

CIEP Submission Form

Class A Speech-Language Pathology (P-12)

(for Educator Preparation Chapter adopted 8-12-2021)

Institution Name:

Date Submitted:

Submitting for: *Choose one of the options below.*

- Initial review of a proposed program
- Continuing review of a currently approved program
- Resubmission to address unmet standards and/or conditions

Overview of Each Required Section:

- I. Background Information:** Provide background information about the program (checklist; numbers of admissions, completers, and recommendations for certification). The “n”s reported here are used to determine if “n”s reported in data tables are consistent.
- II. Key Assessments, Data, and Data Analysis:** Provide an overview of the key assessment in the Section II chart. Key Assessments are typically summative assessments of candidate proficiencies. For each key assessment, included the completed coversheet; assessment instrument, instructions, or test specification information; rubric or scoring guide; and data table(s). Program faculty preparing submissions should use the Rubric for Key Assessments.
- III. Alignment of Standards to Curriculum and Key Assessments:** Provide an overview of how the program ensures each indicator is adequately addressed in curriculum and key assessments so reviewers know where to look to for evidence. Reviewers use the course descriptions and assessment documents, not the chart, to determine whether each indicator is adequately addressed.
- IV. Summary of Field Experiences Prior to Internship:** Provide an overview of how the program requires candidates to demonstrate developing proficiencies in field experiences prior to internship. Copies of instructions or assignments must be submitted. Assessment information is not required but may be submitted. Field experiences should have clear purposes and reflect increasing expectations. Program faculty preparing submissions should use the Rubric for Field Experiences Prior to Internship.

SECTION I Background Information

- 1. Include the proposed checklist as a separate document.

- 2. **Data on Unconditional Admissions, Program Completers, and Certificates Issued**
Programs should report at least three years of data. If the “n” over three years is less than 10, the program should report five years of data.

Academic Year September 1 to August 31	Number of Unconditional Admissions	Number of Program Completers¹	Number Recommended for Alabama Certification

¹ Use the Title II definition for program completers.

SECTION II Key Assessments, Data, and Data Analysis

1. Assessments #1-#5 are required. No more than eight key assessments may be submitted.
2. Complete a coversheet for each key assessment and attach it to the instrument or instructions, or test specifications; rubric or scoring guide; and data tables(s). Submit these documents in a Key Assessments folder on the flash drive and a section of the binder.

#	Key Assessment Title	Name of Key Assessment ²	Type of Key Assessment ³	When Required by Program ⁴
1	State Certification: ⁵			
2	Content Knowledge ⁶			
3	Ability to Fulfill Professional Responsibilities ⁷			
4	Internship			
5	Ability to Promote Student Achievement ⁸			
6 ⁹				
7				
8				

² Identify assessment by title used in the program.

³ Types of assessment include but are not limited to essay, case study, project, comprehensive exam, reflection, state certification test, and portfolio.

⁴ Assessments might be required at the time of admission to the program, admission to internship, during a required course, or at program completion.

⁵ Test data must include the percentage of candidates who passed the tests for the last three years. Total scores and appropriate sub-test data must be reported.

⁶ Examples of appropriate content knowledge assessments include grade analyses, comprehensive examinations, portfolio tasks, and culminating performances.

⁷ Examples of assessments of fulfilling professional responsibilities include data-driven projects, data-based and long-range planning, action research projects, needs assessments, or intervention plans appropriate to the area of instructional support.

⁸ Examples of appropriate assessments for ability to promote student achievement include developing program improvement plans, case studies, and action research projects appropriate to the area of instructional support.

⁹ Examples of optional assessments addressing program standards include but are not limited to evaluations of field experiences, case studies, specific portfolio artifacts, complete portfolios, and follow-up studies.

SECTION III Alignment of Standards to Curriculum and Key Assessments

Identify the curriculum components and key assessments listed in Section II that address the standard and indicators. Only courses that directly address indicators should be listed. In most cases, an indicator will be addressed by more than one key assessment. Cross-references to the standards and indicators should be inserted into the assessment instruments, scoring guides, and data tables.

Standard 1 Knowledge of:		
Indicators	Curriculum Components— Courses or Other Requirements¹⁰ <i>(Include course prefix, number, and name.)</i>	Key Assessment(s) <i>(Identify by key assessment number[s] in Section II.)</i>
1.1 Biological sciences, physical sciences, statistics, and social/behavioral sciences.		
1.2 Basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.		
1.3 Communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental and linguistic and cultural correlates in the following areas:		
1.3.1 Articulation.		
1.3.2 Fluency.		
1.3.3 Voice and resonance, including respiration and phonation.		
1.3.4 Receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication and paralinguistic communication) in speaking, listening, reading, writing.		

1.3.5 Hearing, including the impact on speech and language.		
1.3.6 Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, orofacial myology).		
1.3.7 Cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning).		
1.3.8 Social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities).		
1.3.9 Augmentative and alternative communication modalities.		
1.4 For each area specified in 1.3.1 to 1.3.9 above, principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.		
1.5 Standards of ethical conduct.		
1.6 Processes used in research and the integration of research principles into evidence-based clinical practice.		
1.7 Contemporary professional issues.		
1.8 Entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice.		

Standard 2 Ability:		
Indicators	Curriculum Components— Courses or Other Requirements <i>(Include course prefix, number, and name.)</i>	Key Assessment(s) <i>(Identify by key assessment number[s] in Section II.)</i>
2.1 With regard to evaluation:		
2.1.1 Conduct screening and prevention procedures (including prevention activities).		
2.1.2 Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.		
2.1.3 Select and administer appropriate evaluation procedures, such as behavioral observations, non-standardized and standardized tests, and instrumental procedures.		
2.1.4 Adapt evaluation procedures to meet client/patient needs.		
2.1.5 Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.		
2.1.6 Complete administrative and reporting functions necessary to support evaluations.		
2.1.7 Refer clients/patients for appropriate services.		
2.2 With regard to intervention:		
2.2.1 Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs, collaborating with clients/patients and relevant others in the planning process.		
2.2.2 Implement intervention plans, involving clients/patients and relevant others in the intervention process.		

2.2.3 Select or develop and use appropriate materials and instrumentation for prevention and intervention.		
2.2.4 Measure and evaluate clients'/patients' performance and progress.		
2.2.5 Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.		
2.2.6 Complete administrative and reporting functions necessary to support intervention.		
2.2.7 Identify and refer clients/patients for services as appropriate.		
2.3. With regard to <i>interaction and personal qualities</i>:		
2.3.1 Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.		
2.3.2 Collaborate with other professionals in case management.		
2.3.3 Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.		
2.3.4 Adhere to the Alabama Educator Code of Ethics and the ASHA Code of Ethics and behave professionally.		

SECTION IV Summary of Field Experiences and Internship

1. List all courses (or other curriculum requirements) that have a required field experience, in the order that the courses are typically taken. *Include the course prefix, number, and title.*

Course Prefix	Course Number	Course Title

2. Are field experiences always done in this order? Yes No
If no, provide a brief explanation.
3. Briefly explain how placements are made to ensure that candidates are placed in diverse schools.
4. For each field experience, complete a field experience coversheet and attach it to the instructions or assignments for the field experience. Submit these in a Field Experience folder on the flash drive and a section in the binder.