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

### Program Assessment:
- See Standards 5.1 to 5.8
- See Public Information, Standard 1.9

Refer to CAA 2020 SLP Annual Report for more specific responses within each standard

<table>
<thead>
<tr>
<th>Institution Name:</th>
<th>Utah State University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address:</td>
<td>Utah State University</td>
</tr>
<tr>
<td></td>
<td>College of Ed &amp; Human Services</td>
</tr>
<tr>
<td></td>
<td>Dept of Comm Dsdrs &amp; Deaf Ed</td>
</tr>
<tr>
<td></td>
<td>1000 Old Main Hill</td>
</tr>
<tr>
<td></td>
<td>Logan, UT 84322-1000</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>(435)797-2613</td>
</tr>
<tr>
<td>Fax Number</td>
<td>(844)308-5856</td>
</tr>
<tr>
<td>Program Website</td>
<td><a href="http://www.comd.usu.edu">http://www.comd.usu.edu</a></td>
</tr>
<tr>
<td>Professional Area</td>
<td>Speech Language Pathology</td>
</tr>
<tr>
<td>Degree Designator</td>
<td>MS</td>
</tr>
<tr>
<td>Second Degree Designator</td>
<td>MA</td>
</tr>
<tr>
<td>Consortium</td>
<td>No</td>
</tr>
<tr>
<td>Satellite Campus</td>
<td>No</td>
</tr>
<tr>
<td>Distance Education</td>
<td>Yes, &gt;=50 hrs</td>
</tr>
<tr>
<td><strong>Contractual Arrangement</strong></td>
<td>No</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>----</td>
</tr>
<tr>
<td><strong>Current Accreditation Cycle Dates:</strong></td>
<td>07/01/2016-06/30/2024</td>
</tr>
</tbody>
</table>
Institution Description and Authorization

Academic institution type

Public

Academic institution size

>20,000 students

Basic Carnegie classification of institution

R2: Doctoral Universities – Higher research activity
Modalities

If coursework is offered via Distance Learning (DE) and/or Satellite/Branch Campus, then any changes and updates in both residential and DE and/or Satellite must be noted throughout the report with respect to all program offerings.

Are graduate courses for the entry-level graduate program available through distance education?

Yes, 50% or more of the academic credit hours

Are you reporting this level of course offerings to the Distance Education modality to the CAA for the first time? If you are reporting on 50% or more of academic credit hours for the first time contact staff at accreditation@asha.org to submit a letter of intent and receive the paper application for substantive change offering a Distance Education modality.

No

Is this graduate program or a component of the program offered through a satellite or branch campus?

No
Standard 1.1 Institutional Accreditation

If there were areas of non-compliance, partial compliance or follow-up regarding Institutional 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 Institutional Accreditation listed in the last Accreditation Action Report.

Please describe any changes that have occurred in the last reporting period regarding the program’s Institutional Accreditation.

None have occurred.

Name of Institutional Accreditor

NWCCU

Provide current dates of Institutional Accreditation.

Fall 2019 Mission and Core Themes; Mid-Cycle Review Spring 2021; Policies, Regulations, and Financial Review Spring 2024; Evaluation of Institutional Effectiveness Spring 2025

Is the program currently undergoing review by the Institutional Accreditor?

No

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

I do not know which part of the review cycle requested so I reported everything I could find.
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

Please describe any changes that have occurred in the last reporting period regarding the program's Degree Granting Authority.

None have occurred

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.

Please describe any changes that have occurred in the last reporting period regarding the program's Mission, Goals and Objectives. None have occurred.

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

<table>
<thead>
<tr>
<th>State licensure, Specify States,</th>
<th>Teaching Credentials, Specify</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate of Clinical Competence (CCC), UTAH,</td>
<td>SLP</td>
</tr>
</tbody>
</table>

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.

Please describe any changes that have occurred in the last reporting period regarding the program's Evaluation of Mission and Goals.

None have occurred.

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.

Please describe any changes that have occurred in the last reporting period regarding the program's Strategic Plan.

None have occurred

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

Please describe any changes that have occurred in the last reporting period regarding the Program's Authority and Responsibility.

None have occurred

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.

Please describe any changes that have occurred in the last reporting period regarding the program's director.

None have occurred.

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. If the information is incorrect and you have submitted and received confirmation of the change, select "Program Information" from the Data Refresh dropdown at the top of the page.

Dr. Teresa Ukrainetz, PhD

Date appointed:

1/1/2017

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

No

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

Please describe any changes that have occurred in the last reporting period regarding the program's Equitable Treatment.

None have occurred

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.

Describe any changes that have occurred in the last reporting period regarding the currency, accuracy and availability of public information about the program.

None have occurred.

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:

https://comdde.usu.edu/assessment/student-achievement-data

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

https://comdde.usu.edu/assessment/student-achievement-data

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

https://comdde.usu.edu/assessment/student-achievement-data

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

https://comdde.usu.edu/assessment/student-achievement-data

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)

No Response Provided

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.

Described at https://comdde.usu.edu/programs/graduate/slp

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 options. 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.

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>CCC Status</th>
<th>Employment Status to the University</th>
<th>Academic Rank</th>
<th>Role</th>
<th>Highest Degree</th>
<th>Classroom Teaching Contribution</th>
<th>Other Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deborah Amundson</td>
<td>CCC-SLP</td>
<td>Full-Time 12mo.</td>
<td>Other</td>
<td>Clinical Supervisor</td>
<td>Master's</td>
<td>0.0000</td>
<td>Supervision</td>
</tr>
<tr>
<td>Jill R Andrus</td>
<td>CCC-SLP</td>
<td>Full-Time 9mo.</td>
<td>Other</td>
<td>Clinical Supervisor</td>
<td>Master's</td>
<td>0.0000</td>
<td>Supervision</td>
</tr>
<tr>
<td>Chad S Bingham</td>
<td>CCC-SLP</td>
<td>Full-Time 9mo.</td>
<td>Lecturer</td>
<td>Instructional Faculty, Other</td>
<td>Master's</td>
<td>0.0800</td>
<td>N/A</td>
</tr>
<tr>
<td>Stephanie A Borrie</td>
<td>None</td>
<td>Full-Time 9mo.</td>
<td>Associate Professor</td>
<td>Instructional Faculty</td>
<td>Research Doctorate (e.g. PhD, EdD, etc)</td>
<td>0.1200</td>
<td>Research</td>
</tr>
<tr>
<td>Ronald B Gillam</td>
<td>CCC-SLP</td>
<td>Full-Time 9mo.</td>
<td>Full Professor</td>
<td>Instructional Faculty</td>
<td>Research Doctorate (e.g. PhD, EdD, etc)</td>
<td>0.1200</td>
<td>Research</td>
</tr>
<tr>
<td>Sandra L Gillam</td>
<td>CCC-SLP</td>
<td>Full-Time 9mo.</td>
<td>Full Professor</td>
<td>Instructional Faculty</td>
<td>Research Doctorate (e.g. PhD, EdD, etc)</td>
<td>0.0000</td>
<td>Research, Not currently contributing</td>
</tr>
<tr>
<td>Jamie E Mecham</td>
<td>CCC-SLP</td>
<td>Full-Time 9mo.</td>
<td>Other</td>
<td>Clinic Director, Clinical Supervisor</td>
<td>Master's</td>
<td>0.0000</td>
<td>Supervision, Administration</td>
</tr>
<tr>
<td>Lisa Milman</td>
<td>CCC-SLP</td>
<td>Full-Time 9mo.</td>
<td>Associate Professor</td>
<td>Instructional Faculty</td>
<td>Research Doctorate (e.g. PhD, EdD, etc)</td>
<td>0.2400</td>
<td>Research</td>
</tr>
<tr>
<td>Teresa Ukrainetz</td>
<td>None</td>
<td>Full-Time 9mo.</td>
<td>Full Professor</td>
<td>Instructional Faculty, Program Director, Other</td>
<td>Research Doctorate (e.g. PhD, EdD, etc)</td>
<td>0.1200</td>
<td>Research, Administration</td>
</tr>
<tr>
<td>Kendra L Schofield</td>
<td>CCC-SLP</td>
<td>Part-Time</td>
<td>Other</td>
<td>Clinical Supervisor</td>
<td>Master's</td>
<td>0.1200</td>
<td>Supervision</td>
</tr>
<tr>
<td>Emilee Packer</td>
<td>CCC-SLP</td>
<td>Full-Time 9mo.</td>
<td>Other</td>
<td>Clinical Supervisor</td>
<td>Master's</td>
<td>0.0000</td>
<td>Supervision</td>
</tr>
<tr>
<td>Karen Filimoehala</td>
<td>CCC-SLP</td>
<td>Full-Time 9mo.</td>
<td>Instructor</td>
<td>Instructional Faculty</td>
<td>Master's</td>
<td>0.1200</td>
<td>N/A</td>
</tr>
<tr>
<td>Name</td>
<td>Program</td>
<td>Full-Time Status</td>
<td>Employment Status</td>
<td>Employment Category</td>
<td>Employment Type</td>
<td>Employment Level</td>
<td>Workload</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------------------</td>
<td>------------------</td>
<td>-------------------</td>
<td>---------------------</td>
<td>----------------</td>
<td>------------------</td>
<td>----------</td>
</tr>
<tr>
<td>Marika R King</td>
<td>CCC-SLP</td>
<td>Full-Time 9mo.</td>
<td>Assistant Professor</td>
<td>Instructional Faculty</td>
<td></td>
<td>Research Doctorate</td>
<td>0.0800</td>
</tr>
<tr>
<td>Jared A Fulgham</td>
<td>CCC-SLP</td>
<td>Full-Time 9mo.</td>
<td>Other</td>
<td>Clinical Supervisor</td>
<td></td>
<td>Master's</td>
<td>0.0000</td>
</tr>
<tr>
<td>Nicole Jacobson</td>
<td>CCC-SLP</td>
<td>Full-Time 12mo.</td>
<td>Other</td>
<td>Clinical Supervisor</td>
<td></td>
<td>Master's</td>
<td>0.0000</td>
</tr>
<tr>
<td>Vicki L Simonsmeier</td>
<td>CCC-A/SLP</td>
<td>Full-Time 12mo.</td>
<td>Other</td>
<td>Clinical Supervisor</td>
<td></td>
<td>Master's</td>
<td>0.0000</td>
</tr>
<tr>
<td>Michelle A Parker</td>
<td>CCC-SLP</td>
<td>Adjunct</td>
<td>Instructor</td>
<td>Instructional Faculty</td>
<td></td>
<td>Master's</td>
<td>0.1200</td>
</tr>
<tr>
<td>Beula Maria Magimairaj</td>
<td>CCC-SLP</td>
<td>Adjunct</td>
<td>Other</td>
<td>Instructional Faculty</td>
<td></td>
<td>Research Doctorate</td>
<td>0.1200</td>
</tr>
</tbody>
</table>

Summary of Faculty Contribution

- Number of full-time 9 month faculty: 12
- Number of full-time 12 month faculty: 3
- Number of part-time faculty: 1
- Number of adjunct faculty: 2
- Number of faculty with “other” employment status: 0
- Number providing supervision: 8
- Number providing research: 6
- Number providing advising: 0
- Number providing administration: 2
- Total % workload classroom teaching: 1.24
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.

Describe any changes that have occurred in the last reporting period regarding overall program faculty sufficiency.

None have occurred.

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

Yes.

Indicate faculty changes that have occurred since your last report to the CAA.

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Status</th>
<th>Courses taught/assigned</th>
<th>Effective date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stephanie Knollhoff</td>
<td>Left the program</td>
<td>COMD 6140 (Dysphagia) &amp; 6810 (Voice Dis)</td>
<td>7/1/2020</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Student Status</th>
<th>Current Report</th>
<th>Prior Report</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>38</td>
<td>41</td>
<td>-7.3171</td>
</tr>
<tr>
<td>Part-time</td>
<td>0</td>
<td>0</td>
<td>0.0000</td>
</tr>
<tr>
<td>Total</td>
<td>38</td>
<td>41</td>
<td>-7.3171</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Student Status</th>
<th>Current Report</th>
<th>Prior Report</th>
<th>Percent change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>10</td>
<td>11</td>
<td>-9.0909</td>
</tr>
<tr>
<td>Part-time</td>
<td>0</td>
<td>0</td>
<td>0.0000</td>
</tr>
<tr>
<td>Totals</td>
<td>10</td>
<td>11</td>
<td>-9.0909</td>
</tr>
</tbody>
</table>

Percentage change of enrollment across all modalities (if applicable)

| % Change Full-time | -7.6923 |
| % 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.

<table>
<thead>
<tr>
<th>Undergraduate Degree (e.g. BA, BS, etc)</th>
<th>Current total enrollment</th>
<th>Full-time Enrollment</th>
<th>Part-time Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA/BS</td>
<td>503</td>
<td>350</td>
<td>153</td>
</tr>
</tbody>
</table>

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

yes

List all other graduate programs offered in your department, in addition to the one you are currently reporting on:

<table>
<thead>
<tr>
<th>Degree program</th>
<th>Current Total Enrollment</th>
<th>Full-time enrollment</th>
<th>Part-time Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>AuD</td>
<td>23</td>
<td>22</td>
<td>1</td>
</tr>
<tr>
<td>Deaf Ed MEd</td>
<td>28</td>
<td>28</td>
<td>0</td>
</tr>
<tr>
<td>MS CommSc [NonClinical]</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

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.

Describe any changes that have occurred in the last reporting period regarding Faculty Sufficiency – Institutional Expectations.

None have occurred.

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.

Describe any changes that have occurred in the last reporting period regarding faculty qualifications.

None have occurred.

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: The majority of academic content should be calculated based on credit hours (not the number of courses) for academic courses only, not clinical coursework. 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.

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.

Please describe any changes that have occurred in the last reporting period regarding the program's Faculty Continuing Competence.

None have occurred.

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 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.
4. If the course is offered via Distance Education, check the box in the DE column

<table>
<thead>
<tr>
<th>Course Title and Number/Section</th>
<th>Instructors</th>
<th>Terms offered in the last 2 years</th>
<th>Requirement</th>
<th>Type</th>
<th># of credits</th>
<th>DE</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMD 6030 Disorders of Fluency/Stuttering</td>
<td>Ron Gillam</td>
<td>Term 3</td>
<td>Required-Grad</td>
<td>Academic</td>
<td>3</td>
<td>✔</td>
</tr>
<tr>
<td>COMD 6150 Phonological Assessments &amp; Intervention</td>
<td>Kendra Schofield</td>
<td>Term 1</td>
<td>Required-Grad</td>
<td>Academic</td>
<td>3</td>
<td>✔</td>
</tr>
<tr>
<td>COMD 6100 Advanced Clinical Practicum in Speech-Language Pathology</td>
<td>Debbie Amundson, Jamie Mecham</td>
<td>Term 1, 2, 3</td>
<td>Required-Grad</td>
<td>Clinical</td>
<td>7</td>
<td>✔</td>
</tr>
<tr>
<td>COMD 6020 Language Assessment &amp; Intervention for School-Age Children &amp; Adolescents</td>
<td>Beula Magimairaj</td>
<td>Term 2</td>
<td>Required-Grad</td>
<td>Academic</td>
<td>3</td>
<td>✔</td>
</tr>
<tr>
<td>COMD 6130 Acquired Motor Speech Disorders</td>
<td>Stephanie Borrie</td>
<td>Term 2</td>
<td>Required-Grad</td>
<td>Academic</td>
<td>3</td>
<td>✔</td>
</tr>
<tr>
<td>COMD 6200 Internship in the Public Schools (Outreach)</td>
<td>Jill Andrus</td>
<td>Term 2, 3, 5, 6</td>
<td>Required-Grad</td>
<td>Clinical</td>
<td>14</td>
<td>✔</td>
</tr>
<tr>
<td>COMD 6230 Introduction to Research in Communicative Disorders</td>
<td>Teresa Ukrainetz</td>
<td>Term 2</td>
<td>Required-Grad</td>
<td>Academic</td>
<td>3</td>
<td>✔</td>
</tr>
<tr>
<td>COMD 6120 Adult Language Disorders Dysphagia</td>
<td>Lisa Milman</td>
<td>Term 3</td>
<td>Required-Grad</td>
<td>Academic</td>
<td>3</td>
<td>✔</td>
</tr>
<tr>
<td>COMD 6140 Severe Communication Impairments</td>
<td>Lisa Milman</td>
<td>Term 3</td>
<td>Required-Grad</td>
<td>Academic</td>
<td>3</td>
<td>✔</td>
</tr>
<tr>
<td>COMD 6220 Severe Communication Impairments</td>
<td>Marika King</td>
<td>Term 3</td>
<td>Required-Grad</td>
<td>Academic</td>
<td>2</td>
<td>✔</td>
</tr>
</tbody>
</table>
Please describe any additional clarifying information you wish to provide regarding the program's courses.

- COMD 6100 clinic 1 semester (1 cr) for DE students, 1 credit; 3 semesters (7 cr) for Campus students
- COMD 6200 and 6300 externships managed for DE students by Jill Andrus and for Campus students by Chad Bingham, working with Clinic Director, Jamie Andrus
- COMD 6150 and 6250 taught first summer to both campus and DE students on campus
- COMD 6150 and 6200, Sandi Gillam on sabbatical so taught by clinical educator Kendra Schofield and PhD adjunct Beula Magimairaj
- COMD 6810 taught by adjunct Michelle Parker. New faculty member to start August, 2021 will teach 6810
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

Please describe any changes that have occurred in the last reporting period regarding the program’s Overall Curriculum.

None have occurred

Provide the URL for the current graduate program course descriptions.

http://catalog.usu.edu/search_advanced.php?cur_cat_oid=12&search_database=Search&search_db=Search&cpage=1&ecpage=6&ppage=1&spage=1&tpage=1&location=33&filter%5Bkeyword%5D=COMD

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.

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Number of Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum required academic credits</td>
<td>32</td>
</tr>
<tr>
<td>Minimum elective academic credits</td>
<td>0</td>
</tr>
<tr>
<td>Minimum required practicum/clinical credits</td>
<td>25</td>
</tr>
<tr>
<td>Minimum elective practicum/clinical credits</td>
<td>0</td>
</tr>
<tr>
<td>Minimum required research credits (include dissertation if applicable)</td>
<td>0</td>
</tr>
<tr>
<td>Minimum elective research credits (include dissertation if applicable)</td>
<td>0</td>
</tr>
</tbody>
</table>

Indicate any other requirements below

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Response Provided</td>
<td>No Response Provided</td>
</tr>
<tr>
<td>Total</td>
<td>57</td>
</tr>
</tbody>
</table>

Describe how the courses offered by distance education are equivalent to those that are offered in the residential program, including number of credits, availability, sequence, etc.

The DE academic curriculum is the same as the campus curriculum in credits, availability, and sequence. The DE students take the courses in the first summer on campus with the rest of the students. The DE students take subsequent academic courses simultaneously with the campus students through synchronous interactive video broadcast internet technology. The instructors use the internet learning management Canvas system to support instruction for all students.

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.

Please describe any changes that have occurred in the last reporting period regarding the program’s Curriculum Currency.

None have occurred.

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.

Please describe any changes that have occurred in the last reporting period regarding the program's Sequence of Learning Experiences.

None have occurred.

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

MA has the Comprehensive Exam in the final semester. MS has a thesis or master's project throughout the program.

Students in the Listening and Spoken Language (LSL) emphasis also take the following:

YEAR 1
- Summer: LSL seminar (1 cr)
- Fall: Auditory Learning and Spoken Language (3), LSL Seminar (1), LSL practicum (1 cr of 6100 3 cr)
- Spring: IDEA implementation (2), Family-centered practices (2), LSL practicum (1 cr of 6100 3 cr)

YEAR 2
- Summer: Multiple disabilities (2), Intro to Cochlear Implants (2), Pediatric Audiology (2)
- Fall: LSL practicum (1), Language and Emergent Literacy in Children Deaf or HH (2)
- Spring: LSL Launch (3)

For the distance education component describe any differences in the expected sequence of courses and clinical experiences that result from different tracks.

Same course sequence, credit hours, and average clinical clock hours.

DE students gain more of their first year clinical experiences in their school settings than in the university clinic. DE students take their full-time healthcare externship in the second summer while most campus students take it in the second spring. Campus students have an additional short specialty externship and some are part of the Listening and Spoken Language specialization.

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.

Please describe any changes that have occurred in the last reporting period regarding the program's Diversity Reflected in the Curriculum.

None have occurred.

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.

Please describe any changes that have occurred in the last reporting period regarding the program's Scientific and Research Foundations.

None have occurred.

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.

Please describe any changes that have occurred in the last reporting period regarding the program's Clinical Settings/Populations.

None have occurred.

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.

Please describe any changes that have occurred in the last reporting period regarding the program's Clinical Education - Students.

None have occurred.

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.

Please describe any changes that have occurred in the last reporting period regarding the program's Clinical Education - Client Welfare.

None have occurred.

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.

Please describe any changes that have occurred in the last reporting period regarding the program's External Placements.

None have occurred.

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.

Please describe any changes that have occurred in the last reporting period regarding the program's Student Conduct.

None have occurred.

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.

Please describe any changes that have occurred in the last reporting period regarding the program's admission criteria.

None have occurred.

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.

Please describe any changes that have occurred in the last reporting period regarding Student Adaptations.

None have occurred.

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.

Please describe any changes that have occurred in the last reporting period regarding Student Intervention.

None have occurred

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.

Please describe any changes that have occurred in the last reporting period regarding the program's Student Information.

None have occurred.

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

Please describe any changes that have occurred in the last reporting period regarding student complaints.

None have occurred

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.

Please describe any changes that have occurred in the last reporting period regarding Student Advising.

None have occurred.

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.

Please describe any changes that have occurred in the last reporting period regarding the documentation of student progress.

None have occurred.

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.

Please describe any changes that have occurred in the last reporting period regarding the program's Availability of Student Records.

None have occurred

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

Please describe any changes that have occurred in the last reporting period regarding the program’s Student Support Services

None have occurred

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 describe any changes that have occurred in the last reporting period regarding the program's Verification of Student Identity.

None have occurred.

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

Due to the pandemic, in 2020-21, the program temporarily shifted campus students to the same interactive video broadcast system as the DE students. Additionally, Zoom was embedded in the password-protected secure Canvas learning management system so students could attend class from their personal computers instead of just via designated state sites. Student identity verification and protection occurred via Canvas. Exams could be taken through Proctorio in Canvas or at university-approved testing sites where student identification is required.
**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.

Please describe any changes that have occurred in the last reporting period regarding assessment of students.

None have occurred.

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.

Please describe any changes that have occurred in the last reporting period regarding program assessment of students.

None have occurred.

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.

Please describe any changes that have occurred in the last reporting period regarding the program's Ongoing Program Assessment.

None have occurred.

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.

Please describe any changes that have occurred in the last reporting period regarding the program’s Ongoing Program Improvement.

None have occurred.

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

The faculty discuss the program data at least annually at the division retreat to make data-based decisions to improve the program. For example, in Spring 2021, based on feedback, the decision was made to reverse the order of Stuttering and AAC based on practicum availability in the first summer. Another example is in Fall 2021, graduate syllabi were reviewed for clarity of expectation statements to attain assigned KASA standards. A third example was in Spring 2021 deciding that a COVID-based shift of Written Comprehensive exams online and slightly later in the semester was a positive change that will be continued.
**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.

Please describe any changes that have occurred in the last reporting period regarding the program's Program Completion Rate. None have occurred.

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
- Full-time without CSD undergraduate major: NA
- Part-time with CSD undergraduate major: NA
- Part-time without CSD undergraduate major: NA

Provide the published length of time (stated in semesters/quarters) for students to complete the distance education component.

- Full-time with CSD undergraduate major: 6
- Full-time without CSD undergraduate major: NA
- 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

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

<table>
<thead>
<tr>
<th>Period</th>
<th>Number completing on time</th>
<th>Number completing later than on-time</th>
<th>Number not completing</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recent Year</td>
<td>19</td>
<td>0</td>
<td>1</td>
<td>19</td>
</tr>
<tr>
<td>1 Year Prior</td>
<td>19</td>
<td>0</td>
<td>0</td>
<td>19</td>
</tr>
<tr>
<td>2 Years Prior</td>
<td>18</td>
<td>0</td>
<td>0</td>
<td>18</td>
</tr>
<tr>
<td>3 Year Average</td>
<td></td>
<td></td>
<td></td>
<td>98.2456</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Period</th>
<th>Number completed on-time</th>
<th>Number completed later than on-time</th>
<th>Number not completing</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recent Year</td>
<td>5</td>
<td>0</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>1 Year Prior</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>2 Years Prior</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>3 Year Average</td>
<td></td>
<td></td>
<td></td>
<td>94.1176</td>
</tr>
</tbody>
</table>
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

Please describe any changes that have occurred in the last reporting period regarding the program's Praxis Examination Pass Rate

None have occurred

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.

<table>
<thead>
<tr>
<th>Period</th>
<th>Number of Test-takers Taking the Exam</th>
<th>Number of Test-takers Passed</th>
<th>Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recent Year</td>
<td>19</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>1 Year Prior</td>
<td>19</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>2 Years Prior</td>
<td>18</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>3-year average</td>
<td></td>
<td></td>
<td>100.0000</td>
</tr>
</tbody>
</table>

For the distance education component, 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.

<table>
<thead>
<tr>
<th>Period</th>
<th>Number of Test-takers Taking the Exam</th>
<th>Number of Test-takers that Passed</th>
<th>Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recent Year</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>1 Year Prior</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>2 Years Prior</td>
<td>6</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>3-year Average</td>
<td></td>
<td></td>
<td>100.0000</td>
</tr>
</tbody>
</table>

3 year Praxis pass rate average for all modalities:

100.0000

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.

Please describe any changes that have occurred in the last reporting period regarding the program's Employment Rate.

None have occurred.

Provide the number of graduates in your residential 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.

Note: Reporting must be on all graduates from one year prior, not just those who are known to be employed or continuing education in the profession (e.g., via responses to a survey).

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Number of Graduates Employed</th>
<th>Number of graduates not employed</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Year Prior</td>
<td>15</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>2 Year Prior</td>
<td>18</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>3 Years Prior</td>
<td>16</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>3-Year Average</td>
<td></td>
<td></td>
<td>92.4528</td>
</tr>
</tbody>
</table>

Provide the number of graduates from your distance education component 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. Note: Reporting must be on all graduates from one year prior, not just those who are known to be employed or continuing education in the profession (e.g., via responses to a survey).

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Number of graduates employed</th>
<th>Number of graduates not employed</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Year Prior</td>
<td>5</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>2 Years Prior</td>
<td>6</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>3 years Prior</td>
<td>7</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>3-year average</td>
<td></td>
<td></td>
<td>100.0000</td>
</tr>
</tbody>
</table>

3 year Employment rate average for all modalities

94.3662

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.

Please describe any changes that have occurred in the last reporting period regarding the program's Program Improvement – Student Outcomes

None have occurred.

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 SLP division tracks graduation rate, Praxis exam pass rate, and employment after graduation. The faculty reviews and discusses data at the annual retreat. Annual review of the data allows us to have the opportunity for timely quality improvement, such as addressing communication to facilitate informing students and obtaining accurate data.

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.

Please describe any changes that have occurred in the last reporting period regarding the program's Evaluation of Faculty.

None have occurred.

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.

Please describe any changes that have occurred in the last reporting period regarding the program's Faculty Improvement

None have occurred.

Please provide any additional clarifying information regarding the program's compliance with Standard 5.10.

None.
Standard 5.11 Effective Leadership

Please describe any changes that have occurred in the last reporting period regarding the program's Effective Leadership

None have occurred

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

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.

Please describe any changes that have occurred in the last reporting period regarding the program’s Institutional Financial Support.

None have occurred

Describe the budgeting process for the program.

The department head collects information from administrative faculty and financial staff concerning needs and resources. The department head makes budgetary decisions in the best interests of the entire program.

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).

<table>
<thead>
<tr>
<th>Sources of Support</th>
<th>Prior Year (Amount in $)</th>
<th>Current Year (Amount in $)</th>
<th>% increase/decrease</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty/Staff Salaries</td>
<td>211,198.00</td>
<td>247,494.00</td>
<td>17.1836</td>
</tr>
<tr>
<td>Supplies &amp; Expenses (non-capital/non-salary expenses)</td>
<td>74,167.00</td>
<td>65,626.00</td>
<td>-11.5159</td>
</tr>
<tr>
<td>Capital Equipment</td>
<td>53,539.00</td>
<td>0.00</td>
<td>-100.0000</td>
</tr>
<tr>
<td>Institutional Support Sub-Total</td>
<td>223,969.00</td>
<td>254,053.00</td>
<td>13.4320</td>
</tr>
<tr>
<td>Grants/contracts</td>
<td>74,893.70</td>
<td>77,607.00</td>
<td>3.6229</td>
</tr>
<tr>
<td>Clinic Fees</td>
<td>84,230.00</td>
<td>90,743.00</td>
<td>7.7324</td>
</tr>
<tr>
<td>Other Funding</td>
<td>0.0000</td>
<td>0.0000</td>
<td>0.0000</td>
</tr>
<tr>
<td>Non-Institutional Support Sub-Total</td>
<td>83,316.70</td>
<td>86,681.30</td>
<td>4.0383</td>
</tr>
<tr>
<td>Total Budget</td>
<td>307,286.10</td>
<td>340,734.00</td>
<td>10.8850</td>
</tr>
<tr>
<td>% of budget represented by non-institutional support</td>
<td>27.1137</td>
<td>25.4396</td>
<td>-6.1744</td>
</tr>
</tbody>
</table>

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.

Dr Beth Foley stepped down from Dean and returned to COMDDE dept so her salary is now included. She does not contribute to the graduate program.

Describe how the program determines that there is sufficient support for the specific areas of personnel, equipment, educational and clinical materials, and research.

The department head collects information from administrative faculty and financial staff concerning needs and resources. The department head makes budgetary decisions in the best interests of the entire program.
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.

Please describe any changes that have occurred in the last reporting period regarding the program's Support for Faculty Continuing Competence.

None have occurred.

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.

Please describe any changes that have occurred in the last reporting period regarding the program's Physical Facilities.

None have occurred.

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.

Please describe any changes that have occurred in the last reporting period regarding the program's equipment, educational and clinical materials.

None have occurred.

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

Please describe any changes that have occurred in the last reporting period regarding the program's Technical Infrastructure

None have occurred

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.

Please describe any changes that have occurred in the last reporting period regarding the program's Clerical and Technical Staff Support.

None have occurred.

Please describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 6.6.

None.

Unreferenced Documents

- program-completion-rate-calculator-worksheet(1).xlsx
- program-completion-rate-calculator-worksheet(2).xlsx