

Major Field Assessment Plan
M.S. Communication Science Disorders

The mission of Southeastern Louisiana University is to meet the educational and cultural needs, primarily of Southeast Louisiana, to disseminate knowledge and to facilitate life-long learning through quality instruction, research and service in a safe, student-centered environment.

The Mission of the Program is to facilitate life-long learning in the areas of normal and disordered communication processes and to model and encourage competent, caring, clinical service and to up-hold the Code of Ethics of the American Speech-Language-Hearing Association (ASHA) and the Louisiana Board of Examiners in Speech-Language Pathology and Audiology (LABESPA).

The Council for Academic Accreditation (CAA) of the American Speech-Language-hearing Association (ASHA) accredits the graduate program in speech-language pathology. The graduate program enables majors to obtain the Certificate of Clinical Competence in speech-language pathology from the ASHA, an ancillary certificate as a speech therapist from the State Department of Education, and a license as a speech-language pathologist from the LABESPA.

The Mission of the Speech-Language & Hearing Clinic is to serve as a teaching facility for the application of clinical methodology based on sound theoretical principle. Secondly, the Clinic affords students the opportunity to employ scientific methodology of research to the clinical and supervisory processes. Further, the Clinic functions to provide quality services to the members of the community with communication disorders.

All coursework in the graduate program emphasize the students' understanding of speech and language differences versus speech and language disorders. Assessment courses emphasize non-biased assessment of individuals from culturally and linguistically different backgrounds and stress the use of explanatory analysis (the documentation of extrinsic factors that may negatively impact the communication development and proficiency of an individual from a culturally and linguistically different background). All disorders courses include information on variations in incidence, severity, and types of communication deficits that are specific to culturally and linguistically different groups.

Clinical education and practicum experiences encourage students to view cultural diversity from a broad perspective; that is, not only in terms of ethnic and regional differences, but in terms of community (rural vs. urban), socioeconomics (cultural of poverty), and educational levels. Students obtain information about linguistic and pragmatic differences among cultures, and student clinicians modify intervention to reflect these differences. Clinical partnerships have been expanded to include sites that reflect a population from culturally and linguistically different backgrounds.

Faculty development emphasizes awareness of multi-cultural issues and the impact these differences have on normal and disordered communication. Publications and training information from the American Speech-Language-Hearing Association are used by the faculty and include materials such as, *Second Language Learners: ASHA Readings*, and *Clinical Issues when Assessing African American Children: ASHA Reading*. Reviews of course syllabi reflect print and electronic resources that enhance course texts (e.g., Web sites: Languages of the World www.sil.org/ethnologue, American Dialect Society www.americandialect.org, and print references, *Assessment of language skills in rural preschool children* (Smith, Myers-Jennings, & Coleman, 2000; *Accents and dialects* (Montgomery, 99), *Distinguishing between communication disorders and communication differences* (Taylor, Payne, & Anderson, 97).

Goal 1 _____

To provide a high-quality curriculum and instruction that allows the student to demonstrate knowledge, beyond the introductory level, of the nature of speech, language, swallowing, hearing, and communication differences and disorders, including the etiologies, characteristics, and biological, acoustic, psychological, developmental, and the linguistic and cultural correlates and disorders.

A. Expected Outcome

Students will have a positive opinion of their knowledge upon completion of their program in communication sciences and disorders.

Assessment

Eighty percent of students will be “very satisfied” or “satisfied” with the quality of instruction and degree program as measured on the University’s Survey of Graduate Alumni.

B. Expected Outcome

Students will consider themselves prepared to be employed as a Clinical Fellow in speech-language pathology.

Assessment

Eighty percent of students will be prepared to practice speech-language pathology as measured by the Department’s Exit Survey of Graduates.

Goal 2

To demonstrate competency in clinical skills

A. Expected Outcome

Students will successfully complete the program's required clinical practica courses (CSD 510, 611 & 603).

Assessment

One hundred percent of students will achieve a final recommended grade of "B" or better in all clinical practicum courses as measured by the *Cognitive Behavioral Systems End-of-Term Supervision Form*.

B. Expected Outcome

Students will graduate with a minimum of 350 clinical contact hours in the following areas:

- 25 hours of observation prior to first clinical practicum course
- 20 hours of evaluation of speech disorders in children
- 20 hours of evaluation of speech disorders in adults
- 20 hours of evaluation of language disorders in children
- 20 hours of evaluation of language disorders in adults
- 20 hours in treatment of speech disorders in children
- 20 hours in treatment of language disorders in children
- 20 hours in treatment of speech disorders in adults
- 20 hours in treatment of language disorders in adults

Assessment

- a. One hundred percent of students will provide documentation of 25 hours of observation prior to enrolling in first clinical practicum course as documented on their application for Clinic Practicum and verified by the Clinic Director.
- b. One hundred percent of students will complete the ASHA Clinical Summary Sheet after completing CSD 603. The Summary sheet delineates the number and areas of clinical contact hours. The Clinic Director will sign the Summary Sheet to verify the number and type of contact hours. The Program Director or designee will sign the clinical summary sheet and Application for Membership/Certification to the ASHA

Goal 3

To provide a high-quality comprehensive professional instruction in communication disorders in preparation for employment.

A. Expected Outcome

Students will pass the National Examination in Speech-Language Pathology.

Assessment

Eighty percent of students will pass the National Examination in Speech-Language Pathology and Audiology (NESPA) with a minimum score of 600 as documented by the Educational Testing Service (ETS) reports.

B. Expected Outcome

Students will graduate with a cumulative grade point average of 3.0 or higher.

Assessment

One hundred percent of students will graduate with a cumulative grade point average of 3.0 or higher as documented by Institutional Research (IR).

Goal 4

To provide opportunities for students to demonstrate a positive professional identity and an appreciation for life-long learning.

A. Expected Outcome

Students will participate in professional activities and/or service-learning experiences. These experiences may include but are not inclusive of: service-learning projects as part of course work, off-campus visits to clinics, hospitals, schools, etc., research projects and papers, and presentations and/or attendance at local, state, and national professional meetings.

Assessment

Twenty-five percent of students will participate in professional activities and/or service-learning experiences as documented from course syllabi, off-campus visitation requests, travel authorizations, and participation logs will reflect the type of activity and the number of student participants. Documentation will be filed with the departmental secretary.

B. Expected Outcome

Students will be satisfied with involvement in professional activities, service-learning opportunities, and experiences outside of the classrooms.

Assessment

Seventy-five percent of students will be satisfied with involvement in professional activities, service-learning opportunities, and experiences outside of the classrooms. Data will be collected from the SLU Exit Survey.