

**DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS
GRADUATE PROGRAM
ASSESSMENT PLAN**

TABLE OF CONTENTS

General Information_____Page 3

Mission_____Page 3

Alignment of Departmental Strategic Plan/University Strategic Plan____Page 4

Learning Profile_____Page 5

Course Map and Levels of Learning_____Page 8

Broad Learner Outcomes_____Page 8

Broad Knowledge Outcomes_____Page 9

Broad Skills Outcomes_____Page 9

Specific Learner Outcomes (Sub-Outcomes)_____Page 10

Specific Knowledge Outcomes_____Page 11

Specific Skills Outcomes (and Associated Assessment Rubrics)____Page 23

Out-of-Class Experiences_____Page 39

Assessment Venues_____Page 41

Direct Assessments_____Page 41

Indirect Assessments_____Page 41

Process for Assessment_____Page 49

GENERAL INFORMATION

The graduate program in Communication Sciences and Disorders prepares students as entry-level professionals in the field of speech-language pathology. The curriculum is a two-year (five semesters), full-time only program. The program is accredited by the *Council on Academic Accreditation in Audiology and Speech-Language Pathology*.

Speech-language pathologists provide prevention, assessment, and intervention services to children and adults across the lifespan who experience a variety of Communication Sciences and Disorders including articulation/phonological disorders, fluency disorders, voice disorders, swallowing disorders, receptive and expressive language disorders (e.g. due to intellectual disabilities, autism, specific language impairments, stroke, traumatic brain injury), hearing disorders, cognitive aspects of communication, social aspects of communication, and communication modalities.

According to the United States Department of Labor (Bureau of Labor Statistics) employment for speech-language pathologists is expected to grow by 23 percent from 2010 to 2020, faster than the average for all occupations. The program has 100% placement of its graduates since 1975.

The program leads to a Master of Science (MS) degree. This is a 54-credit program that prepares students to meet the certification standards of the *American Speech-Language-Hearing Association (ASHA)*. Students who complete the degree are prepared for employment in non-public school settings (hospitals, rehabilitation centers, long-term care facilities, etc.) Students seeking this degree will *not* be eligible for certification in public schools upon completion of a master's degree in Communication Sciences and Disorders. Students enroll in 36 credits of coursework in Communication Sciences and Disorders and 18 credits of practicum. Students can opt for Plan A (coursework, thesis and comprehensive examination), Plan B (coursework, plan B paper and comprehensive examination) or Plan C (coursework and comprehensive examination).

Mission

The select mission of the Department of Communication Sciences and Disorders and the UWRF Speech-Language and Hearing Clinic is to ensure, through coursework, laboratories, and practicum experiences, that students demonstrate the knowledge and skills required to become competent and ethical entry-level professionals in the field of speech-language pathology.

The Department of Communication Sciences and Disorders also shares in the University of Wisconsin System (UWS) Mission, the University Cluster Core Mission and the Select Mission of the University of Wisconsin-River Falls (UWRF).

Alignment of Departmental Strategic Plan and University Strategic Plan

Academic Excellence:

The Department of Communication Sciences and Disorders (CSD) is one of six programs in the UW-System. Admission is highly selective (168 applicants for 20 positions for the 2014-15 academic year). The average cumulative GPA of admitted students was 3.67 and the average GPA in CSD courses was 3.88. The program is 2-year, full-time only. Unlike other CSD programs in WI/MN, students engage in 2 semesters of full-time internships during their second year. The program is accredited by the *Council for Academic Accreditation in Audiology and Speech-Language Pathology*. PRAXIS exam pass rates have been 100% for the past decade. Job placement is 100%. Two faculty members received the CEPS Outstanding Faculty Award, two received the CEPS Outstanding Advisor Award and one received the CEPS Research Award in recent years.

Innovation and Partnerships:

The program operates a Speech-Language-Hearing Clinic in WEB. Residents of the Greater St. Croix Valley are provided prevention, assessment and intervention services for a variety of communication disorders (275 served/year). The program is entrepreneurial as it charges fees for its services (although no one is turned away).

The River Falls Area Hospital contracts the program to provide all of its speech-language/swallowing assessment and intervention services (providing our students unique on-site experiences). The hospital reimburses the program for these services.

The program has contracts with 25 school districts and 32 medical sites. As such, the program offers off-campus experiences in rural, suburban and urban settings within 40 miles of campus (unlike other similar programs).

In addition, the program has partnerships with the City of River Falls (hearing conservation program for 40 employees), the UWRF Facilities Management Department (hearing conservation program for 35 employees), the UWRF/River Falls Schools 4K Program (speech-language services for 7 children), Brickhouse Music (voice prevention for 12 employees), UWRF Athletics (concussion program being established), the St. Paul, MN Stroke Support Group (speech-language services provided by 8 graduate students), and four local school districts (hearing screenings for 1500 children).

Global Education and Engagement

Required Course: CSD 789 Multicultural Issues/Counseling in CSD (diversity content is also embedded throughout curriculum).

The University Speech-Language-Hearing Clinic offers individual and group foreign accent reduction/English language learning services to those international students who opt to take advantage of the services (20 international students each semester).

Accreditation standards require students to gain experience working with individuals who are linguistically and culturally diverse. All students are placed in practicum sites that are rich in linguistic and cultural diversity (as per external practicum survey data).

Learning Profile

Course	Standing	Description
CSD 579 Clinical Experience Internship	Fall, Spring and Summer Semesters of first year (taken each semester)	This course provides supervised clinical experience that allows students to achieve skill outcomes in prevention, assessment and intervention for communication disorders. Mandatory weekly meetings to discuss clinic procedures, professional issues, ethics, and credentialing. (F, Sp, SS)
CSD 715 Research Methods in CSD	Fall Semester second year	This course is designed to familiarize students with research methodologies used in the behavioral sciences. Students will learn a variety of group and single subject research designs, research strategies, the potential threats that need to be avoided when conducting research, and the value of treatment efficacy studies.
CSD 716 Anatomy/Physiology of the Central Nervous System	Fall Semester first year	The purpose of the course is to familiarize graduate students with structures and functions associated with the central nervous system. Emphasis is placed on understanding the clinical manifestations of neuroanatomical/neurophysiological dysfunction.
CSD 717 Neuropathologies	Spring Semester first year	This course provides advanced study of the etiology, incidence, and rehabilitation/habilitation of individuals with motor speech disorders: an in-depth discussion of other neuropathologies affecting the speech processes. Emphasis on the principles and procedures of speech and language habilitation/rehabilitation.
CSD 720 Voice and Resonance Disorders	Spring Semester second year	This course provides knowledge and skill development in perceptual and instrumental assessment, differential diagnosis and intervention strategies for patients with voice and resonance disorders.

CSD 730 Audiology II	Fall Semester first year	The information in this course pertains to outer ear acoustics and middle ear and cochlear mechanics. Special tests for difficult to test populations are also discussed. Auditory/otologic disorders are covered.
CSD 737 Auditory Processing Disorders	Summer Semester first year	This course covers auditory processing and disorder. CANS anatomy/physiology, the auditory system's processing ability, screening/testing/diagnosis and remediation are discussed. There is a lab component in which students administer a variety of auditory processing tests and score/interpret results. The course concludes with case studies.
CSD 750 Dysphagia	Spring Semester first year	This course offers information pertinent to 1) the anatomy and physiology of normal deglutition in children and adults; 2) characteristics of dysphagia in various pathological conditions among children and adults; 3) both clinical bedside examination and instrumental evaluations and 4) a variety of treatment procedures for dysphagia rehabilitation.
CSD 762 Developmental Language Disorders	Spring Semester second year	The course entails a study of current issues and research of childhood language disorders. It will include discussion of language theories and how they relate to current practice. The course is designed as a seminar and thus requires completion of assigned readings, reflection on those readings and active discussion during each class period
CSD 764 Augmentative/Alternative Communication Systems	Fall Semester first year	This course introduces students to the field of augmentative and alternative communication. It identifies communication problems common to a variety of populations with disabilities and presents recent remedial procedures that are utilized to train communication skills. Emphasis will be placed on assessment strategies, intervention strategies, and the integration of technology for learners exhibiting moderate/severe disabilities.
CSD 765 Aphasia	Fall Semester first year	This course is designed as a brief introduction to the etiology of aphasia and the evaluative and

		therapeutic procedures for working with people who experience speech and language difficulties due to brain damage.
CSD 767 Communicative Replacements for Challenging Behavior	Summer Semester first year	This course provides information regarding functional behavioral assessment and subsequent intervention strategies for individuals who exhibit socially motivated challenging behavior .
CSD 770 Articulation/Phonology and Fluency Disorders	Spring Semester second year	Evidence-based assessment and intervention strategies for articulation/phonological disorders and fluency disorders are covered in this course. (Sp)
CSD 771	Fall Semester first year	This course is designed to provide clinical experience in audiology. Lecture topics include audiometric screening procedures; types of hearing losses; pure tone testing, audiometric speech testing, immittance testing, and the concept of the decibel. (F)
CSD 772 Audiology Practicum II	Fall and Spring Semesters first year (taken both semesters)	This course is designed to provide clinical experience in audiology. There is also a lab component related to clinical audiometric procedures. Prerequisite CSD 771. (Sp)
CSD 773 Practicum: Schools	Fall or Spring Semesters second year (taken only one semester)	This course provides supervised clinical experience that allows students to achieve skills outcomes in prevention, assessment and intervention for children who experience Communication Sciences and Disorders. Students earn clinical clock hours through experiences in urban, suburban and/or rural public schools
CSD 774 Practicum: Rehabilitation Facilities	Fall or Spring Semesters second year	This course provides supervised clinical experience that allows students to achieve skills outcomes in prevention, assessment and intervention for children and/or adults who experience Communication Sciences and Disorders. Students earn clinical clock hours through experiences in hospitals, rehabilitation centers, and/or long-term care facilities
CSD 789 Counseling and Multicultural Issues in CSD	Summer Semester first year	Principles and procedures for counseling individuals who experience communication disorders will be examined. The provision of culturally sensitive prevention, assessment and intervention services will also be

		examined through lecture and discussion.
--	--	------------------------------------------

Course Map and Levels of Learning

Fall Semester: Year 1	
Course	Level of Learning
CSD 579: Clinical Experience Internship	Introduced
CSD: 765: Aphasia	Introduced
CSD 730: Audiology II	Reinforced
CSD 764: Aug/Alt. Communication	Introduced
CSD 772: Audiology Practicum	Reinforced
CSD 716: Anat/Phys of CNS	Introduced
Spring Semester: Year 1	
CSD 579: Clinical Experience Internship	Reinforced
CSD 717: Neuropathologies	Reinforced
CSD 750: Dysphagia	Introduced
CSD 762: Language Assess/Intervention	Reinforced
CSD 770: Case Discussions	Reinforced
CSDO 772: Audiology Practicum	Enhanced
Spring Semester: Year 1	
CSD 579: Clinical Experience Internship	Enhanced
CSD 737: Auditory Processing Disorders	Enhanced
CSD 767: Comm. Repl. Chall. Beh	Reinforced
CSD 787: Counseling and Multicult Iss.	Enhanced
Fall Semester: Year 2	
CSD 715: Research Methods in CSD	Reinforced
CSD 773: Public School Practicum	Enhanced
Spring Semester: Year 2	
CSD 720: Voice/Resonance Disorders	Reinforced
CSD 774	Enhanced

Broad Learner Outcomes

Both broad and specific learner outcomes (sub-outcomes) reflect the needs of the profession and future employers (external stakeholders). Broad knowledge outcomes reflect the five content sections of the Praxis II examination (national certification test for speech-language pathology). Broad skill outcomes reflect skills required of an entry-level speech-language pathologist. Specific learner outcomes (described in greater detail in the next section) are based on the *American Speech-Language-Hearing Association (ASHA) Knowledge and Skills Acquisition* form and the accreditation standards of the *Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA)*. The learner outcomes relate to Section I of the University Strategic Plan (Distinctive Academic Excellence).

Knowledge Outcomes

These learner outcomes are directly related to the University Strategic Plan Goal 1: DISTINCTIVE ACADEMIC EXCELLENCE

A graduate of the program will be able to:

- A. Demonstrate and Apply Knowledge in Phonological and Language Disorders (including cognitive aspects, social aspects, and modalities) (CSD 717, 762, 764, 767, 770) as measured by individual course formative assessments and the comprehensive examination .
- B. Demonstrate and Apply Knowledge in Speech Disorders (including voice disorders, fluency disorders and swallowing disorders) (CSD 720, 750, 770) ARTIFACT: Individual course formative assessments and the comprehensive examination.
- C. Demonstrate and Apply Knowledge in Audiology/Hearing (CSD 730, 772). ARTIFACT: individual course formative assessments and the comprehensive examination.
- D. Demonstrate and Apply Knowledge of Clinical Management (CSD 579, 773, 774). ARTIFACT: Individual course formative assessments and the comprehensive examination.
- E. Demonstrate and Apply Knowledge of Professional Issues, Psychometrics, and Research (CSD 579, 715, 770). ARTIFACT: Individual course formative assessments and the comprehensive examination.

Skill Outcomes

(require analysis and synthesis of knowledge and entry level skills). These skill outcomes are acquired in the University Speech-Language-Hearing Clinic and Out-Of-Classroom learning experiences such as external clinical practicum. As such, they are directly linked to the University Strategic Plan Goal 2: INNOVATION AND PARTNERSHIPS

A graduate of the program will be able to:

- F. Provide Prevention Services (579, 772, 773, 774). ARTIFACT: Score based on skills outcome rubrics.
- G. Provide Assessment/Diagnostic Services (CSD 579, 772, 773, 774). ARTIFACT: Score based on skills outcome rubrics.
- H. Provide Intervention Services (CSD 579, 773, 774). ARTIFACT: Score based on skills outcome rubrics.

I. Implement Entry-Level Oral and Written Communication Skills (CSD 579, 773, 774). ARTIFACT: Score based on skills outcome rubrics.

J. Interact Professionally with Clients and other Professionals (CSD 579, 772, 773, 774). SCORE based on skills outcome rubrics.

Specific Learner Outcomes (sub-outcomes)

Specific learner outcomes (sub-outcomes) are based on the *Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA)* accreditation standards and the American Speech-Language-Hearing Association (ASHA) Knowledge and Skills Acquisition form. Each learner outcome must be achieved prior to graduating from the program. Knowledge Outcomes are linked to courses and skills outcomes are linked to practicum. Assessment of learner outcomes is both formative and summative. If a student does not meet a learner outcome in a course or practicum, the instructor or clinical supervisor develops a remediation/improvement plan that outlines what is required of the student to provide evidence of meeting the learner outcome. There are several learner outcomes that are associated with undergraduate training. These outcomes are measured by the comprehensive final examination. The remediation process is followed for these outcomes as well.

Knowledge and skills outcomes can be found in the next section. Each outcome includes the associated course, artifact used for assessment, and the semester offered.

Knowledge Outcomes

NAME:

W#:

Semester:

**UNIVERSITY OF WISCONSIN –RIVER FALLS
DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS**

KNOWLEDGE OUTCOMES

KNOWLEDGE OUTCOMES

Standard III-A:

The student's official transcript provides evidence of coursework at the college level (non-remedial; passing grades) in each of the following (this is an accreditation standard): ARTIFACT: Transcript grade

Biological Sciences

Course Title: _____ Semester: _____ Grade: _____

Physical Sciences

Course Title: _____ Semester: _____ Grade: _____

Social/Behavioral Sciences

Course Title: _____ Semester: _____ Grade: _____

Statistics

Course Title: _____ Semester: _____ Grade: _____

STANDARDS III-B, III-C, and III-D: KNOWLEDGE OUTCOMES

<p>Standard III-B: The student will demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases:</p>							
	Course	Artifact	Semester				
BIOLOGICAL BASIS AND NEUROLOGIC BASIS			F	S	S	F	S
Students will define terminology relating to anatomy and physiology of the respiratory system as measured by written examination. (CSD 720)	CSD 720	EXAM					X
Students will define terminology relating to anatomy and physiology of the laryngeal, articulatory and nervous systems as measured by written examination. (CSD 716)	CSD 716	EXAM					
Students will identify anatomical landmarks of the respiratory, laryngeal, articulatory and nervous systems as measured by written examination. (CSD 720)	CSD 720	EXAM					X
Students will identify the physiological functions of the respiratory, laryngeal, articulatory and central nervous systems as measured by written examination. (CSD 717)	CSD 717	EXAM		X			
Students will identify the anatomy and physiology of normal (and dysfunctional) swallowing as measured by written examination. (CSD 750)	CSD 750	EXAM		X			
Students will identify anatomical structures of the auditory system, and comprehend concepts underlying the physiology and biophysics of those structures as measured by written examination. (CSD 730)	CSD 730	EXAM	X				
ACOUSTIC BASIS							

Students will demonstrate knowledge of the physics of sound, sound classification, acoustic cues and dynamic aspects of speech as measured by final comprehensive examination (undergraduate concept).	UG CONCEPT	COMPREHENSIVE EXAM					X
Students will describe the acoustic theory of speech production as measured by final comprehensive examination (undergraduate concept).	UG CONCEPT	COMPREHENSIVE EXAM					X
Students will demonstrate competency using computer software for acoustic analysis as measured by competency checklist. (CSD 720).	CSD 720	COMPETENCY CHECKLIST					X
PSYCHOLOGICAL BASIS							
Students will demonstrate knowledge of the principles of applied behavior analysis as measured by written examination (CSD 767)	CSD 767	EXAM			X		
Students will describe the psycholinguistic model as measured by written examination. (CSD 765)	CSD 765	EXAM	X				
DEVELOPMENTAL BASIS							
Students will describe articulatory-phonological development in children as measure by final comprehensive examination (undergraduate concept).	UG CONCEPT	COMPREHENSIVE EXAM					X
Students will describe processes of language development as measured by final comprehensive examination (undergraduate concept).	UG CONCEPT	COMPREHENSIVE EXAM					X
Students will describe processes of cognitive development as measured by final comprehensive examination (undergraduate concept).	UG CONCEPT	COMPREHENSIVE EXAM					X

Students will describe processes of socioemotional development as measured by final comprehensive examination (undergraduate concept).	UG CONCEPT	COMPREHENSIVE EXAM					X
Students will describe processes of motor development as measured by written examination. (CSD 750)	CSD 750	EXAM		X			
Students will describe the process of normal deglutition development from utero through childhood as measured by written examination. (CSD 750)	CSD 750	EXAM		X			
LINGUISTIC BASIS							
Students will demonstrate understanding of the interaction of the major components of language (phonology, semantics, syntax, morphology, pragmatics) as measured by written Examination. (CSD762)	CSD 762	EXAM		X			
Students will demonstrate transcription competence transcribing normal and disordered speech using the International Phonetic Alphabet (IPA) as measured by final comprehensive examination (undergraduate concept).	UG CONCEPT	COMPREHENSIVE EXAM					X
CULTURAL BASIS							
Students will describe cultural differences with regard to human communication as measured by final comprehensive examination (undergraduate concept).	UG CONCEPT	COMPREHENSIVE EXAMINATION					X
Students will describe social and cultural differences within families as they contribute to language acquisition as measured by written examination. (CSD 762)	CSD 762	EXAM		X			
Students will identify strategies for evaluation and intervention of individuals who are culturally diverse as measured by paper and presentation. (CSD 787)	CSD 787	PAPER AND PRESENTATION (RUBRIC ASSESSMENT)			X		
Students will demonstrate knowledge of ASHA's policies and protocols for working with individuals who are culturally-linguistically diverse as measured by final comprehensive examination (CSD 787)	CSD 787 772 773 774	COMPREHENSIVE EXAM					X

<p>Standard III-C</p> <p>The student will demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.</p> <p><i>And</i></p> <p>Standard III-D</p> <p>The student 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.</p>						
ARTICULATION/PHONOLOGY						
Students will describe etiological factors related to articulatory-phonological disorders as measured by written examination. (CSD 770)	CSD 770	EXAM		X		
Students will differentiate the characteristics of articulation disorders, phonological disorders, and developmental apraxia of speech as measured by written examination. (CSD 770)	CSD 770	EXAM		X		
Students will describe methods of prevention as they relate to articulatory-phonological disorders as measured by written examination . (CSD 770)	CSD 770	EXAM		X		

Students will be able to describe comprehensive methods of articulatory-phonological evaluation as measured by written examination. (CSD 770)	CSD 770	EXAM		X			
Students will describe principles of articulation/phonological remediation approaches as measured by written examination (CSD 770).	CSD 770	EXAM		X			
Students will develop intervention plans based on analysis of assessment data for individuals with articulation disorders phonological disorders and apraxia of speech as measured by written examination. (CSD 770).	CSD 770	EXAM		X			
FLUENCY							
Students will describe theories of stuttering development (including etiological factors) as measured by written examination.(CSD 770).	CSD 770	EXAM		X			
Students will identify the characteristics of stuttering as measured by written examination. (CSD 770)	CSD 770	EXAM		X			
Students will identify variables that affect the stuttering response as measured by written examination. (CSD 770)	CSD 770	EXAM		X			
Students will describe prevention activities as they relate to stuttering as measured by written examination.(CSD 770)	CSD 770	EXAM		X			
Students will describe and use methods of fluency assessment as measured by written examination. (CSD 770)	CSD 770	EXAM		X			
Students will describe approaches to remediate fluency disorders as measured by written examination. (CSD 770)	CSD 770	EXAM		X			
VOICE AND RESONANCE							
Students will describe functional and organic etiological factors relating to voice and resonance disorders as measured by written examination. (CSD 720)	CSD 720	EXAM					X
Students will describe characteristics of acoustic deviations in voice disorders (pitch, loudness, vocal quality and resonance quality) as measured by written examination.(CSD 720)	CSD 720	EXAM					X
Students will describe methods of prevention as they relate to voice and	CSD 720	EXAM					X

resonance disorders as measured by written examination. (CSD 720)							
Students will describe methods of assessment of voice and resonance disorders as measured by written examination. (CSD 720).	CSD 720	EXAM					X
Students will describe principles of remediation for individuals with voice and resonance disorders as measured by written examination. (CSD 720).	CSD 720	EXAM					X
RECEPTIVE AND EXPRESSIVE LANGUAGE (PHONOLOGY, MORPHOLOGY, SYNTAX, SEMANTICS, AND PRAGMATICS) IN SPEAKING, LISTENING, READING, WRITING, AND MANUAL MODALITIES							
Students will describe etiological factors relating to developmental, receptive and expressive language disorders as measured by written examination. (CSD 762)	CSD 762	EXAM		X			
Students will describe characteristics of developmental, receptive and expressive language disorders as measured by written examination. (CSD 762)	CSD 762	EXAM		X			
Students will discriminate between various developmental language disorders based on language characteristics, behavioral characteristics, and etiological factors as measured by written examination. (CSD 762)	CSD 762	EXAM		X			
Students will describe methods of prevention as they relate to developmental, receptive and expressive language disorders as measured by written examination. (CSD 762)	CSD 762	EXAM		X			
Students will identify appropriate developmental language assessment tools and provide a rationale for the chosen tools as measured by written examination. (CSD 762)	CSD 762	EXAM		X			
Students will competently analyze a language sample and provide a rationale for the use of nonstandardized/descriptive assessment as measured by written examination. (CSD 762)	CSD 762	EXAM		X			
Students will describe the difference between language disorder and language difference as measured by written examination. (CSD 762)	CSD 762	EXAM		X			

Students will describe principles and methods of remediation for individuals with developmental receptive and expressive language disorders as measured by written examination, paper, and presentation. (CSD 762)	CSD 762	EXAM		X			
Students will describe academic, social, and vocational outcomes of an adolescent with developmental language disorder as measured by paper and presentation. (CSD 762)	CSD 762	EXAM		X			
Students will analyze and synthesize current research in language disorders as measured by written examination. (CSD 762).	CSD 762	EXAM		X			
Students will demonstrate competent use of the manual alphabet and a basic vocabulary of 75 signs as measured by sign language competency checklist. (CSD 764)	CSD 762	EXAM		X			
Students will describe etiological factors relating to aphasia as measured by written examination (CSD 765)	CSD 762	EXAM		X			
Students will discriminate between various aphasia subtypes based on language characteristics, behavioral characteristics, and etiological factors as measured by written examination (CSD 765)	CSD 762	EXAM		X			
Students will describe methods of prevention as they relate to aphasia (as measured by written examination.(CSD 765)	CSD 762	EXAM		X			
Students will identify appropriate aphasia assessment tools and provide a rationale for the chosen tools as measured by written examination. (CSD 765)	CSD 762	EXAM		X			
Students will describe principles and methods of remediation for individuals with aphasia as measured by written examination. (CSD 765)	CSD 762	EXAM		X			
Students will analyze and synthesize current research in adult language disorders as measured by written examination. (CSD 765).	CSD 762	EXAM		X			
HEARING, INCLUDING THE IMPACT ON SPEECH AND LANGUAGE							
Students will demonstrate competence performing hearing screenings according	CSD 772	PERFORMANCE EVALUATION AND	X				

to the ASHA 1997 guidelines for school age children, 5 through 18 years as measured by performance evaluation and obtaining a sufficient number of screening clock hours as determined by the instructor (usually about 10 hours). (CSD 772)		EVIDENCE OF CLOCK HOUR ACCUMULATION					
Students will demonstrate competence obtaining pure tone threshold and conducting immittance, acoustic reflex, and audiometric speech testing as measured by diagnostic checklist. (CSD 772).	CSD 772	PERFORMANCE EVALUATION (CLINICIAN HEARING SCREENING COMPETENCY CHECKLIST FORM) AND EVIDENCE OF CLOCK HOUR ACCUMULATION	X				
Students will demonstrate the ability to perform an earmold impression as an enhancement experience as measured by submission of satisfactory earmold artifact determined by instructor (CSD 772).	CSD 772	SUBMISSION OF SATISFACTORY EARMOLD ARTIFACT		X			
Students will provide evidence that they comprehend concepts underlying outer ear, middle ear, and inner ear mechanics by achieving a passing grade on a written examination. (CSD 730)	CSD 730	EXAM	X				
Students will provide evidence that they understand concepts/procedures related to classical, operant, immittance, ABR and OAE audiometric tests as measured by written examination. (CSD 730).	CSD 730	EXAM	X				
Students will demonstrate the ability to administer, score, and interpret results of the SCAN-C/Revised auditory processing test as measured by passing grade on submission of Auditory Processing Test Results Summary Form. (CSD 737).	CSD 737	AUDITORY PROCESSING SUMMARY FORM ARTIFACT			X		
SWALLOWING							
Students will describe etiological factors and characteristics of pediatric and adult dysphagia as measured by written examination. (CSD 750).	CSD 750	EXAM		X			
Students will identify etiologies of, and contraindications for, dysphagia as measured by written examination. (CSD 750).	CSD 750	EXAM		X			
Students will describe methods of prevention for dysphagia as measured by written examination. (CSD 750).	CSD 750	EXAM		X			

Students will identify and differentiate assessment methods for dysphagia as measured by written examination. (CSD 750).	CSD 750	EXAM		X			
Students will identify and differentiate intervention strategies for dysphagia as measured by written examination. (CSD 750).	CSD 750	EXAM		X			
COGNITIVE ASPECTS OF COMMUNICATION (ATTENTION, MEMORY, SEQUENCING, PROBLEM-SOLVING, EXECUTIVE FUNCTION)							
Students will identify etiologies of cognitive communication disorders (language and cognition) as measured by written examination. (CSD 717)	CSD 717	EXAM		X			
Students will describe characteristics of cognitive communication disorders (language and cognition) as measured by written examination. (CSD 717)	CSD 717	EXAM		X			
Students will describe speech and language characteristics of cognitive impairments in children as measured by written examination. (CSD 762)	CSD 717	EXAM		X			
Students will describe methods of prevention of cognitive communication disorders (language and cognition) as measured by written examination. (CSD 717)	CSD 717	EXAM		X			
Students will describe assessment protocols for cognitive communication disorders (language and cognition) as measured by presentation and associated rubric-based assessment. (CSD 717).	CSD 717	EXAM		X			
Students will describe intervention strategies for cognitive communication disorders (language and cognition) as measured by presentation and associated rubric-based assessment (CSD 717).	CSD 717	EXAM		X			
SOCIAL ASPECTS OF COMMUNICATION							
Students will describe the functions/etiologies of socially motivated challenging behavior as measured by written examination (CSD 767).	CSD 767	EXAM			X		
Students will describe procedures for manipulating antecedents to prevent	CSD 767	EXAM			X		

socially motivated challenging behavior as measured by written examination (CSD 767).							
Based on case study vignettes, students will assess challenging behavior to determine the function(s) of those behaviors (assessment to include scatterplot, ABC analysis, functional observation analysis, and functional manipulations) as measured by written case study analysis (CSD 767).	CSD 767	CASE STUDY ANALYSIS			X		
Students will analyze and synthesize assessment data and develop technically sound intervention programs for socially motivated challenging behavior as measured by behavior support plan artifact (CSD 767).	CSD 767	BEHAVIOR SUPPORT PLAN ARTIFACT			X		
Students will describe social, academic, and vocational outcomes for children/adolescents with developmental language disorders as measured by paper and presentation. (CSD 762)	CSD 762	PAPER AND PRESENTATION			X		
Students will describe the social skills of children with specific language impairment as measured by paper and presentation. (CSD 762)	CSD 762	PAPER AND PRESENTATION			X		
COMMUNICATION MODALITIES							
Students will describe the advantages and disadvantages of the vocal/verbal, gestural, and graphic modes of communication as measured by written examination (CSD 764)	CSD 764	EXAM	X				
Students will describe the available range of aided and unaided symbols as measured by written examination (CSD 764).	CSD 764	EXAM	X				
Students will describe the Participation Model of assessment as it relates to augmentative/alternative communication as measured by written examination (CSD 764).	CSD 764	EXAM	X				
Students will describe how to teach a general request, explicit request, and reject response in the verbal, gestural, and graphic modes of communication as measured by written examination (CSD 764)	CSD 764	EXAM	X				

Students will describe the range prompting strategies that are available in the vocal/verbal, gestural and graphic modes of communication as measured by written examination (CSD 764)	CSD 764	EXAM					
Students will demonstrate competency using the Boardmaker™ clip art program as measured by communication overlay artifact (CSD 764).	CSD 764	COMMUNICATION OVERLAY ARTIFACT	X				
Students will describe how to integrate simple technology into daily routines as measured by written examination (CSD 764).	CSD 764	EXAM	X				
Students will demonstrate competency using the manual alphabet and a basic vocabulary of 75 signs as measured by sign language competency examination (CSD 764)	CSD 764	SIGN LANGUAGE COMPETENCY CHECKLIST	X				
Standard III-E Students will demonstrate knowledge of standards of ethical conduct.							
Students will describe components of the ASHA Code of Ethics as measured by written examination. (CSD 770)	CSD 770	EXAM		X			
Students will use the ASHA recommended decision flow chart when presented with hypothetical ethical dilemmas as measured by written examination. (CSD 770)	CSD 770	EXAM		X			
Standard III-F Students will demonstrate knowledge of processes used in research and the integration of research principles into evidence-based clinical practice.							
Students will critique research in Communication Sciences and Disorders and discuss research from a clinical perspective as measured by paper and presentation. (CSD 715)	CSD 715	PAPER AND PRESENTATION			X		
Students will describe research designs/research strategies used for validating the effectiveness of interventions (as measured by paper and presentation. (CSD 715)	CSD 715	PAPER AND PRESENTATION			X		

Students will describe the components of evidence-based research as measured by paper and presentation. (CSD 715)	CSD 715	PAPER AND PRESENTATION			X		
Standard III-G Students will demonstrate knowledge of contemporary professional issues.							
Students will describe professional issues in Communication Sciences and Disorders as measured by written examination. (CSD 770).	CSD 770	EXAM		X			
Standard III-H Students will demonstrate knowledge about certification, specialty recognition, licensure, and other relevant professional credentials							
Students will demonstrate knowledge of professional credentialing in Communication Sciences and Disorders (including CCC requirements, state certification and licensure, and specialty recognition) as measured by written examination. (CSD 770).	CSD 770	EXAM		X			
Comprehensive Written Examination	NA	EXAM					X
Praxis II Examination	NA	EXAM					X

ASHA Standard IV-G: SKILLS OUTCOMES FOR:

- ❖ EVALUATION,
- ❖ INTERVENTION,
- ❖ INTERACTION AND PERSONAL
- ❖ ORAL AND WRITTEN SKILLS

The student will 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) Rubric-based assessments are completed by supervisors at mid-term and final each semester (see rubrics in next section). The same rubric-based assessment of skills is used throughout the program (all five semesters on-campus and externships off-campus). **The ARTIFACT for each learner outcome is the score on the rubric-based assessment.**

NOTE: Students are also required to submit self-reflections following EVERY assessment and treatment session they conduct (strengths of the session, limitations of the session and proposed changes based on strengths and limitations)

SKILL OUTCOMES FOR EVALUATION

EVALUATION The student will demonstrate the ability to:	Course	Not Met	Emerging	Entry Level	A	F	V	L	H	D	C	S	M
a. conduct screening and prevention procedures (including prevention activities).	CSD 579, 773, 774												
b. collect case history information from clients/patients, family, caregivers, teachers, relevant others, and other professionals.	CSD 579, 773, 774												
c. select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures.	CSD 579, 773, 774												
d. adapt evaluation procedures to meet client/patient needs.	CSD 579, 773, 774												
e. interpret, integrate and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.	CSD 579, 773, 774												
f. complete administrative and reporting functions necessary to support evaluation.	CSD 579, 773, 774												
g. refer clients/patients for appropriate services.	CSD 579, 773, 774												

A = Articulation/Phonology; F= Fluency; V = Voice and Resonance; L = Receptive and Expressive Language; H = Hearing, including the impact on speech/language; D = Dysphagia/Swallowing; C = Cognitive aspects of communication; S = Social aspects of communication; M = Communicative modalities

Standard IV-G: SKILLS OUTCOMES ASSESSMENT RUBRIC: EVALUATION

ARTIFACT: The artifact for each skill outcome is the score on the rubric based assessment.

NOT MET =1

EMERGING =2

PROFESSIONAL ENTRY LEVEL = 3

Skill outcome a. The student will demonstrate the ability to conduct screening and prevention procedures (including prevention activities). ARTIFACT: Rubric score

Not Met	Emerging	Professional Entry Level
<ul style="list-style-type: none"> ❑ The student has difficulty using screening tools and prevention procedures ❑ The student has difficulty scoring and interpreting screening results ❑ The student makes repeated errors, even after supervisor provides feedback 	<ul style="list-style-type: none"> ❑ The student demonstrates some difficulty using screening tools and prevention procedures, but adapts following supervisor suggestions ❑ The student makes occasional errors when scoring and interpreting screening results 	<ul style="list-style-type: none"> ❑ The student consistently uses screening tools and prevention procedures effectively ❑ The student rarely makes errors when scoring and interpreting screening results

Skill outcome b. The student demonstrates the ability to collect case history information from clients/patients, family, caregivers, teachers, relevant others, and other professionals.

ARTIFACT: Rubric score

Not Met	Emerging	Professional Entry Level
<ul style="list-style-type: none"> ❑ The student shows little confidence when relating to interviewees ❑ The student misses a large quantity of relevant information during interview sessions 	<ul style="list-style-type: none"> ❑ The student sometimes has difficulty relating to interviewees ❑ The student misses some relevant information that could be valuable in designing assessment and intervention sessions 	<ul style="list-style-type: none"> ❑ The student consistently collects and records case history information effectively ❑ The student rarely misses relevant information.

Skill outcome c. The student demonstrates the ability to select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures. ARTIFACT: Rubric score

Not Met	Emerging	Professional Entry Level
<ul style="list-style-type: none"> ❑ The student appears unable to select appropriate evaluation materials and procedures based on pre-assessment data ❑ The student makes numerous technical errors while administering evaluations procedures 	<ul style="list-style-type: none"> ❑ The student is often unable to select appropriate evaluation procedures ❑ The student is often unable to administer appropriate evaluation procedures ❑ The student adjusts appropriately based on supervisor feedback 	<ul style="list-style-type: none"> ❑ The student consistently selects and administers appropriate evaluation procedures ❑ The student rarely makes technical errors, and self-corrects when errors are made

Skill outcome d. The student demonstrates the ability to adapt evaluation procedures to meet client/patient needs. ARTIFACT: Rubric score

Not Met	Emerging	Professional Entry Level
<ul style="list-style-type: none"> ❑ The student chooses the same materials/procedures, regardless of individual client needs ❑ The student does not recognize the need to adapt materials/procedures based on the client's physical, sensory, or cognitive differences/disorders 	<ul style="list-style-type: none"> ❑ The student often chooses materials/procedures based on individual client needs ❑ The student appears to recognize the need for adaptations after suggestions are made by the supervisor 	<ul style="list-style-type: none"> ❑ The student consistently chooses proper materials/procedures based on individual client needs ❑ The student seeks valid resources when unsure of how to incorporate adaptations

Skill outcome e. The student demonstrates the ability to interpret, integrate and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.

ARTIFACT: Rubric score

Not Met	Emerging	Professional Entry Level
<ul style="list-style-type: none"> ❑ The student makes numerous errors when determining raw scores, percentile ranks, standard scores and age/grade equivalents; the student makes numerous errors when using behavioral checklists and/or instrumentation results 	<ul style="list-style-type: none"> ❑ The student occasionally makes errors when determining raw scores, percentile ranks, standard scores and age/grade equivalents; the student occasionally makes errors when using behavioral checklists and/or using instrumentation 	<ul style="list-style-type: none"> ❑ The student accurately determines raw scores, percentile ranks, standard scores and age/grade equivalents; the student accurately records when using behavioral checklists and/or instrumentation ❑ The student is consistently able to determine whether a

<ul style="list-style-type: none"> ❑ The student is not able to differentiate when a client is in need of intervention or is within normal range ❑ The student is unable to make proper recommendations based on assessment results 	<ul style="list-style-type: none"> ❑ The student is often able to determine whether a client is in need of intervention or is within normal range ❑ The student can make proper recommendations after consultation with the supervisor 	<p>client is in need of intervention or is within normal range</p> <ul style="list-style-type: none"> ❑ The student consistently makes proper recommendations based on test results
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Skill outcome f. The student demonstrates the ability to complete administrative and reporting functions necessary to support evaluation. ARTIFACT: Rubric score

Not Met	Emerging	Professional Entry Level
<ul style="list-style-type: none"> ❑ The student often makes spelling errors and/or grammatical errors when writing assessment reports. ❑ The student has difficulty (orally) explaining assessment results and recommendations to clients/caregivers. ❑ The content of the student’s written narrative and/or oral explanation of results do not reflect the quantitative and qualitative findings from the assessment 	<ul style="list-style-type: none"> ❑ The student makes few spelling errors and/or few grammatical errors when writing assessment reports ❑ The student sometimes has difficulty (orally) explaining assessment results and recommendations to clients/caregivers. ❑ The content of the student’s written narrative and/or oral explanation of assessment results often reflects the quantitative and qualitative findings from the assessment 	<ul style="list-style-type: none"> ❑ The student writes technically sound assessment reports ❑ The student is able to consistently (orally) explain assessment results to clients/caregivers ❑ The content of the students written and oral explanations of assessment results consistently reflect the quantitative and qualitative findings from the assessment

Skill outcome g. The student demonstrates the ability to refer clients/patients for appropriate services. ARTIFACT: Rubric score

Not Met	Emerging	Professional Entry Level
<ul style="list-style-type: none"> ❑ The student does not recognize when referral for other services is indicated ❑ The student has difficulty understanding and/or following referral procedures 	<ul style="list-style-type: none"> ❑ The student understands the need for referral to other services after consultation with supervisor ❑ The student understands and/or follows proper referral procedures 	<ul style="list-style-type: none"> ❑ The student consistently makes appropriate referrals based on assessment results ❑ The student consistently understands and/or follows referral procedures

	after consultation with supervisor	
--	---------------------------------------	--

Standard IV-G: SKILLS OUTCOMES FOR INTERVENTION

INTERVENTION The student will demonstrate the ability to:	Course	Not Met	Emerging	Entry Level	A	F	V	L	H	D	C	S	M
a. develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs.	CSD 579, 773, 774												
b. implement intervention plans (involve clients/patients and relevant others in the intervention process).	CSD 579, 773, 774												
c. select, develop and use appropriate materials and instrumentation for prevention and intervention.	CSD 579, 773, 774												
d. measure and evaluate clients'/patients' performance and progress.	CSD 579, 773, 774												
e. modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.	CSD 579, 773, 774												
f. complete administrative and reporting functions necessary to support intervention.	CSD 579, 773, 774												
g. identify/refer clients/patients as appropriate.	CSD 579, 773, 774												

A = Articulation/Phonology; F = Fluency; V = Voice and Resonance; L = Receptive and Expressive Language; H = Hearing, including the impact on speech/language; D = Dysphagia/Swallowing; C = Cognitive aspects of communication; S = Social aspects of communication; M = Communicative modalities

Standard IV-G: SKILLS OUTCOMES ASSESSMENT RUBRIC: INTERVENTION

Skill outcome a. The student will develop setting-appropriate intervention plans with measurable and achievable goals that meet clients’/patients’ needs. ARTIFACT: Rubric score

Not Met	Emerging	Professional Entry Level
<ul style="list-style-type: none"> ❑ The student has difficulty developing measurable goals/objectives ❑ The student develops goals/objectives that address skills the client can already perform and/or skills that are not achievable ❑ The student develops goals/objectives that do not relate to assessment results ❑ The student has difficulty developing goals/objectives that follow a logical sequence 	<ul style="list-style-type: none"> ❑ The student can develop measurable goals/objectives following feedback from supervisor ❑ The student often develops goals/objectives that are achievable ❑ The student often develops goals that are based on assessment results ❑ The student often develops goals/objectives that follow a logical sequence 	<ul style="list-style-type: none"> ❑ The student consistently develops measurable goals/objectives ❑ The student consistently develops goals that are achievable ❑ The student consistently develops goals/objectives that are based on assessment results ❑ The student consistently develops goals/objectives that follow a logical sequence

Skill outcome b. The student demonstrates the ability to implement intervention plans (involve clients/patients and relevant others in the intervention process). ARTIFACT: Rubric score

• Not Met	• Emerging	• Professional Entry Level
<ul style="list-style-type: none"> ❑ The student has difficulty motivating clients and caregivers during intervention sessions ❑ The student has difficulty following his/her written goals/objectives ❑ The student has difficulty using prompting strategies during intervention sessions ❑ The student has difficulty using appropriate/consistent reinforcement strategies during intervention sessions 	<ul style="list-style-type: none"> ❑ The student often motivates clients and caregivers during intervention sessions ❑ The student often follows his/her written goals/objectives ❑ The student often uses effective prompting strategies during intervention sessions ❑ The student often uses appropriate/consistent reinforcement strategies during intervention sessions 	<ul style="list-style-type: none"> ❑ The student consistently motivates clients and caregivers during intervention sessions ❑ The student consistently follows his/her written goals/objectives ❑ The student consistently uses effective prompting strategies during intervention sessions ❑ The student consistently uses appropriate/consistent reinforcement strategies during intervention sessions

Skill outcome c. The student demonstrates the ability to select, develop and use appropriate materials and instrumentation for prevention and intervention. ARTIFACT: Rubric score

<ul style="list-style-type: none"> • Not Met 	<ul style="list-style-type: none"> • Emerging 	<ul style="list-style-type: none"> • Professional Entry Level
<ul style="list-style-type: none"> ❑ The student has difficulty selecting materials, instrumentation and procedures that are appropriate for meeting the clients' needs ❑ The student has difficulty using materials, instrumentation and procedures and instrumentation appropriately ❑ The student lacks creativity when planning and implementing intervention 	<ul style="list-style-type: none"> ❑ The student often selects materials, instrumentation and procedures that are appropriate for meeting the clients' needs ❑ The student often uses materials, procedures and implementation appropriately ❑ The student often shows creativity when planning and implementing intervention 	<ul style="list-style-type: none"> ❑ The student consistently selects materials, instrumentation and procedures that are appropriate for meeting the clients' needs ❑ The student consistently uses materials, procedures and implementation appropriately ❑ The student consistently shows creativity when planning and implementing intervention

Skill outcome d. The student demonstrates the ability to measure and evaluate clients'/patients' performance and progress. ARTIFACT: Rubric score

<ul style="list-style-type: none"> • Not Met 	<ul style="list-style-type: none"> • Emerging 	<ul style="list-style-type: none"> • Professional Entry Level
<ul style="list-style-type: none"> ❑ The student has difficulty developing data sheets ❑ The student does not collect useful and/or accurate data ❑ The student has difficulty visually inspecting data to determine level of client performance ❑ The student has difficulty determining when a goal/objective has or has not been met 	<ul style="list-style-type: none"> ❑ The student often develops appropriate data sheets ❑ The student often collects useful and/or accurate data ❑ The student often visually inspects data to determine level of client performance ❑ The student often is able to determine when a goal/objective has or has not been met 	<ul style="list-style-type: none"> ❑ The student consistently develops appropriate data sheets ❑ The student consistently collects useful and/or accurate data ❑ The student consistently visually inspects data to determine level of client performance ❑ The student consistently determines when a goal/objective has or has not been met

Skill outcome e. The student demonstrates the ability to modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients. ARTIFACT: Rubric score

Not Met	Emerging	Professional Entry Level
<ul style="list-style-type: none"> ❑ The student has difficulty determining when intervention strategies are not effective ❑ The student has difficulty modifying procedures during intervention sessions ❑ The student is not flexible with the use of strategies, materials and/or instrumentation; chooses same materials regardless of individual needs 	<ul style="list-style-type: none"> ❑ The student often determines when intervention strategies are not effective ❑ The student often modifies procedures during intervention sessions ❑ The student is often flexible with the use of strategies, materials and/or instrumentation 	<ul style="list-style-type: none"> ❑ The student consistently determines when intervention strategies are not effective ❑ The student consistently modifies procedures during intervention sessions ❑ The student is consistently flexible with the use of strategies, materials and/or instrumentation

Skill outcome f. The student demonstrates the ability to complete administrative and reporting functions necessary to support intervention. ARTIFACT: Rubric score

Not Met	Emerging	Professional Entry Level
<ul style="list-style-type: none"> ❑ The student has difficulty maintaining client charts ❑ The student has difficulty documenting client progress ❑ The student has difficulty writing progress notes ❑ The student has difficulty writing discharge reports ❑ The content of the student's written reports and/or oral explanations do not reflect the quantitative and qualitative data from intervention sessions 	<ul style="list-style-type: none"> ❑ The student often maintains client charts ❑ The student is often effective when documenting client progress ❑ The student is often effective when writing progress notes ❑ The student is often effective when writing discharge reports ❑ The content of the student's written reports and/or oral explanations often reflects the quantitative and 	<ul style="list-style-type: none"> ❑ The student consistently maintains client charts ❑ The student is consistently effective when documenting client progress ❑ The student is consistently effective when writing progress notes ❑ The student is consistently effective when writing discharge reports ❑ The content of the student's written reports and/or oral explanations consistently reflects the quantitative and

	qualitative data from intervention sessions	qualitative data from intervention sessions
--	---------------------------------------------	---------------------------------------------

Skill outcome g. The student demonstrates the ability to identify/refer clients/patients as appropriate. ARTIFACT: Rubric score

Not Met	Emerging	Professional Entry Level
<ul style="list-style-type: none"> ❑ The student has difficulty recognizing when referral for other services is indicated ❑ The student has difficulty understanding and/or following referral procedures 	<ul style="list-style-type: none"> ❑ The student understands the need for referral to other services after consultation with supervisor ❑ The student understands and/or follows proper referral procedures after consultation with supervisor 	<ul style="list-style-type: none"> ❑ The student consistently makes appropriate referrals based on assessment results ❑ The student consistently understands and/or follows referral procedures

SKILL OUTCOMES FOR INTERACTION AND PERSONAL

INTERACTION AND PERSONAL SKILLS The student will demonstrate the ability to:	Course	Not Met	Emerging	Entry Level	A	F	V	L	H	D	C	S	M
a. communicate effectively, recognizing the needs, values, preferred mode(s) of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.	CSD 579, 773, 774												
b. collaborate with other professionals in case management.	CSD 579, 773, 774												
c. provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.	CSD 579, 773, 774												
d. adhere to the ASHA Code of Ethics	CSD 579, 773, 774												

A = Articulation/Phonology; V = Voice and Resonance; L = Receptive and Expressive Language; H = Hearing, including the impact on speech/language; D = Dysphagia/Swallowing; C = Cognitive aspects of communication; S = Social aspects of communication; M = Communicative modalities

Standard IV-G: SKILLS OUTCOMES ASSESSMENT RUBRIC: INTERACTION AND PERSONAL SKILLS

Skill outcome a. The student will demonstrate the ability to communicate effectively, recognizing the needs, values, preferred mode(s) of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others. ARTIFACT: Rubric score

Not Met	Emerging	Professional Entry Level
<ul style="list-style-type: none"> <input type="checkbox"/> The student does not communicate effectively <input type="checkbox"/> The student does not adjust communication style based on needs, values, preferred mode(s) of communication and/or cultural/linguistic backgrounds 	<ul style="list-style-type: none"> <input type="checkbox"/> The student often communicates effectively <input type="checkbox"/> The student often adjusts communication style based on needs, values, preferred mode(s) of communication and/or cultural/linguistic backgrounds <input type="checkbox"/> The student adjusts communication style after feedback from supervisor 	<ul style="list-style-type: none"> <input type="checkbox"/> The student consistently communicates effectively <input type="checkbox"/> The student consistently adjusts communication style based on needs, values, preferred mode(s) of communication and/or cultural/linguistic backgrounds

Skill outcome b. The student will demonstrate the ability to collaborate with other professionals in case management. ARTIFACT: Rubric score

Not Met	Emerging	Professional Entry Level
<ul style="list-style-type: none"> <input type="checkbox"/> The student does not use other professionals as resources <input type="checkbox"/> The student does not provide information to other professionals <input type="checkbox"/> The student is unaware of the goals/objectives of other professionals 	<ul style="list-style-type: none"> <input type="checkbox"/> The student often uses other professionals as resources <input type="checkbox"/> The student often provides information to other professionals <input type="checkbox"/> The student often shows awareness of other professionals' goals/objectives 	<ul style="list-style-type: none"> <input type="checkbox"/> The student does consistently use other professionals as resources <input type="checkbox"/> The student consistently provides information to other professionals <input type="checkbox"/> The student shows consistent awareness of the goals/objectives of other professionals <input type="checkbox"/> The student is able to incorporate other professionals' goals/objectives

		during speech-language intervention (when appropriate)
--	--	--------------------------------------------------------

Skill outcome c. The student will demonstrate the ability to provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others. ARTIFACT: Rubric score

Not Met	Emerging	Professional Entry Level
<ul style="list-style-type: none"> ❑ The student has difficulty providing reasonable statements of prognoses ❑ The student has difficulty informing others of the nature and possible effects of assessment and intervention ❑ The student has difficulty responding to others' queries regarding assessment and intervention procedures and outcomes ❑ The student has difficulty guiding others in implementing home programs 	<ul style="list-style-type: none"> ❑ The student often provides reasonable statements of prognoses ❑ The student often appropriately informs others of the nature and possible effects of assessment and intervention ❑ The student often responds appropriately to others' queries regarding assessment and intervention procedures and outcomes ❑ The student is often able to guide others in implementing home programs 	<ul style="list-style-type: none"> ❑ The student consistently provides reasonable statements of prognoses ❑ The student consistently and appropriately informs others of the nature and possible effects of assessment and intervention ❑ The student consistently responds appropriately to others' queries regarding assessment and intervention procedures and outcomes ❑ The student is consistently able to guide others in implementing home programs

Skill outcome d. The student will demonstrate the ability to adhere to the ASHA Code of Ethics. ARTIFACT: Rubric score

Not Met	Emerging	Professional Entry Level
<ul style="list-style-type: none"> ❑ The student does not appear to be familiar with the ASHA Code of Ethics ❑ The student engages in behavior that does not adhere to the ASHA Code of Ethics 	NOT APPLICABLE	<ul style="list-style-type: none"> ❑ The student consistently demonstrates familiarity with the ASHA Code of Ethics ❑ The student consistently engages in behavior that adheres to the ASHA Code of Ethics

SKILL OUTCOMES FOR ORAL AND WRITTEN COMMUNICATION

Standard IV-B	Course	Not Met	Emerging	Entry Level
The applicant must possess skill in oral and written or other forms of communication sufficient for entry into professional practice.				
Students must achieve a passing grade in a college level (non-remedial) oral communication course as demonstrated by college transcript. (COMS 101)	COMS 101 or Equivalent			MET as UG
Students must achieve a passing grade in a college level (non-remedial) English composition course as demonstrated by college transcript. (ENGL 100)	ENGL 100 or Equivalent			MET as UG
Students will attend and respond appropriately during patient/family consultation as evaluated by clinical supervisor. (CSD 579; CSD 772; CSD 773; CSD 774)	CSD 579, 773, 774			
Students will use language appropriate for audience during interactions with patients/clients and family members as evaluated by clinical supervisor. (CSD 579; CSD 772; CSD 773; CSD 774)	CSD 579, 773, 774			
Students will use accurate and concise information in written reports as evaluated by clinical supervisors. (CSD 579; CSD 772; CSD 773; CSD 774)	CSD 579, 773, 774			
Students will use correct mechanics in written reports as evaluated by clinical supervisors. (CSD 579; CSD 772; CSD 773; CSD 774)	CSD 579, 773, 774			
Students will use language appropriate for audience in written reports as evaluated by clinical supervisors. (CSD 579; CSD 772; CSD 773; CSD 774)	CSD 579, 773, 774			

Standard IV-G: SKILLS OUTCOMES ASSESSMENT RUBRIC: ORAL AND WRITTEN COMMUNICATION

patient/family consultation as evaluated by clinical supervisor. ARTIFACT: Rubric score

Not Met	Emerging	Professional Entry Level
<ul style="list-style-type: none"> ❑ The student shows little confidence during patient/family consultations ❑ The student does not show evidence of active listening skills ❑ The student relies on the supervisor during patient/family consultations 	<ul style="list-style-type: none"> ❑ The student often shows confidence during patient/family consultations ❑ The student often shows evidence of active listening skills ❑ The student often provides accurate information and often responds appropriately during patient/family consultations 	<ul style="list-style-type: none"> ❑ The student consistently shows confidence during patient/family consultations ❑ The student consistently shows evidence of active listening skills ❑ The student consistently provides accurate information and consistently responds appropriately during patient/family consultations

Skill outcome b. The student will use language appropriate for audience during interactions with patients/clients and family members as evaluated by clinical supervisor. ARTIFACT: Rubric score

Not Met	Emerging	Professional Entry Level
<ul style="list-style-type: none"> ❑ The student uses technical language that is confusing to patients/clients and family members ❑ The student uses language that is condescending to patients/clients and family members ❑ The student uses poor grammar during interactions with patients/clients and family members 	<ul style="list-style-type: none"> ❑ The student often adjusts technical language to fit the needs of the client/patient and family members ❑ The student often uses language appropriate for the audience 	<ul style="list-style-type: none"> ❑ The student consistently adjusts language to fit the needs of the client/patient and family members ❑ The student consistently uses language appropriate for the audience

Skill outcome c. The student will use accurate and concise information in written reports as evaluated by clinical supervisors. ARTIFACT: Rubric score

Not Met	Emerging	Professional Entry Level
<ul style="list-style-type: none"> <input type="checkbox"/> The student writes reports that do not correspond to assessment and intervention data <input type="checkbox"/> The student writes reports in which the content is difficult to ascertain <input type="checkbox"/> The student writes reports that are not concise 	<ul style="list-style-type: none"> <input type="checkbox"/> The student often writes reports that correspond to assessment and intervention data <input type="checkbox"/> The student often writes reports in which the content is often easy to ascertain <input type="checkbox"/> The student often writes reports that are concise 	<ul style="list-style-type: none"> <input type="checkbox"/> The student consistently writes reports that correspond to assessment and intervention data <input type="checkbox"/> The student consistently writes reports in which the content is often easy to ascertain <input type="checkbox"/> The student consistently writes reports that are concise

Skill outcome d. The student will use correct mechanics in written reports as evaluated by clinical supervisors. ARTIFACT: Rubric score

Not Met	Emerging	Professional Entry Level
<ul style="list-style-type: none"> <input type="checkbox"/> The student makes several/numerous spelling errors in written reports <input type="checkbox"/> The student makes several/numerous grammatical errors in written reports <input type="checkbox"/> The student makes several/numerous organizational errors in written reports 	<ul style="list-style-type: none"> <input type="checkbox"/> The student makes few spelling errors in written reports <input type="checkbox"/> The student makes few grammatical errors in written reports <input type="checkbox"/> The student makes few organizational errors in written reports 	<ul style="list-style-type: none"> <input type="checkbox"/> The student consistently writes technically sound written reports

Skill outcome e. The student will use language appropriate for audience in written reports as evaluated by clinical supervisors. ARTIFACT: Rubric score

Not Met	Emerging	Professional Entry Level
<ul style="list-style-type: none"> <input type="checkbox"/> The student uses technical language that is confusing to patients/clients and family members <input type="checkbox"/> The student uses language that is condescending to patients/clients 	<ul style="list-style-type: none"> <input type="checkbox"/> The student often adjusts technical language to fit the needs of the client/patient and family members <input type="checkbox"/> The student often uses language 	<ul style="list-style-type: none"> <input type="checkbox"/> The student consistently adjusts language to fit the needs of the client/patient and family members <input type="checkbox"/> The student consistently uses language

<p>and family members</p> <p>□ The student uses poor grammar during interactions with patients/clients and family members</p>	<p>appropriate for the audience</p>	<p>appropriate for the audience</p>
-------------------------------------------------------------------------------------------------------------------------------	-------------------------------------	-------------------------------------

Out-of-Classroom Experiences:

The program provides experiences for learning outside the classroom.

All students:

1. Students provide hearing screenings (under the supervision of a certified audiologist) for students in River Falls, St. Croix Central, and Prescott school districts. ARTIFACT: Clinical Clock Hours
2. Students provide hearing screening for the University of Wisconsin-River Falls Facilities Management employees. ARTIFACT: Clinical Clock Hours
3. Students provide hearing screenings for the City of River Falls Utilities employees. ARTIFACT: Clinical Clock Hours
4. Students provide prevention, assessment and intervention services for individuals experiencing Communication Sciences and Disorders across the lifespan. This is implemented during fall, spring and summer semester during the students' first year of the master's program (36 weeks). ARTIFACT: Clinical Clock Hours and Rubric-Based Assessment
5. Students provide prevention, assessment, and intervention services for children during an externship in either birth-to-three programs, public schools, rehabilitation centers, hospitals, or private practices during the second year of their graduate program (12 week). ARTIFACT: Clinical Clock Hours and Rubric-Based Assessment
6. Students provide prevention, assessment, and intervention services for adults in either rehabilitation centers, hospitals, private practices, or long-term care facilities during the second year of their graduate program (12 weeks). ARTIFACT: Clinical Clock Hours and Rubric-Based Assessment
- 7.

Selected Students:

1. Students provide intervention services as part of an aphasia support group. ARTIFACT: Clinical Clock Hours and Rubric-Based Assessment
2. Students provide assessment and intervention services at the River Falls Area Hospital. ARTIFACT: Clinical Clock Hours and Rubric-Based Assessment
3. Students provide intervention services in the University Preschool's 4K program. ARTIFACT: Clinical Clock Hours and Rubric-Based Assessment

4. Students engage in research projects (including thesis and plan B papers).
ARTIFACT: Clinical Clock Hours and Rubric-Based Assessment
- 5.

Out-of-classroom experiences directly relate to practicum experiences (venues are practicum sites associated with CSD 579, 772, 773, 774) and are evaluated using the skills outcome rubrics and their associated assessments and artifacts (see Skills Outcome section of this document). Out-of-classroom experiences are needed for students to meet external stakeholder (i.e., employers, Wisconsin Department of Public Instruction, Wisconsin Department of Safety and Professional Services, other state departments of education and health, American Speech-Language-Hearing Association Certification Department, Council for Academic Accreditation in Audiology and Speech-Language Pathology) expectations for certification. Out-of-classroom experiences require that students draw on broad and specific program knowledge outcomes. Each broad and specific skill outcome is achieved during out-of-class experiences. Each broad and specific learner outcome (both knowledge and skill outcomes) is directly linked to national and state certification standards that have been developed by external stakeholders.

Out-of-Class Sites Used in 2012-1013

Pediatric Sites

Courage St. Croix-Stillwater, MN
 Courage Center-Golden Valley, MN
 Functional Kids Clinic-Maplewood, MN
 Hennepin County Medical Center-Minneapolis, MN
 Gillette Children's Hospital-St. Paul, MN
 Capernaum Place, New Hope and Edina, MN
 The Therapy Place-Bloomington, MN
 Kenny Kids-Allina, Coon Rapids, MN
 Boyceville, WI Public Schools
 North St. Paul/Maplewood, MN Public Schools
 Prescott, WI Public Schools
 River Falls, WI Public Schools
 St. Croix Central, WI Public Schools
 South Washington County, MN Public Schools
 St. Paul, MN Public Schools
 Stillwater, MN Public Schools
 University of Wisconsin-River Falls Speech-Language –Hearing Clinic-River Falls, WI
 Wayzata, MN Public Schools
 West St. Paul MN Public Schools

Adult Sites

Abbot-Northwestern Hospital-St. Paul, MN
 Aegis Therapies, Various Locations, MN
 Augustana/Centrex Rehabilitation, Various Locations, MN
 Courage St. Croix-Stillwater, MN

Fairview Hospitals, Various Locations, MN
Hennepin County Medical Center-Minneapolis, MN
Mayo Health System-Eau Claire, WI
Minnesota Masonic Care Center-Bloomington, MN
Park-Nicollet Methodist Hospital-St. Louis Park, MN
Presbyterian Homes-Variou Locations, MN
Regions Hospital-St. Paul, MN
River Falls Area Hospital-River Falls, WI
St. John's Hospital-Maplewood, MN
St. Joseph's Hospital-St. Paul, MN
University of Wisconsin-River Falls Speech-Language –Hearing Clinic-River Falls, WI

Assessment Venues:

Direct Assessment:

Comprehensive Written Examination: During the last (fifth) semester of the program, students complete a written comprehensive examination.

Praxis II Written Examination: Although not a program requirement, 100% of program graduates take this examination and report the results to our program. Praxis examination pass rates are posted on the departmental website (100% first-time pass rates for the past nine years): <http://www.uwrf.edu/CSD/ProgramData.cfm>

Course related assessments of specific knowledge outcomes (See Knowledge Outcomes Section).

Rubric based assessments of skills outcomes (See Skill Outcomes Section and associated rubrics section).

Program Completion Rates: Posted on the departmental website:
<http://www.uwrf.edu/CSD/ProgramData.cfm>

Program Employment Rates: Posted on the departmental website:
<http://www.uwrf.edu/CSD/ProgramData.cfm>

Indirect Assessment:

Current Graduate Student Survey (first year students): Current graduate students complete a survey at the end of their first year. Graduating students complete an exit survey in May of the second year. The survey provides data regarding students' perceptions of (1) how effectively the learner outcomes meet their needs, (2) quality of advising, (3) quality of teaching, and (4) quality of the curriculum.

Graduate Student Exit Survey: Current graduate students complete a survey at the end of their first year. Graduating students complete an exit survey in May of the second year. The survey provides data regarding students' perceptions of (1) how effectively the learner outcomes met their needs, (2) quality of advising, (3) quality of teaching, and (4) quality of the curriculum.

Alumni Survey:

Alumni complete a survey following their first year of employment. The survey provides data regarding alumni's perceptions of (1) how effectively the learner outcomes met their needs for employment, (2) quality of advising, (3) quality of teaching, and (3) quality of the curriculum.

Employer Survey:

Employers complete a survey of based on alumni performance (following first year of employment). The survey provides data regarding employer's perceptions of graduate's knowledge and skill in assessment, intervention, interaction and personal skills, and oral and written communication.

Faculty Survey:

Faculty members complete a survey regarding their perceptions of (1) support, (2) physical facilities, (3) curriculum, and (4) assessment plan.

Survey questions follow:

Questions	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
This graduate program is enhancing my knowledge base in phonological disorders.				Rev. 9/7/2014		
6. This graduate program is enhancing my knowledge base in the following language disorders in CHILDREN:						
The graduate program enhanced my knowledge base in phonological disorders In children						
The graduate program enhanced my knowledge base in phonological disorders In adults						
The graduate program enhanced my knowledge base in the following language disorders in CHILDREN:						
-Developmental						
-Cognitive Aspects						
-Social Aspects						
-Augmentative/Alt. Communication						
This graduate program is enhancing my knowledge base in the following language disorders in ADULTS:						
-Aphasia						
-Cognitive Aspects						
-Social Aspects						
Augmentative/Alt. Communication						
The graduate program enhanced my knowledge base in the following speech disorders:-						
-Articulation						
-Voice						
-Fluency						
The graduate program enhanced my knowledge base swallowing disorders.						
The graduate program enhanced my knowledge base in areas related to hearing						
The graduate program enhanced my knowledge base in professional issues.						
The graduate program enhanced my knowledge base in psychometrics.						

The graduate program enhanced my knowledge base in research.						
The graduate program enhanced my skill base in providing assessment/diagnostic services						
The graduate program enhanced my skill base in providing Intervention services						
The graduate program prepared me as an evidence-based practitioner						

GRADUATE EXIT SURVEY

Learner Outcome Questions	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
Because of my experiences in the CSD program, I enhanced my knowledge base in basic communication processes (i.e., biological, neurological, speech and hearing science, phonetics, communication development).						
Because of my experiences in the CSD program, I enhanced my knowledge base in phonological and language disorders language disorders in children and adults, specifically:						
-Phonological disorders						
-Language disorders						
-Aphasia						
-Cognitive Aspects of Communication						
-Social Aspects of Communication						
-Augmentative/Alt. Communication						
Because of my experiences in the CSD program, I enhanced my knowledge base in speech disorders in children and adults, specifically:						
-Articulation Disorders						
-Voice and Resonance Disorders						
-Fluency Disorders						
-Swallowing Disorders						
Because of my experiences in the CSD program, I enhanced my knowledge base in areas related to hearing.						

Because of my experiences in the CSD program, I enhanced my knowledge base in clinical management.						
Because of my experiences in the CSD program, I enhanced my knowledge base in professional issues.						
Because of my experiences in the CSD program, I enhanced my knowledge base in psychometrics (testing/measurement).						
Because of my experiences in the CSD program, I enhanced my knowledge base in research.						
Because of my experiences in the CSD program, I enhanced my skill base in providing prevention services.						
Because of my experiences in the CSD program, I enhanced my skill base in providing assessment/diagnostic services.						
Because of my experiences in the CSD program, I enhanced my skill base in providing intervention services.						
Because of my experiences in the CSD program, I enhanced my oral and written communication skills.						
Because of my experiences in the CSD program, I enhanced my skills for interacting with clients and other professionals.						
Because of my experiences in the CSD program, I enhanced my skills in working with clients who are culturally and linguistically diverse						

Questions are also asked regarding Advising, Teaching, Curriculum, and Library Services.

ALUMNI SURVEY

Questions	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
The graduate program enhanced my ability to use written communication						

effectively and professionally in my field.						
The graduate program enhanced my ability to use oral communication effectively and professionally in my field.						
The graduate program enhanced my knowledge base in phonological disorders In children						
The graduate program enhanced my knowledge base in phonological disorders In adults						
The graduate program enhanced my knowledge base in the following language disorders in CHILDREN						
-Developmental						
-Cognitive Aspects						
-Social Aspects						
-Augmentative/Alt. Communication						
The graduate program enhanced my knowledge base in the following language disorders in ADULTS:-						
-Aphasia						
-Cognitive Aspects						
-Social Aspects						
Augmentative/Alt. Communication						
The graduate program enhanced my knowledge base in the following speech disorders:-						
-Articulation						
-Voice						
-Fluency						
The graduate program enhanced my knowledge base swallowing disorders.						
The graduate program enhanced my knowledge base in areas related to hearing						
The graduate program enhanced my knowledge base in professional issues.						

The graduate program enhanced my knowledge base in psychometrics.						
The graduate program enhanced my knowledge base in research.						
The graduate program enhanced my skill base in providing assessment/diagnostic services						
The graduate program enhanced my skill base in providing Intervention services						
The graduate program prepared me as an evidence-based practitioner						

EMPLOYER SURVEY

Questions	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
Based on my experience with speech-language pathologists who earned their master's degrees at the University of Wisconsin-River Falls, I believe their knowledge base meets the needs of my agency.						
Based on my experience with speech-language pathologists who earned their master's degrees at the University of Wisconsin-River Falls, their skills in providing prevention services meets the needs of my agency.						
Based on my experience with speech-language pathologists who earned their master's degrees at the University of Wisconsin-River Falls, I believe their skills in providing assessment/diagnostic services meets the needs of my agency.						
Based on my experience with speech-language pathologists who earned their master's degrees at the University of Wisconsin-River Falls, I believe their skills in providing intervention/therapeutic services meets the needs of my agency.						
Based on my experience with speech-language pathologists who earned their master's degrees at the University of						

Wisconsin-River Falls, I believe their oral communication skills meet the needs of my agency.						
Based on my experience with speech-language pathologists who earned their master's degrees at the University of Wisconsin-River Falls, I believe their written communication skills meet the needs of my agency.						
Based on your experience with speech-language pathologists who earned their master's degrees at the University of Wisconsin-River Falls, I believe their ability to work on a team meets the needs of my agency.						
Based on your experience with speech-language pathologists who earned their master's degrees at the University of Wisconsin-River Falls, please rate their interpersonal skills with clients and families meets the needs of my agency.						

FACULTY SURVEY

Learner Outcome Questions	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
I have been supported in adapting to new teaching activities						
I have been supported in increasing my level of professional development						
I have been supported in increasing my level of scholarly activity						
I have been supported in participating in university service						
I have been supported in participating in professional service						
I have been supported in participating in community service						
I have been supported in my outreach efforts						
The program curriculum is up-to-date						
The program demonstrates "best practices" in pedagogy						
I have good communication with colleagues in my program						
I feel prepared to advise students						
I have effective communication channels with advisees						

I understand the program curriculum in an advising context						
I understand general education requirements in an advising context						
The program's current assessment plan is adequate to measure student learning outcomes						

Process for Assessment

1. The graduate program is accredited by the *Council for Academic Accreditation in Audiology and Speech-Language Pathology (CAA)*. The program is also approved by the *Wisconsin Department of Public Instruction (DPI)*. The curriculum and associated knowledge and skills outcomes are based on the *CAA* accreditation standards and *DPI* certification requirements.

2. The primary stakeholders for the Communication Sciences and Disorders program are:
 - a. students enrolled in the program (internal)
 - b. departmental faculty and staff (internal)
 - c. College of Education and Professional Studies (internal)
 - d. Patients/Clients who use the services of the University Speech-Language-Hearing Clinic (external)
 - e. Patients/Clients who use the services of the River Falls Area Hospital (external)
 - f. Employers and future employers of program graduates (external)
 - g. Council on Academic Accreditation in Audiology and Speech-Language Pathology (external)
 - g. Wisconsin Department of Public Instruction (external)
 - h. Wisconsin Department of Safety and Professional Services (external)
 - i. Minnesota Department of Health (external)
 - k. Minnesota Department of Education

3. Assessment dates/timelines

Internally, the program uses an annual assessment cycle. Data are collected during fall, spring, and summer semester courses (re: specific learner outcomes). If a student does not meet a learner outcome in a course or practicum, the instructor or clinical supervisor develops a remediation/improvement plan that outlines what is required of the student to provide evidence of meeting the learner outcome. A copy of the remediation plan is given to the program director. The Program Director is provide a copy of each remediation plan. Remediation Plans and outcomes are also documented in the student file. Data are collected regarding the percent of students meeting learner outcomes in each course.

Students take *the Comprehensive Written Examination, Praxis II Examination* are given in May of each year. *Current First Year Student Survey, Graduate Exit Survey, Alumni Survey* and *Employer Survey* are also given in May of each year.

The Program Director summarizes those data, develops a report and presents those data and report at an October departmental meeting each year. Department members identify program strengths and program limitations based on the data. An annual action plan is developed for program improvement purposes. Each year, the status of the previous action plan is also discussed. Previous action plan items are either deleted, included in the next action plan, or revised and included in the next action plan.

Externally to the program, a three-year assessment cycle is used. Assessment Plans are submitted to the University Assessment Committee as part of its three-year cycle of review. Aggregate assessment reports (based on departmental annual reports) are submitted to the campus consistent with its three-year cycle of review. These reports are the focus of the October departmental assessment during that year. An electronic copy of the report (including action plan) are posted to the program’s assessment section of the T drive.

Action Plan Summary (example from 2012-2013 academic year)

Reason For Change	Action To Be Taken	Lead Person	Due Date	Follow-UP
Students’ perception of library services was low	1. Faculty will better describe library resources in classes 2. Model the use of library resources 3. Implement more assignments that require library resources	1. all 2. all 3. all	Fall 2013	Spring 2014 Student Survey
Student’s perception of their ability to provide prevention services was relatively low on current student and surveys	1. Offer prevention services for the School District of River Falls 4K program. Graduate students provide services under faculty supervision 2. Offer voice prevention services to the UWRF Music and Teacher Education Departments. Graduate Students will provide services under faculty supervision.	1. Sarah (Clinic Director) 2. Sarah (Clinic Director)	1. Fall 2013 2. Spring 2014	1a. Clinical Supervisor Meeting Fall 2013 1b. Spring 2014 Student Survey 2a. Clinical Supervisor Meeting Spring 2014 2b. Spring 2014 Student Survey

4. Internal and external stakeholders can obtain the assessment plan and assessment results at: <http://www.uwrf.edu/CSD/index.cfm>

5. All faculty and clinical supervisors are involved in the program’s assessment process. All faculty and clinical supervisors evaluate specific learner outcomes associated with their courses or practicum. All faculty and clinical supervisors develop and implement remediation plans as needed.

6. Students are required to assess themselves through reflection. Students must submit a self-assessment to their clinical supervisor following every assessment and intervention session they conduct. Students must reflect on the strengths of the session,

the limitations of the session, and proposed changes based on the perceived strengths and limitations.

6. The schedule for direct assessment can be found in the Specific Learner Outcome section of this assessment plan.

7. Review of out-of-classroom experiences is on-going. The Clinic Director monitors out-of-classroom practicum experiences. The Clinic Director serves as a liaison to practicum sites and makes at least one visit to each site each semester. The Clinic Director also makes contact via phone and email each semester. Out-of-class experiences are evaluated by students and the Clinic Director each semester.

9. Communication Sciences and Disorders faculty and clinical supervisors update knowledge and skills outcomes based on stakeholder needs, trends in the profession and changes in accreditation standards. Student, alumni, and employer feedback (both informal and through structured surveys) are also used to update knowledge and skills outcomes.

As needed, assessment discussions are included as part of regular meetings of the Communication Sciences and Disorders program. The program chair and the departmental program assistant maintain minutes. At least one faculty meeting per year is devoted to a discussion of the assessment process (October).