



UNIVERSITY *of* ALASKA ANCHORAGE

**Post Baccalaureate Certificate in Speech-Language  
Pathology  
Academic Assessment Plan**

**Adopted by**

**The Speech-Language Pathology faculty: 3/8/14**

**Submitted to the Academic Assessment Committee via:**

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## **MISSION STATEMENT**

The mission of the Speech-Language Pathology (SLP) Post-Baccalaureate Certificate Program is to prepare speech-language pathologists for lifelong success by providing an excellent student-centered learning environment to prepare them for professional careers and advanced study in speech-language pathology. We accomplish our mission by offering a curriculum that fosters critical thinking and inquiry while promoting an understanding of human communication and communicative disorders as well as the knowledge, skills, and values to ultimately serve individuals with communication disorders from diverse cultural–linguistic backgrounds across the lifespan.

## **PROGRAM INTRODUCTION**

The Speech-Language Pathology (SLP) Post-Baccalaureate Certificate establishes a new and relevant program that provides an educational opportunity which is not otherwise available in Alaska. This program will allow students who already have a baccalaureate degree in another field to obtain required coursework in preparation for graduate study in Speech-Language Pathology. This will address the documented severe shortage of Speech-Language Pathologists in education and healthcare in Alaska. It will also enable individuals in related fields to obtain information that will facilitate service delivery for individuals with speech, language, and/or hearing impairment. As the courses are available by distance delivery the SLP Post-Baccalaureate Certificate meets the needs of the entire state.

## **ASSESSMENT PROCESS INTRODUCTION**

The Assessment Plan regarding standards and learning outcomes is adapted, or directly quoted, from the 2014 Certification Standards of the American Speech-Language-Hearing Association (ASHA). We adapted the ASHA-mandated assessment plan to guide the development of learning outcomes for our SLP Post-Baccalaureate Program. The ASHA Knowledge and Skills Assessment (KASA) standards and numbering have been maintained to allow the seamless and efficient tracking learning outcomes from the undergraduate program through the graduate level. It is important to note that while ASHA does not accredit undergraduate programs, students earning a SLP Post-Baccalaureate Certificate will complete a program of study that includes academic course work sufficient in depth and breadth to achieve the specified knowledge and skill outcomes that are linked to the standards listed below. This program of study will prepare a student for graduate study leading to professional certification in speech-language pathology.

## **PROGRAM STUDENT LEARNING OUTCOMES**

### **Program Assessment Plan Re: ASHA Certification Standards 2014\* Standard IV: Knowledge Outcomes**

#### **Standard IV-B**

The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.

### **Standard IV-C**

The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:

articulation, fluency, voice and resonance including respiration and phonation, receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication and paralinguistic communication) in speaking, listening, reading, writing, hearing, including the impact on speech and language swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, orofacial myology), cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning), social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities), augmentative and alternative communication modalities.

(It is expected that course work addressing the professional knowledge specified in IV-C will occur primarily at the graduate level.)

### **Standard IV-D**

For each of the areas specified in Standard IV-C, the applicant must have demonstrated current 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.

### **Standard IV-E**

The applicant must have demonstrated knowledge of standards of ethical conduct.

### **Standard IV-F**

The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.

\*Council for Clinical Certification in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association. (2012). 2014 Standards for the Certificate of Clinical Competence in Speech-Language Pathology. Retrieved 2/14/14 from <http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/>.

### **Students obtaining a SLP Post-Baccalaureate Certificate will be able to:**

1. Identify anatomical structures and physiological processes that support the communication and swallowing processes.
2. Describe the role of the systems of respiration, phonation, and articulation/resonance in the production of a spoken word.
3. Identify milestones in normal speech and language development.
4. Identify common disorders that affect the ability to communicate.
5. Discuss the impact of culturally and linguistically diverse backgrounds on speech and language development and determination of speech or language difference vs. disorder.

## ASSESSMENT MEASURES

The assessment measures and their relationships to the program outcomes are listed in Table 1. A description of the measures used in the assessment of the program outcomes and their implementation are summarized in Table 2. There is a separate appendix for each measure that shows the measure itself and describes its use and the factors that affect the results.

**TABLE 1: ASSOCIATION OF ASSESSMENT MEASURES TO PROGRAM OUTCOMES AND ASHA STANDARDS**

<b>Program Outcome/ ASHA Standards</b>	<b>Means of Assessment/Performance Criteria</b>	<b>Course</b>
<b>1:</b> Students will identify anatomical structures and physiological processes that support the communication and swallowing processes. <b>ASHA Standard IV-B</b>	<b>1A)</b> 90% of students will score 80% or better on 4 examinations assessing the systems involved in human communication and swallowing: respiration, phonation, articulation/resonance, mastication/deglutition, nervous system, and auditory system.	EDSL A301
	<b>1B)</b> 90% of students will score 80% or better on the Neurological Foundations Electronic Reference Guide Assignment	EDSL A411
<b>2:</b> Students will describe the role of the systems of respiration, phonation, and articulation/resonance in the production of a spoken word. <b>ASHA Standard IV-B</b>	Systems Project: From Inspiration to Spoken Word 100% of students will score 80% or better.	EDSL A301
<b>3:</b> Students will identify milestones in normal speech and language development. <b>ASHA Standards IV-B, IV-D</b>	<b>3A)</b> Child Language Sample Analysis 100% of students will score 80% or better.	EDSL A303
	<b>3B)</b> Speech Screening/Oral-Motor Assessment 100% of students will score 80% or better.	EDSL A401
<b>4:</b> Students will identify common disorders that affect the ability to communicate and/or swallow. <b>ASHA Standards IV-C, IV-F</b>	<b>4A)</b> 90% of students will score 80% or better on examinations regarding the basic characteristics or impact of common communication and swallowing disorders.	EDSL A301 EDSL A401 EDSL A402 EDSL A403 EDSL A411
	<b>4B)</b> 90% of students will complete a research paper on hearing or vestibular disorders scoring 80% or better.	EDSL A402
<b>5:</b> Students will discuss the impact of culturally and linguistically diverse backgrounds on speech and language development and difference vs. disorder <b>ASHA Standards IV-B, IV-E</b>	<b>5A)</b> Students will complete a Discussion Board reflection on cultural-linguistic diversity issues with 100% of students scoring 80% or better.	EDSL A303
	<b>5B)</b> Students will complete a Position Paper on cultural-linguistic issues and ethics with 90% of students scoring 80% or better.	EDSL A302

**TABLE 2: PROGRAM OUTCOMES ASSESSMENT MEASURES AND ADMINISTRATION**

<b>Measure</b>	<b>Description</b>	<b>Frequency / Start Date</b>	<b>Collection Method</b>	<b>Administered by</b>
Examinations (anatomical systems)	4 multiple choice examinations that assess knowledge of the anatomy and physiology of the systems involved in human communication and swallowing: respiration, phonation, articulation/resonance, mastication/deglutition, nervous system, and auditory system.	Annually/ 2014	EDSL A301	Instructor
Neurological Foundations Electronic Reference Guide Assignment	The Electronic Reference Guide assignment requires each student to compile an organized, electronic reference data base (“notebook”) using “notes” containing text, internet links, and images with information pertaining to the general structure and function of the human nervous system, relevant to the study of speech-language pathology.	Annually/ 2015	EDSL A411	Instructor
Systems Project: From Inspiration to Spoken Word	The Systems Project is a group project that requires students to integrate course information to create a power point presentation explaining how the anatomical and physiological systems interact from inhalation to the production of a target word.	Annually 2014	EDSL A301	Instructor
Language Sample Analysis	The Language Sample Analysis requires students to collect language samples from typically developing children, analyze the sample in the areas of phonology, morphology, syntax, semantics, and pragmatics and submit a written summary of findings as well as critique their own performance in collecting the sample.	Annually/ 2015	EDSL A303	Instructor
Speech Screening/ Oral-Motor Assessment	The Speech Screening/ Oral-Motor Assessment requires students to conduct 2 pediatric speech screenings and oral motor assessments of 2 typically developing children and 2 adults and provide a written summary of results.	Annually/ 2015	EDSL A401	Instructor
Examinations (communication disorders)	The identified courses include examinations that assess the student’s ability to identify the characteristics of common communication disorders and their impact on the individual. The disorders covered include developmental articulation and language disorders, cognitive disorders, cleft palate, hearing loss, aphasia, apraxia, dysarthria, dysphagia, and vocal disorders.	Annually/ 2014	EDSL A301 EDSL A401 EDSL A402 EDSL A403 EDSL A411	Instructor

Auditory-Vestibular Disorders/Syndromes Paper	The Auditory-Vestibular Disorders/Syndromes Paper requires students to research an auditory or vestibular disorder or syndrome and write a scholarly paper using professional journals. Papers must include information on symptoms, etiology, prevalence, health impact, manifestation in the auditory/vestibular system, typical associated audiometric data, and treatment options.	Annually/ 2015	EDSL A402	Instructor
Discussion Board Reflection: Cultural and Linguistic Diversity Issues	The Discussion Board Reflection on Cultural and Linguistic Diversity Issues presents a topic or scenario related to the influence of culture, bilingualism and bidialectism on language development and the differentiation between language disorder vs. language difference. The specific topic varies.	Annually/ 2015	EDSL A303	Instructor
Position Paper: Dialects	The Position Paper on Dialects requires students to identify and analyze the impact of phonological differences related to dialect or second language acquisition on multiple aspects of an individual's life and discuss ethical issues in the provision of speech-language services.	Annually/ 2015	EDSL A302	Instructor

## PROCESS

### **Method of Data Analysis and Formulation of Recommendations for Program Improvement**

The program faculty will meet at least once a year to review the data collected using the assessment measures. This meeting should result in recommendations for program changes that are designed to enhance performance relative to the program's outcomes. The results of the data collection, an interpretation of the results, and the recommended programmatic changes will be forwarded to the Office of Academic Affairs (in the required format) by June 15<sup>th</sup> each year. A plan for implementing the recommended changes, including of advertising the changes to all the program's stakeholders, will also be completed at this meeting.

The proposed programmatic changes may be any action or change in policy that the faculty deems as being necessary to improve performance relative to program outcomes. Recommended changes should also consider workload (faculty, staff, and students), budgetary, facilities, and other relevant constraints. A few examples of changes made by programs at UAA include:

- changes in course content, scheduling, sequencing, prerequisites, delivery methods, etc.
- changes in faculty/staff assignments
- changes in advising methods and requirements
- addition and/or replacement of equipment
- changes to facilities

### **Modification of the Assessment Plan**

The faculty, after reviewing the collected data and the processes used to collect it, may decide to alter the assessment plan. Changes may be made to any component of the plan, including the outcomes, assessment measures, or any other aspect of the plan. Any changes to the assessment plan will be approved by the faculty of the program. The modified assessment plan will be forwarded to the Dean's office and the Office of Academic Affairs.



## APPENDIX A: Anatomy and Physiology Course Examinations

### **Tool Description:**

This is an objective measure of the students' knowledge of the anatomical structures and physiological processes involved in human communication and swallowing: respiration, phonation, articulation/resonance, mastication/deglutition, nervous system, and auditory system. In EDSL A301 students will complete four, 80 point, multiple choice examinations. Each examination will be taken via Blackboard. Students will have 1.5 hours to complete each examination.

### **Factors that affect the collected data:**

A change in exam questions from year to year could affect data. Any changes in questions will be noted and evaluated.

### **How to interpret the data:**

The score data will be collected and aggregated each year. The data will be reviewed annually by speech-language pathology faculty to determine if it continues to be an accurate assessment of ASHA Standard IV-B and Program Outcome 1.

The Speech-Language Faculty has developed the following rubric for the consistent evaluation of data from the examinations for each course:

Grade	Criteria
A	90%-100% of students earn a grade of A or B.
B	80-89.9% of students earn a grade of A or B.
C	70-79.9% of students earn a grade of A or B.
D	60-69.9% of students earn a grade of A or B.
F	Less than 60% of students earn a grade of A or B.

## **Appendix B: Neurological Foundations of Speech and Language Electronic Reference Guide Assignment**

### **Tool Description:**

Each student in EDSL A411 will compile an organized, electronic reference data base (“notebook”) using “notes” containing text, internet links, and images with information pertaining to the general structure and function of the human nervous system, relevant to the study of speech-language pathology. The information is to be created using the multi-platform, note-taking and archiving program Evernote (<https://evernote.com/>), and is to be organized in a “notebook” using “tags” which will facilitate retrieving desired information in the future. Sources are to be cited using APA format. Each student will present their “notebook” to the class during the final class session.

Information included in the “notebook” should include the following:

1. A list of root words, definitions, and related nervous system terminology that is relevant to aspects of neuroanatomy and neurophysiology covered in this course
2. Reference information and images of the major divisions of the human nervous system
3. General reference information and images of the characteristics of embryologic development of the human nervous system
4. General reference information and images of the structure of neurons
5. Reference information and images related to the motor system in the human nervous system, including specific information on:
  - a. Upper and lower motor neuron (definition, organization, pathways)
  - b. Clinical correlations associated with upper and lower motor neuron lesions
6. Reference information and images related to the general sensory system, including specific information on:
  - a. The components of the primary sensory pathways
  - b. Clinical correlations associated with damage to the sensory system
7. General reference information related to brain imaging (MRI, CT, etc.)
8. Reference information and images related to the cranial nerves:
  - a. Roman Numeral, name, whether motor, sensory or both, classification (GSA, GSE, GVE, SSA, SVA, SVE ), function(s)
  - b. Basic function
  - c. Symptoms of pathology
  - d. Origin (basic brain region, e.g. telencephalon, diencephalon, etc.)
  - e. Cranial nerve examination procedure (appropriate for SLP)

### **Factors that affect the collected data:**

In evaluating the reference guide, it must be noted that there are factors that could affect the collected data. Students create individualized artifacts to meet the outcomes. The individual student judges the organization and format that best suits their processing style. It is possible that a student’s judgment on this issue may not match that of the instructor. In order to establish needed standardization, once the student meets the criteria for including required elements, the score for “style” will be evaluated during the students demonstration of guide use per the rubric: “Demonstrate understanding of organization of notebook; ability to search and locate desired items using “tags” and “search terms.”

**How to interpret the data:**

The score data will be collected and aggregated each year. The data will be reviewed annually by speech-language pathology faculty to determine if it continues to be an accurate assessment of ASHA Standard IV-B and Program Outcome 1.

The Speech-Language Faculty has developed the following rubric for the consistent evaluation of data from the Electronic reference Guide Project:

Grade	Criteria
A	90%-100% of students earn a grade of A or B.
B	80-89.9% of students earn a grade of A or B.
C	70-79.9% of students earn a grade of A or B.
D	60-69.9% of students earn a grade of A or B.
F	Less than 60% of students earn a grade of A or B.

**Rubric:**

**Electronic Reference Guide Rubric**

		1	2	3	4	5	wt	score
<b>Content 20 pts</b>	Content is comprehensive and accurate and includes all required elements in the assignment directions.						4	
<b>Organization and Format 5 pts</b>	Information is well-organized. Sections contain sufficient, but not extraneous, information. Descriptions, explanations, and vocabulary are accurate and clear. Images are used effectively. Sources are cited using APA format.						1	
<b>In Class Presentation 5 pts</b>	Demonstrate understanding of organization of notebook; ability to search and locate desired items using “tags” and “search terms.”						1	
<b>Total</b>	Demonstrate understanding of organization of notebook; ability to search and locate desired items using “tags” and “search terms.”							<b>/30</b>
<u>Additional Feedback</u>								

## Appendix C: Systems Project: From Inspiration to Spoken Word

### Measure Description:

The EDSL A301 Systems Project is a group project that requires students to work collaboratively to integrate course information to create a power point presentation explaining how the anatomical and physiological systems interact from inhalation to the production of a target word. Each group will be given a 1 syllable CVC target word such as *SHINE*. Starting from inhalation (inspiration) they are to create a power point presentation to explain how a speaker produces this word using the anatomy and physiology of the following systems: Respiration, Phonation, Articulation and Resonation.

Requirements:

- Do not use more than 25 slides.
- Use clear, concise explanations.
- Use APA format to cite sources.
- Provide a description of each process (e.g. inspiration, expiration, phonation, articulation, resonation).
- Include the bones, muscles, cartilage involved, their actions, and the end product of their actions (you do not need to give the muscle origins and insertions)
- Provide a description of the Bernoulli Effect (what anatomical structures and physiological processes are involved, what they do, and what are the results).
- The target words will contain a vowel, a voiceless consonant and voiced nasal consonant. Be sure to describe what happens at the level of the larynx, pharynx, oral and nasal cavities to produce each sound.
- Use diagrams as appropriate to enhance your presentation.

### Factors that affect the collected data:

A small portion of the grade for the assignment is attributed to the students' writing and grammar as opposed to the content. Different instructors may not grade the assignments in the same manner (an issue of reliability).

### How to interpret the data:

The score data will be collected and aggregated each year. The data will be reviewed annually by speech-language pathology faculty to determine if it continues to be an accurate assessment of ASHA Standard IV-B and Program Outcome 2.

The Speech-Language Faculty has developed the following rubric for the consistent evaluation of data from the Systems Project:

Grade	Criteria
A	90%-100% of students earn a grade of A or B.
B	80-89.9% of students earn a grade of A or B.
C	70-79.9% of students earn a grade of A or B.
D	60-69.9% of students earn a grade of A or B.
F	Less than 60% of students earn a grade of A or B.

**Rubric:**

**Inspiration to Spoken Word: Project Rubric**

		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>wt</b>	<b>score</b>
<b>Content 40 pts</b>	Content is comprehensive and accurate. The information is stated clearly and includes accurate description of each process (respiration, phonation, articulation, resonance) including the bones, muscles and cartilages involved, their actions, the end product of their actions and a description of the Bernoulli Effect (anatomical structures and physiological processes involved, what they do, and what happens)						<b>8</b>	
<b>Organization and Format 5 pts</b>	Power Points are well-organized and sequenced. Contain sufficient, but not extraneous, information. Descriptions, explanations, and vocabulary are accurate and clear. Uses APA citations (in-text) and bibliography on final slide when information from other sources is used. Amount of text / graphics on slides is appropriate in terms of content and quantity of information per slide. Spelling, punctuation and grammar are accurate.						<b>1</b>	
<b>In Class Presentation 5 pts</b>	Verbal information is presented with an appropriate rate of speech, scholarly vocabulary, audible with varied intonation, fluidity and other elements of engaging and informative oral presentation. Manages time well.						<b>1</b>	
<b>Total</b>								<b>/50</b>
<u>Additional Feedback</u>								

## Appendix D: Language Sample Analysis

### Measure Description:

The Language Sample Analysis requires students in EDSL A303 to collect language samples from typically developing children, analyze the sample in the areas of phonology, morphology, syntax, semantics, and pragmatics and submit a written summary of findings as well as critique their own performance in collecting the sample.

### Factors that affect the collected data:

As the faculty cannot observe the actual interactions some items may be difficult to score as they are open to interpretation. These items may be treated in the same manner as an unintelligible utterance in a language sample and not counted in the actual grading.

A small portion of the grade for the assignment is attributed to the students' writing and grammar as opposed to the content. Different instructors may not grade the assignments in the same manner (an issue of reliability).

### How to interpret the data:

The score data will be collected and aggregated each year. The data will be reviewed annually by speech-language pathology faculty to determine if it continues to be an accurate assessment of ASHA Standard IV-B, IV-D and Program Outcome 3.

The Speech-Language Faculty has developed the following rubric for the consistent evaluation of data from the Language Sample Analysis:

Grade	Criteria
A	90%-100% of students earn a grade of A or B.
B	80-89.9% of students earn a grade of A or B.
C	70-79.9% of students earn a grade of A or B.
D	60-69.9% of students earn a grade of A or B.
F	Less than 60% of students earn a grade of A or B.

### Rubric:

#### **Language Sample Analysis Rubric**

Required Components of Assignment:	1	2	3	Weight	Total
Parent permission included	<b><u>Project not accepted without parent permission.</u></b>				
<ul style="list-style-type: none"> <li>• 50 utterance (minimum) sample                             <ul style="list-style-type: none"> <li>○ collected &amp;</li> <li>○ transcribed</li> </ul> </li> </ul>				4	12
<ul style="list-style-type: none"> <li>• Elicitation methods and materials described</li> <li>• Environmental context noted</li> <li>• Conversational partner role/influence noted</li> </ul>				5	15

<ul style="list-style-type: none"> <li>• Analysis methods appropriate to sample gathered</li> <li>• Differentiated words, morphemes, utterances correctly</li> </ul>					
<p>Interpretation includes:</p> <ul style="list-style-type: none"> <li>• Narrative analysis</li> <li>• Quantitative analysis</li> </ul>				3	9
<p>Reflection on the project</p> <ul style="list-style-type: none"> <li>• What did you learn?</li> <li>• What was harder than you anticipated?</li> <li>• What worked well?</li> <li>• What did not go so well?</li> <li>• What would you do differently?</li> <li>• What types of decisions did you have to make? Were they easy? Difficult? What would have helped with decision making?</li> </ul>					14
					50

## Appendix E: Speech Screening/ Oral-Motor Assessment

### Measure Description:

The Speech Screening/ Oral-Motor Assessment requires students in EDSL A401 to conduct 2 pediatric speech screenings and oral motor assessments of 2 typically developing children and 2 adults and provide a written summary of results. Students must:

- Administer and transcribe the Bowen Quick Screener to 2 children aged 3-6, score it and write a brief summary of the results and interpretation.
- Administer 2 pediatric and 2 adult oral motor screenings, score them and write a summary of the findings.

### Factors that affect the collected data:

Inexperience does often influence a beginning student’s accuracy judging articulation production. For that reason the students will be conducting such assessments with greater frequency and supervision during graduate study. The score on this assignment will be based on the accuracy of the student’s use of IPA transcription to represent what they “heard” and the interpretation based on the transcribed response.

### How to interpret the data:

The score data will be collected and aggregated each year. The data will be reviewed annually by speech-language pathology faculty to determine if it continues to be an accurate assessment of ASHA Standard IV-B, IV-D and Program Outcome 3.

The Speech-Language Faculty has developed the following rubric for the consistent evaluation of data from the Speech Screening/ Oral-Motor Assessment:

Grade	Criteria
A	90%-100% of students earn a grade of A or B.
B	80-89.9% of students earn a grade of A or B.
C	70-79.9% of students earn a grade of A or B.
D	60-69.9% of students earn a grade of A or B.
F	Less than 60% of students earn a grade of A or B.

### Rubric:

Articulation/Oral-Motor Screening Rubric	1	2	3	4	5	WT	total
Parent permission included	<b><u>Project not accepted without parent permission.</u></b>						
<u>Administration and Scoring: (40 points)</u> <ul style="list-style-type: none"> <li>• Articulation screening transcribed and scored accurately</li> <li>• Oral Motor Assessments are administered and scored correctly</li> </ul>						8	



<ul style="list-style-type: none"> <li>Narrative summaries are accurate</li> </ul>							
<u>Format (10 points)</u> <ul style="list-style-type: none"> <li>Summary is concise and professional. Spelling, punctuation and grammar are accurate.</li> </ul>						2	
							50

## Appendix F: Examinations (Communication Disorders)

### **Measure Description:**

The identified courses include examinations that assess the student's ability to identify the characteristics of common communication disorders and their impact on the individual. The disorders covered include developmental articulation and language disorders, cognitive disorders, cleft palate, hearing loss, aphasia, apraxia, dysarthria, dysphagia, and vocal disorders.

### **Factors that affect the collected data:**

A change in exam questions from year to year could affect data. Any changes in questions will be noted and evaluated.

### **How to interpret the data:**

The score data will be collected and aggregated each year. The data will be reviewed annually by speech-language pathology faculty to determine if it continues to be an accurate assessment of ASHA Standard IV-C, IV-F and Program Outcome 4.

The Speech-Language Faculty has developed the following rubric for the consistent evaluation of data from the examinations for each course:

Grade	Criteria
A	90%-100% of students earn a grade of A or B.
B	80-89.9% of students earn a grade of A or B.
C	70-79.9% of students earn a grade of A or B.
D	60-69.9% of students earn a grade of A or B.
F	Less than 60% of students earn a grade of A or B.

## Appendix G: Auditory-Vestibular Disorders/Syndromes Paper

### **Measure Description:**

The Auditory-Vestibular Disorders/Syndromes Paper requires students in EDSL A402 to research an auditory or vestibular disorder or syndrome and write a scholarly paper using professional journals. Papers must include information on symptoms, etiology, prevalence, health impact, manifestation in the auditory/vestibular system, typical associated audiometric data. The research must include at least 2 references from the following sources: ASHA Leader, American Journal of Audiology, Audiology Today, Ear and Hearing, Hearing Journal, and Journal of the American Academy of Audiology.

Sample topics from which students may select:

- Acoustic Neuroma/Vestibular Schwannoma
- Alport Syndrome
- Auditory Neuropathy Spectrum Disorder (Auditory Dys-synchrony)
- Benign Paroxysmal Positional Vertigo (BPPV)
- CHARGE Syndrome
- Cholesteotoma
- Meniere's Disease
- Noise Induced Hearing Loss
- Otitis Media
- Otosclerosis
- Ototoxicity
- Presbycusis
- Sudden Sensorineural Hearing Loss
- Usher Syndrome
- Waardenburg Syndrome

### **Factors that affect the collected data:**

A small portion of the grade for the assignment is attributed to the students' writing and grammar as opposed to the content. Different instructors may not grade the assignments in the same manner (an issue of reliability).

### **How to interpret the data:**

The score data will be collected and aggregated each year. The data will be reviewed annually by speech-language pathology faculty to determine if it continues to be an accurate assessment of ASHA Standard IV-B, IV-D and Program Outcome 4.

The Speech-Language Faculty has developed the following rubric for the consistent evaluation of data from the Auditory-Vestibular Disorders/Syndromes Paper:

Grade	Criteria
A	90%-100% of students earn a grade of A or B.
B	80-89.9% of students earn a grade of A or B.
C	70-79.9% of students earn a grade of A or B.
D	60-69.9% of students earn a grade of A or B.
F	Less than 60% of students earn a grade of A or B.

**Rubric:**

**Auditory-Vestibular Disorders/Syndromes Paper Rubric**

	<b>Not Evident</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
<b>Content and Development 20 pts</b>	<ul style="list-style-type: none"><li>- Content is incomplete and/or inaccurate.</li></ul>	<ul style="list-style-type: none"><li>- Content contains minor inaccuracies</li><li>- Content is adequate and addresses assignment.</li><li>- Content is inconsistent with regard to purpose and clarity of thought.</li></ul>	<ul style="list-style-type: none"><li>- Content is accurate.</li><li>- Content is adequate and addresses assignment.</li><li>- Content and purpose of the writing are clear.</li></ul>	<ul style="list-style-type: none"><li>- Content is comprehensive and accurate.</li><li>- Summary of the information is stated clearly</li></ul>
<b>Organization &amp; Structure 8 pts</b>	<ul style="list-style-type: none"><li>- Organization and structure detract from the message of the writer.</li><li>- Paragraphs are disjointed and lack transition of thoughts.</li></ul>	<ul style="list-style-type: none"><li>- Structure of the paper is not easy to follow.</li><li>- Paragraph transitions need improvement.</li></ul>	<ul style="list-style-type: none"><li>- Structure is mostly clear and easy to follow.</li><li>- Paragraph transitions are present.</li></ul>	<ul style="list-style-type: none"><li>- Structure of the paper is clear and easy to follow.</li><li>- Paragraph transitions are logical and maintain the flow of thought.</li><li>- Language is clear and precise. Appropriate sentence structure is used.</li></ul>
<b>Format 4pts</b>	<ul style="list-style-type: none"><li>- Paper lacks many elements of correct formatting.</li><li>- Paper is inadequate in length.</li><li>- Citation absent or format incorrect</li></ul>	<ul style="list-style-type: none"><li>- Paper follows most guidelines.</li><li>- Errors in format of citations.</li><li>- Paper is the appropriate length.</li></ul>	<ul style="list-style-type: none"><li>- Paper follows designated guidelines.</li><li>- Paper is the appropriate length.</li><li>- Format is good.</li><li>- Proper citations</li></ul>	<ul style="list-style-type: none"><li>- Paper follows all designated guidelines.</li><li>- Paper is the appropriate length.</li><li>- Format enhances readability of paper.</li><li>- Proper citations</li></ul>
<b>Grammar, Punctuation &amp; Spelling 3 pts</b>		<ul style="list-style-type: none"><li>- Paper contains numerous grammatical, punctuation, and spelling errors.</li></ul>	<ul style="list-style-type: none"><li>- Paper contains minor grammatical, punctuation, and spelling errors.</li></ul>	<ul style="list-style-type: none"><li>- Rules of grammar, usage, and punctuation are followed; spelling is correct.</li></ul>

## Appendix H: Discussion Board Reflection-Cultural and Linguistic Diversity Issues

### Measure Description:

For the Discussion Board Reflection on Cultural and Linguistic Diversity Issues students in EDSL A303 are presented with a topic or scenario related to the influence of culture, bilingualism and bidialectism on language development and the differentiation between language disorder vs. language difference. The specific topic varies. Students must respond with an original posting of at least 2 double spaced typed pages and contain references to information from lecture/text, guest speaker(s) and may include references from professional journals. Each student must reflect on the postings of at least 2 other students.

### Factors that affect the collected data:

A small portion of the grade for the assignment is attributed to the students' writing and grammar as opposed to the content. Different instructors may not grade the assignments in the same manner (an issue of reliability).

### How to interpret the data:

The score data will be collected and aggregated each year. The data will be reviewed annually by speech-language pathology faculty to determine if it continues to be an accurate assessment of ASHA Standard IV-B, IV-E and Program Outcome 5.

The Speech-Language Faculty has developed the following rubric for the consistent evaluation of data from the Discussion Board Reflection-Cultural and Linguistic Diversity Issues:

Grade	Criteria
A	90%-100% of students earn a grade of A or B.
B	80-89.9% of students earn a grade of A or B.
C	70-79.9% of students earn a grade of A or B.
D	60-69.9% of students earn a grade of A or B.
F	Less than 60% of students earn a grade of A or B.

### Rubric:

Discussion Board Rubric	Below Expectations 3 pts	Meets Expectations 4 pts	Exceeds Expectations 5 pts	Wt	Pts
<b>Content &amp; Development 10 pts</b>	<ul style="list-style-type: none"> <li>- Content contains inaccuracies and/or does not address all aspects of the assignment.</li> <li>-Responses to classmates are inadequate.</li> <li>- Content is inconsistent with regard to purpose and clarity of thought.</li> </ul>	<ul style="list-style-type: none"> <li>- Content is accurate, adequate and addresses all aspects of assignment.</li> <li>-Responses to classmates' submissions are adequate.</li> <li>- Content and purpose of the writing are clear.</li> </ul>	<ul style="list-style-type: none"> <li>- Content is comprehensive and accurate.</li> <li>- All aspects of the assignment are addressed thoroughly.</li> <li>-Responses to classmates' submissions address the content and contain at least 2 significant points.</li> </ul>	<b>2</b>	
<b>Organization, Structure, and Format 5 pts</b>	<ul style="list-style-type: none"> <li>- Structure of the submission is not easy to follow.</li> <li>- Paragraph transitions need improvement.</li> <li>-Citation absent or format incorrect.</li> </ul>	<ul style="list-style-type: none"> <li>- Structure is mostly clear and easy to follow.</li> <li>- Paragraph transitions are present.</li> <li>-Submission is the appropriate length and format.</li> <li>-Proper citations are used</li> </ul>	<ul style="list-style-type: none"> <li>-Structure of the submission and responses to classmates is clear and easy to follow.</li> <li>- Paragraph transitions are logical and maintain the flow of thought.</li> <li>-Submission is the length</li> </ul>	<b>1</b>	

		when needed.	and format designated in the assignment directions. -Proper citations are used when needed.		
<b>Grammar, Punctuation &amp; Spelling 5 pts</b>	- Submission contains grammatical, punctuation, and spelling errors.	- Rules of grammar, usage, and punctuation are followed with minor errors that do not detract from the readability of the work. -Spelling is correct.	- Rules of grammar, usage, and punctuation are followed; spelling is correct. - Language is clear and precise; sentences display consistently strong, structure.	<b>1</b>	
				<b>Total /20</b>	

## Appendix I: Position Paper: Dialects

### Measure Description:

The Position Paper on Dialects requires students to identify and analyze the impact of phonological differences related to dialect or second language acquisition on multiple aspects of an individual's life and discuss ethical issues in the provision of speech-language services.

### Factors that affect the collected data:

A small portion of the grade for the assignment is attributed to the students' writing and grammar as opposed to the content. Different instructors may not grade the assignments in the same manner (an issue of reliability).

### How to interpret the data:

The score data will be collected and aggregated each year. The data will be reviewed annually by speech-language pathology faculty to determine if it continues to be an accurate assessment of ASHA Standard IV-B, IV-E and Program Outcome 5.

The Speech-Language Faculty has developed the following rubric for the consistent evaluation of data from the Position Paper:

Grade	Criteria
A	90%-100% of students earn a grade of A or B.
B	80-89.9% of students earn a grade of A or B.
C	70-79.9% of students earn a grade of A or B.
D	60-69.9% of students earn a grade of A or B.
F	Less than 60% of students earn a grade of A or B.

### Rubric:

#### Position Paper Rubric

	<b>Excellent/Good 10 pts</b> This paper is complete and successfully addresses all components required	<b>Good/Fair 8 pts</b> This paper is somewhat complete but needs expansion of required components.	<b>Fair/Poor 5 pts</b> This paper is not complete and does not address the required components.	<b>Unsatisfactory 0 pts</b> No evidence of meeting the requirement
<b>Content and Development 3 pts</b>	-Content is comprehensive, accurate, and addresses the assignment. -Ideas are presented in a clear and understandable manner. -Major points are stated clearly and are well supported. -Research is adequate	-Content is not comprehensive and/or persuasive. -Major points are addressed, but not well supported (topic sentences present but not supported). -Research is inadequate or does not address course concepts.	-Content is incomplete. -Major points are not clear and/or persuasive. -Unclear if writer understands purpose (assignment).	No evidence of meeting any part of the requirement.

	(meets requirements), timely and addresses course concepts. -Content and purpose of the writing are clear.	-Content is inconsistent with regard to purpose (assignment) and clarity of thought.		
<b>Organization and Structure 3 pts</b>	-Structure of the writer's paragraphs is clear and easy to follow. -Paragraphs built of good supporting sentences that speak to a clear topic in each paragraph.	-Structure of paragraphs are not easy to follow. -Paragraph transitions need improvement. -Sentences need more attention to purpose.	-Organization and lack of structure detract from the message of the writer. -Paragraphs disjointed and lack an awareness of transition of thoughts. -Supporting or topic sentences too lengthy/wordy, or repetitive.	No evidence of meeting any part of the requirement.
<b>Grammar, Punctuation and Spelling 2 pt</b>	-Follows rules of grammar, usage and punctuation.	-Paper contains few grammatical, punctuation and spelling errors. -Language lacks clarity or includes the use of some jargon or conversational tone.	-Paper contains numerous grammatical, punctuation, and spelling errors. -Language uses jargon or conversational tone.	-Grammar, punctuation and/or spelling errors detract from the content of the paper.
<b>Format (including APA Style) 2 pts</b>	-Paper follows all designated guidelines. -Paper is the appropriate length as described for the assignment. -Citations are used accurately. -Reference list is comprehensive and correctly formatted.	-Paper follows most assignment guidelines. -Paper is over or under length. -Minimum issues with citation/APA format.	-Paper lacks many elements of correct formatting, including citations. -Paper appears to be formatted only to meet page requirements. -Paragraphs and/or paper is inadequate in length.	-Multiple errors in paper format and APA citation, including lack of citations where necessary. -Writer has not read or does not know format instructions.