

E1B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name)	(2) Date of most recent accreditation action by each listed agency.	(3) Summary ("bullet points) of key issues for continuing accreditation identified in accreditation action letter or report	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.)*	(6) Date and nature of next scheduled review.
College of Agriculture and Life Sciences				
<p style="text-align: center;">Commission on Accreditation for Dietetic Education (CADE) of the American Dietetic Association- Masters in Dietetics Demonstration Program</p>	<p style="text-align: center;">August, 2006</p>	<p>The Commission on Accreditation for Dietetics Education conducted a site visit in October 2008, the MSD Program responded to the site visit report in January 2009. The program was asked to provide additional outcome measures regarding graduate performance, additional information to assure that all student meet the Foundation Knowledge and Competencies, a written plan for ongoing assessment of competencies/student learning outcomes, and a process for formal ongoing review of the curriculum. Additionally, policies related to selecting and evaluating supervised practice sites, maintaining affiliation agreements, and an injury/illness policy for students in supervised practice needed to be formalized. The program will be formally reviewed by the Commission at their April meeting recognizes the Program's compliance with the accreditation standards and encourages you to continue your efforts in providing quality dietetics education</p>	<p>Key performance indicators include 80% of students entering the program in Track 1 will complete the program in three years (2 years typically) and 80% of the students entering the program in Tracks 2 and 3 will complete the program in four and one-half years, 90% of students will achieve a first-time pass rate on the RD exam over a five-year period, 70% of graduates seeking employment in dietetics will be employed within three months of program completion; 80% of employers and graduates (one year post-graduation)will indicate that graduates have a "good" to "excellent" level of competency in: communication skills, critical thinking, problem solving,</p>	<p>Fall 2008- Full review (self-study and site visit)The Commission on Accreditation for Dietetics Education will formally vote on the self-study and site visit report</p>

			leadership, and application of research	
Commission on Accreditation for Dietetic Education (CADE) of the American Dietetic Association- Didactic Program in Dietetics	May, 2004	The Commission on Accreditation for Dietetics Education recognizes the Program's compliance with the accreditation standards and encourages you to continue your efforts in providing quality dietetics education	Key performance indicators include 90% of students declaring dietetics as their major in the fall of their junior year will graduate as dietetics majors in two years; at least 18 students will graduate with a dietetics major each year, 80% of program graduates setting for the RD exam will pass on the first attempt, 80% of program graduates applying to dietetic internships will be accepted, 50% of graduates will be employed at one-year post graduation, 80% of employers and DI directors will rank individuals as average to superior compared to others.	The program submitted a five year review in November 2008 and have not heard back from the Commission on Accreditation for Dietetics Education. The program is accredited until May 2014.
College of Arts and Sciences				
American Chemical Society	2004	<ul style="list-style-type: none"> • limited number of fume hoods for teaching labs • no women faculty members 	<ul style="list-style-type: none"> • Institutional environment • Faculty and staff • Infrastructure • Curriculum • Undergraduate research • Development of student skills 	Five year Reevaluation due to ACS June 2009

American Psychological Association	July, 2003	<ul style="list-style-type: none"> • Provide accurate work report of the time each faculty devotes to the doctoral program. • Develop a strategic plan to assess all expected competencies. 	<ul style="list-style-type: none"> • Licensure • Employment rates • Research productivity for those accepting academic positions 	Reaccreditation site visit 2010
American Speech-Language-Hearing Association	August, 2004; Most recent action was annual report approval on Aug. 25, 2008	8-25-08: Alignment of website language for contacting CAA about complaints to language for Standard 4.3--completed Sept., 2008; there were no conditions for approval just comments & concerns are noted each year in annual report approval letter	<ul style="list-style-type: none"> • NESPA (praxis) pass rates • Employment rates; graduate rates • Certification held by all faculty/supervisors training students clinically 	<ul style="list-style-type: none"> • Annual Report submitted August 1, 2008 • Reaccreditation visit date 2012
School of Business Administration				
Association to Advance Collegiate Schools of Business (AACSB)	Reaffirmed April 2005	All issues raised in 2002 report addressed and satisfactorily resolved in 2005 report	<ul style="list-style-type: none"> • Mission statement • Mission appropriateness • Student mission • Continuous improvement objectives • Financial strategies • Student admission • Student retention • Staff sufficiency • Faculty sufficiency • Faculty qualifications • Faculty management and support • Aggregate faculty and staff education responsibility • Individual faculty education responsibility • Student educational responsibility 	Visit 2011-2012

			<ul style="list-style-type: none"> • Management of curricula • Undergraduate learning goals • Undergraduate educational level • Master's level general management learning goals • Specialized Master's degree learning goals • Master's educational level • Doctoral learning goals 	
College of Education and Social Services				
Council for Accreditation of Counseling and Related Educational Programs (CACREP)	July 20-22, 2006 (letter dated Aug. 9, 2006) removed 2-year conditional status, extended accredited status until Oct. 31, 2012	Full compliance.	Adhere to the CACREP Standards concerned with curriculum, faculty resources, clinical experience requirements, supervisor qualifications, and program	Fall 2012

<p>Council on Academic Accreditation, American Speech-Language-Hearing Association (ASHA)</p>	<p>Dec. 7, 2004, until July 31, 2012.</p>	<p>Full compliance.</p>	<p>Standards-based preparation (ASHA standards).</p> <p><u>E.g., Candidate Assessments:</u></p> <ul style="list-style-type: none"> • GPA, cumulative, content-specific, professional sequence • PRAXIS I (or SAT) • PRAXIS II • Clinical Evaluations • Licensure Portfolio <ul style="list-style-type: none"> • Performance Standards addressed in the minimum of 400 clinical practicum hours. Hours include minimum externship in public school setting. • All students qualify for Clinical Licensure as Speech Language Pathologist in the State of Vermont upon completion of masters program and clinical fellowship year. 	<p>Review Year 2011, Visit 2012</p>
<p>Council on Social Work Education (CSWE)</p>	<p>Jan. 27, 2007 Commission on Accreditation (COA) accepted progress report.</p>	<p>Full compliance</p>	<p>Competency-based standards.</p> <p><u>Candidate Assessments:</u> Metrics focused on outcome performance of practice behaviors (integrating and applying practice-based competencies).</p> <p><u>Program Assessments:</u> Evidence from course embedded activities, skill/content-specific</p>	<p>CSWE site visit to be scheduled (between Sept. 1 and Oct. 31, 2010)</p> <p>COA review for reaffirmation determination: February 2011</p>

			<p>assessments, external, third-party feed-back. e.g., GPA (cumulative, professional sequence); Clinical Evaluations; Alumni Surveys; Advisory Group Forums</p>	
<p>National Council for Accreditation of Teacher Education (NCATE)</p>	<p>March 16-20, 2003 (letter dated Mar. 25, 2003) Unit Accreditation Board of NCATE granted national accreditation.</p>	<p>Mar. 25, 2003 letter cited following areas for improvement:</p> <ul style="list-style-type: none"> • Candidates have limited opportunity to work with faculty from diverse backgrounds (Standard 4) • Candidates have limited opportunities to work with other candidates from ethnically and racially diverse backgrounds (S4) • The unit does not adequately evaluate the curriculum and experiences through which candidates learn to teach all students (S4) • <i>(Advanced Preparation)</i> Candidates in the educational leadership program are not required to participate in field and clinical experiences in which they work with diverse students (S4) • <i>(Advanced)</i> The unit lacks the authority and structure to approve and manage all of its advanced programs. (S6) <p>Feb. 1, 2009 SPA program reviews received. Programs' "Response to Conditions" reports due April 15, 2009.</p>	<p>Standards-based preparation.</p> <p><u>Candidate Assessments:</u></p> <ul style="list-style-type: none"> • GPA, cumulative, content-specific, professional sequence • PRAXIS I (or SAT) • PRAXIS II • Professional Attributes and Dispositions Assessment • Clinical Evaluations • Licensure Portfolio <p><u>Program Assessments:</u></p> <ul style="list-style-type: none"> • Specialized Program Association (SPA) reviews • Surveys undergoing revision, to be implemented S09: Advising, Exit, Alumni, Employer 	<p>NCATE site visit Oct. 24-28, 2009.</p> <p>Specialized Professional Association (SPA) program reviews submitted Sept. 2008. (standards-based performance assessment data by program)</p> <p>NCATE /SPA reviews of program reports rec'd Feb. 1, 2009.</p> <p>Response to Conditions reports due April 15, 2009.</p>

<p>Vermont Standards Board for Professional Educators (VSBPE) Results Oriented Program Approval (ROPA)</p>	<p>October, 2006</p>	<p>Art Education. VSBPE granted full approval June 21, 2007, although cited concern re: program's supervision of student teachers (UVM faculty-candidate contact hours in field). Update provided fall 2008.</p> <p>Early Childhood Special Education. VSBPE granted full approval (June 25, 2007 letter), although cited concern re: student faculty ratio. Update approved June 27, 2008, noting concern remains and requested update spring 2009.</p> <p>Level I Licensure Portfolios play important role in providing evidence to the State for program approval. (Reg. 5911.2 requires each candidate seeking initial licensure to complete a Level I Licensure Portfolio.)</p>	<p>Standards-based preparation.</p> <p><u>Candidate Assessments:</u></p> <ul style="list-style-type: none"> • GPA data: cumulative, content-specific, professional sequence • PRAXIS I (or SAT) • PRAXIS II • Professional Attributes and Dispositions Assessment • Clinical Evaluations • Licensure Portfolio • <u>Program Assessments:</u> • Specialized Program Association (SPA) reviews <p>Surveys undergoing revision, to be implemented S09: Advising, Exit, Alumni, Employer</p>	<p>Full review of all initial and advanced licensure programs, 2009 (excluding the SLP program per State/ASHA agreement)</p> <p>ROPA site visit Nov. 15-18, 2009</p>
<p>College of Engineering and Mathematical Sciences</p>				
<p>Accreditation Board of Engineering and Technology (ABET)- Electrical Engineering</p>	<p>2003/2004</p>	<p>None</p>	<ul style="list-style-type: none"> • Pass percentage on FE exam in comparison to national averages. • Percentage of students engaging in internship or other type of experiential learning activities. • Percentage of graduates either getting a job or enrolling in a graduate school 3 months following graduation. • Starting salary of our graduates. • Types and significance of activities led 	<p>Program accredited to 9/2010. Next general review will be Fall, 2009.</p>

			<ul style="list-style-type: none"> by our alumni. Job titles and awards won by alumni Overall perception of design education quality indicated by external evaluators at senior design night, as indicated by their evaluation of students "ability to design a system, component, or process to meet desired needs within realistic constraints". 	
Accreditation Board of Engineering and Technology (ABET)- Environmental Engineering	2005-2006	Requirement that faculty must be of sufficient number to cover all curricular areas of the program	<ul style="list-style-type: none"> Pass percentage on FE exam in comparison to national averages. Percentage of students engaging in internship or other type of experiential learning activities. Percentage of graduates either getting a job or enrolling in a graduate school 3 months following graduation. Starting salary of our graduates. Types and significance of activities led by our alumni. Job titles and awards won by alumni Overall perception of design education quality indicated by external evaluators at senior design night, as indicated by their evaluation of students "ability to design a system, component, or process to meet desired needs within realistic constraints". 	Program accredited to 9/2010. Next general review will be Fall, 2009.
Accreditation Board of Engineering and Technology (ABET)- Civil Engineering	2005-2006	<ul style="list-style-type: none"> Better monitor student contributions in the secondary design component of CE 175 Improve storage of surveying equipment. 	<ul style="list-style-type: none"> Pass percentage on FE exam in comparison to national averages. Percentage of students engaging in internship or other type of experiential learning activities. 	Program accredited to 9/2010. Next general review will be Fall, 2009.

			<ul style="list-style-type: none"> • Percentage of graduates either getting a job or enrolling in a graduate school 3 months following graduation. • Starting salary of our graduates. • Types and significance of activities led by our alumni. • Job titles and awards won by alumni • Overall perception of design education quality indicated by external evaluators at senior design night, as indicated by their evaluation of students "ability to design a system, component, or process to meet desired needs within realistic constraints". 	
Accreditation Board of Engineering and Technology (ABET)- Mechanical Engineering	2005-2006	<ul style="list-style-type: none"> • Results of hiring a lab technician, purchases of equipment, and fundraising on funding and recruitment of faculty • Implementation of assessment of course outcomes 	<ul style="list-style-type: none"> • Pass percentage on FE exam in comparison to national averages. • Percentage of students engaging in internship or other type of experiential learning activities. • Percentage of graduates either getting a job or enrolling in a graduate school 3 months following graduation. • Starting salary of our graduates. • Types and significance of activities led by our alumni. • Job titles and awards won by alumni • Overall perception of design education quality indicated by external evaluators at senior design night, as indicated by their evaluation of students "ability to design a system, component, or process to meet desired needs within realistic constraints". 	Program accredited to 9/2010. Next general review will be Fall, 2009.

College of Medicine				
Liaison Committee on Medical Education of the American Medical Association and the Association of American Medical Colleges	March, 2007	<ul style="list-style-type: none"> • Student Diversity: Provide a table summarizing the racial and ethnic diversity among applicants, accepted students, and entering students for each of the three most recent classes. • Career counseling: Provide a copy of the relevant actions from the results of the most recent AAMG Graduate Questionnaire regarding student satisfaction with career counseling activities. If internal surveys are conducted, please provide those as well. • Financial aid and debt management counseling: Provide a copy of the relevant sections of the most recent AAMC Graduate Questionnaire regarding student satisfaction with financial aid and debt management services and counseling. If internal surveys are done, please provide that information as well. • Student indebtedness: Provide a table showing the date for the 3 most recent years available: in-state tuition and fees, non-resident tuition and fees, total institutional funding for grants and scholarships, total external funding for grants and 	<ul style="list-style-type: none"> • Institutional Setting <ul style="list-style-type: none"> • Governance and administration • Academic environment • Educational Programs <ul style="list-style-type: none"> • Objectives • General design • Content • Teaching and evaluation • Curriculum Management <ul style="list-style-type: none"> • Roles and responsibilities • Evaluation of program effectiveness • Student Services <ul style="list-style-type: none"> • Admissions • Academic and career counseling • Financial aid counseling and resources • Health services and personal counseling • Learning environment • Faculty <ul style="list-style-type: none"> • Number, qualifications, and functions • Personnel policies • Governance • Educational Resources <ul style="list-style-type: none"> • Finances • General facilities • Clinical teaching facilities • Information and library resources 	Progress Report sent September 1, 2008 Full Survey, 2012-2013

		<p>scholarships, and average educational debt of indebted students. Also provide a copy of student responses from the most recent AAMC Graduation Questionnaire regarding the impact of indebtedness of career choice.</p> <ul style="list-style-type: none">• Revision of faculty personnel policies: Provide an update on faculty approval of proposed revisions to personnel policies for medical college faculty.• Faculty recruitment, development, and retention: Summarize any initiatives implemented since the time of the limited survey to enhance faculty diversity, improve faculty mentoring, and develop future leaders.• Impact of changes in departmental budgets on teaching efforts: Provide a table showing any further changes in department funding allocations for academic year 2007-2008. Describe any alterations in departmental teaching efforts to adjust for changes in departmental contributions to medical student education.		
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College of Nursing and Health Sciences				
Commission on Accreditation of Athletic Training Education	8/1/2008	Documentation of electrical safeguards necessary for all sites	BOC first time pass rate	2012
Commission on Accreditation in Physical Therapy Education (CAPTE) of American Physical Therapy Association	October, 2008	<ul style="list-style-type: none"> • Too few core faculty • Insufficient appointment periods (ie, 9 vs 12 mos for a 12 month program) 	<ul style="list-style-type: none"> • Licensure Pass rate • Employment within 6-mos of graduation • Graduate rates 	2018
Commission on Collegiate Nursing Education (CCNE)	September, 2005	B.S. and M.S. programs met all standards; No compliance concerns with respect to key elements	<ul style="list-style-type: none"> • Ongoing support from Parent Institution • Curriculum and program outcomes reflect professional nursing standards • Community interests considered • Program is effective and fulfilling its mission, goals, and expected outcomes 	December, 2010
Joint Review Committee on Education Programs in Nuclear Medicine Technology (JPCNMT)	November, 2007	No major issues	Pass rates	2014

National Accrediting Agency for Clinical Laboratory Science (NAACLS)	April, 2008	No major issues	<ul style="list-style-type: none">• Pass rates• Employment rates	April, 2015
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