

Major Field Assessment Plan
B.A. Speech-Language and Hearing Specialists
December 8, 2004

Southeastern Louisiana University Mission

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

Program Mission

The mission of the Program in Speech-Language-Hearing Specialists is to:

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

The program provides the curriculum and clinical experiences that enables graduates to be certified and licensed as a provisional speech-language pathology assistant (SLPA) by the State Department of Education and the Louisiana Board of Examiners in Speech-Language Pathology and Audiology, respectively.

Goal 1

To provide high-quality curriculum and instruction that allows students to obtain a broad knowledge base including basic sciences, general education, normal communication processes, and disorders of communication.

Expected Outcome

- a. Majors will have a positive opinion about the effectiveness of beginning courses in the speech language and hearing specialist program.
- b. Majors will have a positive opinion about the quality of instruction in advanced core course in the speech language and hearing specialist program.
- c. Majors will consider themselves to be prepared to be employed as an SLPA.

Assessment

- a. Eight percent of majors will be "satisfied" or "very satisfied" with the effectiveness of beginning courses in the speech language and hearing specialist program.
- b. Eighty percent of majors will be "satisfied" or "very satisfied" with the quality of instruction and degree program as measured on the University's Survey of Undergraduate Alumni.
- c. Eighty percent of majors will "feel prepared" to seek employment as an SLPA or to pursue graduate studies as measured by the Department's Exit Survey of Undergraduates.

Goal 2

To demonstrate competency in clinical skills at the beginning level.

Expected Outcome

- a. Majors will successfully complete the required clinical practica courses (CSD 300 & 410).
- b. Majors will graduate with a minimum of 100 clinical contact hours in the following areas:
 - 25 hours of observation
 - 20 hours in articulation disorders
 - 20 hours in language disorders
- c. Majors will complete 25 hrs. of observation prior to enrollment in CSD 300.
- d. Majors will earn a grade of "C" or better on CBS End-of-the-Semester Evaluation for CSD 300 and 410.
- e. Majors will complete the ASHA Clinical Summary form upon completion of CSD 410.

Assessment

- a. Eighty percent of majors will successfully complete the required clinical practica courses (CSD 300 & 410).
- b. Eighty percent of majors will graduate with a minimum of 100 clinical contact hours in the following areas:
 - 25 hours of observation
 - 20 hours in articulation disorders
 - 20 hours in language disorders
- c. One hundred percent of majors will complete 25 hours of observation prior to enrolling in CSD 300 as documented on their application for Clinic Practicum and verified by the Clinic Director.
- d. Eighty percent of majors will achieve a final recommended grade of "C" or better in CSD 300 and 410 as measured by the Cognitive Behavioral Systems End-of-Term Supervision Form.
- e. One hundred percent of majors will complete the ASHA Clinical Summary Sheet after completing CSD 410. The Summary sheet delineates the number and areas of clinical contact hours. The Clinic Director signs the Summary Sheet verifying the number and type of contact hours. The Summary Sheet is filed in the student's permanent folder.

Goal 3

To provide opportunities for students to:

- develop a positive pre-professional identity,
- an appreciation for life-long learning,
- provide positive, meaningful experiences and activities, and professional associations outside of the classroom.

Expected Outcome

Majors will participate in satisfying and meaningful pre-professional activities and/or service-

projects as part of course work, research projects and papers, and presentations and/or attendance at local, state, and national professional meetings.

Assessment

- a. Eighty percent of majors will be "satisfied" or "very satisfied" with experiences outside the classroom.
- b. Eighty percent of majors will be "satisfied" or "very satisfied" with professional activities and associations.
- c. The number and type of pre-professional and service learning activities will be documented from course syllabi.
- d. Travel authorizations will reflect the type of activity and the number of student participants. Documentation will be filed with the department's administrative secretary.

Goal 4

To provide a high-quality comprehensive pre-professional education in speech, language and hearing specialist program in preparation for entry into a master's degree program.

Expected Outcome

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

Assessment

- a. Fifty percent of majors will graduate with a cumulative grade point average of 3.0 or higher. The Department will review majors' cumulative GPA as documented by the University's Office of Institutional Research.

Goal Attainment Framework

Expected Outcomes	Very Dissatisfied		3	4	Very Satisfied	
	1	2			5	
1. Curriculum and instruction						
a. effectiveness of beginning courses						
b. quality of instruction in advanced core courses						
c. preparedness for employment or graduate studies						
2. Demonstrate competency in clinical skills						
a. complete clinical practicum (CSD 300 & 410)						
b. complete 100 clinical contact hours						
c. complete observation prior to CSD 300 & 410						
d. achieve "C" or better on CBS Evaluation						
e. complete ASHA Clinical Summary Form						
3. Positive pre-professional identity and life-long learning						
a. satisfied with experiences outside of the classroom						
b. satisfied with professional activities & associations						
4. Preparation for entry into master's program						
a. cumulative GPA of 3.0 or higher						

Cultural/Global Perspective

All coursework in the undergraduate courses in the speech-language and hearing specialist program address culturally and linguistically different populations and multi-cultural issues. Courses place major emphasis on the student's understanding of speech and language differences versus speech and language disorders. Assessment courses emphasize non-biased assessment of individuals from culturally and linguistically different backgrounds, and stress the use of explanatory analysis (the documentation of extrinsic factors that may negatively impact the communication development and proficiency of an individual from a culturally and linguistically different background). All disorders courses include information on variations in incidence, severity, and types of communication deficits that are specific to culturally and linguistically different groups.

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

Faculty development has emphasized awareness of multi-cultural issues and the impact these differences have on normal and disordered communication. Publications and training information from the American Speech-Language-Hearing Association have been obtained for use by the faculty and include materials such as, *Second Language Learners: ASHA Readings*, and *Clinical Issues when Assessing African American Children: ASHA Reading*. Reviews of course syllabi reflect print and electronic resources that enhance course texts (e.g., Web sites: Languages of the World www.sil.org/ethnologue, American Dialect Society www.americandialect.org, and print references, *Multicultural students with special language needs Practical strategies for assessment and intervention* (2nd ed.) (Roseberry-McKibbin, 2002), *Assessment of language skills in rural preschool children* (Smith, Myers-Jennings, & Coleman, 2000; *Accents and dialects* (Montgomery, 99), *Distinguishing between communication disorders and communication differences* (Taylor, Payne, & Anderson, 97).

The following courses are examples of how multi-cultural issues are infused into the curriculum.

In **CSD 205: Phonetics**, a required course for students in the speech-language and hearing specialist program and a prerequisite for the graduate program, where normal and disordered spoken language are analyzed. Students become familiar with how sounds are produced, and they learn how to phonetically transcribe speech sounds. Distinctive features are learned for Standard English transcription, as well as for regional dialectal variations. Students transcribe speech samples of individuals who

speak the same dialect, and they transcribe the speech of individuals who speak a different dialect or who speak English as a Second Language.

In **CSD 309: Beginning Assessment in Communication Disorders**, a required course and a prerequisite for graduate students in the speech-language program, students obtain basic information about diagnostic methods and procedures and report writing. Students observe advanced students or professionals as they conduct evaluations. Assessment issues associated with the evaluation of individuals from multicultural backgrounds and the process of obtaining and giving information to their families is covered. Cultural variables that may impact implementation of clinical recommendations are discussed.

In **CSD 327: Introduction to Clinical Methods for Communication Disorders**, a required course and a prerequisite for graduate students in the speech-language and hearing program, different learning styles of individuals with exceptionalities are learned, and students are required to reflect on personal cultural biases and differences. Students examine the impact of their biases and differences on clinical practice.

In **CSD 328: Introduction to Clinical Experiences**, a required course where observations of individuals from different cultural and linguistic backgrounds are conducted and interactions between the student clinician, client and family members are examined.

In **CSD 413: Public School Speech, Language and Hearing Services: Methods and Materials**, a required course for students in the speech-language and hearing specialist program, practices and procedures associated with aspects of conducting public school speech-language and hearing services are discussed. Diagnostic and therapeutic methods and inclusion are key components of the course. Students acquire information and skills relative to providing non-biased assessment and effective intervention to students from culturally and linguistically diverse populations. Students enrolled in the course provide communication enrichment for pre-school children who are from predominately different cultural, racial, and socio-economic backgrounds.

In **CSD 415: Speech and Language Development**, a required course for students in the speech-language and hearing specialist program and a requirement for students in the graduate program who do not hold undergraduate degrees in the field. The course addresses the major theories of language acquisition and the normal sequence of child language development. Cultural and linguistic differences are discussed.