2018 CAA Application - Speech-Language Pathology

Program Demographics

This page contains the information that the CAA currently has about your program. **All fields on this page are read-only.**

To update your program's address, phone number, fax, website, and email click here.

If you have updated any information, you will need to click **Data Refresh** in the menu bar at the top of this page and select "Program Information" in order to display the updates here.

For help while completing this report, contact caareports@asha.org

Institution Name:	Alabama A&M University
Address:	Alabama A&M University 4900 Meridian Street Normal, AL 35762
Phone Number:	(256)372-5541
Fax Number	(256)372-4055
Program Website	http://www.aamu.edu/Academics/EHBS/HSHPCD/csd/Pages/default.aspx
Professional Area	Speech Language Pathology
Degree Designator	MS
Second Degree Designator	No Response Provided
Consortium	No
Satellite Campus	No

Distance Education	No
Contractual Arrangement	No
Current Accreditation Cycle Dates:	10/01/2011-09/30/2019

Institution Description and Authorization

Please download the **Accreditation Authorization form**, complete it, and then attach it to this question.

The institution desires that its graduate education program leading to a master's degree in speech-language pathology or a clinical doctoral degree in audiology be accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA) and hereby applies for an evaluation of this graduate education program. It is understood that the evaluation will be conducted in accordance with the procedures set forth in the (CAA) **Accreditation Handbook**. The institution agrees to cooperate fully in the evaluation procedures therein described; including furnishing such written information to the CAA as shall be required for the evaluation and arranging of a site visit to the education program.

The institution of higher education verifies that it has conducted a comprehensive self-analysis that demonstrates how the program has met each of the accreditation standards. The results of this analysis is documented in this accreditation application.

The signatures of the President of the institution, or designee, and the Program Director attest to adherence of the conditions stipulated in the attached Accreditation Authorization.

Please select a Document for Upload

Academic institution type

Public

Academic institution size

5,000 – 9,999 students

Basic Carnegie classification of institution

R3: Doctoral Universities – Moderate research activity

Modalities

**Your response to the following question will enable additional questions within this report regarding the modalities. If you later alter your response to these questions, you risk losing information entered.

Are graduate courses for the entry-level graduate program available through <u>distance education?</u>

No

Is this graduate program or a component of the program offered through a <u>satellite or branch campus?</u>

No

Standard 1.1 Regional Accreditation

If there were areas of non-compliance, partial compliance or follow-up regarding Regional Accreditation noted in the CAA Accreditation Action Report last year, describe the steps taken by the program to address the concern and how the program is now in compliance with this standard.

There were no citations regarding Regional Accreditation listed in the last Accreditation Action Report

Name of Regional Accreditor

SACSCOC

Provide the URL from your Regional Accreditor's website that specifically shows your institution's accreditation information. You will need to navigate to your institution's page and then provide the URL here (see Help content for links to directories):

http://www.sacscoc.org/details.asp?instid=11440

Is the program currently undergoing review by the regional accreditor?

No

Please describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 1.1

None

Standard 1.2 Degree Granting Authority

If there were areas of non-compliance, partial compliance or follow-up regarding Degree Granting Authority noted in the CAA Accreditation Action Report last year, describe the steps taken by the program to address the concern and how the program is now in compliance with this standard.

There were no citations regarding Degree Granting Authority listed in the last Accreditation Action Report

Is this your program's initial application for accreditation (i.e. you did not go through candidacy, you have not previously held accreditation)?

No, this program has either previously held accreditation or has gone through the candidacy process

Please describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 1.2

None

Standard 1.3 Mission, Goals and Objectives

If there were areas of non-compliance, partial compliance or follow-up regarding Mission, Goals and Objectives noted in the CAA Accreditation Action Report last year, describe the steps taken by the program to address the concern and how the program is now in compliance with this standard.

There were no citations regarding Mission, Goals and Objectives listed in the last Accreditation Action Report

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Provide the mission and goals of the program. If the program is part of a consortium, provide the mission statement and goals for each entity within the consortium.

The purpose of the Communicative Sciences and Disorders (CSD) Program is to provide an education and scholarly environment in which undergraduate and graduate students receive quality academic training and professional experience in the field of Speech-Language Pathology. The Program functions within a student-centered environment devoted to learning, research, scholarship, creativity, professional expertise and personal development designed to ensure that students are ethical, knowledgeable, skillful and capable of working independently and in collaboration with clients, families and other professionals.

The commitment of the CSD Program to the University's mission is reflected in the undergraduate and graduate academic course work in normal and abnormal development and behavior across the human life span; in course work that engenders awareness of issues in culturally diverse populations, in human communication disorders, in diagnostic and treatment methodologies, in clinical practica requirements and in technology-integrated course work teaching independent research skills that support lifelong learning.

Describe how the program will use the mission and goals statements to guide decision making to prepare students for entry into professional practice in audiology or speech-language pathology

AAMU's CSD Program uses its mission statement to guide decision making to prepare students to enter the field by: (1) sequencing coursework so that normal processes are taught before abnormal/atypical acquisition, (2) providing coursework that encompasses the human lifespan, including courses that include concepts relating to infant, child, and/or geriatric populations, (3) highlighting ethics across the curriculum, most notably in CSD 202, 310, 500, 516, CSD 525, CSD 550, and CSD 598, (4) integrating multicultural issues across the curriculum, most especially in CSD 202, 205, 215, 307, 310, 421, 500, 515, CSD 516, and CSD 520, and (5) infusing technology across the breadth and depth of coursework as well, through the use of augmentative communication devices in CSD 312, 321, 332, 406, and 516 (equipment and software used across the program include Microsoft Powerpoint, Adobe Presenter, Computerized Speech Lab (CSL), Blackboard, Blackboard Collaborate, Lippincott Williams and Wilkins The Point [software and content for health professions, with a focus on clinical practice], CourseSmart, streaming videos in CSD510 and 539, Boardmaker, Tobii, LAMP, Lingraphica, Articulation Station, Verb News, Little Bee Speech Screener, Proloquo2go, and SimuCase; students are also reporting exposure to telepractice technologies in their externships).

In addition, AAMU's CSD Program uses its unit goals to guide decision making in order to prepare its students to enter the field by: (1) working to maintain ASHA CAA accreditation on an ongoing basis, (2) recruiting and maintaining faculty members who fulfill the program's needs in accordance with accreditation standards, (3) affording students the opportunity to evaluate each of their instructors every semester, both academically and clinically (each spring, all faculty members are also evaluated by the Chairperson; students enrolled in clinical practica are evaluated using the clinical grading rubric; the KASA is used with all students, as well), (4) supporting faculty members in their pursuit of continuing education activities in their content areas at the national, regional, and state levels, (5) participating in recruitment events that promote diversity and include activities such as High School Senior Day each November, Graduate School Fair each spring, and activities with community colleges and other entities, (6) creating new clinical contracts within the community every year (new materials have been procured in the areas of diagnostic tests for adults and children, treatment materials that focus on technology, and AAC devices), (7) training related to clinical supervision has been offered to externship supervisors and other interested individuals at the state convention, (8) hosting a CSD Research Forum is held in Carver Complex North, presented by the CSD 598 students each December (here, the students display their research, present their findings, and offer a visual display that often includes the application of technology; a reception is held afterwards honoring the students' accomplishments, and the university community is invited to attend), and (9) assessing students regularly and formatively, particularly students who are marginally performing in areas that include, but are not limited to: grades, attendance, and disposition.

For which credentials are students prepared? Select all that are relevant to the program's mission and goals.

State licensure,   Teaching Credentials

Specify States,   Specify
Certificate of Clinical Competence (CCC),   Alabama,   Alabama

Please describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 1.3

None

Standard 1.4 Evaluation of Mission and Goals

If there were areas of non-compliance, partial compliance or follow-up regarding the Evaluation of Mission and Goals noted in the CAA Accreditation Action Report last year, describe the steps taken by the program to address the concern and how the program is now in compliance with this standard.

There were no citations regarding the Evaluation of Mission and Goals listed in the last Accreditation Action Report

Provide the mission statement of the <u>institution</u> and the URL where this may be found if published on the institution's website. If the program is a consortium, include information for all participating entities.

The university's mission may be found at the following link (revised in 2015; current until 2025):

http://www.aamu.edu/aboutaamu/pages/default.aspx

"Alabama Agricultural and Mechanical University reflects the uniqueness of the traditional land-grant institution combining teaching, research, service, liberal arts, and vocational fields. The University offers baccalaureate, masters, and doctoral level degrees that are compatible with the times to all qualified and capable individuals who are interested in further developing their technical, scientific, professional, and scholastic skills and competencies. The University operates in the three-fold function of teaching, research, extension and other public service. Alabama A&M University, a center of excellence, provides an educational environment for the emergence of scholars, scientists, leaders, critical thinkers, and other contributors to a global society.

What mechanisms are used by the program to regularly evaluate the congruence of the mission and goals of the program and the institution? (Select all that apply)

Discuss and review at faculty meetings, Discuss and review at faculty retreat, Compare program goals with institutional goals,

Develop program goals based on institutional goals, Discuss program goals with institution administration

What mechanisms are used by the program to regularly review and revise its mission and goals? (Select all that apply)

Establish measurable outcomes for the goals, Monitor achievement of outcomes and progress toward goals,

Discuss and review at faculty meetings, Discuss and review at faculty retreat

What mechanisms are used by the program to regularly review and revise its mission and goals? (Select all that apply)

Establish measurable outcomes for the goals, Monitor achievement of outcomes and progress toward goals,

Discuss and review at faculty meetings, Discuss and review at faculty retreat

Describe how the program will systematically evaluate its progress toward fulfilling its mission and goals.

The Program has a faculty retreat as well as monthly faculty meetings in which Program mission and goals are reviewed, discussed and compared to the University's mission and goals. Based on an assessment of the findings measurable outcomes are developed. The faculty systematically monitors outcomes and progress toward fulfilling the mission and goals and discusses these findings with the university's administration.

Please describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 1.4

None

Standard 1.5 Program Strategic Plan

If there were areas of non-compliance, partial compliance or follow-up regarding the Strategic Plan noted in the CAA Accreditation Action Report last year, describe the steps taken by the program to address the concern and how the program is now in compliance with this standard.

There were no citations regarding the Strategic Plan listed in the last Accreditation Action Report

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Describe the process for creating, implementing, and evaluating the program's strategic plan.

The CSD Program Faculty regularly reviews current ASHA CAA accreditation standards and SLP Scope of Practice documents; reviews formative and summative program evaluations with faculty, students and stakeholders each academic year; procures submission date of ASHA CAA annual or re-affirmation report on the HES System; writes and submits the ASHA annual or re-affirmation accreditation report. These methods/tasks are regularly assessed according to the date the ASHA CAA annual or re-affirmation report is approved by ASHA; the date concerns from the report are addressed if any; the date review of ASHA current CAA accreditation standards and SLP Scope of Practice document occurs; the date formative and summative program evaluations are reviewed; and the date the ASHA CAA annual or re-affirmation report is submitted.

Describe the methods used to assure the congruence of the program's strategic plan with the mission and goals of the program and the sponsoring institution.

The congruence of the program and institutional missions and goals have been evaluated during faculty meetings, as evidenced by the minutes recorded on dates 1-9-2012, 3-29-16, 4-15-16, and 5-10-16. Since at least the 2009-10 academic year, Strategic Planning Online (SPOL) is the main mechanism used to ensure congruence. The results may be located at the following link:

http://www.aamu.edu/Academics/EHBS/HSHPCD/csd/Pages/Strategic-Plan.aspx

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Describe the methods used to ensure that the strategic plan reflects the role of the program within its community.

The Program has a yearly faculty retreat as well as monthly faculty meetings in which the strategic plan as well as mission and goals are reviewed, discussed and compared to the university's strategic plan and mission and goals. Based on an assessment of the findings measurable outcomes are developed based on the goals. The faculty monitors outcomes and progress toward the goals and discusses findings with the university's administration.

Describe how the disseminated plan is regularly updated to reflect the results of the ongoing evaluation of the plan.

The process for maintaining the currency and accuracy of disseminated information involves program faculty and staff systematically monitoring the Website through continued use. If information appears to be outdated or incorrect, the faculty or staff member contacts the Program Director. If the Program Director agrees with the finding, the Website manager for the College of Education, Humanities, and Behavioral Sciences is notified of the needed update or correction. CAA requirements are also reviewed regarding this information, and when necessary, updates and corrections are made by the Program Director via the college's the Website Manager. Therefore, the Program Director is ultimately responsible for information about the program and the institution being accurate, with the input and assistance of the program's faculty and staff; this includes information available to the public and students.

http://www.aamu.edu/academics/ehbs/hshpcd/csd/pages/default.aspx

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Provide an executive summary of the strategic plan that is shared with faculty, students, staff, alumni, and other interested parties.

Communicative Sciences and Disorders (CSD) Program Long-Term Strategic Plan2015-2020 (2015-2016) (2016-2017) (2017-2018) (2018-2019) (2019-2020)
(Attainment towards goals are posted on the CSD Program's website August 31st of eachacademic year listed above)

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Unit Code: 2155

Planning Unit: Communicative Sciences and Disorders(CSD) Unit Manager: Dr. Carol Deakin

Unit Purpose: The purpose of the Communicative Sciences and Disorders (CSD) Program is toprovide an education and scholarly environment in which undergraduate and graduate studentsreceive quality academic training and professional experience in the field of Speech-LanguagePathology. The Program functions within a student centered environment devoted to learning,research, scholarship, creativity, professional expertise and personal development designed toensure that students are ethical, knowledgeable, skillful and capable of working independentlyand in collaboration with clients, families and other professionals. The commitment of the CSDProgram to the University's mission is reflected in the undergraduate and graduate academiccourse work in normal and abnormal development and behavior across the human life span; incourse work that engenders awareness of issues in culturally diverse populations, in humancommunication disorders, in diagnostic and treatment methodologies, in clinical practicarequirements and in technology-integrated course work teaching independent research skills thatsupport lifelong learning.

Unit Goals:

Goal I

• The CSD Program will maintain CAA ASHA accreditation for its degree programsDescription

To ensure continued ASHA CAA national accreditation, the CSD Program will comply withstated accreditation standards and will maintain academic and clinical data needed tosatisfactorily complete annual accreditation reports and re-affirmation of accreditation processreports when scheduled.

Goal II

• The CSD Program will recruit, develop and preserve a high quality team of doctoral andmaster level faculty members as needed to fulfill faculty program need areas in accordancewith ASHAs CAA accreditation standards.

Description

To recruit and hire when needed ASHA certified, ABESPA licensed teaching and clinical facultyto meet requirements of ASHA CAA national accreditation.

During this 2015-2020 Strategic Plan phase, doctoral level faculty will need to be hired toreplace professors who will be retiring over the next five years.

Goal III

• Perform Formative and Summative Program EvaluationsDescription

The CSD Program will periodically evaluate and restructure academic and clinic programofferings/curriculum to enhance student development and marketability, to comply with changesin the ASHA Scope of Practice for speech-language pathologists, and to respond to suggestionsmade for program improvement by external and internal sources (i.e., externship clinicalsupervisors, Board of Advisors, former students, employers of former students, communityemployers, etc), at designated times during the academic year. Performance appraisals of CSDAdministrators and faculty will be distributed and compiled to access the overall performancelevels of these individuals. Performance appraisals of CSD students will be maintained to ensuresuccessful academic and clinical progression throughout the training process.

Goal IV

• Ensure Faculty Development - Teaching / Clinical SupervisionDescription

CSD faculty will be financially assisted in attending a minimum of one national or twolocal/state professional development activities per academic year to accrue continuing educationhours in their specialty areas of teaching/supervising.

Goal V

• Attract, Develop, Educate, Support & Retain Diverse StudentsDescription

To expand student recruiting efforts locally, statewide and nationally so that the Programexperiences a 2% increase in student enrollment for each academic year, and an increase inAlumni involvement.

Goal VI

• Provide and Enhance Clinical Services to Community and Purchase NecessaryEquipment needed to Enhance Clinical Services

Description

To expand existing diagnostic and therapeutic clinical services in the AAMU Speech andHearing Clinic and increase the number of contracts in the community serving clients exhibitingorofacial myology, reading/dyslexia, articulation/phonological, voice, fluency and neurogenicdisorders. State-of-the-art equipment will be purchased to enhance clinical services provided.

Goal VII

• Offer Communication Symposiums as part of the QEPDescription

As part of the CSD 516 - Advanced Practicum class, CSD faculty and outside consultants willprovide several Symposiums each academic year in the areas of normal and disorderedcommunication and other related disorders. These Symposiums will be made available to theUniversity community, to externship supervisors, alumni and other stakeholders free of charge.

Goal VIII

• Present Student Generated / Faculty Guided Research ForumDescription

Second or third year graduate students will present their individual research findings at theannual CSD Research Forum held each December.

Describe how the executive summary of the strategic plan is disseminated to faculty, staff, alumni, and other interested parties.

The executive summary of the strategic plan may be found on the Program web site at the following link (click on *Long Term Strategic Plan* located under *Related Links* on the right side of the page):

http://www.aamu.edu/academics/ehbs/hshpcd/csd/pages/default.aspx

Meeting minutes: 3-29-16 and 4-15-16

Please describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 1.5.

None

Standard 1.6 Program Authority and Responsibility

If there were areas of non-compliance, partial compliance or follow-up regarding Program Authority and Responsibility noted in the CAA Accreditation Action Report last year, describe the steps taken by the program to address the concern and how the program is now in compliance with this standard.

There were no citations regarding Program Authority and Responsibility listed in the last Accreditation Action Report

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Provide an organizational chart that demonstrates how the program fits into the administrative structure of the institution.

org-main1.gif

If your program does not have independent departmental status, describe how the program will maintain authority and responsibility for the program within the structure or policies and procedures of the institution.

During the 2010 – 2011 academic year the CSD Program was assigned to the Health Sciences, Human Performance, and Communicative Disorders Department within the College of Education, Humanities, and Behavioral Sciences.

Dr. Rodney Whittle is Department Chair. The CSD Program is one of three within a large department. The CSD Program functions much like an independent department within the organizational structure of the University. The CSD Program operates an independent state funded budget that enables monetary issues to be addressed at the Program level. The CSD Program faculty and staff are recognized as a body that initiates, evaluates and implements decisions that affects all aspects of the professional education program. The faculty exercises autonomy in making curriculum and program changes and recommendations with the majority of recommendations being approved by the administration. The Dean of the College also involves Program Coordinators in some of the administrative meetings with Chairs.

Following is the present positioning of the CSD Program within the Department of Health Sciences, Human Performance, and Communicative Disorders Department:

Administrative Level

Dean, College of Education, Humanities, and Behavioral Sciences: Dr. Lena Walton

Chair, Department: Dr. Rodney Whittle

Non-Administrative Level:

Program Coordinator of CSD: Dr. Carol Deakin

Where is the program housed administratively (e.g., College of Education, School of Medicine)?

Education

Describe how the program faculty and instructional staff have authority and responsibility to initiate, implement and evaluate substantive decisions affecting all aspects of the professional education program, including curriculum.

Authority and responsibility of the program are maintained in the following ways: (1) accreditation standards are widely recognized at all levels of the university as pertinent and necessary for such programs, and this is highlighted regularly in college- and university-wide faculty meetings; the program was selected in 2013 as a "Premier Program" at the university by President Hugine; accredited programs are often afforded first priority in terms of funding, other resources, and recognition of their unique needs, (2) the program faculty is solely responsible for the student composition of the graduate program, including admission requirements, admission deadlines, selection and denial of applicants for admission, and (3) new faculty and staff are interviewed and recommended/not recommended for hire by the program faculty and staff, meaning that the composition of the program's personnel is initiated at the program level, (4) policies and procedures manuals for the academic and clinical aspects of the program are formulated within the program, (5)the Program Director has direct input into the program's budget, particularly when she attends the annual series of budget meetings with the Chairpersons, Deans, and Vice President of Academic Affairs, and (6) information provided to the public is decided by the program faculty and staff.

Program faculty members have the authority and responsibility to initiate, implement, and evaluate substantive decisions affecting all aspects of the professional education program, including the curriculum in the following ways: (1) any faculty member may request that an item of concern be placed on the agenda for program, departmental, and college faculty meetings, (2) student learning outcomes are monitored and updated by the Program Director, with input from the faculty, using CAA standards (3) updates to the curriculum are initiated by the faculty, via the Program Director; note that any curriculum changes are discussed among the program faculty and presented to the Graduate Council by the Program Director; these changes have consistently been approved when requested; the Graduate Council has been overwhelmingly supportive of our program's chosen direction and any requested changes (4) accreditation standards are reviewed, monitored, and implemented by the Program Director and program faculty, (5) the program faculty meets on a monthly or as needed basis to discuss concerns and needs relevant to the program and a faculty retreat is held at least annually, (6) evaluation of students, clinically and academically, occurs within the program, using the KASA; the program enjoys the freedom to evaluate its students in the manner deemed necessary by the program faculty, using CAA standards, (7) externship contracts for new clinical practicum settings originate within the program, and (8) the instructor of record for each course has the sole choice of materials and textbooks used in her respective courses every semester.

Describe the ways in which the faculty have access to higher levels of administration.

To ensure that the CSD Program maintains reasonable access to higher levels of administration, the Chair of the Program schedules departmental meetings with the faculty of Health Sciences, Human Performance, and Communicative Disorders. The Dean of the College also invites Program Coordinators to some of the administrative meetings with Chairs.

If applicable, discuss the role of the department chair over the program director/coordinator and any shared responsibilities regarding decisions about faculty, student admissions, curriculum and budget.

The Program Director has ongoing access to the Chairperson and program faculty and staff are free to contact the Chairperson via phone, email, or in-person. The Program Director meets monthly with the Dean and Chairpersons. The Chairperson meets with the Program Director and provides updates and feedback from weekly Dean's Council meetings.

Please describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 1.6.

None

Standard 1.7 Program Director

If there were areas of non-compliance, partial compliance or follow-up regarding the Program Director noted in the CAA Accreditation Action Report last year, describe the steps taken by the program to address the concern and how the program is now in compliance with this standard.

There were no citations regarding the Program Director listed in the last Accreditation Action Report

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The name of the program director is displayed based on information currently on file with the CAA.

If this information is incorrect, please submit a Change in Program Director Form to accreditation@asha.org. Once reviewed by staff, the information displayed here will be updated.

Dr. Carol S Deakin

Date appointed:

8/15/2016

Is the program director new since submission of the last CAA report?

no

If this program director is serving in an interim capacity, describe the program's specific plans for appointing a permanent program director.

This Program Director has a permanent appointment

Describe how the individual responsible for the program effectively leads and administers the program. Include examples of contributions made by this individual to support your explanation.

Dr. Carol Deakin is the Program Director. She holds a PhD in speech-language pathology and is a full-time, tenured Associate Professor. She oversees the program's program by (1) determining how the curriculum needs to be updated, with input from the faculty, (2) providing input into the program's budget, (3) having direct access to administrators, including the Chairperson, Dean, and Vice President for Academic Affairs, (4) overseeing the day-to-day operations of the program, (5) developing the strategic plan and goals for the program and assessing the outcomes, and (6) scheduling and conducting faculty meetings on a monthly and as-needed basis.

Please describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 1.7

None

Standard 1.8 Equitable Treatment

If there were areas of non-compliance, partial compliance or follow-up regarding Equitable Treatment noted in the CAA Accreditation Action Report last year, describe the steps taken by the program to address the concern and how the program is now in compliance with this standard.

There were no citations regarding Equitable Treatment listed in the last Accreditation Action Report

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Describe the mechanism(s) used to maintain a record of internal and external complaints, charges, and litigation alleging violations of policies and procedures related to non-discrimination.

In order to properly address any complaints, the program requires the following as a part of its method to maintain a record of alleged violations initiated within and outside the university: (1) Complaints must submitted in writing to the appropriate individual. (2) Timelines must be followed. (3) Any complaints pertinent to the program are maintained by the Program Director. Should the Program Director's direct involvement be alleged in a complaint, the Chairperson maintains the information and initiates any action relating to the initial complaint.

Describe the program's policy for ensuring that appropriate corrective action is taken when violations of compliance with non-discrimination laws and regulations occur.

Action is deemed appropriate once the issue has been resolved (1) to the satisfaction of the party initiating the complaint, and (2) the complaint has been formally reviewed to the highest levels of the administration and/or committee(s).

How is information regarding equitable treatment communicated to students? (Select all that apply)

Application materials, Catalog, Student handbook, Student orientation,

Website

> URL
>
> http://www.aamu.edu/administrativeoffices/academicaffairs/Pages/Graduate-Catalogs.aspx

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How is information regarding equitable treatment communicated to faculty and staff? (Select all that apply)

Departmental/program meetings, Employee handbook, Employee orientation,

Website

> URL
>
> http://www.aamu.edu/administrativeoffices/hrservices/Pages/default.aspx

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If your program has a clinic, how is information regarding equitable treatment communicated to clients? (Select all that apply.)

Website

URL

Brochures, Clinic materials,   http://www.aamu.edu/Academics/EHBS/HSHPCD/csd/Pages/Client-Forms-and-Manual.aspx

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Describe the process used by the program to ensure adherence to institutional policies related to non-discrimination, non-harassment, internal complaint procedures, and training to ensure that all staff and faculty are made aware of the policies and the conduct they prohibit.

Information regarding equitable treatment is communicated to students, faculty, and persons served in the clinic via the program's Website, and the nondiscrimination statements may be viewed at the following link:

http://www.aamu.edu/academics/ehbs/hshpcd/csd/pages/default.aspx

For graduate students, current and prospective, the *Graduate Catalog* includes a nondiscrimination statement. The catalog may be found at the following link:

http://www.aamu.edu/administrativeoffices/academicaffairs/Pages/Graduate-Catalogs.aspx

For undergraduate students, current and prospective, the *Undergraduate Bulletin* includes a nondiscrimination statement. The bulletin may be found at the following link:

http://www.aamu.edu/administrativeoffices/academicaffairs/pages/undergraduate-bulletins.aspx

For faculty and staff, current and prospective, the university's Human Resources department includes a nondiscrimination statement on its Website, which is located at the following link:

http://www.aamu.edu/administrativeoffices/hrservices/Pages/default.aspx

Newly hired faculty and staff also receive nondiscrimination information/training during their orientation; evidence of this may be found at the following link:

http://www.aamu.edu/administrativeoffices/hrservices/pages/new-employee-orientation.aspx

For persons served in the clinic, the *Client Handbook* includes a nondiscrimination statement. The *Client Handbook* may be found at the following link:

http://www.aamu.edu/Academics/EHBS/HSHPCD/csd/Pages/Client-Forms-and-Manual.aspx

The program provides a complaint process for consumers and academic appeals. The nondiscrimination statement is again offered along with these processes at the following link:

http://www.aamu.edu/Academics/EHBS/HSHPCD/csd/Pages/Complaint-Process.aspx

In order to properly address any complaints, the program requires the following as a part of its method to maintain a record of alleged violations initiated within and outside the university: (1) Complaints must submitted in writing to the appropriate individual. (2) Timelines must be followed. (3) Any complaints pertinent to the program are maintained by the Program Director. Should the Program Director's direct involvement be alleged in a complaint, the Chairperson maintains the information and initiates any action relating to the initial complaint. Action is deemed appropriate once the issue has been resolved (1) to the satisfaction of the party initiating the complaint, (2) the complaint has been formally reviewed to the highest levels of the administration and/or committee(s).

Please describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 1.8

None

Standard 1.9 Public Information

If there were areas of non-compliance, partial compliance or follow-up regarding Public Information noted in the CAA Accreditation Action Report last year, describe the steps taken by the program to address the concern and how the program is now in compliance with this standard.

There were no citations regarding Public Information listed in the last Accreditation Action Report

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The CAA requires programs to disclose accurate and complete information on their respective websites about their accreditation status to include the specific degree program holding the accreditation status and the full name, address, and phone number of the accrediting agency: Council on Academic Accreditation in Audiology and Speech-Language Pathology.

Please provide the URL where this information can be found:

http://www.aamu.edu/academics/ehbs/hshpcd/csd/pages/default.aspx

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Provide the URL where the Praxis pass rates are located on the program's website.

http://www.aamu.edu/Academics/EHBS/HSHPCD/csd/Pages/Outcome-Data.aspx

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Provide the URL where the completion rates are located on the program's website.

http://www.aamu.edu/Academics/EHBS/HSHPCD/csd/Pages/Outcome-Data.aspx

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Provide the URL where the graduate employment rates are located on the program's website.

http://www.aamu.edu/Academics/EHBS/HSHPCD/csd/Pages/Outcome-Data.aspx

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In addition to publishing these student achievement data (Praxis pass rate, program completion rates, and program's graduation rates) on the program's website, does the program publish student achievement information anywhere else? (Select all that apply)

Application materials, Brochures, Catalog

When is information about the program and institution updated?

Every academic term

What is the process for maintaining the currency and accuracy of public information? (Select all that apply)

Program director reviews for currency and accuracy, Clinic director reviews for currency and accuracy,

Graduate coordinator reviews for currency and accuracy, Faculty member(s) reviews for currency and accuracy,

Administrative assistant reviews for currency and accuracy

Who is responsible for ensuring information is available about the program and the institution to students and to the public? (Select all that apply.)

Administrative assistant, Graduate coordinator, Program director

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How is public information about your program accessed and *readily available*? (Select all that apply.)

Catalogs – online,

URL,

www.aamu.edu/administrativeoffices/academicaffairs/Pages/Graduate-Catalogs.aspx,   Clinic Handbook – printed,

Program websites

URL

https://www.aamu.edu/Academics/EHBS/HSHPCD/csd/Pages/Client-Forms-and-Manual.aspx

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Describe how information regarding the number of expected terms for program completion (full-time, part-time, different delivery modalities, etc.) is made available to the public and to students. If it is available on the program's website, include the specific URL.

The public may access information about the program and its clinic via the university's Website at the following links:

Program:

http://www.aamu.edu/academics/ehbs/hshpcd/csd/pages/default.aspx

Clinic:

http://www.aamu.edu/academics/ehbs/hshpcd/csd/pages/speech-and-hearing-clinic.aspx

Information about the program is updated when required by the ASHA CAA, by the university or college, and/or as needed.

The program's accreditation statement is publicly posted at the following link (see fourth paragraph):

http://www.aamu.edu/academics/ehbs/hshpcd/csd/pages/default.aspx

The process for maintaining the currency and accuracy of information mainly involves program faculty and staff monitoring the Website through continued use. If information appears to be outdated or incorrect, the faculty or staff member contacts the Program Director. If the Program Director agrees with the finding, the Website manager for the College of Education, Humanities, and Behavioral Sciences is notified of the needed update or correction. CAA requirements are also reviewed regarding this information, and when necessary, updates and corrections are made by the Program Director via the college's the Website Manager. Therefore, the Program Director is ultimately responsible for information about the program and the institution being accurate, with the input and assistance of the program's faculty and staff; this includes information available to the public and students.

The program graduate employment, PRAXIS passage, and program completion rates are available to the public at the following link:

http://www.aamu.edu/Academics/EHBS/HSHPCD/csd/Pages/Outcome-Data.aspx

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Please describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 1.9

None

Standard 2.0 Faculty

Provide information about individuals who are currently employed by the university and contribute to the graduate program for which you are seeking accreditation.

To add or remove faculty from this list **click here**.

If you have added or removed faculty from the list using the link above, you will need to click Data Refresh in the menu bar at the top of this page and select "Faculty Information" in order to display the updates here.

You will then be able to provide details about each newly added faculty member. You must provide details for all faculty members. A checkmark will appear next to the faculty member's name when the entry has been completed.

At the bottom of each faculty page, you will see two saving option. 1) Save and Close and 2) Close - Remember to Save Later. Save and Close will save that faculty page immediately, but the save function can be slow. If you are working on more than one record, then Close - Remember to Save Later will allow you make edits to multiple faculty records and then save them all at once. The system will time out if you have not saved in approximately 30 minutes, so be sure to save often.

Detail Summary

Faculty Name	CCC Status	Employment Status to the University	Academic Rank	Role	Highest Degree	Classroom Teaching Contribution	Other Activites
Barbara B Cady	CCC-SLP	Full-Time 9mo.	Full Professor	Instructional Faculty	Research Doctorate (e.g. PhD, EdD, etc)	0.8000	Research, Advising
Carol S Deakin	CCC-SLP	Full-Time 9mo.	Associate Professor	Instructional Faculty, Program Director	Research Doctorate (e.g. PhD, EdD, etc)	0.8000	Supervision, Advising, Administration
Esther Phillips-Ross	CCC-SLP	Full-Time 9mo.	Assistant Professor	Clinic Director, Clinical Supervisor, Instructional Faculty	Master's	0.8000	Supervision, Research, Advising, Administration
Hope C Reed	CCC-SLP	Full-Time 9mo.	Associate Professor	Instructional Faculty	Clinical Doctorate	0.8000	Advising
Jennifer L Horne	CCC-SLP	Full-Time 9mo.	Assistant Professor	Clinical Supervisor, Instructional Faculty	Master's	0.8000	Supervision, Advising
Diana S Blakeney-Billings	CCC-A	Full-Time 9mo.	Assistant Professor	Clinical Supervisor, Instructional Faculty	Clinical Doctorate	0.8000	Supervision, Research, Advising

Summary of Faculty Contribution

Number of full-time 9 month faculty	6
Number of full-time 12 month faculty	0
Number of part-time faculty	0
Number of adjunct faculty	0
Number of faculty with "other" employment status	0
Number providing supervision	4
Number providing research	3
Number providing advising	6
Number providing administration	2
Total % workload classroom teaching	4.80

Standard 2.1 Faculty Sufficiency – Overall Program

If there were areas of non-compliance, partial compliance, or follow-up regarding Overall Program Faculty Sufficiency noted in the CAA Accreditation Action Report last year, describe the steps taken by the program to address the concern and how the program is now in compliance with this standard.

There were no citations regarding Overall Program Faculty Sufficiency listed in the last Accreditation Action Report

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Provide the institution's definition of full-time and part-time student.

The University defines full time graduate students as those students who take nine (9) to twelve (12) credit hours per semester. Part time students take less than nine (9) hours per semester.

Have there been any faculty changes since your last report to the CAA?

no

What is the total number of students currently enrolled in the residential component of the CAA accredited graduate education program?

Student Status	Current Report	Prior Report	Percent Change
Full-time	45	53	-15.0943
Part-time	0	0	0.0000
Total	45	53	-15.0943

Percentage change of enrollment across all modalities (if applicable)

% Change Full-time	-15.0943
% Change Part-time	0.0000

If student enrollment has increased 50% or more since last year for any modality (residential, distance education, satellite/branch campuses), explain steps taken by the program to ensure:
- **Sufficient faculty**
- **Sufficient financial and other resources**
- **Students meet student outcome measures (Praxis pass rates, program completion rates, employment rates)**
- **Students have access to client/patient base that is sufficient to achieve the program's stated mission and goals and includes a variety of clinical settings, client/patient populations, and age groups.**
- **Program mission and goals are met**
- **Long-term stability and quality programming**

Enrollment did not increase by 50% or more in the last year

Do you offer an undergraduate program in the field of Communication Sciences and Disorders?

yes

Complete the table with your total enrollment for Undergraduate CSD degrees.

Undergraduate Degree (e.g. BA, BS, etc)	Current total enrollment	Full-time Enrollment	Part-time Enrollment
BS	42	42	0

Does your department offer any other graduate programs in addition to the one you are currently reporting on?

no

Provide the program's rationale for reliance on adjunct faculty.

We do not have adjunct faculty

Describe the methods that the program uses to ensure that the number of individuals in and the composition of the group that delivers the program of study are sufficient to allow students to:

Acquire the knowledge and skills in sufficient breadth and depth as required in Standard 3 and meet the expected student learning outcomes

Academic faculty possess the academic knowledge, clinical competencies and professional credentials necessary to provide undergraduate and graduate students with the depth and breadth of instruction for the SLP scope of practice. The CSD program's academic and clinical curriculum are developed to assure that professor's teach, model and evaluate the students' performance based on professional standards of behavior as outlined by ASHA.

Acquire the scientific and research fundamentals of the profession including evidence-based practice

Academic and clinical faculty possess the skills needed to fulfill the program goals and objectives in accordance with ASHA standards. Doctoral faculty include research qualified faculty with a multitude of clinical interest and expertise sufficiently providing students with varied opportunities for research experiences. Faculty areas of interest include: orofacial myology, counseling in SLP, literacy, dyslexia, central auditory processing disorders, and augmentative/alternative communication and neurogenic communication and swallowing disorders. The number of faculty employed by the program is felt to be sufficient for the research expectations of the field. As a commitment to research evidenced practice, the University mandates scholarly research and activity to comprise at least 10% of the faculty members work load. Faculty in the AAMU CSD Program complete research, publications, presentation and actively pursue grants to fund research projects.

Meet the program's established learning goals and objectives

The purpose of the Communicative Sciences and Disorders (CSD) Program is to provide an education and scholarly environment in which undergraduate and graduate students receive quality academic training and professional experience in the field of Speech-Language Pathology.

The Program functions within a student-centered environment devoted to learning, research, scholarship, creativity, professional expertise and personal development designed to ensure that students are ethical, knowledgeable, skillful and capable of working independently and in collaboration with clients, families and other professionals.

The commitment of the CSD Program to the University's mission is reflected in the undergraduate and graduate academic course work in normal and abnormal development and behavior across the human life span; course work that facilitates multicultural awareness in diverse populations; application of diagnostic and treatment methodologies for communication and swallowing disorders; and completion or practica requirements in technology-integrated course work to promote independent research skills for lifelong learning.

Meet other expectations set forth in the program's mission and goals

The CSD faculty meet other expectations set forth in the Programs' mission and goals as reflected in the undergraduate and graduate academic course work in normal and abnormal development and behavior across the human life span; course work that facilitates multicultural awareness (across the curriculum) in diverse populations; application of diagnostic and treatment methodologies for communication and swallowing disorders; and completion of practicum requirements in technology-integrated course work to promote independent research skills for lifelong learning.

Complete the program within the published timeframe

Alabama A&M demonstrated a 100% completion rate in 2015, 2016, and a 93% completion rate in 2017.

Please describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 2.1

None

Standard 2.2 Faculty Sufficiency – Institutional Expectations

If there were areas of non-compliance, partial compliance or follow-up regarding Institutional Expectations for Faculty Sufficiency noted in the CAA Accreditation Action Report last year, describe the steps taken by the program to address the concern and how the program is now in compliance with this standard.

There were no citations regarding Institutional Expectations for Faculty Sufficiency listed in the last Accreditation Action Report

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What is the institution's formula for assigning faculty workload.

Graduate faculty are required to teach a minimum of nine (9) hours per semester. Undergraduate faculty are required to teach a minimum of twelve hours per semester.

Describe any exceptions to the institution's policy for assigning faculty workload that are currently being employed. Provide the rationale for making this exception.

Not Applicable

Describe the methods that the program uses to ensure that faculty (including adjuncts) who have responsibility in the graduate program and who have obligations to provide teaching, research, and service as part of their workload:

Are accessible to students

Faculty schedules are posted in the Communicative Sciences and Disorders (CSD) office, the professors' office doors, and located on the course syllabi. Faculty maintains a minimum of ten (10) office hours per week on campus to facilitate student engagement. Faculty members also see students by appointment. Faculty members are further required to file their office hours with the department chairperson, school dean, and the Provost/Vice President for Academic Affairs. Faculty members are expected to be accessible to students by responding to email messages and telephone calls within a reasonable time.

Have sufficient time to advise students (if required)

Alabama A&M University's expectation of faculty performance include the pursuit of excellence in teaching, engagement in scholarly activities, and service to the University and community. A faculty member's yearly performance evaluation rates them on a 100% scale with teaching (80%), scholarly activities (10%), and service (10%). The teaching load for full time faculty within the undergraduate program is twelve to fifteen (12-15) hours per semester with includes classroom instruction, independent study, research, and student advising. The teaching load for full time faculty within the graduate program is 9-12 hours per semester and entails classroom instruction, independent study, research, and student advising. Teaching load assignments are administered with awareness and recognition that credit load assignment is directly impacted by the impact of multiple class sessions, number of students per session, multiple classroom preparations, laboratories, theses/dissertations supervised, sponsorship of student organizations, and student advising.

The University provides release time for faculty members who serve in administrative positions. Full time faculty on a tenure tract promotional sequence from instructor to professor are expected to teach a minimum of six hours in each of the two academic year semesters along with other release time efforts.

At this time, student enrollment data indicates that full time faculty, instructional staff, and administrative staff are sufficient to meet the teaching, research, and service needs of the program and the University.

Have sufficient time to pursue scholarly and creative activities, and participate in faculty governance and other activities that are consistent with the expectations of the sponsoring institution.

The faculty workload is sufficient to allow participation in faculty governance. Several CSD faculty members serve in elected positions in the Faculty Senate as well as serving on University, College, Departmental and Program standing and ad hoc committees/task forces. Alabama A&M mandates that faculty members serve on at least one Departmental, Collegel, and University committee yearly.

Describe the methods that the program uses to ensure that faculty (including adjuncts) who have responsibility in the graduate program and who have obligations to provide clinical education and service as part of their workload:

Are accessible to students

CSD faculty maintain a minimum of ten office hours per week and are available by appointment for advisement and/or consultation with students.

Have sufficient time to advise students (if required)

Alabama A&M University's expectation of faculty performance includes the pursuit of excellence in teaching, engagement in scholarly activities, and service to the University and community. A faculty member's yearly performance evaluation rates them on a 100% scale with teaching (80%), scholarly activities (10%), and service (10%). The teaching load for full time faculty within the undergraduate program is twelve to fifteen (12-15) hours per semester with includes classroom instruction, independent study, research, and student advising. The teaching load for full time faculty within the graduate program is 9-12 hours per semester to entail classroom instruction, independent study, research, and student advising. Teaching load assignments are administered with awareness and recognition that credit load assignment is directly impacted by the impact of multiple class sessions, number of students per session, multiple classroom preparations, laboratories, theses/dissertations supervised, sponsorship of student organizations, and student advising.

The University provides release time for faculty members who serve in administrative positions. Full time faculty on a tenure tract promotional sequence from instructor to professor are expected to teach a minimum of six hours in each of the two academic year semesters along with other release time efforts.

The faculty workload is sufficient to allow participation in faculty governance. Several CSD faculty members serve in elected positions in the Faculty Senate as well as serving on University, School, Departmental and Program standing and ad hoc committees/task forces. Alabama A&M mandates that faculty members serve on at least one Departmental, School, and University committee yearly.

At this time, student enrollment data indicates that full time faculty, instructional staff, and administrative staff are sufficient to meet the teaching, research, and service needs of the program and the University.

Have sufficient time to pursue scholarly and creative activities, and participate in faculty governance and other activities that are consistent with the expectations of the sponsoring institution.

Teaching load assignments are administered with awareness and recognition that credit load assignment is directly impacted by the impact of multiple class sessions, number of students per session, multiple classroom preparations, laboratories, theses/dissertations supervised, sponsorship of student organizations, and student advising.

The University provides release time for faculty members who serve in administrative positions. Full time faculty on a tenure tract promotional sequence from instructor to professor are expected to teach a minimum of six hours in each of the two academic year semesters along with other release time efforts. As evidenced by their vitae, faculty have been able to complete the instructional demands of the Institution, engage in research, publish, as well as present and serve in leadership positions at the university, local and state levels of the professional organization.

Describe the processes that the program uses to ensure that tenure-eligible faculty have the opportunity to meet the criteria for tenure of the sponsoring institution.

Alabama A&M University's expectation for granting tenure are consistent with The American Association of University Processors' (AAUP) statement regarding tenure, "Tenure is a means to certain ends, specifically, (1) freedom of teaching and research and of extramural activities, and (2) a sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence, tenure is indispensable to the success of an institution in fulfilling its obligation to its students and society". Tenure status is granted to individuals who exhibit productivity in the areas of scholarly pursuits, research, and service to the University and the community; meet the qualifications of the professional accrediting agency; and demonstrate potential for future growth and maintenance of professional standards in identified areas.

Alabama A&M maintains a Faculty Mentoring Program to provide a personal support system for junior level faculty members in their pursuit of tenure. The junior level faculty member is placed with a senior level faculty member who shares similar research interest and career aspirations. The senior faculty mentor assists in the development of effective teachers and leaders. Faculty promotion and tenure policies and procedures are located in Section 4.0 Faculty and Administrative Staff Handbook.

http://www.aamu.edu/administrativeoffices/hrservices/pages/handbooks.aspx

Describe the processes that the program uses to ensure that faculty who are eligible for continuing their employment have the opportunity to meet the criteria for continued employment of the sponsoring institution

Per the faculty handbook which states, "Alabama A&M University strives to ensure faculty and administrators perform at the level of excellence commensurate with its reputation as a leading land grant institution with a significant research, teaching and service mission. The University recognizes the dynamic and changing nature of higher education and strongly promotes and provides an ongoing professional development of the faculty as teachers, researchers and scholars."

Each faculty member develops a yearly professional development plan incorporating the weighted evaluation areas of teaching (80%), scholarly pursuits (10%) and service (10%). During the faculty member's annual performance review, the reviewer will document the level of performance achieved and determine the merit pay increase as appropriate. The requirement for promotion and performance indicators are delineated in the Faculty Handbook.

Describe the processes that the program uses to ensure that faculty will have the opportunity to participate in other activities consistent with institutional expectations.

Workloads are administered to facilitate faculty involvement in a variety of activities consistent with institutional expectations. Evidence of the University's commitment to faculty engagement within the University, professional organizations, and community events is evidenced in the 10% service evaluation component of the yearly annual performance review. As seen in the faculty data section of this report, the CSD faculty members actively participate in local, state, and national organizations as well as community events. The faculty members' commitment is evident in elected, leadership positions as well as their volunteering of their time in service. An example of leadership positions held by faculty members include: Editor of the International Journal of Orofacial Myology. Further, faculty consistently participates in local speech and hearing screenings, health fairs, and forums to promote awareness of communication and/or swallowing disorders across the human life span.

Please describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 2.2

None

Standard 2.3 Faculty Qualifications

If there were areas of non-compliance, partial compliance or follow-up regarding Faculty Qualifications noted in the CAA Accreditation Action Report last year, describe the steps taken by the program to address the concern and how the program is now in compliance with this standard.

There were no citations regarding Faculty Qualifications listed in the last Accreditation Action Report

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If the information provided in the Faculty Details (Section 2.0) does not demonstrate that the majority of academic content is taught by doctoral faculty who hold a PhD or EdD degree, provide rationale. NOTE: *Academic content includes lectures or other pedagogical methods, laboratory experiences, and/or clinically related activities or experiences provided within the context of a credit-earning didactic course or research experience.*

Majority of academic content is taught by doctoral faculty who hold a PhD or EdD degree

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Briefly summarize the institution's expectations for granting tenure. Provide the URL for the institution's policy if available.

Alabama A&M University expectations for granting tenure are consistent with The American Association of University Processors' (AAUP) statement regarding tenure, "Tenure is a means to certain ends, specifically, (1) freedom of teaching and research and of extramural activities, and (2) a sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence, tenure is indispensable to the success of an institution in fulfilling its obligation to its students and society". Tenure status is granted to individuals who exhibit productivity in the areas of scholarly pursuits, research, and service to the University and the community; meet the qualifications of the professional accrediting agency; and demonstrate potential for future growth and maintenance of professional standards in identified areas.

Alabama A&M maintains a Faculty Mentoring Program to provide a personal support system for junior level faculty members in their pursuit of tenure. The junior level faculty member is placed with a senior level faculty member who shares similar research interest and career aspirations. The senior faculty mentor assists in the development of effective teachers and leaders. Faculty promotion and tenure policies and procedures are located in Section 4.0 Faculty and Administrative Staff Handbook.

Please describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 2.3.

None

Standard 2.4 Faculty Continuing Competence

If there were areas of non-compliance, partial compliance or follow-up regarding Faculty Continuing Competence noted in the CAA Accreditation Action Report last year, describe the steps taken by the program to address the concern and how the program is now in compliance with this standard.

There were no citations regarding Faculty Continuing Competence listed in the last Accreditation Action Report

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How do faculty obtain continuing competence in a variety of ways, including course and curricular development, professional development, and research activities?

The University established 10% of the faculty member's work load be allocated for scholarly activities and professional development. Faculty members successfully accrue the professional continuing education units mandated by ASHA (30 CEUs/3 years) and state licensure (12 CEUs/year) within their assigned areas of instruction. Supporting documentation for continuing education hours are available within the AAMU Clinic office or within the faculty portfolios. Several faculty members have been awarded the ASHA ACE award for excellence in continuing education on a consistent basis. The University frequently provides financial support for faculty members to attend *at least* one professional development session per year at the state or national level and receives professional leave in order to attend the continuing education event. Further, the University supports a Center for Excellence in Teaching and Learning and a Center for Teaching with Technology to provide on-campus educational opportunities for faculty.

Please describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 2.4.

None

Standard 3.0 - Courses

Instruction: Provide details for all courses (academic and clinical) in the current curriculum by completing the table below.

1. Add a row in the table for each course in the curriculum.
2. Indicate the instructors currently assigned to teach each course for the program of study.
3. In the Requirement column, indicate how the course is offered and if it is for Graduate students only or a combined Undergraduate and Graduate course.

Course Title and Number/Section	Instructors	Terms offered in the last 2 years	Requirement	Type	# of credits
Audiology CSD 514/0	Diana Billings	2	Required-Grad	Academic	3
Advanced Practicum CSD 516/0	Esther Ross Jennifer Horne	6	Required-Grad	Clinical	3
Neuroanatomy CSD 538/0	Carol Deakin	2	Required-Grad	Academic	3
Statistics PSY 502/0	Everton Macintosh	6	Required-Grad	Academic	3
Evaluation and Assessment CSD 504/0	Carol Deakin	2	Required-Grad	Academic	3
Articulation Disorders CSD 534/0	Barbara Cadt	2	Required-Grad	Academic	3
Motor Speech Disorders CSD 544/0	Carol Deakin	2	Required-Grad	Academic	3
Stuttering CSD 510/0	Barbara Cady	2	Required-Grad	Academic	3
Craniofacial CSD 539/0	Barbara Cady	2	Required-Grad	Academic	3
Voice Disorders CSD 522/0	Barbara Cady	2	Required-Grad	Academic	3
Swallowing and Swallowing Disorders CSD 545/0	Carol Deakin	2	Required-Grad	Academic	3
Research CSD 598/0	Barbara Cady	2	Required-Grad	Academic	2
Language Disorders in Children CSD 520/0	Hope Reed	2	Required-Grad	Academic	3
Seminar CSD 550/0	Carol Deakin	2	Required-Grad	Academic	3
Case Management CSD 525/0	Carol Deakin	2	Required-Grad	Academic	3
Habilitation/ Rehabilitation CSD 509/0	Diana Billings	2	Required-Grad	Academic	3

Please describe any additional clarifying information you wish to provide regarding the program's courses.

None

Standard 3.1 Overall Curriculum

If there were areas of non-compliance, partial compliance or follow-up regarding Overall Curriculum noted in the CAA Accreditation Action Report last year, describe the steps taken by the program to address the concern and how the program is now in compliance with this standard.

There were no citations regarding Overall Curriculum listed in the last Accreditation Action Report

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How are credit hours offered at the institution?

Semester

Provide the URL for the current graduate program course descriptions.

http://www.aamu.edu/academics/ehbs/hshpcd/csd/pages/program-description.aspx

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Based on full-time enrollment, indicate the academic and clinical requirements for the degree, including the minimum number of graduate semester/quarter credit hours required to earn the degree.

Requirements	Number of Credits
Minimum required academic credits	42
Minimum elective academic credits	0
Minimum required practicum/clinical credits	9
Minimum elective practicum/clinical credits	0
Minimum required research credits (include dissertation if applicable)	3
Minimum elective research credits (include dissertation if applicable)	0
Indicate any other requirements below	
No Response Provided	No Response Provided
Total	54

Describe how the curriculum is consistent with the mission and goals of the program.

The curriculum is consistent with current knowledge and practice guidelines of the profession. The planning of the CSD Program curriculum is founded on the Knowledge and Skills Assessment (KASA), ASHA's Scope of Practice, ASHA's Code of Ethics, and the standards established by the American Speech-Language Hearing Association (ASHA). The mission and goals of the CSD Program is consistent with the practice guidelines of the profession.

Please download the Knowledge and Skills chart, complete it, and then upload it to this question.

SLP-Knowledge-and-Skills-within-the-Curriculum.doc

How do students entering the graduate program with degrees from other disciplines complete the prerequisite academic and clinical requirements? (Select all that apply)

Add term(s) to the student's graduate program

Indicate the assessments used to ensure students have oral and written communication skills sufficient for professional practice. (Select all that apply)

Case studies or research presentations (e.g., roundtable presentations), Class exam scores/grades,

Completion and review of clinical assignments (reports, lesson plans, progress notes), Completion of class assignments (oral and written),

Comprehensive exams (oral and/or written), Oral communication screenings, Personal interviews by faculty of applicants and/or students,

Personal statement on application, Score on analytical writing section of GRE

Indicate how graduate students earn graduate credit when a course may be taken for either graduate or undergraduate credit. (Select all that apply)

Note: A different grading scale alone would not meet the intent of this standard.

Additional course requirements (e.g., papers, assignments, labs)

Describe the process for verifying the successful completion of the minimum clinical experience required for each student in the graduate program of study.

The Program requires students to complete a minimum number of practicum hours in various settings. The number of clinical clock hours is verified through onsite and off-site supervisors and the students monthly submission of clinical hours to the Clinical Director who also verifies the number of clinical hours submitted.

Describe how the professional practice competencies are infused throughout the curriculum.

Professional practice competencies are infused throughout academic and clinical coursework. CSD 550 addresses professional and reimbursement issues.as well as genomics, counseling SLP and pharmacology. Professional practice is also addressed in CSD 516 - Advanced Clinical Practicum, CSD 525 - Case Management, CSD 513 - Language Disorders in Adults, and in the hour weekly clinical class. Additional topics addressed in these classes are credentialing and licensure, evidenced-based practice, professional ethics, professional liability, services delivery in various settings, reimbursement and coding for services, etc.

Describe how the professional practice competencies are demonstrated, assessed, and measured, including inter-professional education and supervision.

Prior to beginning practicum, the clinical supervisor and student clinician have a pre-conference where diagnostic/therapeutic directions are provided and evidenced-based practice is discussed. Clinical supervisors provide verbal and written feedback at the end of therapy/diagnostic sessions. Student clinicians are encouraged to review key aspects of their sessions, at at time are probed bythe supervisor to provide ways in which to improve overall continuity of care during the given session. When needed, therapy sessions are videotaped for feedback purposes and utilized to assist the student clinician in measuring effectiveness and efficiency of the session. The student is required to self evaluate sessions, particularly during midterm and final conference periods with their clinical supervisor and on a weekly basis during which time written and verbal feedback is provided to the student. Documented midterm and final semester supervisory conferences are performed to further assess effectiveness of service delivery provided by the student clinician. This documentation is part of the KASA clinical assessment piece.

List the ways in which students obtain academic and clinical education pertaining to normal and impaired human development across the life span.

Graduate level courses are not taken until designated pre-requisite coursework has been successfully completed. Clinical experiences for students enrolled in the two and three-year program have been designed to consider previous academic and clinical training.

The graduate student's academic and clinical experiences are organized and sequenced so that entrance into practicum experience is preceded by appropriate academic coursework. When deemed ready, the Director of Clinical Services initially places students into public school externship settings. Students at this point have had adequate coursework to address the needs of students being served in a "child centered" setting. Upon completing courses in adult neurogenic disorders, students are placed in a minimum of two neurogenic settings prior to graduation.

How do students obtain information about the interrelationship of speech, language, and hearing in the discipline of human communication sciences and disorders? (Select all that apply)

Clinical experiences (e.g. hearing screening, speech screening, audiologic (re)habilitation, co-supervision, multidisciplinary teams),

Course offerings (e.g. introductory courses in audiology and speech pathology, graduate courses)

Describe how contemporary professional issues (such as reimbursement and credentialing regulations) are presented in the curriculum.

Contemporary professional issues (such as reimbursement and credentialing regulations) are presented in both academic and clinical coursework. As noted previously, CSD 550 addresses professional and reimbursement issues.as well as genomics, counseling SLP and pharmacology. Professional practice is also addressed in CSD 516 - Advanced Clinical Practicum, CSD 525 - Case Management, CSD 513 - Language Disorders in Adults, and in the hour weekly clinical class. Additional topics addressed in these classes are credentialing and licensure, evidenced-based practice, professional ethics, professional liability, services delivery in various settings, reimbursement and coding for services, etc.

Describe how the program guides students to assess the effectiveness of their clinical services?

The student is required to self evaluate sessions, particularly during midterm and final conference periods with their clinical supervisor and on a weekly basis during which time written and verbal feedback is provided to the student. Documented midterm and final semester supervisory conferences are performed to further assess effectiveness of service delivery provided by the student clinician. This documentation is part of the KASA clinical assessment piece.

When students are assigned in teams for assessment or intervention, describe how the students count the hours and how this time is verified.

Co-clinician clinical hours are equally divided between students.

Does the program offer clinical education for undergraduates?

Yes

Provide the following information regarding clinical education for undergraduates:

Average number of undergraduate students enrolled in clinical practicum   12

Average number of clock hours earned per undergraduate student per academic term   1

Average number of academic terms (semester/quarters) undergraduates are enrolled in clinical practicum   3

Please describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 3.1

None

Standard 3.2 Curriculum Currency

If there were areas of non-compliance, partial compliance or follow-up regarding the Curriculum Currency noted in the CAA Accreditation Action Report last year, describe the steps taken by the program to address the concern and how the program is now in compliance with this standard.

There were no citations regarding Curriculum Currency listed in the last Accreditation Action Report

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Describe the curriculum planning process used by the program.

The curriculum planning process is based on current knowledge and practice guidelines of the profession. The planning of the CSD Program academic and clinical curriculum is founded on the Knowledge and Skills Assessment (KASA), ASHA's Scope of Practice, ASHA's Code of Ethics, and the standards established by the American Speech-Language Hearing Association (ASHA).

How did the program use literature and other guiding documents to facilitate curriculum planning?

ASHA practice guidelines, the Scope of Practice, current trends in the literature, the KASA, ASHA's Code of Ethics, and the standards established by the American Speech-Language Hearing Association (ASHA) are utilized to facilitate curriculum planning.

Describe the pedagogical approaches that the program will use to deliver the curriculum

Dialogic learning, student-centered learning and critical pedagogy are the main approaches utilized by faculty in the CSD program to deliver the curriculum.

Describe the mechanisms and schedule that the program will use to review and update the academic and clinical curriculum to reflect current knowledge, skills, technology, and scope of practice.

The academic and clinical curriculum continues to be reviewed, modified and updated to meet the changing characteristics of the clinical work place for speech-language pathologists and to better define specific skills required for work place success.

Curriculum changes originate from our Curriculum Committee that meets bi-annually after reviewing input from multiple sources: CSD Advisory Committee, off-campus and on-campus clinical supervisors, alumni surveys, ASHA Scope of Practice and formative/summative assessments of students. The information gathered from the formative assessment of our students is critical in making curriculum revisions. In providing numerous opportunities to assess how students are learning, faculty have been able to use the information to make changes in their instruction, use of technology in the classroom, scope of practice, and in the required curriculum. The curriculum is modified to reflect an 'application' model of teaching. Our faculty has discovered that our students find learning most successfully reinforced when there is interplay of theory and practice. More opportunities for modeling, guided practice, and individual practice and feedback are being p.rovided in the classroom that transcend into real-life diagnostic/therapeutic contexts

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Please describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 3.2

None

Standard 3.3 Sequence of Learning Experiences

If there were areas of non-compliance, partial compliance or follow-up regarding the Sequence of Learning Experiences noted in the CAA Accreditation Action Report last year, describe the steps taken by the program to address the concern and how the program is now in compliance with this standard.

There were no citations regarding the Sequence of Learning Experiences listed in the last Accreditation Action Report

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Provide a typical academic program, showing the sequence of courses and clinical experiences.

The typical sequence of courses and clinical experience for students who have an undergraduate degree in the discipline:

Year 1, Term 1: CSD 515, CSD 516 (clinical experience), CSD 538, PSY 502 (Statistics)

Year 1, Term 2: CSD 504, CSD 516 (clinical experience), CSD 534, CSD 544

Year 1, Term 3: CSD 510, CSD 513, CSD 516 (clinical experience), CSD 539

Year 2, Term 1: CSD 516 (clinical experience) CSD 522, CSD 545, CSD 598

Year 2, Term 2: CSD 516 (clinical experience), CSD 520, CSD 550

Year 2, Term 3: CSD 516 (clinical experience), CSD 525

Describe any differences in the expected sequence of courses and clinical experiences that result from different tracks.

There are no differences in the sequences of courses and clinical experiences that result from students going into the two-year degree program (students with an undergraduate degree in speech-language pathology) or the three-year degree program (students without an undergraduate degree in speech-language pathology). Students obtain knowledge in the basic sciences and the basic communicative sciences (normal processes) prior to being placed in communication disorders/treatment courses and prior to proceeding to clinical practice experiences.

Graduate level courses are not taken until designated pre-requisite coursework has been successful completed. Clinical experiences for students participating in the two and three-year programs have been designed to consider previous academic and clinical training.

Upon completion of either degree program at AAMU, students meet ASHA requirements for the Certificate of Clinical Competence (CCC) as well as state licensure with the Alabama Board of Examiners in Speech-Language Pathology and Audiology (ABESPA) and Class "A" alternate teacher certification with the Alabama State Department of Education (ALSDE).

Describe the method(s) used to organize, sequence, and provide opportunities for integration across all elements of the content.

Clinical experiences for students participating in the two and three-year degree programs have been designed to consider both previous academic and clinical training. Students are categorized into four clinical ability levels (assistant, primary, intermediate and advanced). A student's evaluation level is assigned based on a review of academic training, clinical contact hours previously earned, interpersonal skill strength, and technical/clinical writing ability. The Clinic Director assigns the student's clinical level at the beginning of each semester for all student clinicians enrolled in practicum courses (CSD 321, CSD 406, CSD 516).

Provide two (2) examples of the sequential and integrated learning opportunities

Example One:

Example One:

Assistant: Student has completed a minimum of 10 speech and language courses and has <25 clinical observation hours as compared to:

Primary (Level 1); student has completed the majority of undergraduate coursework and 25 clinical observation hoursr or 0-9 graduate hours and has 0 - 50 clinical hours.

Example Two:

Intermediate (Level 2): Student has completed 10 - 19 graduate hours and has 51 - 150 clinical hours as compared to

Advanced (Level 3): Student has completed more than 20 graduate hours and has 151+ clinical hours.

Describe how the organization, sequential nature, and opportunities for integration allow each student to meet the program's established learning goals and objectives.

Graduate level courses are not taken until designated pre-requisite coursework has been successfully completed. Clinical experiences for students enrolled in the two and three-year program have been designed to consider previous academic and clinical training.

The graduate student's academic and clinical experiences are organized and sequenced so that entrance into practicum experience is preceded by appropriate academic coursework. When deemed ready, the Director of Clinical Services initially places students into public school externship settings. Students at this point have had adequate coursework to address the needs of clients who are being served in a "child centered" setting. Upon completing courses in adult neurogenic disorders, students are placed in a minimum of two neurogenic settings prior to graduation.

Upon completion of either degree program at AAMU, students meet ASHA's requirements for the Certificate of Clinical Competence (CCC) as well as state licensure with the Alabama Board of Examiners in Speech-Language Pathology and Audiology (ABESPA) and Class "A: alternate teacher certification with the Alabama State Department of Education (ASDOE).

When a student is assigned to a clinical experience before or concurrent with appropriate coursework, how does the program ensure that the student is appropriately prepared for this clinical experience? (Select all that apply.)

Additional time spent with supervisor, Extra readings, Observations prior to hands-on experience (live or video), One-to-one tutorial

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If students are assigned to a clinical experience before or concurrent with appropriate coursework, how does the program evaluate the adequacy and effectiveness of the activities used to ensure the student is appropriately prepared for the clinical experience?

N/A

Please describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 3.3

None

Standard 3.4 Diversity Reflected in the Curriculum

If there were any areas of non-compliance, partial compliance or follow-up regarding Diversity Reflected in the Curriculum noted in the CAA Accreditation Action Report last year, describe the steps taken by the program to address the concern and how the program is now in compliance with this standard.

There were no citations regarding Diversity Reflected in the Curriculum listed in the last Accreditation Action Report

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Describe how and where issues of diversity will be addressed across the curriculum.

The CSD Program is housed in a Historically Black College and University (HBCU). Therefore, the Program is composed of students, faculty, supervisors, and staff from a myriad of culturally diverse backgrounds. This diversity is addressed in classroom discussions and in onsite and off site clinical experiences.

Describe how students obtain clinical experience with diverse populations.

The CSD Program is housed in a Historically Black College and University (HBCU). Hence, we are able to provide the knowledge and skills, and exposure to individual and culturally and linguistically diverse populations through coursework and clinical experiences. The Program has students, faculty, supervisors, and staff from a myriad of culturally diverse backgrounds. This diversity is apparent in classroom discussions as well as in clinical experiences. Clients served in the Alabama A&M Speech and Hearing client represent the population demographic of the region and are from individual, culturally, linguistically and socio-economically diverse backgrounds.

Describe how students obtain academic and clinical education necessary for professional practice in a multicultural society.

The AAMU CSD Clinic is a free, community-based clinic, where students are given experiences with patients from various backgrounds. Being housed in a HBCU allows the Program to provide the knowledge and skills, and exposure to individual, and culturally and linguistically diverse populations through coursework and clinical experiences. Cultural backgrounds of clients served include: African, African American, Anglo-American, Mexican-American, bi-racial background, Caribbean and Chinese-American and Thai-American. These various cultures are also represented in clinical externship settings—i.e. schools and hospital/neuro settings. The clinic serves individuals from varied socio-economic backgrounds. Being a free clinic, under served and low socio-economic clientele can receive speech and language services without the concern of financial obligation and other barriers that block access to services.

Off-site educational contracts with city/urban and county based schools, clinics, hospitals, SNFs and medical centers also lend to servicing diverse populations and cultures.

Alabama A&M University is located in Huntsville, AL, which is one of the more diverse cities in the state of Alabama. The AAMU CSD Program is very fortunate to be situated in a city that reflects various cultures via the presence of four universities, a number of colleges and technical schools, NASA, Redstone Arsenal military base as well as technology and engineering companies.

Please describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 3.4

None

Standard 3.5 Scientific and Research Foundation

If there were areas of non-compliance, partial compliance or follow-up regarding the Scientific and Research Foundations noted in the CAA Accreditation Action Report last year, describe the steps taken by the program to address the concern and how the program is now in compliance with this standard.

There were no citations regarding the Scientific and Research Foundations listed in the last Accreditation Action Report

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How do you verify that students have obtained knowledge in the basic sciences (e.g. biology, physics, social sciences, and statistics)?

Academic advisors verify the completion of required coursework, hence graduate level courses are not taken until designated pre-requisite coursework has been successful completed. This is verified by examining the student's transcript each semester prior and cross-checking it with curriculum guidelines, the Program Outline, as well as the Knowledge and SKills Assessment.

How do students obtain knowledge in the basic communication sciences (e.g. acoustics, physiological and neurological processes of speech, language, hearing; linguistics)?
(Select all that apply)

Deficiency or prerequisite course work, Graduate course work, Participation in faculty research, Research project or dissertation

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How does the curriculum reflect the scientific basis of the professions and include research methodology and exposure to research literature? (Select all that apply)

Attend research conferences, Complete research literature reviews within courses, Complete research project or dissertation,

Incorporate evidence-based practice into the clinic, Participate in faculty research, Require research course

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How do you verify that students have obtained knowledge in basic science skills (e.g., scientific methods and critical thinking)?

Academic advisors verify the completion of required coursework, hence graduate level courses are not taken until designated pre-requisite coursework has been successful completed. This is verified by examining the student's transcript each semester prior and cross-checking it with curriculum guidelines, the Program Outline, as well as the Knowledge and SKills Assessment.

How does the program ensure that there are opportunities for each student to participate in research and scholarship that are consistent with the mission and goals of the program? (Select all that apply)

Capstone project, Participation in externship research projects, Participate in faculty research

Describe the methods that the program uses to ensure all students have opportunities to become knowledgeable consumers of research literature.

As part of its mission, the CSD Program provides "...an educational and scholarly environment in which undergraduate and graduate students receive quality academic training and professional experience in the field and provides coursework teaching independent research skills that support life ling learning." Research is intertwined into the workload of the faculty and into the educational experiences of the students. The level of involvement is measured by the student's academic and experiential background.

Through academic and clinical components of the Program, students are exposed to relevant research in various aspects of the field guided by experienced faculty. In their curriculum, graduate students enroll in Statistics PSY 502 to better understand the formal science of using numerical data as it relates to qualitative and quantitative studies. This course exposes students to data collection methods, analysis and interpretation of data and survey design. In their second (or third) year of study, students enroll in Research CSD 598 where they experience systemic investigation for themselves. The culmination of this investigation is a research project that is presented at the Annual CSD Research Forum. The forum is open to the University community and is tied into the University's Quality Enhancement Plan (QEP), aimed at increasing the level of scholarly activity of faculty and students.

Describe the methods that the program uses to ensure that there are opportunities for each student to become knowledgeable about the fundamentals of evidence-based practice.

Students have the opportunity to incorporate evidence-based practice during the clinical phase of study and maintain data involved in making clinical decisions. Under the direction of the Clinical Services Director, and external/internal clinical supervisors, graduate clinicians base all therapeutic decisions on the fundamentals of evidence-based practice.

Describe methods that the program uses to ensure that there are opportunities for each student to apply the scientific bases and research principles to clinical populations.

Scientific bases and research principles are intricately linked to evidence based practice and incorporated throughout the curriculum and specifically applied to clinical populations during the practicum experience. As noted previously, under the direction of the Clinical Services Director, and external/internal clinical supervisors, graduate clinicians base all therapeutic decisions on the fundamentals of evidence-based practice.

Describe how research opportunities offered by the program are consistent with the institution's expectations for this program.

Part of the University's mission is "The search for new knowledge through research and its applications". To this end the Program hosts a Research Forum that is held in Carver Complex North. The Forum is presented by the CSD 598 students each December. Here, the students display their research, present their findings, and offer a media display that often includes the application of technology. In addition, some students have been afforded the opportunity to present research findings at the Speech and Hearing Associations of Alabama's annual convention

Describe how the research opportunities offered by the program are consistent with the specified mission and goals of the program.

Goal VIII of the Program's Mission and Goals is "Present Student Generated / Faculty Guided Research Forum Description".

To meet this criteria second and third year graduate students present their individual research findings at the annual CSD Research Forum held each December.

Please describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 3.5

None

Standard 3.6 Clinical Settings/Populations

If there were areas of non-compliance, partial compliance or follow-up regarding Clinical Settings/Populations noted in the CAA Accreditation Action Report last year, describe the steps taken by the program to address the concern and how the program is now in compliance with this standard.

There were no citations regarding Clinical Settings/Populations listed in the last Accreditation Action Report

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Provide a complete listing of all clinical sites used by the graduate program for last 2 years. Include on-campus facilities if applicable.

In this table, for each site provide the:

- **Clinical site name**
- **Type of Facility**
- **Activities which students typically engage in**
- **Number of terms used in the past 2 years**
- **Age Range of clients**
- **Distance From Campus**
- **Typical number of students per supervisor**

Clinical Site Name	Facility	Activities	Terms	Age Range	Distance	#/supervisor
A&M Clinic	College/University	Observ. Assessment Treatment Screenings	6	2 - 80	0	2
Child's Play Therapy Center Huntsville, AL	Private practice	Observ. Assessment Treatment Screenings	3	3 -17	7.5	1
Children Rehabilitation Services Huntsville, A	Government agency	Observ. Assessment Treatment Screenings	6	2 -17	6	2
Excel Alabama ENT Associates Birmingham, AL	Private practice	Observ. Assessment Treatment Screenings	1	10 - 80	120	1
The Riley Center Huntsville, AL	Private practice	Observ. Assessment Treatment Screenings	3	3 - 17	7	1

Scottsboro ENT Scottsboro, AL	Private practice	Observ. Assessment	6	3 - 17	38	2
		Treatment				
		Screenings				
Stepping Stone Pediatric Therapy Florence, AL	Private practice	Observ. Assessment	2	3 - 17	75	1
		Treatment				
		Screenings				
Sunny Horizons LLC Pediatric Therapy Scottsboro, AL	Private practice	Observ. Assessment	4	3 - 17	40	1
		Treatment				
		Screenings				
University of Alabama Huntsville, AL	College/University	Observ. Assessment	2	3 - 17	7	1
		Treatment				
		Screenings				
United Cerebral Palsy Huntsville, AL	Private practice	Observ. Assessment	4	2 - 17	3	1
		Treatment				
		Screenings				
Crestwood Hospital Huntsville, AL	Hospital	Observ. Assessment	1	18 + Geriatric	8	1
		Treatment				
		Screening				
Cullman Regional Medical Center Cullman, AL	Hospital	Observ. Assessment	1	18+; Geriatric	57	1
		Treatment				
		Screening				
Huntsville Hospital System Main Huntsville, AL	Hospital	Observ. Assessment	1	18+; Geriatric	4	1
		Treatment				
		Screening				
Huntsville Hospital Medical Mall Huntsville, AL	Hospital	Observ. Assessment	1	18+; Geriatric	5	1
		Treatment				
		Screening				

JW Sommer Rehab and Shoals Hospital Muscle Sholes, AL	Hospital	Observ. Assessment Treatment Screening	1	18+; Geriatric	80	1
Tennova Health Care Harton Regional Medical Center Tullahoma, AL	Hospital	Observ. Assessment Treatment Screening	1	18+; Geriatric	55	1
University of Alabama in Birmingham Birmingham, AL	Hospital	Observ. Assessment Treatment Screening	2	18+; Geriatric	106	1
Birmingham VA Medical Center Birmingham, AL	Hospital	Observ. Assessment Treatment Screening	2	18+; Geriatric	105	1
Champion Partners in Rehabilitation Senior Rehab and Recovery/Limestone Health Facility Athens, AL	Industry	Observ. Assessment Treatment Screening	1	18+; Geriatric	38	1
Champion Partners in Rehabilitation Mitchell Hollingsworth Nursing and Rehabilitation Center Florence, AL	Industry	Observ. Assessment Treatment Screening	2	18+; Geriatric	80	1
Champion Partners in Rehabilitation South Hampton Health and Rehabilitation Owens Cross Roads, AL	Industry	Observ. Assessment Treatment Screening	6	18+; Geriatric	20	1
Diversicare Arab Golden Living Arab	Industry	Observ. Assessment Treatment Screening	2	18+; Geriatric	37	1
Diversicare Big Springs Specialty Care-- Observation Huntsville	Industry	Observ. Assessment Treatment Screening	1	18+; Geriatric	6	1

Diversicare Brookshire HealthCare Huntsville	Industry	Observ. Assessment Treatment Screening	5	18+; Geriatric	4	2	
Diversicare Windsor House Long Term Care Huntsville	Industry	Observ. Assessment Treatment Screening	5	18+; Geriatric	7	2	
NHC NHC Health Care Lawrence-burg	Industry	Observ. Assessment Treatment Screening	3	18+; Geriatric	70	1	
NHC NHC Health Care Pulaski, TN	Industry	Observ. Assessment Treatment Screening	2	18+; Geriatric	50	1	
NHC NHC Health Care Tullahoma	Industry	Observ. Assessment Treatment Screening	1	18+; Geriatric	55	1	
Encore Rehabilitation Summerford Nursing and Rehabilitation Falkville, AL	Industry	Observ. Assessment Treatment Screening	6	18+; Geriatric	45	1	
Health South--Observa-tion Huntsville, AL	Industry	Observ. Assessment Treatment Screening	1	18+; Geriatric	8	1	
Redstone Village (in house) Huntsville, AL	Industry	Observ. Assessment Treatment Screening	1	18+; Geriatric	15	2	
Rehab Select Albertville Health and Rehabilitation Albertville AL	Industry	Observ. Assessment Treatment Screening	4	18+; Geriatric	53	1 - 2	

The Summit Rehabilitation Floyd Tutt Fan State Veterans Home Huntsville, AL	Industry	Observ. Assessment Treatment Screening	2	18+; Geriatric	2	1
Tara Rehabilitation Florence Nursing and Rehab Florence, AL	Industry	Observ. Assessment Treatment Screening	3	18+; Geriatric	78	1
Restore Therapy Services, LTD. Folsum Center: Cullman Long Term Care Screening	Industry	Observ. Assessment Treatment	1	18+; Geriatric	58	1
Restore Therapy Services, LTD. Madison Manor and Health Care--OBSERVATION Madison, AL	Industry	Observ. Assessment Treatment Screening	1	18+; Geriatric	16	1
Restore Therapy Services, LTD. Regency Manor Huntsville, AL	Industry	Observ. Assessment Treatment Screening	3	18+; Geriatric	2	1
Restore Therapy Services, LTD. Valleyview Nursing and Rehabilitation Madison, AL	Industry	Observ. Assessment Treatment Screening	3	18+; Geriatric	13	1
Restore Therapy Services, LTD. Huntsville Health and Rehab Huntsville, AL	Industry	Observ. Assessment Treatment Screening	5	18+; Geriatric	7	1
Restore Therapy Services, LTD. Aspire Physical Recovery Center Hoover/Birmingham, AL	Industry	Observ. Assessment Treatment Screening	1	18+; Geriatric	112	1
Signature Health Care Bridge at South Pittsburg South Pittsburg, TN	Industry	Observ. Assessment Treatment Screening	2	18+; Geriatric	70	2

Signature Health Care	Industry	Observ.	2	18+;	6.5	1
		Assessment		Geriatric		
Whitesburg Gardens						
		Treatment				
Huntsville, AL						
		Screening				

Provide the average number of clock hours per semester earned in each category in the past 2 years across all clinical sites.

Category	Children	Adults
ARTICULATION		
Evaluation	120	65
Intervention	66	40
VOICE & RESONANCE		
Evaluation	0	14
Intervention	0	13
FLUENCY		
Evaluation	0	14
Intervention	0	13
LANGUAGE DISORDERS (Receptive & Expressive)		
Evaluation	120	65
Intervention	66	40
SWALLOWING DISORDERS		
Evaluation	0	0
Intervention	0	0
COGNITIVE ASPECTS OF COMMUNICATION		
Evaluation	0	27
Intervention	0	27
SOCIAL ASPECTS OF COMMUNICATION		
Evaluation	40	0
Intervention	53	0
AUGMENTATIVE & ALTERNATIVE COMMUNICATION		
Evaluation	0	16
Intervention	0	16
HEARING		
Evaluation	30	20
Intervention	0	8

Describe the methods used to ensure that the plan of clinical education for each student includes the following:

Experiences that represent the breadth and depth of speech-language pathology clinical practice

Clinical Practicum Structure and Sites

Alabama A&M University CSD Program requires each graduate student to obtain a minimum of 50 clock hours in three different types of practicum sites so as to extend their experiences in the various scopes of practice in Speech-language Pathology. The practicum student begins in the onsite clinic (Site I) during the first semester of practicum. School/off-clinic placements (Site II) follow onsite clinic assignments, and then off-site medical assignments (Site III) are assigned. If a student desires experience in a specialized scope of practice not offered in the on-site clinic, the student will be placed in a site specializing in his/her interest, per the clinical director's discretion and availability.

Site I: On-site Clinic: The AAMU CSD Clinic is dedicated to supporting a diverse clientele, via ongoing relationships with sites that refer clients to the on-site clinic. These referrals give students the experience to work with clients who present with communication deficits across the scope of practice and the life span. The onsite clinic is open to the community and services many clients that represent a variety of socio-economic backgrounds, cultures, ages and communication disabilities/disorders. The onsite CSD Clinic also provides services to the AAMU Child Development Lab on campus. Practicum students are provided experiences with typically developing language and speech patterns of children and are able to associate differences between these typical speech/language patterns and those displaying patterns of atypical language/speech development.

AAMU faculty members who specialize in varied scopes of practices lend experiences to the graduate student by way of specialty clinics. Currently the on-site clinic houses a TBI clinic, an orofacial myology clinic, audiology clinic and reading clinic, where students clinical experiences.

Communication disorders addressed in the onsite clinic includes, included but are not limited to: child speech and language disorders (including disorders in articulation, apraxia, phonology, language, reading and social communication disorders); audiological experiences; and adult speech/swallowing and language disorders, inclusive of medical etiologies.

In addition to the onsite clinic, Site I experiences include experiences with simulated clients via Simucase-technology that present a variety of communication disorders, across the life span.

Sites II and III: The AAMU CSD Program has formulated relationships with entities such as hospitals and schools to provide continued exposure to a variety of communication deficits and differences. Externships provide opportunities to specialize and expand academic, clinical, and administrative skills. Site II and III experiences include clinics, school and medial sites that lend to a variety of communication disorders, across the life span. The graduate clinician is trained to utilize a diversity of management approaches that allow for additional professional growth and critical analysis. The externship experience is geared to provide knowledge and experience in the identification and remediation of an array of communication disorders while under the supervision of licensed, certified, and experienced Speech-Language Pathologists, versed in many scopes of practice. During the externship, the student has opportunity to:

Further develop a commitment of quality speech, language, and hearing services.

Integrate and apply theoretical knowledge gained in academic training.

Evaluate individual client/patient's strengths and limitations.

Define clinical skills.

Develop a commitment to continuing education and professional growth.

Ancillary benefits from externship experiences are equally important and are as follows: professional work experience can be included on student clinician's resume/vita; externs are often given future employment priority at the extern site. Graduate CSD students are meeting the communication and caregiving challenges of today, while preparing for the integration of tomorrow's technological advances with everyday care and respect for the client.

 If a particular scope is not readily addressed in the on-site clinic or via externship experiences, the CSD Program will provide educational opportunities by way of seminar.   The Program has held seminars in the areas of autism, literacy and FEES/endoscopy (voice/dysphagia). The Program recently acquired FEES equipment (via donation) for the purposes of clinical training. The Program is also seeking ways for students to receive specialty certification in areas that will lend them an advantage upon graduation (i.e. FEES/ Vita stim certification).

Opportunities to work with individuals across the life span and the continuum of care

Graduate clinicians have the opportunity to work with individuals across the life span that present with a myriad of communication disorders. Internal and external practicum placements are correlated with the completion of specific courses that are sequenced according to academic training and clinical experiences. The clinical practicum experience begins in the public schools and targets individuals from three to twenty-one. Other practicum experiences occur with adult and geriatric individuals who are serviced in the AAMU Speech and Hearing Clinic and within medical/neurogenic settings.

Opportunities to work with individuals from culturally and linguistically diverse backgrounds

AAMU CSD Clinic is a free, community-based clinic, where students are given experiences with patients from various backgrounds. The cultural backgrounds of clients served include: African, African American, Anglo-American, Mexican-American, Mixed background, Caribbean and Chinese-American and Thai-American. These various cultures are also experienced in externship settings—i.e. schools and hospital/neuro settings. The clinic serves individuals from varied socio-economic backgrounds. Being a free clinic, under served and low socio-economic clientele can receive speech and language services without the concern of financial obligation.

Off-site educational contracts with city/urban and county based schools, clinics, hospitals, SNFs and medical centers also lend to servicing diverse populations and cultures.

Alabama A&M University is in Huntsville, AL, which is one of the more diverse cities in the state of Alabama. AAMU CSD Program is very fortunate to be situated in city that reflects various cultures via the presence of four universities, a number of colleges and technical schools, Redstone Arsenal military base and technology companies that lend to diversity in Huntsville.

Experiences with individuals who express various types of severities of changes in structure and function of speech and swallowing mechanisms

Alabama A&M University CSD Program requires each graduate student to obtain a minimum of 50 clock hours in three different types of practicum sites, to extend experiences in the various scopes of practice in Speech-language Pathology as fore mentioned. AAMU faculty members who specialize in varied scopes of practices lend experiences to the graduate student by way of specialty clinics. Currently the on-site clinic houses a TBI clinic, an oral facial myology clinic, audiology clinic and reading clinic, where students can obtain clinical experiences.

Communication disorders addressed in the onsite clinic includes, but not limited to: child speech and language disorders (including disorders in articulation, apraxia, phonology, language, reading and social communication disorders); audiological experiences; and adult speech/swallowing and language disorders, inclusive of medical etiologies.

In addition to the onsite clinic, Site I experiences include experiences with simulated clients via Simucase-technology that display with a variety of communication disorders, across the life span.

If a particular scope of practice is not readily addressed in the on-site clinic or via externship experiences, the CSD Program will provide educational opportunities by way of seminar. The Program has held seminars in the areas of autism, literacy and FEES/endoscopy (voice/dysphagia). The Program recently acquired FEES equipment (via donation) for the purposes of clinical training. The Program is also seeking ways for students to receive specialty certification in areas that will lend them an advantage upon graduation (i.e. FEES/ Vita stim certification).

Exposure to the business aspects of the practice of speech-language pathology and swallowing (e.g., reimbursement requirements, insurance and billing procedures, scheduling)

Students get exposure in the business aspects of the practice of speech language pathology and swallowing by way of our academic clinic classes that meet weekly. This course gives opportunity for the student to learn more about the operations of both private practice and the medical aspects of speech pathology. Professionals from the community who own business, contract, or work in the private and/or medical sites, come to speak to our students. Information such as Medicare and Medicaid billing, patient management, RUGs levels, inter-professional collaboration, etc. are discussed and reviewed. Some CSD faculty PRN in medical facilities for the purposes of maintaining the current knowledge base re: patient management, reimbursement requirements, insurance/ billing practices and interprofessional collaboration skills. This information is shared and demonstrated in the classroom with the CSD student clinician to better prepare them for CF experiences.

Please describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 3.6

None

Standard 3.7 Clinical Education - Students

If there were areas of non-compliance, partial compliance or follow-up regarding Clinical Education - Students noted in the CAA Accreditation Action Report last year, describe the steps taken by the program to address the concern and how the program is now in compliance with this standard.

There were no citations regarding Clinical Education - Students listed in the last Accreditation Action Report

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Explain the policies and procedures that describe how the manner and amount of supervision are determined and are adjusted to reflect the competence of each student and that allow each student to acquire the independence to enter independent professional practice.

Supervisors

AAMU provides each supervisor, education in supervision via several means: "Supervisor's Notebook", PowerPoint presentation, formal workshops and courses (via state organization, ASHA and CAPCSD). Information obtained assists the CSD student to transition from being a mentored professional to an independent professional. Much emphasis is placed on Jean Anderson's Continuum of Supervision and Appropriate Styles, that continues to be the litmus test for supervisory practices. Each supervisor is trained re: the supervisory time minimums for live sessions (25%) and that "minimums" are to be adjusted (upward) given supervisee's clinical experience and academic training. Supervisors are also educated re: Anderson's stages of supervision and style of supervision that correlate to the learning and performance of given supervisees. When students/supervisees are performing marginally, it is the policy of the Program to implement an individualized competency remediation plan early in the student's clinical experience, to address deficit areas of clinical performance.

Students

A student's evaluation level is assigned based on a review of academic training, clinical contact hours previously earned, interpersonal skill strength, and technical/clinical writing ability. The Clinic Director assigns the student's clinical level at the beginning of each semester for all student clinicians enrolled in practicum courses. The following reflects the criteria for level assignment:

Assistant: Student has completed a minimum of 10 speech and language courses and has < or = 25 observation

Primary (Level 1): Student has completed the majority of undergraduate coursework and 25 observation hours or 0-9 graduate hours and has 0 – 50 clinical hours

Intermediate (Level 2): Student has completed 10 – 19 graduate hours and has 51-150 clinical hours

Advanced (Level 3): Student has completed more than 20 graduate hours and has 151 + clinical hours

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Describe how clinical practicum will be offered and how supervision of practicum will be managed, including sequence, supervision, and coordination of placements with external facilities, and diversity of client populations.

Clinical Practicum Sites

Clinical practicum is offered on a semester basis as a three-hour course. Once graduate students are enrolled in practicum, they must remain in practicum from semester to semester, until all required hours are obtained. This is in part due to the importance of continuity of care for the clients served both in the onsite clinic and the clients served in externship experiences. In addition, it is necessary for the student to continue the clinic process on a consistent basis for effective and efficient learning. Hours obtained in practicum are assessed/calculated on a bi-weekly basis. Alabama A&M University CSD Program requires of each graduate student to obtain a minimum of 50 clock hours in three different types of practicum sites, to extend exposure to the various scopes of practice in Speech-language Pathology, to the AAMU graduate clinician. It is the discretion of the Clinic Director/faculty to place student clinicians in an off-site practicum when appropriate. School placements, follow onsite clinic assignments, and medical assignments are assigned (typically) when the student clinician has acquired over a total 200/400 clinic clock hours. It usually takes 5 semesters to complete the hours needed for practicum (including summers).

Site I – *On-site/In-House Clinic/SIMUCASE:

Transfer students or graduate students from another undergraduate program in speech-language pathology must accumulate a minimum of one semester or 20 of the required 50 clock hours in the AAMU Speech and Hearing Clinic (or other "in-house" clinic/SIMUCASE) **prior** to being placed in an externship site fulltime. Graduate students who have an undergraduate degree from AAMU and have accumulated clock hours in the AAMU Speech and Hearing Clinic as an undergraduate must still complete at least one (1) semester in the onsite clinic, at the graduate level, before obtaining clock hours from another site.

Site II – With the clinic director/faculty approval, a student is assigned to a second practicum site. The student is typically assigned to a school base setting after the onsite clinic is completed. The student must accumulate a minimum of 50 clock hours within a school facility or private agency. Whatever location is assigned for Site II must not be selected as Site III.

Site III – Student placement is dependent upon clinic director/faculty approval. Students must accumulate a minimum of 50 clock hours in a

facility that is distinctly different from Sites I and II—typically a medical site. Practicum placements may vary depending upon needs of the students and requirements of a particular facility. Students are to be placed following a meeting with the Director of Clinical Services.

*Exceptions: (1) If the first semester in the clinic falls during the summer semester, some students are placed in external sites for a four-week period (1-2 days a week) to gain extended experiences in conjunction to the onsite placement. This is done due to the brevity of the summer semester; (2) some students are admitted to the program with extended practicum clinical experience outside of observation. In these cases, students may be selected to be placed in off-site practicum for limited "guided therapy" practices in conjunction with servicing clients in the onsite clinic.

<u>**Student Academic and Clinical Levels Correlates**</u>

Students are categorized into four clinical ability levels (assistant, primary, intermediate and advanced); each of which examines clinical competencies in the areas of interpersonal, technical, and writing skills. A student's evaluation level is assigned based on a review of academic training and clinical contact hours previously earned. The Clinic Director assigns the student's clinical level at the beginning of each semester for all clinicians enrolled in practicum. The following chart reflects the criteria for level assignment.

Evaluation Level	Academic Training	Clinical Hours /Sites (estimation) Supervision Percentage
Assistant	**Non-traditional Graduate**: Student has completed the following CSD courses: CSD 500, 203, 204, 514, 205, 215, 307, and enrolled in CSD 310.	< 25 Observation >50-100% Observation (estimation)
Primary (Level 1)	Graduate student has completed 15 of 25 observation hours and be concurrently enrolled in the following "normal process" CSD courses: CSD 515, 538 and or CSD 504, 534, 544. (Includes: Individuals, beginning CSD course of study in the spring, that are required to take CSD 534, 539, 520 the first semester).	0 – 140 Clinical Site I >25-75% Observation (estimation)
Intermediate (Level 2)	Graduate student has completed 25 observation hours and has completed or be concurrently enrolled in the following CSD courses: CSD 504, 534, 544, 510, 513, 539, 522, 598, 545.	141 – 250 Clinical Site II/III >25-75% Observation (estimation)
Advanced (Level 3)	Graduate student who is concurrently enrolled in the following CSD courses: CSD 520, 525, 550.	251-400+ Clinical Site III >25-50% Observation (estimation)

The student clinician's performance is evaluated weekly to biweekly via checklist evaluations that on and off supervisors complete. These weekly evaluations are submitted to the Director of Clinical Services for review. Students are also given formative assessment measures during midterm and final semesters using the criteria stated above during a conference between the supervisor(s) and or the director of clinical services, and the clinician.

Ongoing communication occurs between onsite clinic (typically clinic director) and offsite placements (supervisors). The offsite supervisors are trained on how to complete the formative assessments required by the CSD Program prior to the externship experience. The offsite supervisors render written comments on student's skills and abilities on a weekly basis and during midterm and final weeks.

 If a student obtains a final grade lower than a "C", or a "W", in a clinical practicum course, then all practicum hours accumulated during that period will be forfeited

If undergraduate students are enrolled in practicum, explain how this impacts resources for clinical supervision to the graduate program.

The Program provides practicum to the undergraduate student by way of two courses—CSD 321(Practicum I) and CSD 406 (Practicum II). CSD 321 affords undergraduate students extended observation experiences in offsite placements (schools, medical facilities, private clinics, etc.), while CSD 406 affords undergraduate students extended observation experiences while assisting assigned graduate CSD students in the onsite clinic. The onsite graduate student acts as a mentor to the assigned undergraduate student during the clinical experiences. To date, providing practicum experiences to the undergraduate CSD student does not significantly impact resources for clinical supervision to our graduate program. When undergraduate students are scheduled in the onsite clinic with an assigned graduate clinician, the supervisor adjusts supervisory schedules for compliance. In addition, the Program has sites that are used specifically for observation purposes.

What indicators and/or criteria are used to identify qualified supervisors/preceptors both in and outside the professions? (Select all that apply.)

Accessibility to students, Appropriate state credentials for clinical practice, Appropriate national credentials for clinical practice,

Clinical practice setting, Demonstrated abilities in the supervisory processes,

Educational experience (including post-graduate continuing education activities), Mastery and expertise in the clinical area supervised,

Previous student evaluations, Previous supervisory experience, Recommendations or referrals from other professionals,

Specialized training in supervision

How does the program determine the appropriate amount of supervision for the development of clinical skills in individual students? (Select all that apply)

Establish and monitor reasonable supervision schedules to ensure supervisor availability during diagnostic and treatment sessions,

Evaluate student clinical performance at mid-term, Evaluate student clinical performance at end of term,

Maintain records of the amount of time of observations, meetings and conferences, Use student feedback, Use supervisor feedback

How do students have access to supervisors/preceptors when providing services to clients in on- and off-campus placements? (Select all that apply)

During the clinical session, Email, Clinical labs, Phone, Posted office hours, Regularly scheduled meetings/conferences,

Unscheduled meetings

How does the program inform students regarding ethics, legal and safety issues and procedures? (Select all that apply.)

Acknowledgement of confidentiality policies (e.g. sign agreements), Clinical handbook, Clinical labs, Clinical practice, HIPAA training,

Professional practice coursework, Student handbook, Student orientation, Universal precautions training

Please describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 3.7

None

Standard 3.8 Clinical Education - Client Welfare

If there were areas of non-compliance, partial compliance or follow-up regarding Clinical Education – Client Welfare noted in the CAA Accreditation Action Report last year, describe the steps taken by the program to address the concern and how the program is now in compliance with this standard.

There were no citations regarding Clinical Education – Client Welfare listed in the last Accreditation Action Report

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Describe policies and procedures that the program uses to ensure that the amount of supervision provided to each student is adjusted so that the specific needs are met for each individual who is receiving services.

Polices are being implemented and procedures executed that emphasizes Jean Anderson's Continuum of Supervision and Appropriate Styles module. The Program's onsite clinic communicates to clients and community that the clinic is a training/teaching clinic. Clients are made aware of the clinic's nature via the AAMU CSD Client Handbook. Clients are made aware that they are a part of the process of the clinical training of students. Supervisors are trained to provide input to assigned supervisees in a manner that will minimally interrupt sessions, while providing necessary feedback that will impact the quality of service. As the supervisee transitions from the Evaluation Feedback Stage to the Transitional and Self-Evaluation states of supervision, clients become witness to supervisee's clinical growth, while receiving quality care.

Describe how consultation between the student and the clinical educator occurs in the planning and provision of services.

A minimum of three face to face supervisory conferences occur each semester as a means to prepare the graduate clinician for his/her client. .

Initial student/supervisory conference: Operates as pre-clinic meeting. The student is responsible for reviewing and researching information pertinent to planning a therapy program prior to the conference. The student and supervisor discusses the client's current status and prognosis and plans the initial treatment session. A Clinical Formative Assessment document is completed with the student clinician. Goal levels establishing diagnostic and therapeutic expectations are shared and plans are signed by the supervisor and student clinician.

Weekly student/supervisory conferences: Weekly conferences are scheduled as needed at the request of the student or supervisor. These conferences provide the student with necessary information to be effective clinically. In addition, clinic supervisors perform post-treatment and post-diagnostic session conferences for student evaluation and supervisory instruction.

Midterm student/supervisory conference: A scheduled conference is completed during the midterm portion of the semester to provide formal feedback to student clinicians re: the progression of a client's plan of care and student performance in practicum. A formal midterm grade is provided reflecting student's performance in practicum at midpoint. If the student/supervisee is performing marginally, a competency remediation plan is established and discussed. The supervisor and student clinician formulate specific goals to be met by the end of the semester, via the remediation plan. The midterm supervisory conference also verifies that the client's permanent chart has been completed correctly; verifies/reviews student practicum hour accrual; and provides a platform for the student to discuss any other topic the student or supervisor deems necessary.

Final student/supervisory conference: A scheduled conference is completed at the conclusion of the semester to provide formal feedback to student clinicians re: performance in practicum and progression of assigned client's plan of care. A formal final grade is provided reflecting student's performance in practicum and goals of the competency remediation plan formulated during the midterm semester is formally reviewed. The final conference also verifies that the client's permanent chart has been completed correctly, and the accrual of student practicum hours are also discussed, if warranted. Additional topics the student or supervisor deems necessary are discussed.

Periodically, students are asked to perform self-evaluate during mid-term and final clinical conferences by "grading" themselves. The graduate practicum student's "grade" and their comments are compared to the attending supervisor's grade and comments. Self-evaluation of clinical documentation (progress notes, diagnostic reports, lesson plans, etc.) also occur on a weekly basis. The students are provided rubrics for paperwork guidelines. Students are asked to evaluate performances and paperwork to rubrics prior to submitting paperwork for review.

Describe policies and procedures that ensure that the welfare of each individual who is served is protected.

The AAMU CSD Clinic, being a health care organization, uses the "Privacy Rule", a provision of the Health Insurance Portability & Accountability Act of 1996 (HIPAA), that went into effect on April 14, 2003. The purposes of the regulations are to:

 Protect and enhance the rights of consumers regarding their health information and control the inappropriate use of information;

Improve the quality of health care in the US by restoring trust in the US health care system; and

Improve the efficiency and effectiveness of health care delivery by creating a national framework for health privacy protection that builds on efforts by state, health systems, individual organization s and individuals.

Confidentiality and trust have always been an integral part of providing care for patients. HIPAA formalizes expectations for all health professionals to follow regarding patient rights and for safeguarding identifiable health information. Graduate clinicians performing clinical practicum in the AAMU CSD Clinic must be trained in HIPAA Privacy regulations, pass an evaluation of information given, and must uphold the privacy guidelines. Training will take place prior to beginning clinical practicum in the AAMU CSD Clinic. Offsite placements or externship sites may also require additional training or site-specific training prior to the practicum placement, which may be a requirement for placement at that facility.

All students must take and pass the AAMU CSD HIPPA Test, prior to entering practicum experiences onsite. To abide by HIPAA regulations, all clinicians must store client data and information used for clinical reports on an encrypted flash drive and must submit reports to supervisors via the encrypted AAMU Bulldog email system. Client reports will not be accepted using other email domains as they may not be protected. In addition, documents with client identifying information are not allowed to leave any practicum site.

Students are further instructed (1) not to discuss client details or anything relating to clients, outside of the clinic; (2) Respect the client's right to privacy; (3) to always use the client's initials to protect confidentiality on anything written or saved to a computer flash drive or hard drive (4) to shred paperwork that documents client's information; (5) that documents with client information are not allowed to leave practicum sites under any circumstances. Students are informed that confidential client information is to be discarded in the Programs "shred" garbage located in the clinic.

Provide policies and procedures describing how the care that is delivered by the student and clinical educator team is in accordance with recognized standards of ethical practice and relevant state and federal regulation.

The AAMU CSD Clinic, being a health care organization, uses the "Privacy Rule", a provision of the Health Insurance Portability & Accountability Act of 1996 (HIPAA), that went into effect on April 14, 2003. The AAMU CSD Clinic is a free clinic and does not accept insurance and/or Medicare/Medicaid at this time. If these forms of pay are accepted in the future, supervisory guidelines will be implemented to adhere to Medicare B/Medicaid guidelines.

Describe where the codes of ethics are in the relevant published materials provided by the program.

The ASHA Code of Ethics are posted on the Google CSD Clinic Website and is made mention of in the Clinical Manual and practicum course syllabi.

Please describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 3.8.

None

Standard 3.9 External Placements

If there were areas of non-compliance, partial compliance or follow-up regarding External Placements noted in the CAA Accreditation Action Report last year, describe the steps taken by the program to address the concern and how the program is now in compliance with this standard.

There were no citations regarding External Placements listed in the last Accreditation Action Report

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Describe how valid agreements (written or electronic) or statements of intent to accept students are established and maintained, once agreements are established with all active external facilities in which students will be placed for clinical practicum experiences.

Educational contracts between AAMU and the externship site or the individual speech-language pathologist must be in place prior to hours being accumulated for practicum credit. Each supervisor must hold current certification through ASHA for students to be able to count hours obtained.

Process:

Clinical education contracts are initiated and obtained by the director of clinical services and maintained by the director of clinical services and the administrative assistant of the CSD program. The AAMU CSD Program has a standard written educational agreement (approved by the University's legal department) that is disseminated to those entities who have interest in establishing an educational contract with the Program. During the process, the agreement is reviewed and approved through the university's legal department. Signatures are required by both the (1) offsite entity seeking partnership and (2) the Program (University) for the contract to be binding. Once contracts are signed and approved, copies of the contract are filed with the University's legal department, the CSD Program and the externship site. The on-site administrative assistant in CSD Program, manages the externship contract files for the Program. Contractual agreements are generally valid for five years. When the five-year period is concluded, contracts are renewed, following the same process as initially described.

All external educational contracts for medical placement require that the practicum student have liability insurance before placed.

Describe policies regarding: (a) the role of students in the selection of externship sites, and (b) the placement of students in the sites.

In the CSD Program, students must complete 50 clinical clock hours in three different sites--Site I, Site II, Site III, respectively. Students must complete courses work addressing normal and atypical processes of communication (be it undergraduate or graduate) before being placed in certain externship placement. In many cases, the student has had exposure to typical communication processes (child speech and language) in the undergraduate experience. Given this, in the graduate program, students may begin the externship experience simultaneously to taking theory courses addressing child speech and language development and disorders. First semester students have the option to begin practicum experiences in the onsite clinic (Site I), the second semester of the graduate experience.

For a student to be placed in a Site II placement (typically school), the student must have completed graduate course addressing child language and speech. Site III placements requires the student to demonstrate mastery in theory classes akin to medical speech pathology, before being placed. On occasion, the student may be placed in a medical site while simultaneously taking a theory course specific to the placement (i.e. swallowing disorders). In these cases, the student must consult with the professor on record to establish conference times in an effort to provide the student added support.

Students may request placement types and locations. The Director of Clinical Services takes these requests into consideration. The Director of Clinical Services reviews the student clinician's files to determine if the appropriate course work and hour accrual has been met before placement is solidified at a given site. The program also has an application for practicum placement that the student can complete if interested in a specific externship placement.

Describe policies and procedures the program uses to select and place students in external facilities

Clinical Practicum Sites

Alabama A&M University CSD Program requires of each graduate student to obtain a minimum of 50 clock hours in three different types of practicum sites, to extend exposure to the various scopes of practice in Speech-language Pathology, to the AAMU graduate clinician. It is the discretion of the Clinic Director/faculty to place student clinicians in an off-site practicum when appropriate. School placements, follow onsite clinic assignments, and medical assignments are assigned (typically) when the student clinician has acquired over a total 200/400 clinic clock hours. It usually takes 5 semesters to complete the hours needed for practicum (including summers).

Site I – *On-site/In-House Clinic/Simucase:

Transfer students or graduate students from another undergraduate program in speech-language pathology must accumulate a minimum of one semester or 20 of the required 50 clock hours in the AAMU Speech and Hearing Clinic (or other "in-house" clinic/ Simucase) **prior** to being placed in an externship site fulltime. Graduate students who have an undergraduate degree from AAMU and have accumulated clock hours in the AAMU Speech and Hearing Clinic as an undergraduate must still complete at least one (1) semester in the onsite clinic, at the graduate level, before obtaining clock hours from another site.

Site II – With the clinic director/faculty approval, a student is assigned to a second practicum site. The student is typically assigned to a school base setting after the onsite clinic is completed. The student must accumulate a minimum of 50 clock hours within a school facility or private agency. Whatever location is assigned for Site II must not be selected as Site III.

Site III – Student placement is dependent upon clinic director/faculty approval. Students must accumulate a minimum of 50 clock hours in a facility that is distinctly different from Sites I and II—typically a medical site. Practicum placements may vary depending upon needs of the students and requirements of a particular facility. Students are to be placed following a meeting with the Director of Clinical Services.

*Exceptions: (1) If the first semester in the clinic falls during the summer semester, some students are placed in external sites for a four-week period (1-2 days a week) to gain extended experiences in conjunction to the onsite placement. This is done due to the brevity of the summer semester; (2) Some students are admitted to the program with extended practicum clinical experience outside of observation. In these cases, students may be selected to be placed in off-site practicum for limited "guided therapy" practices in conjunction with servicing clients in the onsite clinic.

Student Academic and Clinical Levels Correlates

Students are categorized into four clinical ability levels (assistant, primary, intermediate and advanced); each of which examines clinical competencies in the areas of interpersonal, technical, and writing skills. A student's evaluation level is assigned based on a review of academic training and clinical contact hours previously earned. The student's clinical level is assigned by the   Clinic Director at the beginning of each semester for all clinicians enrolled in practicum. The following chart reflects the criteria for level assignment.

Evaluation Level	Academic Training	Clinical Hours /Sites (estimation)
Assistant	**Non-traditional Graduate**: Student has completed the following CSD courses: CSD 500, 203, 204, 514, 205, 215, 307, and enrolled in CSD 310.	< 25 Observation
Primary (Level 1)	Graduate student has completed 15 of 25 observation hours and be concurrently enrolled in the following "normal process" CSD courses: CSD 515, 538 and or CSD 504, 534, 544. (Includes: Individuals, beginning CSD course of study in the spring, that are required to take CSD 534, 539, 520 the first semester).	0 – 140 Clinical Site I
Intermediate (Level 2)	Graduate student has completed 25 observation hours and has completed or be concurrently enrolled in the following CSD courses: CSD 504, 534, 544, 510, 513, 539, 522, 598, 545.	141 – 250 Clinical Site II/III
Advanced (Level 3)	Graduate student who is concurrently enrolled in the following CSD courses: CSD 520, 525, 550.	251-400+ Clinical Site III

Students without an undergraduate degree in CSD (three year program students) are required to complete the 25 observation hours and prerequisite coursework, including CSD 310 - Clinical Procedures. These students are assigned to clinical activity as an assistant and are paired with an advanced level graduate student. Non-traditional CSD graduate students are given responsibilities such as case study analysis, analysis of therapeutic processes, data keeping, and description of behavior and patterning of behavior as an assistant. After sufficient observation, the non-traditional CSD student may be scheduled to participate in some part of the client contact at the discretion of the supervisor. These students will be assigned no more than 8 hours per week of the above-defined clinical activity.

When deemed ready by the Director of Clinical Services, students are first placed into public school externship settings. Students at this point have had adequate coursework to address the needs of students being served in this "child oriented" setting. After students have had several courses in adult neurogenic disorders, they are placed in a minimum of two clinical settings prior to graduation.

Describe policies and procedures that demonstrate due diligence to ensure that each external facility has the clinical population and personnel to meet the educational needs of each student assigned to that site.

The Director of Clinical Services has ongoing communication with the external externship placement officer, externship supervisors, special-education coordinators and rehab managers, of a given site. When contacted by the University clinic director, these group of professionals take the responsibility for managing student placement/educational contracts and determining specific supervisors and sites that will be appropriate for student education (appropriate to the entity's scope of practice). The external special education coordinator/rehab manager, often suggest supervisors and sites that will beappropriate for student learning outcomes, once educational expectations/goals are communicated to the coordinator. Factors that are considered when placing students are clinical population and personnel to support the clinical education of the AAMU CSD student. Students are given experiences in both rural and urban settings to provide him/her with the experiences servicing a variety of populations. Alabama A&M CSD program is very fortunate to be house in Huntsville, Alabama, where the cultural backgrounds are quite diverse.

For medical sites, the University's CSD clinical director communicates with the off-site speech-language pathologist or placement officer to determine whether a placement is suitable for the projected student learning outcomes and whether supervisors will be available to provide the student the variety of experiences needed to meet learning outcome expectations.

Describe the processes that the program uses to evaluate the effectiveness of the educational opportunities provided at each active site.

Site effectiveness is measured via student evaluations performed at the end of clinical rotations. At times, student evaluations of off-site supervisors are shared with the supervisor. Effectiveness in also measured by site's response to the Program goals and objectives communicated in the Supervisory Email at the beginning of the semester. The ability to meet Program goals is reviewed via midterm and final conference calls initiated by the Program's clinic director. Effectiveness is evaluated if the student is able to demonstrate clinical knowledge in evaluation and treatment procedures in the given scope of practice where he/she is placed. Competencies are determined by a grade of B or above in Advanced Practicum.

Describe the processes that the program uses to ensure monitoring of the clinical education in external facilities.

The Director of Clinical Services communicates directly with clinical external facilities via phone conferences, visits and written feedback to determine if Program goals are being met and to discuss student's strengths, weaknesses and areas of growth. The Clinic Director reviews student evaluations submitted by the preceptors.

Describe the process that the program uses to verify that the educational objectives of each active site are met.

Each semester, a "supervisory email" is sent to each off site preceptor that outlinies in detail the needs of the supervisee (hours) and assessment goals. Per cite recommendation, syllabi are provided. Each site has the ability to formulate and document additional goals via the "Off-Campus Clinical Practicum Agreement" document. This document requires the preceptor/supervisor to develop site specific objects for students. Program goals and site goals are discussed during initial conference and midterm and final conferences. Clinical objectives are further verified via the review of student evaluations, phone conferences and visits made by the clinic director.

Describe the procedures that the program uses to ensure that valid agreements (written or electronic) between the external site and the program are signed before students are placed.

The AAMU CSD Program has a checklist in place indicating when contracts have been signed (and by whom) so that students may be placed in various sites in a timely manner. Typically, the first signature to be obtained is that of the administrator of the proposed offsite location. After external site's signature(s) are obtained, then the persons representing the University will sign the contract (five signatures in total, including the University's provost signature). All signatures are required to validate the contract unless otherwise indicated by the University's legal department. When the validated contract is completed, a copy of the contract is filed in the CSD "Contracts" binder (located in the CSD Clinic) and the student is approved to begin clinical training at the assigned offsite location. Contracts are typically validated at least the semester before the student is placed.

Who is responsible for monitoring agreements with external facilities? (Select all that apply.)

Administrative assistant, Clinic director, Faculty, Legal (contracts) office, Program director

Who is responsible for coordinating clinical education placements? (Select all that apply)

Clinic director, Faculty

How does the program monitor and document clinical education placements? (Select all that apply.)

Intern/extern supervisor, Meeting with the externship supervisor, Onsite visits, Phone calls, Review of clinical practicum evaluations,

Review of externship supervisor evaluation, Review of student clinical records/files, Written contractual agreement

Please describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 3.9

None

Standard 3.10 Student Conduct

If there were areas of non-compliance, partial compliance or follow-up regarding Student Conduct noted in the CAA Accreditation Action Report last year, describe the steps taken by the program to address the concern and how the program is now in compliance with this standard.

There were no citations regarding Student Conduct listed in the last Accreditation Action Report

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Describe policies and procedures that are pertinent to expectations of student academic and clinical conduct.

Academics:

A graduate student who does not maintain an overall GPA of 3.0 or to make satisfactory progress in a degree program will be dismissed from graduate study at the University. Prior to dismissal, a period of academic probation (normally one term of full-time graduate study or its equivalent) will be granted in which to demonstrate an ability to meet degree requirements and to complete a degree within an approved time limit. Students on academic probation are not eligible for appointment to assistantships or fellowships.

When a student's overall GPA falls below 3.0, the student runs the risk of probation and is subject to dismissal if GPA remains below standard. NOTE: a graduate student is allowed one "C" grade on his/her transcript for successful completion of the graduate program. It is required of each student to set appointments with his/her advisor, per semester, to discuss future courses and current academic performance.

Practicum (onsite and offsite placements)

Two Tiered - Clinical/Essential Functional Skills and Disposition

A graduate student may qualify for dismissal from clinic or may be asked to withdraw from the AAMU CSD clinical program if unethical practices (see below) are noted in practicum experiences (i.e. unprofessional behavior, misconduct, false documentation of hour accrual, criminal behavior/actions, violation of confidentiality, violation of the "spirit" of the ASHA Code of Ethics (2010r/2016), etc.) The field of speech pathology is a service profession. A cleared background check is required to successfully complete practicum. If during the course of pursuing the graduate degree in CSD, criminal charges are acquired, the student will be asked to withdraw from CSD 516, until charges are cleared.

As noted in this document (p.27), there are three levels of practicum experiences. Each level will be evaluated according to experience and knowledge that the graduate candidate has gained. The AAMU CSD Program will provide support to clinicians who present with difficulty in practicum—given that the integrity of the program and profession is not affected.

If a student is dismissed from Advanced Practicum, the following guidelines are followed:

The student must provide all updated documentation regarding the status of the assigned client(s) to assure that the client(s) will continue to receive quality care. This documentation is to be prepared and submitted in a format that is required by the clinical site where the student has been assigned.

Prior to re-enrolling in Advanced Practicum, the student must successfully complete the agreed upon and required competency remediation plan/assignments (CRP) and clear civil record. The content of the CRP will be determined by the AAMU CSD program clinical supervisors and shared with the student with specific timelines for completion provided.

The student is required to successfully satisfy the requirements of the CRP before re-enrolling in CSD 516 for the following semester.

Upon re-enrollment in Advanced Practicum, the student must adhere to the requirements and objectives that have been established by the clinical supervisors. The semester of re-enrollment will be considered a probationary semester and the student will be permitted re-enrollment only if the enrollment procedures outlined above have been followed. Abandonment of clients or clinical responsibilities from the semester in which the student withdrew or was dismissed will result in permanent removal from the clinical training program in the AAMU CSD program. If the student receives a failing grade (D or F) during the probationary semester, the student will be permanently removed from the clinical experience through the CSD program at Alabama A&M University.

In addition, a document outlining the essential skills and functions needed for practicing in this field is signed during initial orientation of the program. Expectations are communicated. Consequences of not following procedures are reviewed and the document is signed and is placed in the student's academic chart.

Describe policies and procedures that the program uses to address violations of expectations regarding academic and clinical conduct.

Policies and procedures addressing clinical expectations are delineated in the CSD Clinical Manual along with actions that may accrue if these policies are not followed

Describe how the program ensures that students know the expectations regarding their application of the highest level of academic and clinical integrity during all aspects of their education (e.g., written policies and procedures that are pertinent to expectations of student academic and clinical conduct) and that these expectations are consistently applied.

Policies and procedures that are pertinent to expectations of student academic and clinical conduct are published in the Graduate Handbook, the Clinic Manual and clinic handouts. In addition, standards of academic and clinical conduct, as well as professional ethics are discussed across the curriculum both in graduate and undergraduate coursework.

Describe the process that the program will use to address violations of expectations regarding academic and clinical conduct.

As previously noted, formal documentation is entered into the student's academic or clinical record noting the academic and/or clinical violation with a copy provided to the student. The Clinical Director and/or Professor of Record initially address the violation and share this information with the Program Director. Depending on the severity of the violation, documentation and conferences may be held with the Program Chairperson, Dean, and Associate Provost. If necessary, the student may appear before the University's Judicial Board.

Please describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 3.10.

None

Standard 4.1 Student Admission Criteria

If there were areas of non-compliance, partial compliance or follow-up regarding Student Admission Criteria noted in the CAA Accreditation Action Report last year, describe the steps taken by the program to address the concern and how the program is now in compliance with this standard.

There were no citations regarding Admission Criteria listed in the last Accreditation Action Report

Indicate the university and program requirements for admission to the graduate program.

	University/College	Accredited Program
Minimum GPA	3.0000	3.0000
Minimum combined GRE score	286	286
Letters of recommendation	yes	yes
Personal statements/interviews	yes	yes
Writing Sample	yes	yes
Undergraduate major in CSD	no	no
No Response Provided	no	no

Describe any additional GPA requirements for admission used by the program (e.g., GPA in the major, GPA in the last 30 hours, etc.).

None

Describe the program's rationale for admissions criteria that are different than that of the university.

Same as university's

Describe the program's policies regarding any exceptions to the criteria (e.g., conditional status) and explain how they are consistently followed.

There are no exceptions to this criteria.

Please provide any additional clarifying information regarding the program's compliance with Standard 4.1

None

Standard 4.2 Student Adaptations

If there were areas of non-compliance, partial compliance or follow-up regarding Student Adaptations noted in the CAA Accreditation Action Report last year, describe the steps taken by the program to address the concern and how the program is now in compliance with this standard.

There were no citations regarding Student Adaptations listed in the last Accreditation Action Report

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Describe how the program's curriculum and program policies and procedures for admission, internal and external placements, and retention of students reflect a respect for and an understanding of cultural, linguistic, and individual diversity.

Cultural, linguistic and individual diversity is infused in academic and clinical experiences. The Program provides services to Huntsville, Alabama and its surrounding communities. Clients that receive Program services represent an individual, culturally and linguistically diverse population. Students provide services in the AAMU Speech and Hearing Clinic, regional hospitals, child development centers, schools, rehabilitation facilities, and skilled nursing facilities.

Provide an example documenting the fact that the program's curriculum demonstrates respect for and understanding of cultural, linguistic, and individual diversity.

Respect for and understanding of cultural, linguistic and individual diversity begins with mission of the University that states that the University is committed to: "Programs necessary to adequately address the major needs and problems of capable students who have experienced limited access to education." This commitment is demonstrated in the College of Education, Humanities and Behavioral Science's commitment to diversity. The College has a "Diversity Plan" which specifies knowledge, skills and dispositions related to diversity and includes terminology within the document such as "valuing diversity" and "skill to provide equal educational opportunities to students who are diverse by virtue of gender, social class, ethnicity, race, language, religion, exceptionality or other cultural identity." Part of the College's Diversity Plan provides training of faculty and staff in order to increase diversity awareness and sensitivity. This training is conducted at mandatory faculty/staff meetings. The Plan also includes annual assessment of the effectiveness of these efforts.

Students are accepted into the CSD Program based on their scholarship and performance records and are not rejected due to individual, cultural or linguistic diversity or biases. The Program has a policy that prospective graduate students applying to the Program whose first language is not English obtain a minimum criteria score on the Test of English as a Foreign Language (TOEFL). This policy adheres to the ASHA CAA request that programs provide a "...policy regarding profiency in English and/or other languages of service delivery and all other performance expectations."

The AAMU Clinic supports equitable treatment of all students, faculty, staff and individuals served, and does not discriminate in the delivery of professional on or off campus services or in research and scholarly activities or on the basis individual, race or ethnicity, gender, age, religion, national origin, sexual orientation or disability. This is documented in the AAMU Clinic Policy and Procedure Manual and the AAMU Client Manual. Evidence based practice is used in diagnostic treatment procedures and includes all clients and their families in the decision making process.

The Office of Retention and academic Support (ORAS) has implemented several strategies for retaining a high percentage of students at AAMU. ORAS offers a variety of services to students who are at-risk, on academic probation or experiencing academic difficulties.

Provide an example documenting the fact that the program's policies and procedures demonstrate respect for and understanding of cultural, linguistic, and individual diversity (e.g., admission, internal/external clinical placement and student retention policies/procedures, proficiency in English).

Cultural, linguistic and individual diversity is infused in academic and clinical experiences. The Program provides services to Huntsville, Alabama and its surrounding communities. Clients that receive Program services represent an individual, culturally and linguistically diverse population. Students provide services in the AAMU Speech and Hearing Clinic, regional hospitals, child development centers, schools, rehabilitation facilities, and skilled nursing facilities.

Provide the program's policy regarding proficiency in English and/or other languages, and describe how that policy will be applied consistently.

Students are accepted into the CSD Program based on their scholarship and performance records and are not rejected due to individual, cultural or linguistic diversity or biases. The Program has a policy that prospective graduate students applying to the Program whose first language is not English obtain a minimum criteria score on the Test of English as a Foreign Language (TOEFL). This policy adheres to the ASHA CAA request that programs provide a "...policy regarding proficiency in English and/or other languages of service delivery and all other performance expectations."

Provide the program's policy regarding the processes used to determine the need for and the provision of accommodations for students with reported disabilities.

The Special Student Service Office at Alabama A&M offers an Access to Learning Program to qualified students with disabilities. This Program provides equal access to all education programs and ensures compliance with applicable laws including Section 504 of the Rehabilitation Act of 1973 and applicable titles of the Americans with Disability Act (ADA) of 1990. The Special Student Services Office exists as an advocate for students with disabilities. University programs are notified by letter when students qualify for these special services.

The Special Student Service Office at Alabama A&M offers an Access to Learning Program to qualified students with disabilities. This Program provides equal access to all education programs and ensures compliance with applicable laws including Section 504 of the Rehabilitation Act of 1973 and applicable titles of the Americans with Disability Act (ADA) of 1990. The Special Student Services Office exists as an advocate for students with disabilities. University programs are notified by letter when students qualify for these special services.

The AAMU CSD has previously had two graduate students registered in the Access to Learning Program. The CSD Program is provided appropriate accommodations with respect to curriculum, practicum and policies and procedures by (1) adapting the manner in which specific courses were conducted, (2) establishing a fair and reasonable length of time to complete academic and clinical assignments/tests, (3) adapting the manner which specific courses were conducted and (4) changing the length of time permitted for completion of degree requirements.

A disability clause that relates to the equitable treatment of students with documented disabilities is included on all CSD course syllabi. CSD faculty assists students in the application for accommodations process when requested to do so by the student.

Please provide any additional clarifying information regarding the program's compliance with Standard 4.2.

None

Standard 4.3 Student Intervention

If there were areas of non-compliance, partial compliance or follow-up regarding Student Intervention noted in the CAA Accreditation Action Report last year, describe the steps taken by the program to address the concern and how the program is now in compliance with this standard.

There were no citations regarding Student Interventions listed in the last Accreditation Action Report

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Describe the program's policies and procedures for identifying students who need intervention in order to meet program expectations for the acquisition of knowledge and skills in all aspects (academic and clinical) of the curriculum:

Academic aspects of the program

The CSD academic program utilizes the KASA to document student performance. Progress in achieving KASA requirements is documented on a course-by-course basis and is reviewed with the student by the advisor at mid-term and at the close of each semester. During these meeting the KASA is updated with signature release for knowledge and skill areas/completed coursework. Undergraduate and graduate students must maintain an overall 3.0 or a 'B' average in academic courses to meet the KASA requirements and must be evaluated on the skill assessment rubric in all classes. If students are not achieving these standards at midterm, instructors of record communicate with the student's advisors and together the student and advisor complete a Competency Remediation Plan for the student.

Clinical aspects of the program

Clinical aspects of the program adhere to the same policies and procedures, for identifying students who require intervention, as the academic aspects of the program. The clinical KASA is utilized on a course-by-course basis to determine if students are meeting KASA requirements. Undergraduate and graduate students must maintain an overall 3.0 or a 'B' average in clinical course work to meet the KASA requirements and must be evaluated on the skill assessment rubric in all classes. If students are not achieving these standards at midterm, instructors of record and clinical supervisors (on campus and off campus) communicate with the Clinical Director who then communicates this information to the student. Together the student and the Clinical Director complete a Competency Remediation Plan for the student.

Describe the program's policies and procedures for ensuring that intervention plans are implemented, documented, and provided to students.

Students requiring intervention are provided a "Competency Remediation Plan Handout" which provides information on the topics of study skills, time management, preparing to learn, proper classroom disposition, critical thinking, concentration, memory strategies, test taking strategies, writing basics, and more. Students are afforded various opportunities to demonstrate competencies throughout the semester. Input for these summative assessments are obtained from multiple sources, e.g. instructors, clinical supervisors, clients, parents and caregivers of clients, employers (if students are working while obtaining clinical clock hours). Inter-rater reliability is established by ensuring that all evaluators and students thoroughly understand the multi-level rating system used to evaluate 'beginning versus advanced level students.

Competency Remediation documentation is recorded in the student's academic and clinical record and signed and initialed by the Clinical Director (weekly as applicable), advisor and the student during each meeting. The successful completion of the Competency Remediation Plan is required for completion of the course.

Describe how these policies and procedures will be applied consistently across all students who are identified as needing intervention.

The University offers the "Strengthening Retention and Academic Support Process (SRAS). The SRAS program provides academic intervention services to improve the overall retention rate and general performance of students through the Office of Retention and Academic Support (ORAS). All retention efforts are designed to assist students in becoming successfully acclimated to the University by providing necessary academic and social support. ORAS has accomplished this by committing to the shared values and by offering the highest level of services to the students served at Alabama A&M University.

Strategies for accomplishing this mission includes offering one-on-one assistance through the Intrusive Academic and Probation Services (IAPS), tutoring via the Tutorial Assistance Network (TAN), continued academic strengthening through the Learning Strategies Workshops and working collaboratively with all facets of the university community. This approach ensures that students acquire the skills essential for graduation. The Office of Retention and Academic Support (ORAS) has implemented strategies for retaining a larger percentage of students at AAMU through matriculation to graduation. ORAS offers a variety of services to students who are at risk, on probation or who are experiencing academic difficulties. Students receive a range of services including intrusive academic intervention measures which involve individualized academic coaching for students experiencing academic difficulty in their courses, , specialized services who are on academic and financial aid probation, students who are on academic suspension and students who are over the traditional age (SOTAs), and, individualized, group, and walk-in tutorial assistance at five campus locations. ORAS is recognized across the university as an effective office who helps students achieve academic success.

Please provide any additional clarifying information regarding the program's compliance with Standard 4.3.

None

Standard 4.4 Student Information

If there were areas of non-compliance, partial compliance or follow-up regarding Student Information noted in the CAA Accreditation Action Report last year, describe the steps taken by the program to address the concern and how the program is now in compliance with this standard.

There were no citations regarding Student Information listed in the last Accreditation Action Report

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How are students informed about program policies and procedures?

Other

Specify
Academic advising, Coursework, Handouts, Student orientation meetings, Student handbooks,   Academic Advisement

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How are students informed about expectations regarding academic integrity and honesty? (Select all that apply.)

Other

Specify
Academic Advising, Coursework, Handouts, Student orientation meetings, Student handbooks,   Academic Advisement

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How are students informed about degree requirements? (Select all that apply.)

Academic advising, Coursework, Handouts, Student orientation meetings, Student handbooks,

Website,   Other

Provide URL,   Specify
www.aamu.edu/academics/ehbs/hshpcd/csd/pages/graduate-admission-requirements.aspx,   Academic Advisement

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How are students informed about requirements for professional credentialing? (Select all that apply.)

Other

Specify
Academic advising, Coursework, Handouts, Student orientation meetings, Student handbooks,   Academic Advisement

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How are students informed about ethical practice? (Select all that apply)

Academic advising, Coursework, Handouts, Student orientation meetings, Student handbooks,

Website

URL
www.aamu.edu/Academics/EHBS/HSHPCD/csd/Pages/Student-Forms-and-Manuals.aspx

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Please provide any additional clarifying information regarding the program's compliance with Standard 4.4.

None

Standard 4.5 Student Complaints

If there were areas of non-compliance, partial compliance or follow-up regarding Student Complaints noted in the CAA Accreditation Action Report last year, describe the steps taken by the program to address the concern and how the program is now in compliance with this standard.

There were no citations regarding Student Complaints listed in the last Accreditation Action Report

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Describe the program's policy and procedures regarding student complaints and unlawful conduct.

The program provides a complaint process for consumers and academic appeals. The nondiscrimination statement is again offered along with these processes at the following link:

http://www.aamu.edu/Academics/EHBS/HSHPCD/csd/Pages/Complaint-Process.aspx

In order to properly address any complaints, the program requires the following as a part of its method to maintain a record of alleged violations initiated within and outside the university: (1) Complaints must submitted in writing to the appropriate individual. (2) Timelines must be followed. (3) Any complaints pertinent to the program are maintained by the Program Director. Should the Program Director's direct involvement be alleged in a complaint, the Chairperson maintains the information and initiates any action relating to the initial complaint. Action is deemed appropriate once the issue has been resolved (1) to the satisfaction of the party initiating the complaint, (2) the complaint has been formally reviewed to the highest levels of the administration and/or committee(s).

Describe how the program conveys to students the process and mechanism required to file a complaint against the program within the institution.

Students are encouraged to follow a hierarchy in filing a complaint. The initial step is to meet with the Program Director, then the Chair of the department and finally the Dean of the College. Students may also file a complaint with the Vice President of Academic Affairs (Provost). The student may also access the CSD Programs web site to enter a formal complaint (http://www.aamu.edu/Academics/EHBS/HSHPCD/csd/Pages/Complaint-Process.aspx

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Describe the program's policy for maintaining a record of student complaints regarding any of the program's policies and procedures or regarding unlawful conduct, and describe how those complaints will be made available to the CAA upon request.

The Program Director maintains a record of student complaints regarding the program's policies and procedures and unlawful conduct. Documentation is placed in the students' academic/clinical file which can be viewed by the CAA.

Describe how the program informs students of the process and mechanism required to contact the CAA to file a complaint regarding the program's compliance with accreditation standards.

Students are encouraged to follow a hierarchy in filing a complaint. The initial step is to meet with the Program Director, then the Chair of the Department and finally the Dean of the College. Students may also file a complaint with the Vice President of Academic Affairs (Provost). The student may also access the CSD Programs web site to enter a formal complaint (http://www.aamu.edu/Academics/EHBS/HSHPCD/csd/Pages/Complaint-Process.aspx)

Explain how student complaints are reviewed to assess their impact on compliance with accreditation standards.

Student complaints are initially reviewed by the Program Director and faculty advisor and instructor of record if appropriate to determine if compliance with accreditation standards are at issue. Student complaints are then forwarded to the Chair of the Program for review. If complaints are not resolved at this level then the complaint is forwarded to the Dean of the College for resolution.

Describe how the program protects the privacy of student information when handling student complaints.

The Program maintains student information in their academic and or clinical file. Student files are housed in the Program's administrative offices' file room. The file room is locked with access open only to the administrative staff and faculty.

Please provide any additional clarifying information regarding the program's compliance with Standard 4.5

None

Standard 4.6 Student Advising

If there were areas of non-compliance, partial compliance or follow-up regarding Student Advising noted in the CAA Accreditation Action Report last year, describe the steps taken by the program to address the concern and how the program is now in compliance with this standard.

There were no citations regarding Student Advising listed in the last Accreditation Action Report

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Describe the student advisement processes with respect to academic and clinical instruction. Include in your description the timelines for advising, individuals who will serve as academic advisors, and access to adjunct faculty. Provide the web site URL if available.

Students meet with their academic advisor at the beginning and end of each semester. Students who are enrolled in clinic meet with the Clinical Director/Supervisor for advising at the beginning of each semester, at midterm and at the end of each semester.

The academic and clinical KASA is used to document student completion of academic and clinical course requirements on a semester-by-semester basis.

Program faculty serve as academic and clinical advisors.. We do not have any adjunct faculty at this time.

https://www.aamu.edu/academics/ehbs/hshpcd/csd/pages/graduate-course-requirements.aspx

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Indicate those individual(s) who serve as academic advisors. (Select all that apply)

Faculty member, Program Director

How often do students receive academic advisement?

More than once per term

If advisement of clinical performance is provided separate from academic advisement, indicate the individual(s) who serve as clinical advisors. (Select all that apply)

Clinical director, Clinical supervisor/preceptor

How often do students receive clinical advisement?

More than once per term

Describe the process that the program uses to identify students who may not meet program requirements, including those related to language proficiency.

The CSD academic program utilizes the KASA to document student performance. Progress in achieving KASA requirements is documented on a course-by-course basis and is reviewed with the student by the advisor at mid-term and at the close of each semester(prior to registering for the next semester). During these meeting the KASA is updated with signature release for knowledge and skill areas and completed coursework. Graduate students must maintain an overall 3.0 or a 'B' average in academic courses to meet the KASA requirements and must be evaluated on the skill assessment rubric in all classes. If students are not achieving these standards at midterm, instructors of record communicate with the student's advisors and together the student and advisor complete a Competency Remediation Plan for the student.

Students that do not demonstrate proficiency in language and/or articulation are referred to the AAMU Speech and Hearing Clinic for an initial screening and assessment and treatment.

Describe the mechanisms that the program uses to document the timely and continuing advisement that pertains to students' academic and clinical progress.

Students in the CSD Program must meet with their academic and clinical advisors at the beginning and end of each semester. They also meet with their advisor at midterm if necessary. All advisement meetings are documented in the the student's academic file and acknowledged by the advisor's and student's signature.

Describe the processes that the program uses to document concerns about a student's performance in meeting all program requirements and to ensure that those concerns are addressed with the student.

Competency Remediation documentation is recorded in the student's academic and clinical record and signed and initialed by the Clinical Director (weekly as applicable), advisor and the student during each meeting. The successful completion of the Competency Remediation Plan is required for completion of the course.

How are students informed about student support services? (Select all that apply)

Other

Specify

Academic advising, Handouts, Student handbooks, Student orientation meetings,   Course Syllabi

Please provide any additional clarifying information regarding the program's compliance with Standard 4.6

None

Standard 4.7 Student Progress Documentation

If there were areas of non-compliance, partial compliance or follow-up regarding Student Progress Documentation noted in the CAA Accreditation Action Report last year, describe the steps taken by the program to address the concern and how the program is now in compliance with this standard.

There were no citations regarding Student Progress Documentation listed in the last Accreditation Action Report

Describe the process for development and maintenance of documentation of each student's records for the entire time of his or her matriculation in the program.

An academic and clinical file is developed for each student entering the program. Documentation of matriculation in the program occurs at the beginning, middle (clinical) and end of each semester and maintained by the Program's academic and clinical advisors.

Describe the mechanisms that the program uses to ensure proper documentation and tracking of student progress toward meeting the academic, clinical, and other requirements for the degree.

Academic

The CSD academic program utilizes the KASA to document student performance. Progress in achieving KASA requirements is documented on a course-by-course basis and is reviewed with the student by the advisor at mid-term and at the close of each semester. During these meeting the KASA is updated with signature release for knowledge and skill areas/completed coursework. Undergraduate and graduate students must maintain an overall 3.0 or a 'B' average in academic courses to meet the KASA requirements and must be evaluated on the skill assessment rubric in all classes

Clinical

Clinical aspects of the program adhere to the same policies and procedures, for identifying students who require intervention, as the academic aspects of the program. The clinical KASA is utilized on a course-by-course basis to determine if students are meeting KASA requirements. Undergraduate and graduate students must maintain an overall 3.0 or a 'B' average in clinical course work to meet the KASA requirements and must be evaluated on the skill assessment rubric in all classes.

If the program does not maintain the records required to document the student's planned course of study for completion of the degree and applicable credentials, please explain.

The program maintains these records

Describe the process used by the program to monitor and update each student's planned course of study to ensure they are kept accurate, complete and current throughout the student's graduate program.

The student's planned course of study is monitored and updated on a semester-by semester basis by the academic advisor. Student transcripts are cross-referenced with KASA requirements and completion of the plan of study course requirements are documented on in the student's academic file.

Indicate the individual(s) responsible for maintaining the records for each student's planned course of study (Select all that apply).

Administrative/support staff, Academic advisor, Clinical advisor, Program director

Indicate the schedule or timeline for updating records for each student's planned course of study.

At least once every semester/quarter

If the program does not maintain the records required to document the student's progress toward completion of degree requirements, please explain.

The program maintains these records

Describe the process used by the program to monitor and update records for student progress toward completion of degree requirements to ensure they are kept accurate, complete and current throughout each student's graduate program.

Faculty advisors monitor and update academic and clinical KASA requirements on a semester-by-semester basis. Student transcripts are cross-referenced with KASA requirements and completion of degree requirements are documented in the student's academic file.

Indicate the individual(s) responsible for maintaining records toward each student's completion of degree requirements (Select all that apply).

Academic advisor, Clinical advisor, Program director

Indicate the schedule or timeline for updating records toward each student's completion of degree requirements

At least once every semester/quarter

If the program does not maintain the records required to document the student's progress toward the completion of certification requirements, please explain.

The program maintains these records

Describe the process used by the program to monitor and update records for each student's progress toward the completion certification requirements to ensure they are kept accurate, complete, and current throughout each student's graduate program.

Faculty advisors monitor and update each student's progress toward the completion of certification requirements on a semester-by-semester basis. Student transcripts are cross-referenced with KASA requirements and completion of degree and certification requirements are documented in the student's academic file.

Indicate the individual(s) responsible for maintaining records toward each student's progress toward the completion of certification requirements (Select all that apply)

Academic advisor, Clinical advisor, Program director

Indicate the schedule or timeline for updating records toward each student's progress toward the completion of certification requirements.

At least once every semester/quarter

If the program does not maintain the records required to document the student's progress toward completion of state licensure, please explain.

The program maintains these records

Describe the process used by the program to monitor and update records for student's progress toward completion of state licensure to ensure they are kept accurate, complete and current throughout each student's graduate program.

Faculty advisors monitor and update each student's progress toward the completion of state licensure requirements on a semester-by-semester basis. Student transcripts are cross-referenced with KASA requirements and completion of degree and certification requirement is documented on the KASA form.

Indicate the individual(s) responsible for maintaining the records for each student's progress toward completion of state licensure (Select all that apply).

Academic advisor, Clinical advisor, Program director

Indicate the schedule or timeline for updating records for each student's progress toward completion of state licensure.

At least once every semester/quarter

If the program does not maintain the records required to document the student's progress toward completion of state teacher certification and/or other program certifications, please explain.

The program maintains these records

Describe the process used by the program to monitor and update student's progress toward completion of state teacher certification and/or other program certifications to ensure they are kept accurate, complete and current throughout each student's graduate program.

Faculty advisors monitor and update each student's progress toward completion of state teacher certification requirements on a semester-by-semester basis. Student transcripts are cross-referenced with KASA requirements and completion of degree and state teacher certification requirements are documented on the KASA form.

Indicate the individual(s) responsible for maintaining the records for each student's progress toward completion of state teacher certification and/or other program certification (Select all that apply).

Academic advisor, Clinical advisor, Program director

Indicate the schedule or timeline for updating records for each student's progress toward completion of state teacher certification and/or other program certifications.

Immediately prior to graduation

Please provide any additional clarifying information regarding the program's compliance with Standard 4.7

None

Standard 4.8 Availability of Student Records

If there were areas of non-compliance, partial compliance or follow-up regarding Availability of Student Records noted in the CAA Accreditation Action Report last year describe the steps taken by the program to address the concern and how the program is now in compliance with this standard.

There were no citations regarding Availability of Student Records listed in the last Accreditation Action Report

Describe the process that the program uses to provide access to student records that are requested by the students and by program graduates.

Current student records are housed in the administrative office of the Program. Students have access to their academic and clinical record by requesting the record from the Administrative Assistant or from the Graduate Assistant.

In terms of program graduate access to thier records, the University and the CSD Program recognize and adhere to the Family Educational Rights and Privacy Act (FERPA) which affords students certain rights with respect to records which include (1) The right to inspect and review the students education records within 48 days of the day the University/Program receives a request for access. (2) The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. (3) The right to provide written consent before the University discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent and (4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirement of FERPA.

Describe the processes that the program uses to provide access to student records that are requested by those who attended the program but did not graduate.

The University and the CSD Program recognize and adhere to the Family Educational Rights and Privacy Act (FERPA) which affords students certain rights with respect to records which include (1) The right to inspect and review the students education records within 48 days of the day the University/Program receives a request for access. (2) The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. (3) The right to provide written consent before the University discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent and (4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirement of FERPA.

Describe the institution's policy for retention of student records.

Alabama A&M University maintains retention of student records for ten years.

Describe the program's policy for retention of student records.

The CSD Program adheres to the University's policy of maintaining student records for ten years.

Explain the rationale for any differences between the institutional policy and the program policy for retention of student records.

There are no policy differences in the retention of student records between the Institution and the Program.

Describe how documentation of student progress toward the completion of graduate degree and professional credentialing requirements is readily available to students in the <u>distance education</u> **component.**

The Program does not have a distance-learning component.

Please provide any additional clarifying information regarding the program's compliance with Standard 4.8.

None

Standard 4.9 Student Support Services

If there were areas of non-compliance, partial compliance or follow-up regarding Student Support Services noted in the CAA Accreditation Action Report last year, describe the steps taken by the program to address the concern and how the program is now in compliance with this standard.

There were no citations regarding Student Support Services listed in the last Accreditation Action Report

Describe the mechanism by which students are informed about the full range of student support services available at the sponsoring institution.

The Graduate School provides a graduate orientation every semester whereby students are informed of student support services available to them. This information is also publicized in all course syllabi, in the Graduate Catalog, and presented to students during student orientation conducted by the CSD Program.

Please provide any additional clarifying information regarding the program's compliance with Standard 4.9.

None

Standard 4.10 Verification of Student Identity

If there were areas of non-compliance, partial compliance or follow-up regarding Verification of Student Identity noted in the CAA Accreditation Action Report last year, describe the steps taken by the program to address the concern and how the program is now in compliance with this standard.

There were no citations regarding Verification of Student Identity listed in the last Accreditation Action Report

Please provide any additional clarifying information regarding the program's compliance with Standard 4.10.

None

Standard 5.1 Assessment of Student Learning

If there were areas of non-compliance, partial compliance or follow-up regarding Assessment of Student Learning noted in the CAA Accreditation Action Report last year, describe the steps taken by the program to address the concern and how the program is now in compliance with this standard.

There were no citations regarding Assessment of Student Learning listed in the last Accreditation Action Report

Describe the processes that the program will use to assess achievement of student learning outcomes.

CSD faculty members use ASHA Standards, the Scope of Practice, the Knowledge and Skills Assessment to develop student learning outcomes and thus, the assessment plan for student learning outcomes. Review of syllabi are conducted each semester to ensure current standards are being incorporated into classes. A faculty committee cross references all syllabi with the KASA to validate that standards are being reflected in course offerings.

Describe the processes that the program will use to assess acquisition of the expected knowledge and skills.

Progress towards achieving the AAMU KASA requirements is documented on a course by course basis and is reviewed by the faculty advisor and the student at mid-term and at the close of each semester. Undergraduate and graduate students must maintain a 3.0 or 'B' in Program courses to meet the requirements of the AAMU KASA.

Describe the processes and mechanisms that the program uses to provide regular and consistent feedback to each student regarding his or her progress in achieving the expected knowledge and skills in all academic and clinical modalities (including all off-site experiences) of the program.

Evaluation of student learning outcomes is conducted through formative assessments throughout the semester and a summative assessment at the end of the semester and discussed with the student. The results are formally documented in the student's academic and clinical records.

Please provide any additional clarifying information regarding the program's compliance with Standard 5.1

None

Standard 5.2 Program Assessment of Students

If there were areas of non-compliance, partial compliance or follow-up regarding Program Assessment of Students noted in the CAA Accreditation Action Report last year describe the steps taken by the program to address the concern and how the program is now in compliance with this standard.

There were no citations regarding Program Assessment of Students listed in the last Accreditation Action Report

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Describe the assessment plan that the program will use to assess performance of students, including the timelines for administering the elements of the assessment plan.

The AAMU CSD Program submits an annual assessment report to the Office of Institutional Planning, Research and Effectiveness (OIPRE). OIPRE evaluates the assessment plan in terms of the alignment between the Program's mission, goals and objectives and provides feedback to the CSD Program.

Progress towards achieving the AAMU academic and clinical KASA requirements is documented on a course by course basis and is reviewed by the faculty advisor and the student at mid-term and at the close of each semester. Undergraduate and graduate students must maintain a 3.0 or 'B' in Program courses to meet the requirements of the AAMU KASA.

Describe the processes that the program will use to assess the extent to which students meet the learning goals that were developed to address the acquisition of knowledge and skills, attributes, and abilities, including professionalism and professional behaviors.

Progress towards achieving the AAMU KASA requirements is documented on a course by course basis and is reviewed by the faculty advisor and the student at mid-term and at the close of each semester. Undergraduate and graduate students must maintain a 3.0 or 'B' in Program courses to meet the requirements of the AAMU KASA.

Provide three examples of student learning goals that address the acquisition of knowledge and skills, aptitudes, and abilities, including professionalism and professional behaviors. Describe how they are related to the mission of the program.

	Description	How it's related to the Program Mission
Graduate Learning Outcome 1	The student will demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, linguistic and cultural basis – ASHA Standard III-B	Provide an education and scholarly environment in which students receive quality academic training and professional experience in the field of Speech-Language Pathology.
Graduate Learning Outcome 2	The student will possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates of the disorders. ASHA Standard III-D.	Provide graduate academic course work in normal and abnormal development and behavior across the human life span; in course work that engenders awareness of issues in culturally diverse populations, in human communication disorders, in diagnostic and treatment methodologies, in clinical practicum requirements
Graduate Learning Outcome 3	Student must possess skill in oral and written or other forms of communication sufficient for entry into professional practice. ASHA Standard IV-B.	Provide quality academic training and professional experience in the field of Speech-Language Pathology.

Provide examples of how the program uses formative and summative assessments to evaluate students' academic and clinical progress.

Academic Formative Assessment	Classroom discussions
	Quizzes
	Observation
	Self-evaluation
	Questioning
	Midterm exams
	Homework Assignments
	Case Studies
Academic Summative Assessment	Research Papers
	Chapter Tests
	Final Exams
	Final Presentations
Clinical Formative Assessment	Observation
	Self-evaluation
	Discussion
	Diagnostic Reports
Clinical Summative Assessment	Writing Skills
	Oral/Verbal Skills
	Clinical conferences
	Treatment Plans

Describe the protocols for administering the assessment plan, including the use of multiple academic and clinical faculty.

Academic and clinical faculty administer formative assessments of student performance throughout the semester, most notably at the beginning of the semester and at midterm. Summative assessments of student performance are administered at the end of each semester.

Describe the use of the assessment measures to evaluate and enhance student progress and how the assessment measures are applied consistently and systematically.

Graduate students must maintain a 3.0 or 'B' in Program courses to meet the requirements of the AAMU academic and clinical KASA. If students are not achieving these standards at midterm, instructors of record communicate with the student's advisors and together complete a Competency Remediation Plan for the student. In addition, students are provided a "Competency Remediation Plan" handout which provides information on the topics of study skills, time management, preparing to learn, proper classroom dispositions, taking notes, preparing for tests, taking tests, writing basics, and more. Students are afforded various opportunities to demonstrate competencies throughout the semester. Input for these formative measures is obtained from multiple sources, e.g., externship supervisors, clients, parents/caregivers, and employers if students are working while obtaining clinical clock hours. Inter-rater reliability is established by ensuring that all evaluators and students thoroughly understand the multi-level rating system utilized in evaluating beginning versus advanced level students. The successful completions of the Competency Remediation Plan is required for course completion and is documented on the student's KASA form at the end of the semester.

Please provide any additional clarifying information regarding the program's compliance with Standard 5.2

None

Standard 5.3 Ongoing Program Assessment

If there were areas of non-compliance, partial compliance or follow-up regarding Program Assessment noted in the CAA Accreditation Action Report last year describe the steps taken by the program to address the concern and how the program is now in compliance with this standard.

There were no citations regarding Program Assessment listed in the last Accreditation Action Report

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Describe the benchmarks or threshold that the program uses to evaluate program quality.

The following benchmarks are used in the evaluation of program quality:

ASHA Accreditation Standards

Stated mission and goals of the University, College and Program

Student completion of KASA academic/clinical requirements (student learning outcomes)

PRAXIS passage rates

Program completion

Employment rate

Describe the procedures that the program uses to evaluate the quality, currency, and effectiveness of the program and each program component.

The AAMU CSD Program submits an annual assessment report to the Office of Institutional Planning, Research and Effectiveness (OIPRE). OIPRE evaluates the assessment plan in terms of the alignment between the Program's mission, goals and objectives and provides feedback to the CSD Program.

Describe the processes by which the program will engage in systematic self-study.

CSD Program faculty systematically review and identify specific goals and plans for improvement that support ASHA Standards of Accreditation, the CSD academic and clinical KASA student learning outcomes, and the Strategic Plan/Mission of the University, College and Program The Program analyzes data compiled by the program to aid in evaluating the overall quality of the program and provides qualitative and quantitative date to support modifications to the curriculum and/or policies and procedures as necessary.

Describe the mechanisms that the program uses to evaluate each program component.

CSD faculty systematically review and discuss program components and identify those components as being consistent with the stated mission, goals, and objectives as well as ASHA's standards.

Describe how the program will use the results of the assessment processes to improve the program.

The CSD faculty evaluates results of the assessment process in terms of strengths and weakness and their relationship to Program benchmarks, mission and goals, strategic plan and ASHA Standards and student performance measures (completion rate, PRAXIS scores, rate of employment, etc) to determine what modifications are required to improve the quality of the program.

Indicate the procedures used by the program to assess the quality, currency, and effectiveness of the graduate program's academic and clinical education.

Type of Program Assessment	Frequency
Advisory committee review	Every 4 years
Curriculum review committee	Annually
Employer surveys	More often than annually
Supervisor/preceptor evaluations	More often than annually
Program annual reports	Annually
Program staff/faculty meetings and retreats	More often than annually
University reviews	Annually
Other - please describe the type of assessment and frequency	No Response Provided

Indicate the procedures used by <u>students</u> to assess the quality, currency, and effectiveness of the graduate program's academic and clinical education.

Type of Student Assessment	Frequency
Course Evaluations	More often than annually
Evaluations of clinical supervisors	More often than annually
Evaluation of clinical sites	More often than annually
Student advisory group reviews	Every 2 years
Student surveys	More often than annually
Other - please describe the assessment and frequency	No Response Provided

Indicate the procedures completed by graduates to assess the quality, currency, and effectiveness of the graduate program's academic and clinical education.

Type of Graduate Assessment	Frequency
Alumni/graduate survey	No assessment
Exit interviews	Greater than every 4 years
Other - please describe the type of assessment and frequency	No Response Provided

Provide two recent examples of how the results of the evaluations described above are used to plan and implement graduate program improvements.

As a result of student feedback and subsequent analysis of PRAXIS results the development of a PRAXIS Review course was implemented.

As a result of course evaluations and student feedback Simucase was introduced and is being implemented in the on-site clinic.

Describe the extent to which student learning outcomes have been met.

Based on CSD program adherence to benchmarks, completion rates, PRAXIS scores and employment rates the CSD Program is currently addressing and meeting student student learning outcomes.

Describe the processes that the program uses to monitor the alignment between:

(a) the stated mission, goals, and objectives and

The AAMU CSD Program submits an annual assessment report to the Office of Institutional Planning, Research and Effectiveness (OIPRE). OIPRE evaluates the assessment plan in terms of the alignment between the Program's mission, goals and objectives and provides feedback to the CSD Program.

(b) the measured student learning outcomes

The AAMU CSD Program utilizes the ASHA Standards of Accreditation and the AAMU academic and clinical KASA to measure student-learning outcomes. As noted elsewhere in this document, the AAMU CSD academic/clinical KASA is reviewed twice per semester (at the beginning of the semester midterm (clinical practicum students) and end of the semester) with the student to determine if student-learning outcomes are being met.

Describe the mechanisms used to measure student achievement of each professional practice competency.

The AAMU CSD academic and clinical KASA form is used to measure student achievement of professional practice competencies. The faculty advisor reviews the KASA form for both academic and clinical student learning outcomes with the student at midterm and again at the end of the semester to determine if competencies are being met

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Please provide any additional clarifying information regarding the program's compliance with Standard 5.3

None

Standard 5.4 Ongoing Program Improvement

If there were areas of non-compliance, partial compliance or follow-up regarding Ongoing Program Improvement noted in the CAA Accreditation Action Report last year describe the steps taken by the program to address the concern and how the program is now in compliance with this standard.

There were no citations regarding the Ongoing Program Improvement listed in the last Accreditation Action Report

Describe the procedures that the program follows to use the results of the ongoing programmatic assessments in planning and implementing program improvements that ensure continuous quality improvement.

The PRAXIS subject assessment pass rate data is examined to determine to what degree students are acquiring the knowledge and skills in specific subject areas. This information is correlated with graduation rates and the ability to become successfully employed in the field. Gaps in these performance measures are evaluated in terms of academic and clinical program content to determine if the modification of academic and clinical instructional strategies will facilitate increases in quality improvement.

Describe the processes that the program uses to ensure that any program changes are consistent with the program's stated mission, goals, and objectives.

The academic and clinical curriculum continues to be reviewed, modified and updated to meet the changing characteristics of the clinical work place for speech-language pathologists and to better define specific skills required for work place success.

Curriculum changes originate from our Curriculum Committee that meets bi-annually after reviewing input from multiple sources: the stated mission, goals and objectives of the Program, the CSD Advisory Committee, off-campus and on-campus clinical supervisors, alumni surveys, ASHA Scope of Practice and formative/summative assessments of students. The information gathered from the formative assessment of our students is critical in making curriculum revisions. In providing numerous opportunities to assess how students are learning, faculty have been able to use the information to make changes in their instruction and in the required curriculum. The curriculum has been modified to reflect an application model of teaching. Our faculty has discovered that our students find learning most successfully reinforced when there is interplay of theory and practice. More opportunities for modeling, guided practice, and individual practice and feedback are being provided in the classroom that transcend into real-life diagnostic/therapeutic contexts

Please provide any additional clarifying information regarding the program's compliance with Standard 5.4

None

Standard 5.5 Program Completion Rate

If there were areas of non-compliance, partial compliance or follow-up regarding Program Completion Rates noted in the CAA Accreditation Action Report last year describe the steps taken by the program to address the concern and how the program is now in compliance with this standard.

There were no citations regarding Program Completion Rates listed in the last Accreditation Action Report

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Describe the mechanisms that the program will use to keep records of the number of students enrolled on the first census day of the program.

The AAMU office of the Registrar requires that attendance verification be conducted in all classes based on student registration at the beginning of each semester. This occurs during the first two weeks of each semester. These numbers are then checked against the number of students admitted into the Program for that semester (course roster). These results are are then entered into Banner for use by the Registrar.

Describe the processes that the program uses to compare each student's time to degree in light of the terms (consecutive or nonconsecutive) established by the program.

Faculty advisors monitor each student's time to degree by completion of KASA requirements and the completion of coursework as outlined on the student's program of study. The 'Program Outline' is used by the faculty advisor and the student to discuss the sequential listing of consecutive academic and clinical coursework that is to be taken on a semester by semester basis.

Describe the mechanism that the program uses to keep records of the numbers of students who continue to graduation, take an approved leave of absence, and leave the program for academic, clinical, personal, or other reasons.

Records of the numbers of students who continue to graduation, take an approved leave of absence, and leave the program for academic, clinical, personal, or other reasons is documented in the student's academic and clinical files by the faculty advisor and the Director of Clinical Services.

Provide the published length of time (stated in semesters/quarters) for students to complete the residential program of study.

Full-time with CSD undergraduate major	6 semesters
Full-time without CSD undergraduate major	9 semesters
Part-time with CSD undergraduate major	NA
Part-time without CSD undergraduate major	NA

Download the Program Completion Rate Calculator worksheet, complete it, and then upload it as evidence in support of the data you have provided in this report. If there are additional components of the program (distance education or satellite campuses), please complete the additional tabs in the excel workbook with this data.

Program-Completion-Rate-Calculator-Worksheet-2.xlsx

Provide the program completion rate for graduation cohorts in the residential program for the most recently completed academic years (based on enrollment data).

Period	Number completing on time	Number completing later than on-time	Number not completing	Total
Recent Year	29	0	5	
1 Year Prior	33	0	0	
2 Years Prior	18	0	0	
3 Year Average				94.1176

3 year average program completion rate average for all modalities

94.1176

Provide an explanation and a plan that will be used for improvement if the program's 3-year average for completion rate does not meet or exceed the CAA's established (80%) threshold. Include a timeline for implementing and assessing these steps. In your explanation, provide details on how the program has addressed the following areas in regards to their impact on program completion rates:

- The number, composition, and qualifications of faculty sufficient to meet the mission of the program (Std. 2.1, 2.3)

- Academic and clinical courses offered sufficiently enough for students to graduate on time (Std. 3.1)

- Academic and clinical advising offered along with remediation (Stds. 4.2, 4.3, 4.6, 4.9)

- Appropriate admissions policies (Std. 4.1)

- Classes that are more likely to be causing students to drop out or take longer to complete the program (3.0)

3-year average completion rate was above 80%

Please describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 5.5.

None

Standard 5.6 Praxis Examination Pass Rate

If there were areas of non-compliance, partial compliance or follow-up regarding Praxis Examination Pass Rates noted in the CAA Accreditation Action Report last year describe the steps taken by the program to address the concern and how the program is now in compliance with this standard.

There were no citations regarding Praxis Pass Rates listed in the last Accreditation Action Report

Describe the mechanisms that the program uses to determine the number of test-takers who take the Praxis Subject Assessment exam each year.

Second year graduate student take the Praxis exam one semester prior to graduating.

Describe the mechanisms that the program uses to determine how many individuals who took the Praxis Subject Assessment exam each year passed the exam in that year.

The Educational Testing Service (ETS) provides the CSD Program with PRAXIS Score results for all students.

For the residential program, provide the number of test-takers who took and passed the Praxis examination for the three most recently completed years. Results must be reported only once for test-takers who took the exam multiple times in the same reporting period. Exclude individuals who graduated more than 3 years ago.

Period	Number of Test-takers Taking the Exam	Number of Test-takers Passed	Pass Rate
Recent Year	35	33	
1 Year Prior	22	22	
2 Years Prior	17	17	
3-year average			97.2973

3 year Praxis pass rate average for all modalities:

97.2973

Provide an explanation and a plan for improvement that will be used if the program's 3-year average for exam pass rate does not meet or exceed the CAA's established (80%) threshold. Include a timeline for implementing and assessing these steps.

3-year average praxis pass rate was above 80%

Please describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 5.6.

None

Standard 5.7 Employment Rate

If there were areas of non-compliance, partial compliance or follow-up regarding Employment Rates noted in the CAA Accreditation Action Report last year describe the steps taken by the program to address the concern and how the program is now in compliance with this standard.

There were no citations regarding Employment Rates listed in the last Accreditation Action Report

Describe the mechanism that the program uses to determine the number of individuals who are employed in the CSD professions within 1 year of graduation.

The number of individuals who are employed in the CSD profession within one year of graduation is correlated with the number of students who apply for licensure and make application for ASHA membership and certification.

Describe the mechanism that the program uses to determine the number of individuals who are pursuing further education in the CSD professions.

Determination of the number of individuals who are pursuing further education in the CSD profession is based on the number of student recommendations written by faculty to programs of higher education.

Provide the number of graduates in your <u>residential</u> program that are employed in the profession or pursuing further education in the profession within 1 year of graduation. Starting with students that graduated at least 1 year ago, provide 3 years worth of data.

Academic Year	Number of Graduates Employed	Number of graduates not employed	Total
1 Year Prior	35	0	
2 Year Prior	22	0	
3 Years Prior	17	0	
3-Year Average			100.0000

3 year Employment rate average for all modalities

100.0000

Provide an explanation and a plan that will be used for improvement if the program's 3-year average for employment does not meet or exceed the CAA's established (80%) threshold. Include a timeline for implementing and assessing these steps.

3-year average employment rate was above 80%

Please provide any additional clarifying information regarding the program's compliance with Standard 5.7.

None

Standard 5.8 Program Improvement – Student Outcomes

If there were areas of non-compliance, partial compliance or follow-up regarding Program Improvement – Student Outcomes noted in the CAA Accreditation Action Report last year describe the steps taken by the program to address the concern and how the program is now in compliance with this standard.

There were no citations regarding Program Improvement – Student Outcomes listed in the last Accreditation Action Report

Describe the analysis processes that the program uses to evaluate the results of graduation rate, Praxis Subject Assessment pass rate, and employment rate to facilitate continuous quality improvement.

The PRAXIS subject assessment pass rate data is analyzed to determine to what degree students are acquiring the knowledge and skills in specific subject areas. This information is correlated with graduation rates and the ability to become successfully employed in the field. Gaps in these performance measures are evaluated in terms of academic and clinical program content to determine if the modification of academic and clinical instructional strategies will facilitate increases in quality improvement.

Please provide any additional clarifying information regarding the program's compliance with Standard 5.8.

None

Standard 5.9 Evaluation of Faculty

If there were areas of non-compliance, partial compliance or follow-up regarding the Evaluation of Faculty noted in the CAA Accreditation Action Report last year describe the steps taken by the program to address the concern and how the program is now in compliance with this standard.

There were no citations regarding Evaluation of Faculty listed in the last Accreditation Action Report

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Describe the institutional policy and guidelines for regular evaluation of the faculty by program leadership.

The institutional policy and guideline for the evaluation of faculty requires that faculty be evaluated on an annual basis by the Department Chairperson. The faculty member completes a self-evaluation and submits it to the Chair who may or may not revise the evaluation. The completed evaluation is signed by the Chair and faculty member and forwarded to the Dean of the College for evaluation.

Describe the mechanisms that the program uses to evaluate how the effectiveness of the program's delivery is consistent with institutional policies and procedures.

Student/course evaluations

Peer evaluations

Formative and summative evaluations

PRAXIS Scores

Supervisor evaluations

Informal feedback from class and clinic

Indicate the mechanisms through which students will have an opportunity to evaluate academic and clinical faculty on an ongoing and regular basis.

Course evaluations, Informal feedback provided in classes, Informal feedback provided in clinical experiences

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Indicate the mechanisms used by the program to evaluate the academic and clinical teaching, scholarship competence, and other professional expectations of faculty and the frequency with which they are used.

Review by personnel committee	Not used
Review by department chair	Annually
Review of professional development activities	Annually
Review of manuscripts and research proposals	Annually
Review of publications	Annually
Peer evaluations	Not used
Student evaluations	Every academic term
Teaching evaluations	Every academic term
Promotion and tenure review	Annually
Post-tenure review	Not used
Maintenance of certification	Annually
Maintenance of state credentials	Annually
Other - please specify mechanism and frequency	No Response Provided

Describe the processes, timelines, and safeguards of the evaluation procedures that the program has in place to ensure that the processes are fair.

Faculty and staff evaluations occur in the spring of each year and consist of a three-fold process and involves the faculty/staff member, Chairperson, and Dean of the College. .

The process begins with self-evaluation by the faculty/staff member. The performance evaluation assesses the faculty member's performance in the areas of Teaching (80%), Service (10%) and Research (10%) and is graded on a Likert Scale.. The Chairperson and faculty/staff member reviews the self-evaluation and assess strength and weaknesses in performance, modifications to be made in performance are noted and acknowledged by faculty and Chair signatures. The evaluation is then forwarded to the Dean of the College for review and evaluation.

If for any reason the faculty/staff member deems that the evaluation process is unfair, they have access to a complaint process that is detailed in the faculty handbook.

For faculty and staff, current and prospective, the university's Human Resources department includes a nondiscrimination statement on its Website, which is located at the following link:

http://www.aamu.edu/administrativeoffices/hrservices/Pages/default.aspx

Newly hired faculty and staff also receive nondiscrimination information/training during their orientation; evidence of this may be found at the following link:

http://www.aamu.edu/administrativeoffices/hrservices/pages/new-employee-orientation.aspx

Please provide any additional clarifying information regarding the program's compliance with Standard 5.9.

None

Standard 5.10 Faculty Improvement

If there were areas of non-compliance, partial compliance or follow-up regarding the Faculty Improvement noted in the CAA Accreditation Action Report last year describe the steps taken by the program to address the concern and how the program is now in compliance with this standard.

There were no citations regarding Faculty Improvement listed in the last Accreditation Action Report

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Describe the mechanisms that the program uses to assess how the faculty and staff evaluation processes result in continuous professional growth and development.

The University has put into place several mechanisms to guide faculty and staff in continuous and professional growth and development.

1. The Center of Excellence in Teaching and Learning (CETL) offers continuous faculty development. According to their web page:

The **C**enters of **E**xcellence in **T**eaching and **L**earning (CETL) is the umbrella under which faculty members (experienced and new) are instructed in the most effective strategies for engaging and teaching today's college students. Not only is CETL used as a professional development resource for faculty, it also conducts professional development workshops for the staff. CETL assists the university in the accomplishment of several of its initiatives – faculty and staff development, use of instructional technology, and distance education, which includes web based instruction and oversight of instruction on off-site campuses.

2. "The ITS Center for Instructional Technology (CIT) supports the academic mission of Alabama A&M University by helping instructors find innovative ways to use technology to achieve their teaching goals. The CIT strives to provide faculty and staff with access to a variety of instructional and communications technologies along with professional assistance.

The CIT provides a number of services to empower faculty, staff and students to use information technology to enhance the teaching and learning process, including:

Blackboard Support

Respondus

LockDown Browser and Respondus Monitor

Classroom presentation and design services

Web-based course management tools

Information about new technology tools for classroom use

Teaching utilizing a Smart Classroom

Workshops

3. The University financially assists CSD faculty in attending a minimum of one national or two local/state professional development activities per academic year to accrue continuing education hours in their specialty areas of teaching/supervising.

.

CSD Program faculty are required to obtain 12 CEU's per year (36/3 years) to maintain ASHA certification and state licensure. Content gleaned from workshops, conferences, seminars and webinars is integrated across the curriculum. All course content is evaluated for its currency by the Curriculum Committee bi-annually.

Describe how the program will communication evaluation results to the faculty and how the faculty will use this feedback to improve their performance.

 Evaluation results are communicated to faculty informally, during faculty meetings and during the faculty retreat. Data collected from PRAXIS scores, faculty evaluations, peer reviews, external clinical supervisors, students, graduate and program assessments is analyzed to determine whether the Program is delivering high quality instruction. Areas found in need of improvement are discussed by faculty members and action plans are developed to remediate deficiencies.

Describe the mechanisms that the program uses to determine whether continuous professional development facilitates delivery of a high-quality program.

All of the CSD faculty members are required to earn 12 CEU's annually to maintain ABESPA licensure as well as ASHA certification. Many of our faculty have earned ACE awards. Content gleaned from conferences, seminars and webinars is integrated into course content. All course content is evaluated for its currency by the Curriculum Committee bi-annually.

Please provide any additional clarifying information regarding the program's compliance with Standard 5.10.

None

Standard 5.11 Effective Leadership

If there were areas of non-compliance, partial compliance or follow-up regarding the Effective Leadership noted in the CAA Accreditation Action Report last year describe the steps taken by the program to address the concern and how the program is now in compliance with this standard.

There were no citations regarding Effective Leadership listed in the last Accreditation Action Report

How does the program or institution evaluate the effectiveness of the program director? (Select all that apply.)

Evaluation by the Dean , Evaluation by the Chair, Evaluation by students

How often does evaluation of the program director occur?

Once a year

Please provide any additional clarifying information regarding the program's compliance with Standard 5.11.

None

Standard 6.1 Institutional Financial Support

If there were areas of non-compliance, partial compliance or follow-up regarding Institutional Financial Support noted in the CAA Accreditation Action Report last year, describe
the steps taken by the program to address the concern and how the program is now in compliance with this standard.

There were no citations regarding Institutional Financial Support listed in the last Accreditation Action Report

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Describe the budgeting process for the program.

The AAMU CSD state budge remains stable and in place. The University has not cut the CSD budget during the 2017-2018 academic year, and has a continued commitment to leave it as a stand still budget for the projected 2018-2019 fiscal year. The majority of Program budgets at the University experienced across the board cuts.

The details of the budget are listed in this report.

Report the total budget for the accredited program. Enter "0" where none and do not use a comma (e.g. use 10540 and NOT 10,540).

Sources of Support	Prior Year (Amount in $)	Current Year (Amount in $)	% increase/decrease
Faculty/Staff Salaries	470914.0000	518670.0000	10.1411
Supplies & Expenses (non-capital/non-salary expenses)	16000.0000	22580.0000	41.1250
Capital Equipment	4000.0000	0.0000	-100.0000
Institutional Support Sub-Total	490914.0000	541250.0000	10.2535
Grants/contracts	0.0000	0.0000	0.0000
Clinic Fees	0.0000	0.0000	0.0000
Other Funding	0.0000	0.0000	0.0000
Non-Institutional Support Sub-Total	0.0000	0.0000	0.0000
Total Budget	490914.0000	541250.0000	10.2535
% of budget represented by non-institutional support	0.0000	0.0000	0.0000

If you included funding in the "Other Funding" line in the table above, please describe the source(s).

N/A

For variances in any budget category that differ from the previous academic year by 10% or more, explain the reasons and the impact of any differences.

Capital expenses are included in the Supplies and Expenses category.

Which of the following indicators of institutional commitment to the accredited program are currently being employed?

Support for professional development, New faculty lines, New staff lines, New equipment,

Student support (graduate assistantships, scholarships, etc.)

Describe how the program determines that there is sufficient support for the specific areas of personnel, equipment, educational and clinical materials, and research.

Several pieces of equipment were ordered during the past year to include diagnostic tests for the testing library, a video-otoscopy system, therapy materials, and clinical supplies. The CSD program periodically reviews the need for support to include additional personnel, equipment, educational and clinical materials, and for research to determine if there is a deficit area. If such a need arises, the items are listed and submitted to the Program Director who then will assess the situation and discuss with the Chairperson to be included in the budget. The budget process is aligned with the budgeting steps of the University as outlined under the Framework of Excellence (source: http://www.aamu.edu/administrativeoffices/irpsp/Institutional Researchand Planning/Pages/FrameworksForExcellence.aspx).

Describe potential budget insufficiencies or anticipated changes to financial resources that may impact program capacity in the near and long term. Discuss steps that will be taken by the program to ensure sufficient financial resources to achieve the program's mission and goals.

No financial resource changes or insufficiencies are anticipated.

If the program's budget includes funds generated from activities outside the usual budgeting processes, describe the consistency of these funds and the portion of the budget that is accounted for by these funds.   Describe the possible impact on program viability if these funds are not available.

Not Applicable

Please describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 6.1.

None

Standard 6.2 Support for Faculty Continuing Competence

If there were any areas of non-compliance or follow-up regarding Support for Faculty Continuing Competence noted in the CAA Accreditation Action Report last year, describe the steps taken by the program to address the concern and how the program is now in compliance with this standard.

There were no citations regarding Support for Faculty Continuing Competence listed in the last Accreditation Action Report

Indicate all the areas in which the institution provides support for continuing professional development. (Select all that apply)

Institutional faculty development or instructional grants, Professional development opportunities on campus,

Release time for professional development, Support for professional travel

Describe how the program provides sufficient support for the faculty and staff to maintain continuing competence.

The program provides faculty sufficient support by reimbursing conference and seminar registration fees, travel, and hotel expenses; and meals to support continuing competence.

Please describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 6.2.

None

Standard 6.3 Physical Facilities

If there were areas of non-compliance, partial compliance or follow-up regarding Physical Facilities noted in the CAA Accreditation Action Report last year, describe the steps taken by the program to address the concern and how the program is now in compliance with this standard.

There were no citations regarding Physical Facilities listed in the last Accreditation Action Report

Describe the processes the program uses – and the results of those processes – to determine the facility's adequacy in delivering a high-quality program.

The facilities reflect standards of ready and reasonable access, use, and accommodate the needs of individuals with disabilities as pursuant to the federal mandated Americans with Disabilities Act of 1990 and the 1973 Rehabilitation Act. The Communication Sciences and Disorders (CSD) program is located in Carver Complex North building which is in compliance of Federal standards for physical accessibility. Our area consists of two large clinical areas (1,050 square feet each) that encompasses ten individual therapy rooms equipped with observation and monitoring systems, two observation hallways, three large classrooms, a writing lab for students, seven faculty offices, storage and workplaces, an audiology suite with lecture room capabilities (including smartboard), three storage areas, one medical file room, one large bathroom that is handicapped accessible, one handicapped accessible water fountain, and one inter-departmental library which also serves as a preparation room for the graduate clinicians enrolled in clinical practicum. The clinic is wired with a 24 hour fire and security alarm system. The areas are accessible and appropriate, safe, and sufficient to achieve the goals, mission, and objectives of the program.

The observation hallway provides adequate monitoring of the student clinicians and clients in that there are two-way mirrors and four headphones with jacks at each of the ten therapy rooms

Describe the processes the program uses – and the results of those processes – to determine the facility's adequacy in meeting contemporary standards of access and use.

The Communicative Sciences and Disorders (CSD) program is housed in Carver Complex North building which complies with the Federal standards for physical accessibility. The facilities reflect contemporary standards of ready and reasonable access and use and accommodate the needs of persons with disabilities consistent with the mandates of the Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1973. It houses one large handicapped accessible bathroom, one handicapped accessible water fountain. The clinic is wired for 24 hour a day fire alarm and security systems. The areas are all accessible, appropriate, safe, and adequate to achieve the program's missions, goals, and objectives.

Please describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 6.3.

None

Standard 6.4 Program Equipment and Materials

If there were areas of non-compliance, partial compliance or follow-up regarding Program Equipment noted in the CAA Accreditation Action Report last year, describe the steps taken by the program to address the concern and how the program is now in compliance with this standard.

There were no citations regarding Program Equipment listed in the last Accreditation Action Report

Describe the processes the program uses to evaluate the quantity, quality, currency, and accessibility of the program's materials and equipment to determine whether these processes are sufficient to meet the mission and goals of the program.

The CSD program faculty evaluates resources on a continual basis during regularly scheduled monthly faculty meetings. A resource needs assessment list is delineated and funds are allocated according to fund availability and priority as addressed in goals and outcomes listed in the CCSD Strategic Plan. Needs areas reviewed include clinical resources, library holdings and equipment and technology – updating of existing hardware and software. The equipment and educational/clinical materials of the CSD Program are appropriate and sufficient to achieve our mission and goals. The Test Material/File room contains a large and adequate assortment of diagnostic and treatment materials for all types of speech and language disorders from infants to geriatrics. The classrooms housed within the Program are adequately supplied with equipment to meet the clinical and educational needs of the students. The Program has two large televisions with DVD players and an overhead projector. Each teaching faculty member has their own LCD projector with laptop. Three classrooms in the Carver Complex North building house SMART boards and the entire building are wired with wireless internet. All faculty and staff offices are equipped with printers and computers that are connected to the university network. There is a Xerox copier, fax and scanning machine located in the clinic area along with an additional copier for clinician use.

We are fortunate to be housed in the Huntsville, Alabama area. Huntsville has been considered one of the top ten tech cities in the United States (U.S. News and World Report, 2009). As a result, many of our externship sites house high-end technology used in the field of speech-language pathology. Staff members provide consultation/training to our students on augmentative devices and state of the art training programs, technologies, etc.

Describe the mechanisms that the program will use to determine whether the equipment is in good working order and, where appropriate, whether the equipment meets standards established by the American National Standards Institute (ANSI) or other standards-setting bodies.

Visual and biological calibrations are performed before equipment is used along with annual calibrations in accordance with ANSI standards. The annual calibrations are kept in a notebook which is kept in the main department office location. Once the certification process is complete, a calibration sticker is placed on each piece of equipment, and a certification form is given along with the numerical data which is housed in the calibration notebook. If any equipment does not pass calibration, the Program Director is immediately notified in order to have a purchase order requested for the repair of the item(s).

Indicate the individual(s) responsible to ensure proper equipment calibration (Select all that apply).

Administrative assistant, Program director

Indicate how often equipment is calibrated.

Annually

Indicate the individual(s) responsible for maintaining written records that equipment is calibrated in accordance with manufacturer standards, American National Standards Institute (ANSI), or other appropriate agencies. (Select all that apply.)

Administrative assistant, Program director

Please describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 6.4.

None

Standard 6.5 Technical Infrastructure

If there were areas of non-compliance, partial compliance or follow-up regarding Technical Infrastructure noted in the CAA Accreditation Action Report last year, describe the steps taken by the program to address the concern and how the program is now in compliance with this standard.

There were no citations regarding Technical Infrastructure and Resources listed in the last Accreditation Action Report

Describe the processes that will be used to evaluate the adequacy of the infrastructure to support the work of the program's students, faculty, and staff.

The Office Information Technology Services (ITS) is a unit of the Office of the Provost and Vice President for Academic Affairs, and provides information technology leadership and coordination for the University and its service areas. The unit maintains the effectiveness and efficiency of information technology infrastructure and services to support the infrastructure, administration, research, and public service missions of te University. The ITS is organized into four units: (1) Administrating Computing Unit (ACU) which provides computing services to the University's administrative users; (2) Center for Teaching and Learning with Technology. - The TLT Center supports technology aided instruction by the University's faculty; (3) Enterprise Network Services - This unit manages the network infrastructure, servers, web content, and other IT services; (4) User Services and Classroom Support. User Services provides tech support for the University's faculty, staff and computer labs. In the College of Education, Humanities and Behavioral Sciences, Dr. Sha Li teaches education technology courses and coordinates three computer labs available to our students. He also provides technical assistance upon request. Dr. Li offers faculty training in software packages. The Center for Excellence in Teaching and Learning (CETL) is a division of the Odice of the Provost/Academic Affairs. It is dedicated to enhancing the culture of teaching and learning processes by providing resources expertise and related services that foster the development, use, and assessment of innovation instruction methods and technologies. Workshops are regularly offered on how to use Black Board, distance learning, web enhanced classes, hybrid course, etc.

Describe how access to the infrastructure will allow the program to meet its mission and goals.

The infrastructure of the university allows the program to meet its mission and goals by providing WIFI, online resources (e.g. library has numerous eBooks, journals, resources) to assure each student has a wealth of information accessible 24/

Describe how faculty and students have access to appropriate and sufficient resources, such as library resources, interlibrary loan services, computers and the internet, laboratory facilities, and support personnel.

The University has free internet and WIFI access across the campus. The library offers physical and online library resources, interlibrary loan services (and can obtain sources through other libraries), several computer labs in the library and in the carver complex (both north and south complexes). There are many support personnel available (i.e. IT, library resources, Blackboard assistance, and online support 24/7).

Referenced Documents

No Documents have been referenced for this Question

Describe how the adequacy of support is evaluated and how these resources are addressed in the program's strategic plan.

Campus wide evaluations are performed that address support personnel and resources through computer generated questionnaires, surveys, etc. The program's latest strategic plan is compiled for the years of 2015-2020.

For instance, the adequacy of support is proven in the data collected concerning several variables of the CSD graduate students. For a three year period (2013-2016), the program had a 100% graduation rate, a Praxis pass rate of 92.68%, and a 99% completion rate within the expected time frame. This numerical data along with the resources at the students' disposal shows that there is adequate support for our students and for our strategic plan (sources found at: http://www.aamu.edu/Academics/EHBS/HSHPCD/csd/Pages/Outcome-Data.aspx

How frequently does the program evaluate the adequacy of resources?

Annually

Please describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 6.5

None

Standard 6.6 Clerical and Technical Staff Support

If there were areas of non-compliance, partial compliance or follow-up regarding Clerical and Technical Staff Support noted in the CAA Accreditation Action Report last year, describe the steps taken by the program to address the concern and how the program is now in compliance with this standard.

There were no citations regarding clerical and technical staff support listed in the last Accreditation Action Report

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Describe how clerical and technical staff and support services are adequate and sufficient to meet the program's mission and goals.

The CSD Program and the Speech and Hearing Clinic have a full-time senior secretary and Graduate Assistant who share dual responsibilities of the clinic and program. These individuals ensure that the department and clinic duties are fulfilled and the program's missions and goals are met by aiding the faculty and staff in daily endeavors that help the program provide a "student-centered environment devoted to learning, research, scholarship, creativity, professional expertise and personal development designed to ensure that students are ethical, knowledgeable, skillful and capable of working independently and in collaboration with clients, families and other professionals" as outlined in our missions and goals statement (source: http://www.aamu.edu/Academics/EHBS/HSHPCD/csd/Pages/default.aspx).

Describe the process the program uses to evaluate the adequacy of access to clerical and technical staff to support the work of the program's students, faculty, and staff.

The Senior Secretary has annual evaluations on performance, attendance, competency, etc. This individual maintains adequate training skills to support the functions of the office along with the work of the program's students, faculty, and staff. The training consists of computer skills, budgets, Blackboard assistance, and Banner operations. The Senior Secretary is responsible for managing all documents, files, program paperwork, clinic documents, etc. If any deficits are noted, these are addressed by the Program Director to the employee to ensure quality and efficiency. The Graduate Assistant is trained by the Senior Secretary to assist with various departmental projects, paperwork, updates on schedules, forms, etc. The Senior Secretary and the Program Director work closely to ensure quality work and efficiency are maintained in all endeavors.

Please describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 6.6

None

Unreferenced Documents

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Program-Completion-Rate-Calculator-Worksheet-2.xlsx

SLP-Knowledge-and-Skills-within-the-Curriculum.doc