

**DEPARTMENT OF COMMUNICATION DISORDERS**  
**Graduate Program Assessment Yearly Report**  
**M.S. in Communication Disorders**  
**December 1, 2007**

**I. ASSESSMENT ACTIVITIES**

**A. Program Goals: Educate professional speech-language pathologists**

In keeping with university and college mission statements, the graduate program of the Department of Communication Disorders is committed to:

- a) Providing students with a specific knowledge base in normal and disordered human communication and the ability to apply this knowledge in the diagnosis and treatment of individuals with communication and related disorders.
- b) Providing students with the clinical skills necessary to diagnose, treat, and refer individuals with communication disorders.
- c) Providing students with a thorough understanding of the range of professional issues and responsibilities which are needed to function competently and professionally as speech-language pathologists according to accepted ethical and professional standards.
- d) Providing students with the ethical responsibility for lifelong learning, the skills necessary to act as independent learners, and the ability to develop a personal program of continuing education.
- e) Supporting faculty in their endeavors to transmit knowledge.
- f) Supporting faculty in their endeavors to advance knowledge.
- g) Supporting faculty in their endeavors to apply knowledge.
- h) Assuring the integrity of the curriculum through maintenance of rigorous standards.
- i) Assuring the integrity of the curriculum through maintenance of high expectations for student learning and performance.
- j) Providing a wide variety of services to the community.
- k) Achieving diversity in the student body and faculty.

The faculty of the Department of Communication Disorders completed in the Fall of 2004 its annual review of the program goals relative to students, faculty, and the program and determined that no revisions were warranted. These goals were included in the self-study the department submitted in February 2005 as part of its application for re-accreditation by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA).

The appropriateness of the goals was affirmed by the CAA's again granting full eight-year accreditation status to the department in March 2006 and accepting our first subsequent annual report, submitted in December 2006.

### **B & C. Learning Outcomes/Data Collection and Results:**

For Learner outcomes, see Table A.

For Faculty Development and Curriculum Development outcomes, see Table B.

### **RESULTS SUMMARY**

Internal measures (e.g. course exams, practicum assessments) indicate that the program is highly successful in achieving its stated outcomes. External measures (e.g. student scores on the national certification exam and students' employability) confirm the program's success in achieving the specified outcomes. The graduate program was notified in March 2006, that it again received full accreditation by the Council of Academic Accreditation of the American Speech-Language-Hearing Association for the maximal eight years. The M.S. program was awarded by the Board of Governors its "Program of Excellence" designation in May 2005.

## **II. PLANS FOR THE CURRENT YEAR:**

We plan to continue our weekly departmental meetings to discuss departmental concerns and to continue to review the academic and clinical programs.

We plan to maintain accreditation by the Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA) by maintaining standards and submitting our yearly report documenting compliance.

We plan to expand on the success of our two previous Assessment Day student-faculty activities. While we were pleased with the attendance, (100% faculty; over 90% student participation) and the format (student/faculty focus groups), we believe that we can achieve equally effective results by paring the sessions from both morning and afternoon to one session per focus group, as well as other "fine tuning."

We plan to maintain our on-going review of the academic and clinical curriculum to ensure compliance with the most recent (2005) ASHA standards.

We plan to review and modify our system for recording and maintaining student learning outcomes. As a result of a Hedrick Grant awarded to the department in 2005, we were able to develop specific learner outcomes for every course in our curriculum required for students to meet national (ASHA) certification standards.

Each student is responsible for meeting the outcome requirements, and the graduate advisors monitor compliance. As we have just completed our second year of full implementation of this system, we plan to review it thoroughly and make modifications wherever appropriate.

We plan to maintain the number of WAC course offerings in the department.

Having offered courses with the Service-Learning designation for the first time this year, we plan to maintain or increase our course offerings with this designation.

We plan to maintain our emphasis on academic and clinical teaching. We are pleased with our students' satisfaction of our teaching as measured by their evaluation of us. As a department, we received a mean score of 3.58 (on a 4-point scale) for the Spring Semester (based on 8803 responses) on the university-wide evaluation instrument (see Table B), and we plan to maintain or exceed these levels during the coming year.

We plan to continue to support faculty development by: encouraging faculty travel to state and national conferences, by supporting faculty in research efforts and professional presentations, by supporting faculty in their efforts to obtain a terminal degree, and by encouraging faculty to engage in other professional activities. We also plan to fill our vacant tenure-track position with a qualified faculty member.

We plan to continue to expand the clinical services offered in the Marshall University Speech and Hearing Center, the clinical arm of the department. In doing so, we will increase the clinical learning opportunities for our students as well as provide speech and hearing services to the tri-state community. During the period since our last assessment report, our students and faculty have provided over \$150,000.00\* worth of pro-bono services to communicatively-impaired individuals through the Marshall University Speech and Hearing Center. With the addition of planned new programs, we hope to exceed this amount next year.

Begun in November 2006, we plan to expand our new program for hearing-impaired children called: *Auditory Beginnings: The Listening, Language, Learning Lab at Marshall*. Funded by a \$240,000 West Virginia Department of Education grant, this program is the first of its kind in West Virginia and the Tri-state area. The mission of the program is to facilitate auditory and spoken language in children with cochlear implants or aided hearing loss and to provide training for our students in auditory-oral methodologies.

\*This total does not include services provided in external sites.

We plan to continue and strengthen our partnership with the Huntington, WV chapter of the Scottish Rite Masons which currently provides the majority of the funding for a clinical staff position in the department.

We plan to expand the usage of our newly installed \$200,000.00 state-of-the-art clinical monitoring system which replaced the previous system which had become non-functional. The new system, using IRIS technology, allows us to supervise student clinicians according to American Speech-Language-Hearing Association standards as well as enable us to provide demonstration therapy and evaluation sessions in laboratory classes. More than 70% of the funding for the monitoring system has come from funds generated by the department.

We plan to use funds generated from student fees to purchase new equipment for the department.

As we take very seriously the designation granted to us by the Board of Governors as a "Program of Excellence," we plan to maintain high standards for ourselves, our students, and our program.

### **III. ASSISTANCE NEEDED:**

Given the low response rate to departmental surveys and questionnaires to individuals outside the department, data collection is difficult. Any suggestions the UAC could provide to increase response rate would be most welcome.

Because of the low response to alumni surveys, four years ago we initiated exit interviews and surveys of all graduates to gather information of student satisfaction and to apprise graduates of the importance of student/alumni feedback. Because we conduct the exit interviews and surveys prior to graduation, we are able to get a high response rate. We intend to continue this practice with the expectation that the interviews and surveys will yield beneficial feedback about the program and the hope that graduates completing this process will be more likely in the future to understand the importance of returning alumni survey forms.

### **IV. WHAT ONE MOST IMPORTANT THING HAS THE DEPARTMENT/ PROGRAM LEARNED THROUGH THIS PROCESS?**

The program recognized the value of on-going self-study when it first began to prepare for its initial accreditation review over fifteen years ago. The process of self-evaluation provides a dynamic perspective from which a program can more readily identify both areas of strength and those which could benefit from modification.

We have learned that our program, while currently successful, can continue to grow in quality and quantity by admitting quality students, retaining quality faculty, and expanding quality clinical programs.

## **Key – Table A**

The competencies of a well-educated person from the graduate program of the department are:

1. The ability to apply a broad education in the liberal arts including knowledge of multicultural and international issues to the study of human communication disorders.
2. A thorough knowledge of the scientific literature and information base underlying normal and disordered human communication and related areas.
3. The ability to plan and administer in-depth evaluations of persons with communication disorders and, based on the results of these evaluations and the individual needs of each client, develop and administer a program of remediation based on the individual needs of each client.
4. The ability to communicate effectively, in the discourse of the discipline, in both oral and written formats.
5. The ability to think critically, independently, and, in collaborative endeavors, to solve clinical problems.
6. The necessary skills, including computer and information literacy skills, to meet the professional and ethical responsibilities of lifelong learning.

*Since one method of assessment may address multiple outcomes, assessment measures are charted in Table A by Outcome number.*

**TABLE A**  
**Learner Assessment**  
**Communication Disorders**  
**Graduate Program**

| Outcome     | Method of Assessment   | Benchmark   | Evaluation   | Conclusion/Action  |
|-------------|--|---|--|--|
| 1,2,3,4,5,6 | National Exam in Speech-Language Pathology (NESPA)-PRAXIS Series         | -Score 600 or above (NESPA)   | 100% achieved (21/21)  | Equals previous year<br>Maintain current practice  |
| 1,2,3,4,5,6 | Master's degree comprehensive exam                                       | -Score 620 or above (NESPA)   | 100% achieved (21/21)  | Equals previous year<br>Maintain current practice  |
|             |  | -Score High Pass (NESPA) 700 or above   | 48% achieved (10/21)   | Increased 25% from previous year<br>Maintain current practice  |
| 1,2,3,4,5,6 | Knowledge and Skills Acquisition (KASA) (See attached standards)         | -Meet all standards   | 100% achieved (21/21)  | Maintain current practice  |
| 1,2,3,4,5,6 | West Virginia State Department of Education Teacher Certification Exam   | -Score 600 or above (NESPA)   | 100% achieved (21/21)  | Equals previous year<br>Maintain current practice  |
| 1,2,3,5,6   | West Virginia Licensure Exam   | -Score 600 or above (NESPA)   | 100% achieved (21/21)  | Equals previous year<br>Maintain current practice  |
| 1,2,3,4,5,6 | Clinical Fellowship Year (CFY)   | -Successful completion of (as demonstrated by endorsement of supervisor)<br>-CFY exit report of supervision<br>-Survey of supervision | 100% eligible<br><br>*No data available<br>*No data available<br>(*Anecdotal data suggests 100% pass rate) | Maintain current practice<br><br>Find means to secure data   |
| 1,2,3,4,5,6 | Certificate of Clinical Competence in Speech-Language Pathology (CCC-Sp) | -Awarding of CCC-Sp by ASHA   | 100% eligible  | Maintain current practice  |
| 1,2,3,4,5,6 | Employability  | -Employment rate in field   | All who sought positions – Demand exceeds supply<br>20/21 employed   | Maintain current practice<br><br>95% of last year's graduates employed in field<br>One graduate elected not to seek employment |

**TABLE A – Learner Assessment – continued**

| Outcome     | Method of Assessment        | Benchmark   | Evaluation   | Conclusion/Action  |
|-------------|-----------------------------|---|--|--|
| 1,2,3,4,5,6 | GPA                         | ->3.00  | 100% achieved  | Maintain current practice  |
| 1,2,3,4,5,6 | Employer Survey             | -Employer satisfaction  | Inadequate sample size   | Enlist UAC assistance to increase survey return rate. Received several unsolicited endorsements. |
| 2,3,4,5,6   | Clinical eligibility review | -Receipt of (continued) clinical eligibility. Fall 2006                                   | 98% eligible, one conditional (53/54)  | Maintain current practice  |
|             |                             | Spring 2007   | 100% eligible, (53/53)   |  |
|             |                             | Summer 2007   | 100% eligible, (42/42)   |  |
| 1,5,6       | Professional development    | -Attendance at state/national conferences<br>-Presentations at state/national conferences | Students attended state conferences, 4 presented; 3 students co-authored presentation at national conference | Maintain current practice<br>Maintain current practice   |
| 1,2,3,4,5,6 | Plan of study               | -Graduate College approval  | 100% approved (21/21)  | Maintain current practice  |
| 1,2,3,4,5,6 | Professional writing        | -Successful completion of clinical practica courses                                       | Not assessed   | this year  |

**TABLE A – Learner Assessment – continued**

| Outcome     | Method of Assessment                     | Benchmark  | Evaluation                 | Conclusion/Action  |
|-------------|--|--|----------------------------|--|
| 1,2,3,4,5,6 | Essay exams                              | -Successful completion in CD required academic courses | Not assessed               | this year  |
| 1,2,3,4,5,6 | Objective exams                          | -Successful completion in CD required academic courses | Not assessed               | this year  |
| 2,3,4       | Quizzes                                  | -Successful completion in CD required academic courses | Not assessed               | this year  |
| 1,2,3,4,5,6 | Authentic assessments                    | -Successful completion in CD required academic courses | Not assessed               | this year  |
| 1,2,3,4,5,6 | Portfolio assessments                    | -Successful completion in CD required academic courses | Not assessed               | this year  |
| 1,2,3,4,5,6 | Research projects/papers                 | -Successful completion in CD required academic courses | Not assessed               | this year  |
| 1,2,3,4,5,6 | Independent readings and analysis        | -Successful completion in CD required academic courses | Not assessed               | this year  |
| 2,3,4,5,6   | Presentations                            | -Successful completion in CD required academic courses | Not assessed               | this year  |
| 1,2,3,4,5,6 | Exit Interview & Survey of all graduates | -Qualitative measure – no benchmark available          | 95% response rate, (20/21) | -12% increase from previous year<br>-Reviewed by faculty/referred to appropriate faculty committee |

## Key – Table B

Outcomes for Faculty Development and Curriculum Development – See Table B

Faculty development will be demonstrated by faculty:

1. Engaging in ongoing course development.
2. Participating in professional development activities.
3. Engaging in research, creative, scholarly and clinical activities.
4. Modeling professional and clinical behaviors and skills.

Curriculum development will be demonstrated by the program:

5. Engaging in ongoing self-study.
6. Engaging in curriculum modification and development.
7. Maintaining accreditation by the CCA of ASHA.
8. Providing clinical services both on and off-campus.
9. Providing public education activities both on and off-campus.
10. Following Marshall University non-discrimination policy and affirmative action guidelines.

***Since one method of assessment may address multiple outcomes, assessment measures are charted in Table B by Outcome number.***

**TABLE B**  
**Faculty and Curricular Outcomes Assessment**  
**Communication Disorders**  
**Graduate Program**

| Outcome      | Method of Assessment              | Benchmark                                  | Evaluation   | Conclusion/Action         |
|--------------|-----------------------------------|--|--|---------------------------|
| 5,6,7,8,9,10 | External contracts                | -Securing of contracts                     | Six current contracts maintained;<br>New contract with Radical Rehab, executed<br>New clinical position established to meet needs of contracts | Maintain current practice |
| 1,2,3,4      | Annual Review of faculty          | -Endorsement by appropriate administrators | All faculty recommended for retention  | Maintain current practice |
| 1,2,3,4      | Tenure and promotion applications | -Awarding of tenure and/or promotion       | One faculty member granted tenure and promotion to Associate Professor   | N/A                       |
| 1,2,3,4      | Appointment to Graduate Faculty   | -Successful review by the Graduate Council | 100% eligibility (10/10) (full or assoc)   | Maintain current practice |
| 1,4          | Student evaluations of faculty    | -Quantitative and qualitative evidence     | Spring 2007<br>x=3.58<br>(on a 4-point scale, 4 being the highest)<br>(N=8803)   | Maintain current practice |

**TABLE B – Faculty and Curricular Outcomes Assessment – continued**

| Outcome | Method of Assessment     | Benchmark   | Evaluation   | Conclusion/Action          |
|---------|--------------------------|---|--|----------------------------|
| 1,2,3,4 | Professional development | <ul style="list-style-type: none"> <li>-Continuing Education Credits</li> <li>-ASHA membership</li> <li>-Maintenance of Certificate of Clinical Competence</li> <li>-West Virginia Licensure</li> <li>-ACE Awards</li> <li>-Attendance at state &amp; national conferences</li> <br/> <li>-Presentations</li> <br/> <li>-Professional Activities</li> </ul> | <p>100% (10/10) maintained credits, membership, CCC and Licensure</p> <ul style="list-style-type: none"> <li>-Five faculty awards</li> <li>-Faculty attended seven National &amp; eight state conferences</li> <li>-Faculty made five presentations at national conferences &amp; six presentations at state conferences</li> <li>-Faculty served as textbook reviewers, grant reviewers, and conference planners</li> </ul> | Maintain current practices |
| 3,4     | Clinical supervision     | <ul style="list-style-type: none"> <li>-Participating in community based service programs</li> <li>-Engaging in effective supervisory practices</li> </ul>  | <ul style="list-style-type: none"> <li>-Increased on and off-campus services</li> <li>-Provided</li> </ul>   | Maintain current practices |
| 1,2,3   | Grant writing            | <ul style="list-style-type: none"> <li>-Obtaining support for research, creative, scholarly and/or clinical activities</li> </ul>   | <ul style="list-style-type: none"> <li>-Received \$240,000 from the WV Dept of Ed to develop a pre-school program for hearing-impaired children</li> <li>-Received Writing Project technology Grant and Scottish Rite Grants</li> </ul>  | Maintain current practice  |

**TABLE B – Faculty and Curricular Outcomes Assessment – continued**

| Outcome      | Method of Assessment                           | Benchmark   | Evaluation   | Conclusion/Action   |
|--------------|--|---|--|---|
| 1,2,3        | Faculty Development Grant                      | -Receipt of grant   | Faculty received one Quinlan grant, one Graduate College grant, four INCO grants, eight Writing Project grants, and three additional travel grants | Maintain current practice   |
| 5,6,7,8,9,10 | Ongoing programmatic self-study                | -Maintenance of accreditation<br>-Recommendations from Program Advocacy Committee | Maintained CAA re-accreditation  | Received full accreditation from CAA, March 2006<br>Annual Report accepted, April 2007<br>Maintain current practice       |
| 1,2,3,4,5,6  | Exit Interview & Survey of all graduates       | -Achievement of CCC by graduates<br>-Employability of graduates                   | 100% achieved<br>100% employable   | Maintain current practice   |
| 1,2,3,4,5,6  | Exit Interview & Survey of all graduates       | -Qualitative measure – no benchmark available                                     | 95% response rate, (20/21)   | -12% increase from previous year<br>-Reviewed by faculty/ referred to appropriate faculty                                 |
| 1,2,3,4,5,6  | Assessment Day<br>Student/faculty focus groups | -Qualitative measure – no benchmark available                                     | 93% participation rate (43/46 graduate students, 10/10 faculty and clinical faculty)   | -Recommendations reviewed by faculty for appropriate action<br>-Continue focus groups annually<br>-Increase participation |





# Knowledge and Skills Acquisition Summary

## Speech-Language Pathology

### Marshall University

With an ever-increasing scope of practice and recent technological advances, the amount of information available to be known by Speech-Language Pathologists is astronomical. The reality of this seemingly infinite bank of facts is that Communication Disorders programs can no longer claim success by teaching facts, and students can no longer claim competence by memorizing facts. Instead, future SLPs must use their educational experiences as opportunities to develop and refine those processes and strategies that characterize effective clinical practice. Specifically, students must develop and refine their abilities to ask substantial and relevant questions; access, evaluate, and analyze information; develop and implement unique solutions to problems; and, evaluate the effects of those solutions, choosing different solutions if warranted. Not only should we teach the learning and clinical skills required of Speech-Language Pathologists, we must also provide students with sufficient opportunities to practice their newly-learned skills in the context of the courses in which they pursue the content of the discipline. To that end, our curriculum reflects our belief that neither knowledge nor practice can exist without the other, therefore this document reflects only where outcomes are being measured. Students should be confident that these outcomes are reinforced in courses throughout the curriculum.

Student: \_\_\_\_\_

| <b>Standard III-A:</b>   |   |                                    |
|--|---|------------------------------------|
| The applicant must demonstrate knowledge of the principles of biological sciences, physical sciences, mathematics, and social/behavioral sciences. |   |                                    |
| <b>Typically Assessed?</b>   | <b>Outcome</b>  | <b>Date Achieved/<br/>Initials</b> |
| BSC<br>3 hours (min.)<br>(C or better)   | Students must demonstrate knowledge of the principles of biological sciences. |                                    |
| PHY 101/PHY 101L<br>3 hours (min.)<br>(C or better)  | Students must demonstrate knowledge of the principles of physical sciences.   |                                    |
| MTH 121<br>3 hours (min.)<br>(higher or equivalent)<br>(C or better)   | Students must demonstrate knowledge of the principles of mathematics.         |                                    |
| Social/<br>Behavioral Science<br>6 hours (min.)<br>(C or better)   | Students must demonstrate knowledge of social/behavioral sciences.            |                                    |

| <b>Standard III-B:</b>   |  |                                    |
|--|--|------------------------------------|
| The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. |  |                                    |
| <b>Typically Assessed?</b>   | <b>Outcome</b>   | <b>Date Achieved/<br/>Initials</b> |
| CD 429   | Students must demonstrate knowledge of basic human communication processes in a biological context.  |                                    |
| CD 429   | Students must demonstrate knowledge of basic human communication processes in a neurological context.  |                                    |
| CD 241   | Students must demonstrate knowledge of basic human communication processes in an acoustic context.   |                                    |
| CD 325   | Students must demonstrate knowledge of basic human communication processes in a psychological context.   |                                    |
| CD 325   | Students must demonstrate knowledge of basic human communication processes in a developmental/lifespan context.  |                                    |
| CD 483   | Students must demonstrate knowledge of basic human communication processes in a linguistic context.  |                                    |
| CD 483   | Students must demonstrate knowledge of basic human communication processes in the context of culture.  |                                    |
|  |  |                                    |
| CD 691   | Students must demonstrate a foundational knowledge of swallowing processes in a biological, neurological, psychological, developmental/lifespan, and cultural context. |                                    |

| <b>Standard III-C:</b>   |   |                                    |
|--|---|------------------------------------|
| Students will demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. |   |                                    |
| <b>Typically Assessed?</b>   | <b>Outcome</b>  | <b>Date Achieved/<br/>Initials</b> |
| CD 422   | Students will demonstrate knowledge of the etiology of developmental articulation disorders.  |                                    |
| CD 422   | Students will demonstrate knowledge of the characteristics of developmental articulation disorders.   |                                    |
| CD 624   | Students will demonstrate knowledge of the etiology of acquired articulation disorders.   |                                    |
| CD 624   | Students will demonstrate knowledge of the characteristics of acquired articulation disorders.  |                                    |
|  |   |                                    |
| CD 623   | Students will demonstrate knowledge of the etiology of fluency disorders.   |                                    |
| CD 623   | Students will demonstrate knowledge of the characteristics of fluency disorders.  |                                    |
|  |   |                                    |
| CD 620   | Students will demonstrate knowledge of the etiology of voice and resonance, including respiration and phonation, disorders.   |                                    |
| CD 620   | Students will demonstrate knowledge of the characteristics of voice and resonance, including respiration and phonation, disorders.  |                                    |
|  |   |                                    |
| CD 622   | Students will demonstrate knowledge of the etiology of phonological disorders in context-appropriate modalities.  |                                    |
| CD 622   | Students will demonstrate knowledge of the characteristics of phonological disorders in context-appropriate modalities.   |                                    |
|  |   |                                    |
| CD 625   | Students will demonstrate knowledge of the etiology of acquired language disorders in context-appropriate modalities.   |                                    |
| CD 625   | Students will demonstrate knowledge of the characteristics of acquired language disorders in context-appropriate modalities.  |                                    |
| CD 628   | Students will demonstrate knowledge of the etiology of developmental language disorders in pre-school children (phonology, morphology, syntax, semantics, and pragmatics) in context-appropriate modalities.        |                                    |
| CD 628   | Students will demonstrate knowledge of the characteristics of developmental language disorders in pre-school children (phonology, morphology, syntax, semantics, and pragmatics) in context-appropriate modalities. |                                    |
| CD 629   | Students will demonstrate knowledge of the etiology of developmental language disorders in school-age children (phonology, morphology, syntax, semantics, and pragmatics) in context-appropriate modalities.        |                                    |

Student: \_\_\_\_\_

| <b>Standard III-C:</b>   |   |                                    |
|--|---|------------------------------------|
| Students will demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. |   |                                    |
| <b>Typically Assessed?</b>   | <b>Outcome</b>  | <b>Date Achieved/<br/>Initials</b> |
| CD 629   | Students will demonstrate knowledge of the characteristics of developmental language disorders in school-age children (phonology, morphology, syntax, semantics, and pragmatics) in context-appropriate modalities. |                                    |
| CD 460   | Students will demonstrate knowledge of the etiology of hearing disorders, including the impact on speech and language.  |                                    |
| CD 460   | Students will demonstrate knowledge of the characteristics of hearing disorders, including the impact on speech and language.   |                                    |
| CD 630   | Students will demonstrate knowledge of the etiology of cognitive and social disorders in context-appropriate modalities.  |                                    |
| CD 630   | Students will demonstrate knowledge of the characteristics of cognitive and social disorders in context-appropriate modalities.   |                                    |
| CD 691   | Students will demonstrate knowledge of the etiology of swallowing disorders in context appropriate modalities.  |                                    |
| CD 691   | Students will demonstrate knowledge of the characteristics of swallowing disorders in context appropriate modalities.   |                                    |
| CD 660   | Students will demonstrate knowledge of the various communication modalities in the context of different communication disorders.  |                                    |

Student: \_\_\_\_\_

| <b>Standard III-D:</b>   |  |                                    |
|--|--|------------------------------------|
| The applicant must possess knowledge of the 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 of the disorders. |  |                                    |
| <b>Typically Assessed?</b>   | <b>Outcome</b>   | <b>Date Achieved/<br/>Initials</b> |
| CD 422   | Students will demonstrate knowledge of the principles and methods of prevention as related to articulation.  |                                    |
| CD 422   | Students will demonstrate knowledge of the principles and methods of assessment for articulation.  |                                    |
| CD 422   | Students will demonstrate knowledge of the principles and methods of intervention for articulation disorders.  |                                    |
|  |  |                                    |
| CD 623   | Students will demonstrate knowledge of the principles and methods of prevention as related to fluency.   |                                    |
| CD 623   | Students will demonstrate knowledge of the principles and methods of assessment for fluency  |                                    |
| CD 623   | Students will demonstrate knowledge of the principles and methods of intervention for fluency disorders  |                                    |
|  |  |                                    |
| CD 620   | Students will demonstrate knowledge of the principles and methods of prevention of voice disorders.  |                                    |
| CD 620   | Students will demonstrate knowledge of the principles and methods of assessment for voice and resonance, including respiration and phonation.            |                                    |
| CD 620   | Students will demonstrate knowledge of the principles and methods of intervention for voice and resonance disorders, including respiration and phonation |                                    |
|  |  |                                    |
| CD 628   | Students will demonstrate knowledge of the principles and methods of prevention as related to language skills in children                                |                                    |
| CD 625   | Students will demonstrate knowledge of the principles and methods of prevention as related to language skills in adults                                  |                                    |

Student: \_\_\_\_\_

| <b>Standard III-D:</b>   |   |                                    |
|--|---|------------------------------------|
| The applicant must possess knowledge of the 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 of the disorders. |   |                                    |
| <b>Typically Assessed?</b>   | <b>Outcome</b>  | <b>Date Achieved/<br/>Initials</b> |
| CD 622   | Students will demonstrate knowledge of the principles and methods of assessment of phonological disorders in context-appropriate modalities.  |                                    |
| CD 628   | Students will demonstrate knowledge of the principles and methods of assessment of developmental language disorders in pre-school children (morphology, syntax, semantics, and pragmatics) in context-appropriate modalities. |                                    |
| CD 629   | Students will demonstrate knowledge of the principles and methods of assessment of developmental language disorders in school-age children (morphology, syntax, semantics, and pragmatics) in context-appropriate modalities. |                                    |
| CD 625   | Students will demonstrate knowledge of the principles and methods of assessment of acquired language disorders in context-appropriate modalities.   |                                    |
|  |   |                                    |
| CD 622   | Students will demonstrate knowledge of the principles and methods of intervention for phonological disorders in context-appropriate modalities.   |                                    |
| CD 628   | Students will demonstrate knowledge of the principles and methods of intervention for developmental language disorders in preschool children in context-appropriate modalities.   |                                    |
| CD 629   | Students will demonstrate knowledge of the principles and methods of intervention for developmental language disorders in school-age children in context-appropriate modalities.  |                                    |
| CD 625   | Students will demonstrate knowledge of the principles and methods of intervention for acquired language disorders in context-appropriate modalities.  |                                    |
|  |   |                                    |
| CD 460   | Students will demonstrate knowledge of the principles and methods of prevention as related to hearing.  |                                    |
| CD 460   | Students will demonstrate knowledge of the principles and methods of assessment for hearing, including the impact on speech and language.   |                                    |
| CD 463   | Students will demonstrate knowledge of the principles and methods of intervention for hearing disorders   |                                    |

| <b>Standard III-D:</b>   |   |                                    |
|--|---|------------------------------------|
| The applicant must possess knowledge of the 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 of the disorders. |   |                                    |
| <b>Typically Assessed?</b>   | <b>Outcome</b>  | <b>Date Achieved/<br/>Initials</b> |
|  |   |                                    |
| CD 660   | Students will demonstrate knowledge of the principles and methods of prevention as related to swallowing disorders.   |                                    |
| CD 691   | Students will demonstrate knowledge of the principles and methods of assessment for swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction)          |                                    |
| CD 691   | Students will demonstrate knowledge of the principles and methods of intervention for feeding and swallowing disorders.   |                                    |
|  |   |                                    |
| CD 630   | Students will demonstrate knowledge of the principles and methods of prevention as related to cognitive-communication   |                                    |
| CD 630   | Students will demonstrate knowledge of the principles and methods of assessment for cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning) .                          |                                    |
| CD 630   | Students will demonstrate knowledge of the principles and methods of intervention for cognitive-communication disorders.  |                                    |
|  |   |                                    |
| CD 628   | Students will demonstrate knowledge of the principles and methods of prevention as related to social aspects of communication   |                                    |
| CD 629   | Students will demonstrate knowledge of the principles and methods of assessment for social aspects of communication (challenging behavior, ineffective social skills, lack of communication opportunities).               |                                    |
| CD 629   | Students will demonstrate knowledge of the principles and methods of intervention for disorders of social communication.  |                                    |
|  |   |                                    |
| CD 660   | Students will demonstrate knowledge of the principles and methods of assessment for communication modalities (including oral, manual, augmentative and alternative communication techniques, and assistive technologies). |                                    |

Student: \_\_\_\_\_

| <b>Standard III-D:</b><br>The applicant must possess knowledge of the 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 of the disorders. |   |                                |
|--|---|--------------------------------|
| <b>Typically Assessed?</b>   | <b>Outcome</b>  | <b>Date Achieved/ Initials</b> |
| CD 660   | Students will demonstrate knowledge of the principles and methods of intervention for various communication modalities. |                                |

| <b>Standard III-E:</b><br>Students will demonstrate knowledge of standards of ethical conduct. |   |                                |
|--|---|--------------------------------|
| <b>Typically Assessed?</b>   | <b>Outcome</b>  | <b>Date Achieved/ Initials</b> |
| CD 670   | Students will demonstrate knowledge of, appreciation for, and ability to interpret the ASHA Code of Ethics. |                                |
| CD 601   | Students will recognize ethical principles regarding research with human participants.                      |                                |

| <b>Standard III-F:</b><br>Students will demonstrate knowledge of processes used in research and the integration of research into evidence-based clinical practice. |  |                                |
|--|--|--------------------------------|
| <b>Typically Assessed?</b>   | <b>Outcome</b>   | <b>Date Achieved/ Initials</b> |
| CD 601   | Students will demonstrate comprehension of the principles of basic and applied research and research design, knowledge of processes used in research, including principles of evidence-based practice. |                                |
| CD 670   | Students will demonstrate ability to access information and relate research to clinical practice.  |                                |

| <b>Standard III-G and III-H:</b><br>Students will demonstrate knowledge of contemporary professional issues and requirements. |                |                                |
|---|----------------|--------------------------------|
| <b>Typically Assessed?</b>  | <b>Outcome</b> | <b>Date Achieved/ Initials</b> |
|   |                |                                |

Student: \_\_\_\_\_

| <b>Standard III-G and III-H:</b><br>Students will demonstrate knowledge of contemporary professional issues and requirements. |   |                               |
|---|---|-------------------------------|
| <b>Typically Assessed?</b>  | <b>Outcome</b>  | <b>Date Achieved/Initials</b> |
| CD 670  | Students will demonstrate knowledge of contemporary professional issues including but not limited to professional practice, accreditation standards, policies and guidelines, and reimbursement procedures. |                               |
| CD 670  | Students will demonstrate knowledge about certification, specialty recognition, licensure, and other relevant professional credentials.   |                               |

| <b>Standard IVB:</b><br>Students will demonstrate oral and written communication skills sufficient for entry into professional practice. |   |                               |
|--|---|-------------------------------|
| <b>Typically Assessed?</b>   | <b>Outcome</b>  | <b>Date Achieved/Initials</b> |
| CD 670   | Students will demonstrate oral communication skills sufficient for entry into professional practice.    |                               |
| CD 670   | Students will demonstrate written communication skills sufficient for entry into professional practice. |                               |

| <b>Standard IVF:</b><br>Students will demonstrate knowledge of and experience with individuals from culturally/linguistically diverse backgrounds and with client/patient populations across the life span. |  |                               |
|---|--|-------------------------------|
| <b>Typically Assessed?</b>  | <b>Outcome</b>   | <b>Date Achieved/Initials</b> |
| CD 670  | Students will demonstrate knowledge of and experience with individuals from culturally/linguistically diverse backgrounds. |                               |
| CD 670  | Students will demonstrate knowledge of and experience with client/patient populations across the lifespan.                 |                               |

**Standard IVG:**

**Philosophy:** Successful service provision is a gestalt practice that incorporates knowledge of normal communication/swallowing, the nature of etiologies of disorders/differences, and the principles and skills for evaluation and treatment. Practice with this set of skills in a variety of clinical situations can be learned, applied, and then *generalized* to other clinical situations, and is a process of continual lifelong learning. Therefore, students meet the following clinical outcomes through clinical practice with a variety of clients/patients seen in numerous clinical settings. Clients/patients seen will come from a *minimum* of five of the following nine categories: 1) articulation, 2) fluency, 3) voice and resonance, 4) receptive and expressive language, 5) hearing, 6) swallowing, 7) communication modalities, and 8) cognitive and 9) social aspects of communication.

| <b>Standard IVG:</b>   |  |                                    |
|--|--|------------------------------------|
| The applicant for certification must complete a program of study that includes supervised clinical experiences sufficient in breadth and depth to achieve the following skills outcomes (in addition to clinical experiences, skills may be demonstrated through successful performance on academic course work and examinations, independent projects, or other appropriate alternative methods): |  |                                    |
| <b>Typically Assessed?</b>   | <b>Outcome</b>   | <b>Date Achieved/<br/>Initials</b> |
| CD 670/71 or<br>CD 672/73  | Students will conduct screening and prevention procedures (including prevention activities).   |                                    |
| CD 670/71 or<br>CD 672/73  | Students will collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals.  |                                    |
| CD 670/71 or<br>CD 672/73  | Students will select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures.   |                                    |
| CD 670/71 or<br>CD 672/73  | Students will adapt evaluation procedures to meet client/patient needs.  |                                    |
| CD 670/71 or<br>CD 672/73  | Students will interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.   |                                    |
| CD 670/71 or<br>CD 672/73  | Students will complete administrative and reporting functions necessary to support evaluation.   |                                    |
| CD 670/71 or<br>CD 672/73  | Students will refer clients/patients for appropriate services.   |                                    |
| CD 670/71 or<br>CD 672/73  | Students will develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process. |                                    |
| CD 670/71 or<br>CD 672/73  | Students will implement intervention plans (involve clients/patients and relevant others in the intervention process).   |                                    |

Student: \_\_\_\_\_

| <b>Standard IVG:</b>   |   |                                    |
|--|---|------------------------------------|
| The applicant for certification must complete a program of study that includes supervised clinical experiences sufficient in breadth and depth to achieve the following skills outcomes (in addition to clinical experiences, skills may be demonstrated through successful performance on academic course work and examinations, independent projects, or other appropriate alternative methods): |   |                                    |
| <b>Typically Assessed?</b>   | <b>Outcome</b>  | <b>Date Achieved/<br/>Initials</b> |
| CD 670/71 or<br>CD 672/73  | Students will select or develop and use appropriate materials and instrumentation for prevention and intervention.  |                                    |
| CD 670/71 or<br>CD 672/73  | Students will measure and evaluate clients'/patients' performance and progress.   |                                    |
| CD 670/71 or<br>CD 672/73  | Students will modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.  |                                    |
| CD 670/71 or<br>CD 672/73  | Students will complete administrative and reporting functions necessary to support intervention.  |                                    |
| CD 670/71 or<br>CD 672/73  | Students will identify and refer clients/patients for services as appropriate.  |                                    |
| CD 670/71 or<br>CD 672/73  | Students will communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others. |                                    |
| CD 670/71 or<br>CD 672/73  | Students will collaborate with other professionals in case management.  |                                    |
| CD 670/71 or<br>CD 672/73  | Students will provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.   |                                    |
| CD 670/71 or<br>CD 672/73  | Students will adhere to the ASHA Code of Ethics and behave professionally.  |                                    |