

Major Field Assessment Plan
M.S. Communication Sciences & Disorders
Department of Communication Sciences & Disorders
Revised June 2005

Southeastern Louisiana University Mission

The mission of Southeastern Louisiana University is to lead the educational, economic, and cultural development of Southeast Louisiana.

Program Mission

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 normal communication including swallowing, communication differences, and communication disorders across the life span. Students are expected to communicate in a variety of professional formats and in written and oral forms. 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. One course, CSD 624: Advanced Seminar in Language Differences & Disorders was added to the core curriculum. An elective course, Counseling, includes information about counseling individuals from culturally and linguistically diverse backgrounds.

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 (i.e., rural vs. urban), socioeconomics (i.e., 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.

Goal 1

Students will acquire knowledge about:

- a. The depth and breadth of academic course work in normal and disordered communication process, including swallowing.
- b. Research and how to integrate research into evidence-based intervention.
- c. Certification, licensure and professional credentials.

Expected Outcome

- a. Students will have a positive opinion of their knowledge of normal and disordered communication processes, including swallowing upon completion of their program in communication sciences and disorders.
- b. Students will have a positive opinion of their knowledge of research and how to integrate research into evidence-based intervention.
- c. Students will be knowledgeable about certification, licensure and professional credentials.

Assessment

- a. Eighty percent of students will be
 1. “satisfied” or “very satisfied” with the depth & breadth of course work in normal communication processes & swallowing as measured by the University’s Exit Survey.
 2. “knowledgeable” or “very knowledgeable” about normal and disordered communication as measured by the Department’s Exit Survey of Graduates.
- b. Eighty percent of students will be
 1. “satisfied” or “very satisfied” course work in research as measured by the University’s Exit Survey.
 2. “knowledgeable” or “very knowledgeable” about research and integration of research principles into clinical practice as measured by the Department’s Exit Survey of Graduate.
- c. Eighty percent of students will be
 1. “satisfied” or “very satisfied” about their knowledge of certification, licensure and professional credentials as measured by the University’s Exit Survey.
 2. “knowledgeable” or “very knowledgeable” about certification, licensure and other relevant professional credentials as measured by the Department’s Exit Survey of Graduate.

Goal 2

Students will be satisfied with clinical experiences with populations from across the life span and from culturally & linguistically diverse populations.

Expected Outcome

Students will have a positive opinion about their clinical experiences with individuals from across the life span and from culturally & linguistically diverse backgrounds.

Assessment

1. Eighty percent of students will be “satisfied” or “very satisfied” about their clinical skills as measured by the University’s Exit Survey.
2. Eighty percent of students will consider themselves to be “skilled ” as measured by the Department’s Exit Survey of Graduate.
3. One hundred percent of students will complete the ASHA Clinical Summary Form and meet clinical requirements to begin the CF.

Goal 3

Students will possess the skills to:

- a. Screen and assess communication disorders.
- b. Develop intervention plans
- c. Implement and modify intervention plans
- d. Communicate effectively about communication disorders and differences
- e. Self- evaluate effectiveness as a clinician

Expected Outcome

- a. Students will successfully complete assessment courses (CSD 309 & 617) and clinical practica (CSD 500, 510, 603, 611, 630).
- b. Students will successfully develop intervention plans in courses (CSD 629) and in clinical practica (CSD 500, 510, 603, 611, 630).
- c. Students will successfully implement and modify intervention plans in clinical practica (CSD 500, 510, 603, 611, 630).
- d. Students will successfully communicate about communication disorders and differences in course work (CSD 617) and in clinical practica (CSD 500, 510, 603, 611, 630).
- e. Students will self-evaluate effectiveness as a clinician in clinical practica (CSD 500, 510, 603, 611, 630).

Assessment

- a. Ninety percent of student will achieve a final grade of “B” or better in assessment courses and clinical practica as measured by final grades, KASA checklist, and CBS evaluations.
- b. Ninety percent of student will achieve a final grade of “B” or better in assessment courses and clinical practica as measured by final grades, KASA checklist, and CBS evaluations.
- c. Ninety percent of student will achieve a final grade of “B” or better in clinical practica as measured by final grades, KASA checklist, and CBS evaluations.
- d. Ninety percent of student will achieve a final grade of “B” or better in assessment courses and clinical practica as measured by final grades, KASA checklist, and CBS evaluations.

- e. Ninety percent of student will complete the Department's Exit Survey relative to clinical skills.

Goal Attainment Framework

Expected Outcome

1. Acquisition of knowledge

- a. positive opinion of knowledge of normal and disordered communication process
- b. positive opinion of knowledge of research methods
- c. positive opinion of knowledge of certification, licensure, and professional credentials

2. Clinical experiences with populations from across the life span

positive opinion of clinical experiences with individuals from across the life span and culturally & linguistically diverse backgrounds

3. Demonstration of skills

- a. complete assessment courses (CSD 309, 617) and clinical practica (CSD 500, 510, 603, 611, 630)
- b. develop intervention plans in courses (CSD 629) and clinical practica (CSD 500, 510, 603, 611, 630)
- c. implement and modify intervention plans in clinical practica (CSD 500, 510, 603, 611, 630)
- d. communicate about communication disorders and differences in course work (CSD 617, 624) and clinical practica (CSD 500, 510, 603, 611, 630)
- e. self-evaluate effectiveness as a clinician in clinical practica (CSD 500, 510, 603, 611, 630)