

MAJOR FIELD ASSESSMENT PLAN
B.S. Speech, Language and Hearing

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

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

The undergraduate program provides the curriculum and clinical experiences that leads majors to be certified and licensed as a provisional speech-language pathology assistant from the State Department of Education and the Louisiana Board of Examiners in Speech-Language Pathology and Audiology, respectively.

The graduate program in speech-language pathology is accredited by the Council for Academic Accreditation (CAA) of the ASHA. The curriculum enables graduates to obtain the Certificate of Clinical Competence in speech-language pathology (CCC-SLP) from the ASHA, an ancillary certificate as a speech therapist from the State Department of Education, and a license as a speech-language pathologist from the LABESPA.

The mission of the Speech-Language & Hearing Clinic is to serve as a teaching facility for the application of clinical methodology based on sound theoretical principle. Secondly, the Clinic affords students the opportunity to employ scientific methodology of research to the clinical and supervisory processes. Further, the Clinic functions to provide quality services to the members of the community with communication disorders.

Goal 1 To provide high-quality curriculum and instruction that allows the student to obtain a broad knowledge base including sciences, general education, normal communication processes, and disorders of communication.

A. Expected Outcome

Majors will have a positive opinion of the broad knowledge base in speech language and hearing program.

Assessment

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

B. Expected Outcome

Majors will consider themselves to be prepared to be employed as an SLPA.

Assessment

Eighty percent of majors will be “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.

Expected Outcome

- a. Eighty percent of majors will successfully complete the program’s required clinical practica courses (SLH 300 & 410).
- b. Eight percent of majors will graduate with a minimum of clinical contact hours in the following area:
 - 25 hours of observation
 - 20 hours in articulation disorders
 - 20 hours in language disorders

Assessment

- a. One hundred percent of majors will complete 25 hours of observation prior to enrolling in SLH 300 as documented on their application for Clinic Practicum and verified by the Clinic Director.
- b. Majors will achieve a final recommended grade of “C” or better in SLH 300 and SLH 410 as measured by the *Cognitive Behavioral Systems End-of-Term Supervision Form*.
- c. One hundred percent of majors will complete the ASHA Clinical Summary Sheet after completing SLH 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 folder.

Goal 3 To provide a high-quality comprehensive pre-professional education in speech, language and hearing in preparation for entry into a master’s degree program.

Expected Outcome

Fifty percent of majors will graduate with a cumulative grade point average of 3.0 or higher.

Assessment

- a. One hundred percent of majors will pass the Praxis I Pre-Professional Test (PPST) with scores of:

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|----------------------|---------------|---------------|-------------------|
| PPST: | Reading - 172 | Writing - 171 | Mathematics - 170 |
| Computer-based PPST: | Reading - 319 | Writing - 316 | Mathematics - 315 |

- b. The Department will review majors’ cumulative GPA as documented by the University’s Department of Institutional Research.

Goal 4 To provide opportunities for students to develop a positive pre-professional identity and an appreciation for life-long learning. To provide positive, meaningful experiences, professional activities, and associations outside of the classroom.

Expected Outcome

Twenty-five of majors will participate in satisfying and meaningful pre-professional activities and/or service-learning experiences. These experiences may include but are not inclusive of: service-learning 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. Participation logs (e.g. Permission for field trips forms, travel authorizations) will reflect the type of activity and the number of student participants. Documentation will be filed with the departmental secretary.

Cultural/Global Perspective

All coursework in the initial and advanced program areas of speech-language pathology 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, *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 initial program.

In **SLH 202, Clinical Methods for Communication Disorders**, a required undergraduate course and a prerequisite for advanced 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. Observations of individuals from different cultural and linguistic backgrounds are conducted and interactions between the student clinician, client and family members are examined.

In **SLH 205: Phonetics**, a required undergraduate course for students in the initial speech-language and hearing program and a prerequisite for the advanced program, 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 **SLH 309: Diagnostic Procedures in Speech-language Pathology**, a required undergraduate course and a prerequisite for advanced students in the speech-language and hearing 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 **SLH 413: Public School Speech, Language and Hearing Services: Methods and Materials**, a required undergraduate course for students in the speech-language and hearing program, practices and procedures associated with aspects of conducting public school speech-language and hearing programs 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.