complete exit surveys and interviews, course and instructor evaluations, and participate in informal focus groups with the department chair throughout their preparation.

Students are assessed through traditional classroom assessments as well as through portfolio development. A comprehensive examination is the typical culminating activity. All students must pass a national examination in order to obtain the certification required for practice nationally.

1.2 Context:

UW-Whitewater has the select mission to “offer graduate education built clearly upon its undergraduate emphases and strengths with particular emphasis in the fields of business and education.” the university’s strategic plan includes “graduate degree programs derived from strong undergraduate majors within the institution” as a defining characteristic of one of its top priorities. A summary of mission statements can be found in CAA report pages 126-127.

The graduate program in Communicative Disorders is a well-defined continuation and advancement of the university’s strong undergraduate major in Communicative Disorders. Since 1996 approximately 47% of the matriculates in the master’s degree program have an undergraduate major in Communicative Disorders from the university.

UW-Madison is the only institution within the State to offer a doctoral degree in Communicative Disorders. UW-Whitewater is one of six UW System institutions to offer a master’s degree in Communicative Disorders. Collectively, these programs are unable to meet the employment needs of the state. Speech-language pathology and audiology will be among the hottest professions in the country in the next decade, according to recent employment growth projections in the U.S. Bureau of Labor Statistics’ (BLS) 2002–2003 Occupational Outlook Handbook. The professions ranked among the top 30-out of 700-fastest growing occupations over the next decade, with the number of speech-language pathology positions to grow by 39% from 2000–2010, according to the BLS November 2001 Monthly Labor Review.

To compare graduate programs within the state see the web site.
<http://professional.asha.org/academic/guide.cfm?StateAbrev=WI>.

For listings of comparable programs throughout the nation see the web site of graduate program listings and search for specific state/school
<http://professional.asha.org/academic/guide.cfm>

1.3 Need:

There is both a Wisconsin and national market demand for those with a master's degree in Communicative Disorders. A number of school districts throughout the state are forced to employ speech-language pathologists with provisional licenses. Data obtained from the Department of Public Instruction (DPI) show that the highest number of emergency licenses was issued in 1997-1998 (58). There was a 62% decrease in licenses issued from 1997-1998 (58) to 2000-2001 (25). Much of this decrease is due to changes in Medicare funding which caused a shift of employment from the private sector to public schools. The employment outlook for practice in the schools is above average. Demographic data compiled by ASHA reports chronic vacancy rates nationally for speech-language pathologists in public school and medical settings. The admission rate for UW-W applicants remains steady and is balanced within the allocated resources and market demand. The employment rate for UW-W graduates is 100%.

2. PERSONNEL

2.1 Faculty:

The department FTE during 1996-97 was 6.25 compared to the current 5.95. The current allocations include 5.5 tenure track FTE and four ad hoc adjunct faculty employed as follows:

Full Time Tenure Track Faculty Fall 2002-2003

Scott Bradley, Ph.D., CCC-Audiology (graduate coordinator)

Patricia Casey, Ph.D. CCC-SLP (department chair)

Giuliana Miolo, Ph.D., CCC-SLP (50% (SP02-F-03) release time for collaborative research project)

VACANT Lucrezia Tomes. Ph.D., CCC-SLP (medical leave SP-02; resignation 6/4/02 due to disability; 9/30/02 approval granted to search and screen for replacement)

Mary Ward, Ph.D., CCC-SLP 63% (02-03) maternity leave with related extenuating medical needs

Jeff Lewis, Ph.D.. CCC-SLP August, 2002 hired as a tenure track faculty member

Part-Time Tenure Track Faculty Fall 2002-2003

Roxanne DePaul, Ph.D. CCC-SLP (50% appointment to serve as UW-W Honors Coordinator)

Part-Time Adjunct Faculty (replacements for release time faculty and/or vacancy)

Julie Frazier, M.S. Voice course (F- 2002)

Beth Miller-Swanson, M.S., ABD Clinical Supervisor (2002-03)

Kay Nelson M.S. Clinical Supervisor (2002-03)

Kathy Pazak, M.S. Clinical Supervisor (2002-03)

Faculty are: committed to preparing professionals to be well-educated and well-grounded in the content knowledge of their disciplines, skilled in the pedagogy and interpersonal/technical skills appropriate to their profession,

committed to quality education and quality-of-life for all clients, agents of change and innovation, and welcoming of diversity.

During the period of undergraduate enrollment increases (1993-1997) the faculty experienced a challenge in providing undergraduate practicum experiences, as supervisory resources were needed across the undergraduate and graduate curriculum for both the on and off-campus experiences. Offering both undergraduate and graduate practica impacted the clinical program and human resources to the maximum. In Spring of 1996 criteria for admission into the entry level undergraduate practicum experience were established in an attempt to eliminate the on-campus undergraduate practicum opportunities. The on-campus practicum experience was replaced with an off-campus rotation experience where the student observes and works with a speech-language pathologist in practice.

The faculty member that joined the program in the fall of 1995 helped in decreasing the clinical workload across faculty and solving the problems related to redefining the undergraduate practicum experience. Unfortunately this faculty member resigned her position (effective August, 1997) to pursue completion of a Ph.D. degree. In addition there was one retirement, effective May, 1997 and two resignations May, 1999 and June, 2002. Resignations were related to family and physical disability issues not job dissatisfaction. In Fall, 2000 one tenure track faculty member assumed a 50% appointment to serve as Honors coordinator for the university. Throughout these staffing changes the department has been successful in hiring and maintaining a high quality, dedicated team of professionals as noted on page 80 of the CAA report.

2.2 Administrative Structure:

The graduate program in Communicative Disorders is located within the College of Education and is one of several graduate licensure programs. The department of Communicative Disorders is responsible for delivering both an undergraduate **and** graduate professional curricula, which represents a total of 35 different academic offerings each year. On average, one faculty member will teach 5-6 different courses a year. In addition, faculty spend many additional hours in on-campus clinical training in the Center for Communicative Disorders (CCD). On-campus clinical training requires direct supervision of diagnostic evaluations and treatment of clients from the Whitewater and surrounding communities. Client satisfaction surveys indicate that the graduate

program in Communicative Disorders is providing diagnostic and treatment services which are perceived to be of great value to the community.

3. STUDENTS

3.1 Graduate Enrollment Trends:

Student Enrollment					
97-98	98-99	99-00	00-01	01-02	02-03
33	30	27	28	23	27

New students admitted					
97-98	98-99	99-00	00-01	01-02	02-03
20	14	15	11	12	15

Graduating Students					
1997	1998	1999	2000	2001	2002
16	10	13	13	13	11

Enrollment will continue to be remain balanced at these levels to achieve 25-30 FTE candidates per year.

3.2 Degree Recipients:

Employment Upon Graduation (MS degree)

	88/89	89/90	90/91	91/92	92/93	93/94	94/95	95/96	96/97	97-98
Public Schools		9	8	2	7	1	6	9	8	13
Medical Setting	11	10		5	8	6	8	4	7	6
Not employed	3	5	2							
	0	0	0	0	0	0	0	0	0	0

	99-00	00-01	01-02	Summary
Public Schools	11	10	11	116 (65%)
Medical Setting		1	2	0 62 (35%)
Not employed	0	0	0	0

3.3 Projected Enrollment:

Fall 2003 admission was 15 graduates. Achieving this admission goal maintains the enrollment within the plan to serve 25-30 FTE candidates per year and retain a balance between supply and demand needs within the state and the current faculty FTE allocations.

4. PROGRAM DESCRIPTION AND EVALUATION

4.1 Curriculum:

See CAA report pages 21- 29; and go to <http://academics.uww.edu/commdis/courses.html> for a listing of courses and related curricula materials.

4.2 Assessment:

As students progress through the curriculum they are expected to apply their knowledge, skills and use of technology to solving problems, thinking critically, and communicating effectively within diverse communication contexts. Student assessments are linked to the department assessment plan found in CAA report pages 129-132.

Assessment data include but are not limited to:

- portfolio tracking
- comprehensive exams
- exit surveys and interviews
- national standardized exam
- employer and alumni surveys
- Wisconsin Procedure for Appraisal of Clinical Competence (W-PACC)
- percentage employed

Assessment results which have been linked to program improvement are found in the CAA report pages 7-13. Annual assessment reports and the 2001 Alumni/Employer survey results are available from the departmental office.

4.3 Accreditation:

The program has been nationally accredited by the Council of Academic Accreditation (CAA) of the American Speech-Language Hearing Association (ASHA) since 1983. The most recent period of accreditation was December 1, 1993 to December 1, 2001. The CAA conducted its reaccreditation site visit October 4 and 5, 2001. On July 11, 2002 the program received a letter from Dr. Earl Seaver confirming the vote, by the CAA, to reaccredit the graduate education program in speech-language pathology at the University of Wisconsin - Whitewater for five years. (See Attachment C.)

The CAA will monitor compliance throughout the next accreditation period via Annual CAA Reports, due December 1, every year. Dr. Casey's

handwritten notes on the July 11, 2002 letter from Dr. Sever will be formalized and included in the December 1, 2002 CAA annual report.

4.4 Concerns:

The site visitors verified **full** compliance with all CAA standards. In Attachment B. you will find a copy of a letter (December 6, 2001) sent to Dr. Casey from Dr. Seaver, CAA Chair, in which program strengths and weakness were noted Dr. Casey, responded to Dr. Seaver's letter and delineated recommendations for resolving weaknesses. These recommendations, found in Attachment B. 1. represent ongoing program improvements. The CAA will continue to monitor standards associated with workload and adequate physical facilities. Both of these were also identified as concerns by the program. In order to attract high quality graduate students and maintain a dynamic, competitive program the graduate program in Communicative Disorders must increase its FTE to at least 7. It must continue to upgrade and expand the physical facilities and have a budget line allocated to support release time for the faculty research and professional development.

Facilities

The Center for Communicative Disorders (CCD) is located in the Roseman Building which is also the location of the Children's Center, Graduate School, Continuing Education, Disabled Student Services, Project Assist, Learn Center, Research and Sponsored Programs, Advising Hub, and several other offices. The CCD facility houses the department of Communicative Disorders office, faculty offices, laboratories, and the treatment/observation rooms used for on-campus practicum work. In addition the department has one state-of-the-art classroom (R1040).

Over the years the program has lost classroom and student space. The merger of the Graduate School and the Office of Continuing Education (summer 1995) resulted in the department losing one classroom (R2017). As compensation for this loss the Dean of Graduate Studies and Continuing Education provided the department with two office spaces (R2040 and R2041), a renovation of the remaining classroom (R1040), and a small office space for graduate students in Baker 127, a building close to Roseman. In October of 1997 the graduate program in Communicative Disorders lost the office spaces (R2040 and R2041) to the International Student Programs. The loss was to be temporary as the program was to move back to R2040 and R2041 in 1998. In fact, International Student Programs remained in the offices until September

2002 and now these spaces have been remodeled and become the new advising hub on campus. It seems unlikely that this space will ever be reassigned to the graduate program in Communicative Disorders.

Offering a full time graduate program in addition to an undergraduate program necessitates the use of classroom space outside the Roseman facility. Having two classroom spaces in Roseman Building would be a much more efficient and effective method for delivering the curriculum, especially since faculty integrate the curriculum into clinical processes, which utilize laboratory resources located in the CCD.

Graduate students must work with confidential client records and treatment information on a daily basis. They do this work in treatment rooms or in laboratory spaces which are often occupied for other purposes. Because of the confidential nature of the clinical work, written materials may not be removed from the CCD. Additional work space is needed and it must be in close proximity to the CCD in order to uphold confidentiality requirements.

With the addition of ad-hoc faculty the department is in need of additional office space. This need is in addition to the serious need for clinical, laboratory and office space for student work and faculty research.

In the original planning stages for the CCD the spaces currently allocated to the Children's Center were originally conceived to be CCD spaces. If the Children's Center were to be relocated these spaces should become part of the CCD as originally planned.

5. ACADEMIC SUPPORT SERVICES

5.1 On-going Support:

Financial aid, academic and career advising, disabled student services, and child care facilities on campus are readily available and outstanding resources for students. The inadequacy of space, and the continued need to update equipment, materials and supplies is documented in the CAA report pages 44-48. The adequacy of library, interlibrary loan services, and access to the Internet and computer facilities is noted in pages 48-49 of the CAA report. The library allocations and actual expenditures from academic year 1993 through Fall 2002 have been sufficient to meet the program's library needs.

5.2 Additional Support:

The department provides continuing education opportunities (non SCH generating) for speech language pathologists by sponsoring ASHA teleseminar series for DPI CEU 's (Fall, 2000 and Spring, 2002). These offerings have been very successful in meeting the needs of professionals, many of whom supervise our students during student teaching and medical experiences.

5.3 Access for Individuals with Disabilities:

Overall the campus prides itself on being assessable for individuals with disabilities. The CCD is accessible, with the exception of the audiological suite which remains the only area where accessibility is difficult. This inadequacy was noted in the CAA report on page 45.

6. FINANCE

6.1 Program Cost:

Data available form the System Office of Policy and Research

6.2 Budget Requirements:

Budget Summary Communicative Disorders (UW-Whitewater)						
	97-98	98-99	99-00	00-01	01-02	
Faculty/Staff Salaries	325,827	330,647	367,465	383,728	366,428	
Supplies	8,011	10,211	9,211	9,211	9,211	
Total	333,838	340,858	376,676	392,939	375,639	

1998-99 budgets are as follows:

- Capital none at this time
- Service & Supplies \$10,711
- Classified \$23, 0024
- Student Help \$1,720
- Unclassified \$307,212
- Graduate Assistants \$11,676
- CCD \$8,161

Averages for 1993-1997 budget categories are as follows:

- Capital \$3,123
 - Service & Supplies \$19,618 *
- *(not a typical allocation, reflects funds received from other sources)

- Classified \$21, 106
- Student Help \$1,115
- Unclassified \$256,091
- Graduate Assistants \$10,060

CCD \$3,832

The current operating budget is declining. It must be interpreted in the context of the program's ongoing and continued need to remain vibrant, state-of-the-art and focused on the future. With staff and space additions (1.5-2.0 FTE staffing increase) and (an estimated \$150,000 expansion/renovation in yet to be allocated Roseman spaces) the budget will need to be increased. With a more modest proposal (1.5-2.0 FTE staffing) and (an estimated \$60,000 -80,000 upgrade and maintenance for current spaces) the budget will need to be increased. Graduate assistantships within the department have been steadily reduced from 2.5 FTE (99-00) to 1.0 FTE (02-03). In the future graduate programs must offer graduate assistantships to remain competitive and attractive, especially in a depressed economy. The graduate assistantship allocations should be increased to 2.5 FTE in the next few years.

6.3 Capital Requirements:

The audiology laboratory is in need of being modernized with technological upgrades, and the speech science and language laboratories are in need of on-going updates. The research capabilities of the speech science laboratory have been developed primarily through the use of indirect cost funds from an NIH grant. State-of-the-art instructional materials and technologies for teaching courses in the basic processes such as anatomy, neurophysiology, neuroanatomy, and voice are a constant need. In addition, software and hardware upgrades are needed for the language and clinical research laboratories and are typically obtained through lab modernization funds.

The graduate degree program in Communicative Disorders requires ongoing capital resources to maintain lab spaces which include lab upgrades and space renovations. During the past five years, the department has received college and university funding which has resulted in an updating of the audio visual, audiological, diagnostic, treatment and computer laboratories. These additional resources enabled the program to integrate technology throughout the curriculum and to upgrade and update where necessary.

Ongoing upgrades and renovations must continue in the future, if the program is to remain competitive and state-of-the-art. This will require continued expenditures for capital equipment. The anticipated areas of enhancement during the next five years include: audiological laboratory equipment, hearing aid fitting and hearing aid molds, an instructional lab

for anatomy and physiology, and upgrades for the CCD laboratories, program assistant's office, client waiting room, and classroom.

Anticipated capital needs in the next few years include an estimated \$ 29,000 for the Audiological Lab and another \$25,000 to upgrade the Clinical Labs and Language/Speech Science Clinical Research Labs. The specifics include:

Clinical Audiometer \$ 8,000

Current audiometer is +10 years old and lacks capability to perform various test procedures.

Acoustic Immittance Meter \$4,000

Current Immittance Meter is +10 years old and is nonfunctioning. Motherboard is not made for this piece of equipment anymore.

Video Otoscope \$1,000

Needed for training of students in otoscopy.

Portable tympanometer \$4,000

Current tympanometer is +10 years old and is limited in its capabilities. Not appropriate for training students to perform a multitude of required tests.

Portable Audiometer (2) \$2,000

We have only two portable audiometers that are less than 10 years old. Older audiometers have difficulty keeping their calibration and have a high rate of malfunctions.

Real Ear Measurement System \$4,000-8,000

Needed for training students and for clinical purposes to more accurately assess personal and group amplification.

PC Computer \$2,000

Needed to interface with Audiometer, Real Ear Measurement System and Acoustic Immittance system.

Video cameras in clinical labs \$16,000

Needed to interface with computers and video monitors. Current cameras are +20 years old and are starting to malfunction.

PC Computers (labs) \$6,000

Needed for clinical record keeping and work with clients in treatment. Current systems are out dated and unable to accommodate newer software and operating systems.

Clinical Software (Assessment/Treatment) \$3,000

Technology advances to include uses for clients in the diagnostic and a treatment process. Needed for training students in the latest technology.

7. SUMMARY

7.1 Summary Evaluation:

The uniqueness of the Communicative Disorders discipline and associated demands will be an on-going reality. As noted earlier, maintaining a balance in faculty workload distributions will remain a challenge. The anticipated staffing changes in the next five years will be related to the retention of the faculty recently hired and anticipated retirements in the next 10-15 years. Retention of high quality faculty with compensation packages and salaries comparable to market levels will be a continued need.

The challenge to prepare entry level speech-language pathologists (masters degree required) for an ever increasing, demanding and technologically advancing profession continues to galvanize the department. By 2005 the program will be required to bring the graduate curricula into full compliance with the Council of Academic Accreditation (CAA) standards in speech language pathology and audiology. Future graduates will be expected to have more hours of experience (changing from 375 to 400 hours) with a more diverse client population and accordingly, the department will be required to document knowledge, skills and competencies in all standards associated with entry level practice. All courses will need to be aligned with the content areas associated with entry level practice and faculty will need to be identified who can teach in very specialized areas and supervise across diverse disorders, ages and work settings. This level of professional preparation is demanding and time and labor intensive. It requires a full complement of highly qualified and committed faculty which in the near future will mean more faculty.

Proactive planning, mentoring, and team building are now in process to ensure transitions in leadership responsibilities for the academic, clinical and graduate program in the next 10-15 years. The department's future success will necessitate a strong faculty commitment to the goals and vision of the department and the university. It will also require the

increasing involvement of practitioners in delivering the curriculum and providing high quality off-campus practicum experiences. New delivery models will need to be explored and faculty will require on-going continuing education and clinical training in order to remain up-to-date as certified and licensed speech-language pathologists and audiologists. In the future and with increased staffing there is potential for the program to develop courses for non-majors throughout the university which would extend the content beyond the original expectations of preparing entry level speech and language pathologists.

The primary goal of the graduate program in Communicative Disorders is to provide qualified candidates with the appropriate training and requisite degree for entry level practice of speech-language pathology. The program has been extremely successful in achieving its expectations and desired outcomes. Designed to maximize job marketability through training speech-language pathologists for clinical excellence in school, medical, and private clinical practices it has employed 100% of its graduates. In fact employers seek UW-Whitewater SLP graduates.

Since the program's entitlement it has remained vibrant, even with the several changes in staffing. It has offered expertise to the College of Education since joining them in 1993 participating on many of the College of Education committees and DPI assessment plan teams. The department of Communicative Disorders has developed a mature, well established and respected graduate program in Communicative Disorders within the college and university.