Responses to AFIs (1)

- Clarification of 3 semester hours of credit in curriculum and methods of clinical services for children with communication disorders in schools:
  - Revision of SLP 530: Speech-Language Pathology Practice in Schools (See Appendix 1)
    - Incorporates roles and responsibilities of SLPs in schools
    - Incorporates IEP, PPT, processes
    - Incorporates annual evaluations, eligibility determination
    - Incorporates collaboration in SRBI/RTI processes
  - Revisions to SLP 501, 503, 505, 601 and 602: Practicum Seminar courses and Student Teaching (See Appendix 2, 3, and 4)
    - Incorporates key strategies to manage student behavior
    - Incorporates role of the SLP in work with other pupil personnel providers
    - Incorporates practice in writing student evaluations for eligibility and annual evaluations
    - Incorporates participating in PPT and IEP processes, communicating with colleagues, paraprofessionals, and parents
    - Length and frequency of SHU supervisory visits clarified
Responses to AFI (2)

- Responses to placement of Praxis I within program
  - Already present in submitted Scope and Sequence Document (Appendix 5).
  - Added to Revised Chart 2: Key Assessments (Appendix 6).
- Responses to questions re: Key Assessment #6
  - The TEAM assessment has been replaced by a modification of the CT CCT Rubric for Effective Service Delivery 2015 (See Appendix 6).
- Responses to questions re: ASHA Assessments #3, 4, 5
  - The timing of Key Assessment #5 (The ASHA PACE Matrix; Appendix 6) has been changed to the pre-student teaching experience.
  - Rubric categories have been revised to flesh out criteria (See Appendix #6).
  - Key Assessment #7, though required by ASHA, has been removed as a Key Assessment (See Appendix 6) and replaced.
Responses to AFI (2)-con’t.

- Clarification of how program faculty will review candidate assessment data
  - Clarification of semester review process (See Appendix 7).
  - Clarification of Professional Progress Committee process for remediation (See Appendix 7).
  - Clarification of training and calibration of program faculty to achieve reliability/validity establishment for Key Assessments following IFCE process (See Appendix 8).
Responses to AFI (3)

- Clarification inclusion of faculty with recent school-based experience
  - Next hire will be of a supervisor with experience in public schools during the last five years. See job description for 2016 hire of new supervisory faculty (Appendix 9).