### E1B. Inventory of Specialized and Program Accreditation

| College of Agriculture and Life Sciences | August, 2006 | 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. | 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, | 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. |
| 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 | | | Five year Reevaluation due to ACS June 2009 |
| American Chemical Society | 2004 | • limited number of fume hoods for teaching labs  
• no women faculty members | • Institutional environment  
• Faculty and staff  
• Infrastructure  
• Curriculum  
• Undergraduate research  
• Development of student skills |
<table>
<thead>
<tr>
<th>Organization</th>
<th>Date(s)</th>
<th>Requirements</th>
<th>Accreditation Details</th>
</tr>
</thead>
</table>
| American Psychological Association                     | July, 2003                        | • Provide accurate work report of the time each faculty devotes to the doctoral program.  
• Develop a strategic plan to assess all expected competencies. | Reaccreditation site visit 2010                                                      |
| American Speech-Language-Hearing Association           | August, 2004; Most recent action was annual report approval on Aug. 25, 2008 | • Licensure  
• Employment rates  
• Research productivity for those accepting academic positions | • 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 | • 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 |

- **American Psychological Association**
  - **Date:** July, 2003
  - **Requirements:**
    - Provide accurate work report of the time each faculty devotes to the doctoral program.
    - Develop a strategic plan to assess all expected competencies.
  - **Accreditation Details:** Reaccreditation site visit 2010

- **American Speech-Language-Hearing Association**
  - **Date:** August, 2004; Most recent action was annual report approval on Aug. 25, 2008
  - **Requirements:**
    - NESPA (praxis) pass rates
    - Employment rates; graduate rates
    - Certification held by all faculty/supervisors training students clinically
  - **Accreditation Details:**
    - Annual Report submitted August 1, 2008
    - Reaccreditation visit date 2012

- **School of Business Administration**
  - **Requirements:**
    - None specified.
  - **Accreditation Details:**
    - None specified.

- **Association to Advance Collegiate Schools of Business (AACSB)**
  - **Date:** Reaffirmed April 2005
  - **Requirements:**
    - All issues raised in 2002 report addressed and satisfactorily resolved in 2005 report
  - **Accreditation Details:**
    - Visit 2011-2012
<table>
<thead>
<tr>
<th>College of Education and Social Services</th>
<th>Full compliance.</th>
<th>Adhere to the CACREP Standards concerned with curriculum, faculty resources, clinical experience requirements, supervisor qualifications, and program</th>
<th>Fall 2012</th>
</tr>
</thead>
</table>
- GPA, cumulative, content-specific, professional sequence  
- PRAXIS I (or SAT)  
- PRAXIS II  
- Clinical Evaluations  
- Licensure Portfolio  
- 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. | Review Year 2011, Visit 2012 |
COA review for reaffirmation determination: February 2011 |
- 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)  
- (Advanced Preparation) Candidates in the educational leadership program are not required to participate in field and clinical experiences in which they work with diverse students (S4)  
- (Advanced) The unit lacks the authority and structure to approve and manage all of its advanced programs. (S6) | Standards-based preparation.  
**Candidate Assessments:**  
- GPA, cumulative, content-specific, professional sequence  
- PRAXIS I (or SAT)  
- PRAXIS II  
- Professional Attributes and Dispositions Assessment  
- Clinical Evaluations  
- Licensure Portfolio  
**Program Assessments:**  
- Specialized Program Association (SPA) reviews  
Specialized Professional Association (SPA) program reviews submitted Sept. 2008. (standards-based performance assessment data by program)  
NCATE /SPA reviews of program reports rec’d Feb. 1, 2009.  
Response to Conditions reports due April 15, 2009. |
<p>| Vermont Standards Board for Professional Educators (VSBPE) Results Oriented Program Approval (ROPA) | October, 2006 | 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. 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. 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.) Standards-based preparation. Candidate Assessments: • GPA data: cumulative, content-specific, professional sequence • PRAXIS I (or SAT) • PRAXIS II • Professional Attributes and Dispositions Assessment • Clinical Evaluations • Licensure Portfolio • Program Assessments: • Specialized Program Association (SPA) reviews Surveys undergoing revision, to be implemented S09: Advising, Exit, Alumni, Employer | Standards-based preparation. Candidate Assessments: • GPA data: cumulative, content-specific, professional sequence • PRAXIS I (or SAT) • PRAXIS II • Professional Attributes and Dispositions Assessment • Clinical Evaluations • Licensure Portfolio • Program Assessments: • Specialized Program Association (SPA) reviews Surveys undergoing revision, to be implemented S09: Advising, Exit, Alumni, Employer | Full review of all initial and advanced licensure programs, 2009 (excluding the SLP program per State/ASHA agreement) ROPA site visit Nov. 15-18, 2009 |
| College of Engineering and Mathematical Sciences |  |  |  |  |
| Accreditation Board of Engineering and Technology (ABET)-Electrical Engineering | 2003/2004 | 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 | Program accredited to 9/2010. Next general review will be Fall, 2009. |</p>
<table>
<thead>
<tr>
<th>Accreditation Board of Engineering and Technology (ABET)-Civil Engineering</th>
<th>2005-2006</th>
<th>Requirement that faculty must be of sufficient number to cover all curricular areas of the program</th>
<th>Program accredited to 9/2010. Next general review will be Fall, 2009.</th>
</tr>
</thead>
</table>
| | | • Better monitor student contributions in the secondary design component of CE 175  
• Improve storage of surveying equipment. |  
• 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". |
| Accreditation Board of Engineering and Technology (ABET)- Mechanical Engineering | 2005-2006 | - Results of hiring a lab technician, purchases of equipment, and fundraising on funding and recruitment of faculty  
- Implementation of assessment of course outcomes | - 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 | March, 2007 | 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. | • Institutional Setting  
  - Governance and administration  
  - Academic environment  
 • Educational Programs  
  - Objectives  
  - General design  
  - Content  
  - Teaching and evaluation  
 • Curriculum Management  
  - Roles and responsibilities  
  - Evaluation of program effectiveness  
 • Student Services  
  - Admissions  
  - Academic and career counseling  
  - Financial aid counseling and resources  
  - Health services and personal counseling  
  - Learning environment  
 • Faculty  
  - Number, qualifications, and functions  
  - Personnel policies  
  - Governance  
 • Educational Resources  
  - Finances  
  - General facilities  
  - Clinical teaching facilities  
  - Information and library resources  
 | | | Progress Report sent September 1, 2008  
  Full Survey, 2012-2013 |
- 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.
<table>
<thead>
<tr>
<th>College of Nursing and Health Sciences</th>
<th>Date</th>
<th>Documentation</th>
<th>BOC first time pass rate</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commission on Accreditation of Athletic Training Education</td>
<td>8/1/2008</td>
<td>Documentation of electrical safeguards necessary for all sites</td>
<td>2012</td>
<td></td>
</tr>
</tbody>
</table>
| Commission on Accreditation in Physical Therapy Education (CAPTE) of American Physical Therapy Association | October, 2008 | • Too few core faculty  
• Insufficient appointment periods (ie, 9 vs 12 mos for a 12 month program) | 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 | December, 2010 |
| Joint Review Committee on Education Programs in Nuclear Medicine Technology (JPCNMT) | November, 2007 | No major issues | 2014 |
| National Accrediting Agency for Clinical Laboratory Science (NAACLS) | April, 2008 | No major issues | Pass rates  | Employment rates | April, 2015 |