PCC Proposal to Establish a Master of Arts in Hearing and Speech Sciences
(Senate Document #22-23-15)

PRESENTED BY	Piotr Swistak, Chair, Senate Programs, Curricula, and Courses Committee
REVIEW DATES	SEC – November 16, 2022	SENATE – December 7, 2022
VOTING METHOD	In a single vote
RELEVANT POLICY/DOCUMENT	
NECESSARY APPROVALS	Senate, President, USM Board of Regents, and the Maryland Higher Education Commission

ISSUE

The College of Behavioral and Social Sciences's Department of Hearing and Speech Sciences proposes to establish a Master of Arts (M.A.) in Hearing and Speech Sciences. This program will serve as an "exit" option for students enrolled in one of the department's two doctoral programs: the Doctoral Degree in Clinical Audiology (Au.D.) or the Doctor of Philosophy (Ph.D.) in Hearing and Speech Sciences. Doctoral students in one of the two doctoral programs offered in the department generally succeed and earn their degree. Occasionally, students enrolled in one of these programs choose to leave the program after enrollment for two or more years in the program. These students currently have no option other than to depart the program without any degree in hand. The Graduate School at UMD has encouraged doctoral programs to create a pathway for students to obtain a Master's degree in these circumstances. This program directly meets this need.

The program will be available exclusively to doctoral students enrolled either in the department's Au.D. or Ph.D. programs. Students are required to complete 36 credits to earn the M.A. The courses that students have taken in pursuit of their specific doctoral program will constitute the course requirements for the M.A.

Although students will not have met their initial objective of graduating with a doctoral degree, by virtue of completing at least 36 credits, they will have acquired fundamental knowledge of basic and applied science in the area of speech, language, and/or hearing, with an appreciation of the scientific basis of the discipline. Students who graduate with an M.A. will not be eligible for clinical positions, but will be more marketable than those who only have bachelor's degrees and will be prepared for administrative or research positions in the discipline. The Washington, DC area in particular has multiple associations and institutes that have administrative and research positions available in this field.

There will be no additional resources necessary for this program, as it will serve students in already established programs.

The proposal was approved by the Graduate School PCC committee on October 28, 2022, and the Senate Programs, Curricula, and Courses committee on November 4, 2022.

RECOMMENDATION(S)

The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve this new academic program.

COMMITTEE WORK

The committee considered this proposal at its meeting on November 4, 2022. Sandra Gordon-Salant and Samira Anderson, from the Department of Hearing and Speech Sciences, and Jean McGloin, from the College of Behavioral and Social Sciences, presented the proposal and answered questions from the committee. The committee unanimously approved the proposal.

ALTERNATIVES

The Senate could decline to approve this new academic program.

RISKS

If the Senate does not approve this new program, the university will lose an essentially no-cost option for awarding a degree to students who have successfully completed 36 graduate-level credits.

FINANCIAL IMPLICATIONS

There are no financial implications with this program as it will not require any new instruction, facilities, or equipment. There will be no recruitment costs and the department's current administrative infrastructure is sufficient to support the students who will choose this option.

866: MASTER OF ARTS IN HEARING AND SPEECH SCIENCES

In Workflow

1. D-HESP Curriculum Manager (rnewman1@umd.edu; jnovick1@umd.edu)
2. D-HESP PCC Chair (rnewman1@umd.edu; emont@umd.edu)
3. D-HESP Chair (rbeasley@umd.edu; rnewman1@umd.edu)
4. BSOS Curriculum Manager (khall@umd.edu; gdenbow@umd.edu)
5. BSOS PCC Chair (khall@umd.edu)
6. BSOS Dean (khall@umd.edu; krussell@umd.edu; jmcgloin@umd.edu)
7. Academic Affairs Curriculum Manager (mcolson@umd.edu)
8. Graduate School Curriculum Manager (jfarman@umd.edu)
9. Graduate PCC Chair (jfarman@umd.edu)
10. Dean of the Graduate School (sfetter@umd.edu; jfarman@umd.edu)
11. Senate PCC Chair (mcolson@umd.edu; pswistak@umd.edu)
12. University Senate Chair (mcolson@umd.edu)
13. President (mcolson@umd.edu)
14. Board of Regents (mcolson@umd.edu)
15. MHEC (mcolson@umd.edu)
16. Provost Office (mcolson@umd.edu)
17. Graduate Catalog Manager (bhernand@umd.edu; fantsao@umd.edu)

Approval Path

1. Sat, 23 Jul 2022 13:50:26 GMT
   Rochelle Newman (rnewman1): Approved for D-HESP Curriculum Manager
2. Sat, 23 Jul 2022 13:51:34 GMT
   Rochelle Newman (rnewman1): Approved for D-HESP PCC Chair
3. Sat, 23 Jul 2022 13:51:52 GMT
   Rochelle Newman (rnewman1): Approved for D-HESP Chair
4. Thu, 04 Aug 2022 18:41:39 GMT
   Kristi Hall (khall): Approved for BSOS Curriculum Manager
5. Tue, 20 Sep 2022 15:16:55 GMT
   Kristi Hall (khall): Approved for BSOS PCC Chair
6. Tue, 20 Sep 2022 17:37:53 GMT
   Jean McGloin (jmcgloin): Approved for BSOS Dean
7. Fri, 14 Oct 2022 18:41:00 GMT
   Michael Colson (mcolson): Approved for Academic Affairs Curriculum Manager
8. Tue, 01 Nov 2022 13:43:10 GMT
   Jason Farman (jfarman): Approved for Graduate School Curriculum Manager
9. Tue, 01 Nov 2022 18:46:34 GMT
   Jason Farman (jfarman): Approved for Graduate PCC Chair
10. Wed, 02 Nov 2022 17:49:02 GMT
    Steve Fetter (sfetter): Approved for Dean of the Graduate School
11. Wed, 02 Nov 2022 21:31:30 GMT
    Piotr Swistak (pswistak): Approved for Senate PCC Chair

New Program Proposal

Date Submitted: Fri, 22 Jul 2022 19:09:23 GMT

Viewing: 866 : Master of Arts in Hearing and Speech Sciences
Last edit: Mon, 10 Oct 2022 19:37:09 GMT

Changes proposed by: Sandra Gordon-Salant (sgsalant)

Program Name

Master of Arts in Hearing and Speech Sciences

Program Status

Proposed

Effective Term

Fall 2023

Catalog Year

2023-2024

Program Level

Graduate Program

Program Type

Master's

Delivery Method

On Campus

Departments

Department
Hearing & Speech Sciences

Colleges

College
Behavioral and Social Sciences

Degree(s) Awarded

Degree Awarded
Master of Arts

Proposal Contact

Sandra Gordon-Salant and Samira Anderson

Proposal Summary

The proposed M.A. program in Hearing and Speech Sciences will serve as an "exit" option for students enrolled in one of two doctoral programs in HESP. the Doctoral degree in Clinical Audiology (Au.D. degree; program code CAUD) or the Doctor of Philosophy (Ph.D.; program code HESP). Occasionally, students enrolled one in these programs choose to leave the program after enrollment for two or more years in the program. The Graduate School at UMD has adopted a policy that states a path should exist for doctoral students to obtain a Master's degree in these circumstances. This proposal is to establish an M.A. program that directly meets this need.

(PCC Log Number 22030)

Program and Catalog Information

Provide the catalog description of the proposed program. As part of the description, please indicate any areas of concentration or specializations that will be offered.

The Department of Hearing and Speech Sciences offers a Master of Arts degree with major emphasis in Speech, Language, or Hearing Sciences, with either a thesis-equivalent option or a non-thesis option. The Master's degree is a non-clinical degree. Students will acquire fundamental knowledge of basic and applied science in the area of speech, language, and/or hearing, with an appreciation of the scientific basis of the discipline. Academic course work includes graduate-level courses taken within the Department of Hearing and Speech Sciences or in other departments at UMD with prior approval of the student's Program Planning Committee or academic advisor + two additional faculty members. A minimum of 36 credits in academic coursework is required for the degree.

Catalog Program Requirements:

Curricular Requirements: 36 Credits

Course	Title	Credits
Any of the following courses:		
HESP600	Instrumentation in Hearing and Speech Sciences	3

EDMS645	Quantitative Research Methods I	3
EDMS651	General Linear Models II	3
HESP602	Advanced Seminar in Neurological Bases of Communication	2
EDMS771	Multivariate Data Analysis	3
EDMS722	Structural Modeling	3
EDMS646	General Linear Models I	3
HESP605	Assessment & Intervention in Bilingual Populations	3
HESP606	Basic Hearing Measurements	3
HESP610	Language Disorders in Adults	2
HESP611	Cognitive Disorders in Adults	2
HESP612	Fluency Disorders	2
HESP613	Autism Spectrum Disorders	2
HESP615	Counseling in Communicative Disorders	3
HESP616	Language Disorders in the Pre-school Age	2
HESP617	Cultural and Linguistic Diversity in Communication and its Disorders	2
HESP620	Speech Production Disorders Across the Lifespan	3
HESP621	Bilingualism in Children and Adults	3
HESP622	Neuromotor Disorders of Speech	3
HESP623	Education, Policy & Advocacy in Bilingual Service Delivery	3
HESP624	Voice Disorders	2
HESP625	Dysphagia	3
HESP626	Language disorders in school-aged children and adolescents	2
HESP627	Augmentative and Alternative Communication	2
HESP630	Electrophysiological Measurements	3
HESP632	Medical Audiology	3
HESP634	Anatomy and Physiology of the Auditory and Vestibular Systems	3
HESP635	Aural Rehabilitation/Habilitation	3
HESP636	Geriatric Audiology	3
HESP638	Research Practicum	1-3
HESP639	Special Topics in Hearing and Speech Sciences	1-3
HESP645	Pediatric Audiology	3
HESP646	Educational Audiology	3
HESP700	Hearing Aids	3
HESP701	Hearing Aids II	3
HESP702	Diagnostic Procedures in Speech-Language Pathology	2
HESP704	Audiology Practice Management	3
HESP706	Advanced Clinical Audiology	3
HESP708	Independent Study	1-6
HESP710	Industrial and Environmental Noise Problems	3
HESP712	Cochlear Implants and Other Implantable Technologies	3
HESP722	Psychoacoustics	3
HESP730	Vestibular-ocular Assessment and Management (Electrophysiologic Measures II)	3
HESP799	Master's Thesis Research	1-6
HESP808	Current Research in Hearing, Speech and Language Services	1-3
HESP818	Seminar in Language Processing	3
HESP828	Seminar in Hearing Science	3
HESP838	Seminar in Language Acquisition	3
HESP848	Seminar in Audiology	3
HESP849	Capstone Research Project I	2
HESP859	Capstone Research Project II	1-2
HESP868	Seminar in Speech Science	3
HESP878	Seminar in Language Disorders	3

HESP888	Seminar in Neurological Bases of Language	3
Thesis Option:		6
HESP708	Independent Study	
HESP889	Doctoral Candidacy Research	
HESP849 & HESP859	Capstone Research Project I and Capstone Research Project II	

Sample plan. Provide a term by term sample plan that shows how a hypothetical student would progress through the program to completion. It should be clear the length of time it will take for a typical student to graduate. For undergraduate programs, this should be the four-year plan.

<u>Year 1</u>

<u>Fall</u>

HESP 606   Basic Hearing Measurement (3)

HESP 700   Hearing Aids I (3)

HESP 600   Instrumentation (3)

<u>Winter</u>

HESP 615   Counseling in Communicative Disorders (3)

<u>Spring</u>

HESP 701   Hearing Aids II (3) (3)

EDMS 645   Quantitative Research Methods I (3)

HESP 706   Advanced Clinical Audiology (3)

(Year 1 written comprehensive examinations given at the end of spring)

<u>Summer Session I</u>

HESP 635   Rehabilitative Audiology (3)

<u>Summer Session II</u>

HESP 634   Anatomy & Physiology of the Auditory & Vestib Systems (3)

<u>Year 2</u>

<u>Fall</u>

HESP 630   Electrophysiologic Measures I (3)

HESP 722   Psychoacoustics (3)

HESP 645   Pediatric Audiology (3)

<u>Winter</u>

HESP 704   Practice Management (3)

<u>Spring</u>

HESP 632   Medical Audiology (3)

HESP 724   Research Design (3)

HESP 636   Geriatric Audiology (3) OR

HESP 730   Electrophysiologic Measures II (3)

(Year 2 written comprehensive exams given at the end of spring

List the intended student learning outcomes. In an attachment, provide the plan for assessing these outcomes.

Learning Outcomes
Student demonstrates adequate performance in academic pursuits
Student demonstrates adequate understanding of ethical behavior
Student responses to written comprehensive examinations demonstrate a good understanding of theoretical concepts and relevant literature
Student research skills and methods are acceptable
Overall performance in the program is acceptable

New Program Information

Mission and Purpose

Describe the program and explain how it fits the institutional mission statement and planning priorities.

The proposed MA program in Hearing and Speech Sciences is a revival of a previous graduate program that was available within the HESP Department, but was inadvertently removed from the listing of graduate programs several years ago. With the recent Graduate School policy in which graduate programs should provide a path for all doctoral students at UMD to earn a Master's Degree, the HESP Department seeks to resurrect this previous MA option for doctoral students to choose as an exit option. Per the Graduate Council, "in cases where such a Master's program does not exist, we encourage programs to add "exit" options for doctoral students by proposing new Master's programs or revise existing Master's programs." The proposed MA program would serve this need to provide an exit option for doctoral students.

Program Characteristics

What are the educational objectives of the program?

The educational mission is to provide a scientific background in hearing, speech, and/or language sciences, which may include knowledge in causes, progression, and treatment of communication disorders.

Describe any selective admissions policy or special criteria for students interested in this program.

The program will be available exclusively to doctoral students enrolled either in the Ph.D. program in Hearing and Speech Sciences (HESP) or the Doctoral Program in Clinical Audiology (CAUD). Students will not be admitted to the program who are not already enrolled in one of these programs.

Consistent with the campus objective stated above, the M.A. degree in Hearing and Speech Sciences will be an exit option for doctoral students for a number of reasons, including, but not limited to, those who prefer to exit with a Master's degree, fail comprehensive examinations (in which case they must fulfill the thesis option), or fail a dissertation prospectus defense.

Summarize the factors that were considered in developing the proposed curriculum (such as recommendations of advisory or other groups, articulated workforce needs, standards set by disciplinary associations or specialized-accrediting groups, etc.).

Doctoral students in one of the two doctoral programs offered in HESP generally succeed and earn their degree. However, we occasionally have a student who decides to leave the doctoral program for one of a number of reasons, and these students have had no option other than to depart the program without any degree in hand. This has occurred even after a student has successfully completed three or four years of training. Recently, the Graduate School adopted a policy for programs to add "exit" options for doctoral students who leave the program, by proposing new Master's programs or revise existing Master's programs to accommodate such students. In response to this new policy, a committee was formed in the HESP Dept. to develop a plan for a Master's degree in Hearing and Speech Sciences. The committee consulted other top-tier Ph.D. and Au.D. programs in the U.S. to identify models of these exit programs in our discipline. The committee subsequently formulated a detailed that meets general university requirements for a Master of Arts degree that should be easily attainable by students who have succeeded in the first two or three years of their doctoral program. The plan for this new M.A. program was presented to all HESP faculty in March of 2022 and approved by them.

Select the academic calendar type for this program (calendar types with dates can be found on the Academic Calendar page)

Traditional Semester

For Master's degree programs, describe the thesis requirement and/or the non-thesis requirement.

The thesis requirement will be met by Ph.D. students by successful completion of the candidacy research. These students register for 6 credits of candidacy research in which they conduct original research. For the Au.D. students, the summative assessment requirement will be met either by successfully passing written comprehensive examinations in Years 1 and 2 of the program (non-thesis option), or by successfully completing a Capstone Research Project (normally completing in Year 3 of the program).

Identify specific actions and strategies that will be utilized to recruit and retain a diverse student body.

As this is an exit option for enrolled doctoral students, the specific actions and strategies to be utilized to recruit and retain a diverse student body reflect those already in place for the two doctoral programs that potentially feed into this M.A. program. However, we would hope that our doctoral students from diverse backgrounds complete the doctoral program in which they are enrolled and do not opt out (i.e., pursue the M.A. degree proposed here).

Relationship to Other Units or Institutions

If a required or recommended course is o#ered by another department, discuss how the additional students will not unduly burden that department's faculty and resources. Discuss any other potential impacts on another department, such as academic content that may significantly overlap with existing programs. Use space below for any comments. Otherwise, attach supporting correspondence.

Students will not be required to take a course offered by another department specifically for this M.A. program. Most courses within the pre-existing Doctor of Audiology and Doctor of Hearing and Speech Sciences Programs are offered within the HESP Dept. Those few courses that are taken

by students in other departments (i.e., statistics courses in EDMS, research ethics course in NACS) are already incorporated in those other degree programs. Thus, there will not be any additional burden on any other department's faculty and resources.

Accreditation and Licensure. Will the program need to be accredited? If so, indicate the accrediting agency. Also, indicate if students will expect to be licensed or certified in order to engage in or be successful in the program's target occupation.

The proposed M.A. program in Hearing and Speech Sciences will not be accredited. Moreover, students completing this program, which does not have a clinical practicum requirement, will be ineligible for licensure or certification in Audiology or Speech-Language Pathology.

Describe any cooperative arrangements with other institutions or organizations that will be important for the success of this program.

N/A

Faculty and Organization

Who will provide academic direction and oversight for the program? In an attachment, please indicate the faculty involved in the program. Include their titles, credentials, and courses they may teach for the program.

The overall academic direction and oversight for the program will be provided by the Director of Graduate Studies in HESP. On an individual student basis, academic direction for a particular course of study to satisfy program requirements will be from the student's Program Planning Committee (in the case of Ph.D. students), and from the student's academic advisor + two additional faculty members (in the case of Au.D. students).

Indicate who will provide the administrative coordination for the program

The program administrators who will coordinate the include the HESP Director of Graduate Studies, the HESP Director of the Ph.D. Program, and the HESP Director of the Au.D. Program.

Resource Needs and Sources

Each new program is required to have a library assessment prepared by the University Libraries in order to determine any new library resources that may be required. This assessment must be done by the University Libraries. Add as an attachment.

Resources will be the same as those used in the existing graduate programs for HESP. No new library resources are required. Dan Mack, from the University Libraries, confirmed that it is not necessary to have a library assessment in this case since there will not be any new courses.

Discuss the adequacy of physical facilities, infrastructure and instructional equipment.

All physical facilities, infrastructure and instructional equipment are already in place for the Ph.D. and Au.D. programs. No new facilities are required.

Discuss the instructional resources (faculty, staff, and teaching assistants) that will be needed to cover new courses or needed additional sections of existing courses to be taught. Indicate the source of resources for covering these costs.

There are no new courses or sections of existing courses to be taught. There will be no resources required other than those already in place for the existing Ph.D. and Au.D. programs.

Discuss the administrative and advising resources that will be needed for the program. Indicate the source of resources for covering these costs.

No additional resources for administration and advising will be required for the program, as these resources currently exist for the Ph.D. and Au.D. programs.

Use the Maryland Higher Education Commission (MHEC) commission financial tables to describe the program's financial plan for the next five years. See help bubble for financial table template. Use space below for any additional comments on program funding.

No new resources are required for this program. We are working with the Provost's Office to develop the MHEC budget tables to reflect the cost of running the program.

Implications for the State (Additional Information Required by MHEC and the Board of Regents)

Explain how there is a compelling regional or statewide need for the program. Argument for need may be based on the need for the advancement of knowledge and/or societal needs, including the need for "expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education." Also, explain how need is consistent with the Maryland State Plan for Postsecondary Education.

The need for the program is to fill a void for those enrolled doctoral students who leave their program, so that they have a graduate degree (Master's degree) in hand. This degree makes them eligible for higher-level jobs than holding a Bachelor's degree by itself, and improves employability for these students. The MA degree signifies that the holder has advanced knowledge in the field of Speech, Language, and Hearing Sciences.

Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program. Possible sources of information include industry or disciplinary studies on job market, the USBLS Occupational Outlook Handbook, or Maryland state Occupational and Industry Projections over the next five years. Also, provide information on the existing supply of graduates in similar programs in the state (use MHEC's Office of Research and Policy Analysis webpage for Annual Reports on Enrollment by Program) and discuss how future demand for graduates will exceed the existing supply. As part of this analysis, indicate the anticipated number of students your program will graduate per year at steady state.

In the past, we have had roughly 1 student/year (or fewer) exit the doctoral program, who would be eligible for this proposed M.A. degree program. This number reflects those who departed from the combined enrollments of both the Ph.D. program and the Au.D. programs offered by the HESP Department.

Individuals graduating with a Master's Degree in Hearing and Speech Sciences would be eligible for administrative or research positions in this discipline. For example, the American Speech-Language-Hearing Association (located in Rockville, MD) currently has positions for which this degree would be appropriate, including clinical research associate and manager of clinical certification, The Henry M. Jackson Foundation for the Advancement of Military Medicine (located in Bethesda, MD) has openings for research coordinators in Audiology and Speech. There are also a number of research positions listed with the Akaina Family of Companies in Bethesda, MD, for research assistants in speech and hearing, to provide scientific, technical, and programmatic support for research conducting at Walter Reed Army Military Medical Center (Bethesda, MD). There are numerous comparable administrative and research positions at the NIH, specifically at the National Institute for Deafness and Other Communication Disorders (NIDCD) in both the intramural and extramural programs. Most of these positions require a M.A. degree in the broad disciplines of Speech and Hearing Sciences.

Identify similar programs in the state. Discuss any di#erences between the proposed program and existing programs. Explain how your program will not result in an unreasonable duplication of an existing program (you can base this argument on program di#erences or market demand for graduates). The MHEC website can be used to find academic programs operating in the state: http://mhec.maryland.gov/institutions_training/pages/HEPrograms.aspx

There are no comparable programs in the State of Maryland. The only other programs are to obtain an M.A. in Speech-Language Pathology. UMD already has a program in Speech-Language Pathology; the proposed program does not aim to train Speech-Language Pathologists to provide clinical services to individuals with speech and language disorders, which is the goal of the existing SLP programs.

We note, however, that many other Ph.D. and Au.D. programs at other institutions offer an M.A. option for those students who leave their doctoral program in a Department of Hearing and Speech Science (e.g., University of Wisconsin).

Discuss the possible impact on Historically Black Institutions (HBIs) in the state. Will the program affect any existing programs at Maryland HBIs? Will the program impact the uniqueness or identity of a Maryland HBI?

We are not aware that the proposed program will have an impact on HBIs in the state, nor will it impact the uniqueness or identify of a Maryland HBI.

Supporting Documents

Attachments

Plan for Assessing Learning Outcomes.docx
Faculty Training practices.docx
Faculty Listing_REV.docx

Key: 866

Plan for Assessing Learning Outcomes

Department of Hearing & Speech Sciences

Proposed M.A. Program in Hearing and Speech Sciences

The Learning Outcomes Assessment for the proposed M.A. Program in Hearing and Speech Sciences will evaluate a student's performance in several dimensions that suggest the student has acquired the knowledge and background commensurate with the degree. These dimensions, enumerated in the online Program Management System, will be assessed via a rubric to be administered at the time the student decides to exit the doctoral program. The rubric will include each of the dimensions listed, and the student's mentor and Program Planning Committee (in the case of a Ph.D. student) or the Audiology Planning Committee (in the case of an Au.D. student) will determine if the student meets, exceeds, or has not yet met the learning objective.

The completed rubric will be placed in the student's folder and if an individual student has not met expectations, then the relevant committee will meet with the student to discuss strategies to improve areas of weakness, prior to earning the M.A. degree.

Following completion of the rubrics for all students in this M.A. program each year, a summary evaluation will be made of the most recent cohort in the broad dimensions assessed in the rubric. Areas of weakness that are pervasive across students (more than 2 individual students) will be discussed among the Department's faculty at a regular faculty meeting. Any additional issues that are raised through the use of these rubrics will also be considered by the committee and the Department faculty as a whole. The goal will be to modify elements of the academic program (courses, advising strategies, comprehensive examination procedures, research projects, etc.) that are problematic.

Faculty Training practices

Department of Hearing and Speech Sciences

All new faculty are strongly encouraged to attend schedule a teaching consultation from the UMD Teaching and Learning Transformation Center (TLTC) during the first semester of teaching at UMD. This consultation provides a baseline assessment of the instructor's course materials, teaching style, method of assessment, classroom climate, etc., and offers alternative methods of teaching and classroom management. At faculty orientation, new faculty members are also made aware of the extensive teaching resources available at the TLTC.

On an ongoing basis, all faculty are encouraged to attend workshops offered by the TLTC, as well as to join one of the many Learning Communities at UMD that are especially relevant for a particular faculty member.

The department conducts peer evaluations of each faculty member each semester. All faculty members are also required to conduct the student assessments of teaching each semester. The Department Chair reviews peer and student evaluations each semester, and schedules a meeting to discuss challenges in teaching with any faculty member who is having difficulty.

Proposed M.A. Program in Hearing and Speech Sciences

Table of Faculty in the program

Name	Title	Credentials†	Institution & Area of terminal degree	Courses
Full-time faculty				
Rochelle Newman	Professor and Chair	Ph.D.	SUNY Buffalo, Psychology	NACS 600
Samira Anderson	Assoc Prof and Director of Graduate Studies	Au.D., Ph.D., CCC-A	Northwestern U, Audiology	HESP 706 HESP 630 HESP 704
Nan Bernstein Ratner	Professor and DGS, NACS	M.A., Ed.D., CCC-SLP	Boston U., Applied Psycholinguistics	HESP 616 HESP 626
Jan Edwards	Professor	Ph.D., CCC-SLP	CUNY Graduate Center, Speech-Language Pathology	HESP 608 HESP 620*
Yasmeen Faroqi-Shah	Professor	M.A., Ph.D., CCC-SLP	Northwestern U., Speech-Language Pathology	HESP 602 HESP 611 HESP 610
Sandra Gordon-Salant	Professor, Director of CAUD Program	M.A., Ph.D., CCC-A	Northwestern U., Audiology	HESP 606 HESP 630
Matthew Goupell	Professor and Director, Ph.D. Program	Ph.D.	Michigan State U., Physics	HESP 722 HESP 634 HESP 712* HESP 639E
Eric Hoover	Assistant Prof	Ph.D.	Northwestern U., Audiology	HESP 700 HESP 701 HESP 710
Yi Ting Huang	Assoc Prof	Ph.D.	Harvard U., Developmental Psychology	HESP 724
Eusabia Mont	Clinical Assoc Prof	M.A., CCC-SLP	California State U - Northridge, Speech-Language Pathology	HESP 603
Nicole Nguyen	Clinical Assoc Prof	Au.D., CCC-A	University of Maryland, Audiology	HESP 712*
Jared Novick	Assoc Prof	Ph.D.	U. of Pennsylvania, Cognitive Psychology	HESP 639X++
Vivian Sisskin+	Clin Prof	M.A., CCC-SLP	Chapman U., Speech-Language Pathology	HESP 612 HESP 613

Kristin Slawson	Clin. Assoc Prof	M.A., CCC-SLP	UMD, Speech-Language Pathology	HESP 620*
Colleen Worthington	Clinical Professor	M.A., CCC-SLP	Loyola U., Speech-Language Pathology	HESP 702
Part-time faculty				
Ed Bice	Adjunct Prof	M.Ed. CCC-SLP	U. of Virginia, Communication Disorders	HESP 639D
Rebecca Bieber	Adjunct Prof	Au.D., Ph.D., CCC-A	UMD, Audiology	HESP 632*
Jennifer Chisholm	Adjunct Prof	Au.D., CCC-A	UMD, Audiology	HESP 632*
Alex Presacco	Adjunct Prof	Ph.D.	UMD, Neuroscience and Cognitive Science	HESP 600
Nancy Solomon	Adjunct Prof	M.A., Ph.D., CCC-SLP	U. of Arizona, Speech-Language Pathology	HESP 624
Anna Tinnemore	Ph.D. student	Au.D., CCC-A	U. of Arizona, Audiology	HESP 606
Hannah Willison	Adjunct Prof	Au.D., CCC-A	UMD, Audiology	HESP 645
Christopher Zalewski	Adjunct Prof	M.A., Ph.D., CCC-A	Gallaudet U, Audiology	HESP 730

† Credentials in this field include the Certificate of Clinical Competence in Audiology (CCC-A) and the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP)

++Doctoral level seminars with rotating topic

* Indicates course is team-taught

+faculty member retired in 2022; instructor to be replaced