



# **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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**3/18/14**



## **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

**Standard IV-C**

The applicant must have demonstrated knowledge of communication and swallowing disorders and



**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>
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<p>Auditory-Vestibular Disorders/Syndromes Paper</p>	<p>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.</p>	<p>Annually/ 2015</p>	<p>EDSL A402</p>	<p>Instructor</p>
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Discussion Board Reflection:  
Cultural and

### **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 Dea offices 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 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 collection 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 ( “ n o t e b o o k ” ) u s i n g “ n o t e s ” c o n t a i n i n g t e x t , i n t e r n e t l i n k s , 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 will facilitate retrieving desired information in the future. Sources are to be cited using APA format. Each student will present their “notebook” to t

I n f o r m a t i o n i n c l u d e d i n t h e “ n o t e b o o k ” s h o u l d

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) e



## **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:

- x Do not use more than 25 slides.
- x Use clear, concise explanations.
- x Use APA format to cite sources.
- x Provide a description of each process (e.g. inspiration, expiration, phonation, articulation, resonation).
- x 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)
- x Provide a description of the Bernoulli Effect (what anatomical structures and physiological processes are involved, what they do, and what are the results).
- x 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.
- x 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 student 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-

**Rubric:**

**Inspiration to Spoken Word: Project Rubric**

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## 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 based on the form of the sample (an issue of reliability) 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 collection 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	<u>Project not accepted without parent permission.</u>				
<ul style="list-style-type: none"> <li>x 50 utterance (minimum) sample                             <ul style="list-style-type: none"> <li>o collected &amp;</li> <li>o transcribed</li> </ul> </li> </ul>				4	12

<ul style="list-style-type: none"> <li>x Analysis methods appropriate to sample gathered</li> <li>x Differentiated words, morphemes, utterances correctly</li> </ul>					
Interpretation includes: <ul style="list-style-type: none"> <li>x Narrative analysis</li> <li>x Quantitative analysis</li> </ul>				3	9
Reflection on the project <ul style="list-style-type: none"> <li>x What did you learn?</li> <li>x What was harder than you anticipated?</li> <li>x What worked well?</li> <li>x What did not go so well?</li> <li>x What would you do differently?</li> <li>x 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:

- x 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.
- x 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 productions. For that reason the students will be conducting such assessments with greater frequency and supervision during graduate study. The score on this assignment



x Narrative summaries are accurate								
<u>Format (10 points)</u>						2		
x Summary is concise and professional. Spelling, punctuation and grammar are accurate.								

## Appendix F: Examinations (Communication Disorders)

### **Measure Description:**

The identified courses include examinations that assess the student's ability 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 collection 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:

- x Acoustic Neuroma/Vestibular Schwannoma
- x Alport Syndrome
- x Auditory Neuropathy Spectrum Disorder (Auditory Dys-synchrony)
- x Benign Paroxysmal Positional Vertigo (BPPV)
- x CHARGE Syndrome
- x Cholesteotoma
- x M e n i e r e ' s   D i s e a s e
- x Noise Induced Hearing Loss
- x Otitis Media
- x Otosclerosis
- x Ototoxicity
- x Presbycusis
- x Sudden Sensorineural Hearing Loss
- x Usher Syndrome
- x Waardenburg Syndrome

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

A small portion of the grade f o r t h e a s s i g n m e n t i s a t t r i b u t e d t o 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.

**Rubric:**

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

	Not Evident	Below Expectations	Meets Expectations	Exceeds Expectations
Content and				

## **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 grading 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.



## Appendix I: Position Paper: Dialects

### Measure Description:

