

## **PROGRAM ASSESSMENT – GRADUATE (CSD)**

The Master of Science program in Communication Sciences and Disorders (CSD) at SUNY Cortland integrates theory and content with strong clinical experience to prepare students for careers in communication sciences and disorders, often referred to as speech-language pathology. The program is subject to outside accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) and is currently considered a program “in candidacy” seeking full accreditation. (CFCC Standard II)

### **GENERAL PROGRAM**

This degree program has met the requirements for “candidacy accreditation” by the Council on Academic Accreditation (CAA) affiliated with the American Speech, Language, Hearing Association (ASHA) and is subject to specific academic and clinical requirements imposed by the accrediting body in order to meet full accreditation. In accordance with accreditation standards, the following assessment indicators must be tracked and reported on the Graduate programs website.

- # and % of students passing the praxis exam
- # and % of graduates employed in field or pursuing further educ.
- # and % completing program within timeline

### **CURRICULUM**

#### **ACADEMIC STANDARDS**

Candidates for the Master of Science degree in Communication Sciences and Disorders complete a rigorous academic and clinical program sufficient in breadth and depth to meet the academic and clinical standards IV-A through IV-G and V-A through V-C set forth by the Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC)

The following academic standards are referenced from:

- Council for Clinical Certification in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association. (2013). 2014 Standards for the Certificate of Clinical Competence in Speech-Language Pathology. Retrieved 9/7/16

from <http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/>.

#### **Standard IV-A**

**The applicant must have demonstrated knowledge of the biological sciences, physical sciences, statistics, and the social/behavioral sciences.**

Assessed by:

1. Monitoring applications for acceptance into the Master of Science program in Communication Sciences and Disorders for pre-requisite coursework in biological sciences, physics or chemistry, statistics, and the social/behavioral sciences

**GOAL:** All students gaining acceptance into the Master of Science program in Communication Sciences and Disorders (CSD) will have completed pre-requisite coursework in biological sciences, physics or chemistry, statistics, and the social/behavioral sciences.

#### **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.**

Assessed by:

1. Monitoring CSD Student Learning Outcomes; SLO 1 and SLO 6 reports per 3 year cycle. (See Curriculum section, curriculum maps, SLO templates. (formative)
2. Monitoring Comprehensive examination scores of second year or extended year graduate students. (summative)
3. Monitoring draft thesis development and final thesis submissions and presentation for second year or extended year graduate students electing thesis option (summative)
4. Monitoring Praxis examination scores of students electing to take the Praxis prior to graduation. (summative)

**GOAL:** All graduating CSD students will have met Standard IV-B above as evidenced by formative assessments defined in the curriculum map and aligned with Student Learning Outcomes 1 and 6.

**GOAL:** All graduating CSD students will have met Standard IV-B above as evidenced by summative assessments of comprehensive examination or thesis submission.

**GOAL:** 80% of students opting to take the Praxis exam prior to graduation will pass the exam on their first attempt.

### **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.**

**(For alignment of curriculum with knowledge and skills “Big Nine” areas, please refer to Appendix \_\_\_, *Documentation of Speech-Language Pathology Knowledge and Skills Within the Curriculum.*)**

Assessed by:

1. Monitoring CSD Student Learning Outcomes; SLO 2 and SLO 6 reports per 3 year cycle. (See curriculum maps, SLO templates.) (formative)
2. Monitoring Comprehensive examination scores of second year or extended year graduate students. (summative)
3. Monitoring draft thesis development and final thesis submissions and presentation for second year or extended year graduate students electing thesis option (summative)

4. Monitoring Praxis examination scores of students electing to take the Praxis prior to graduation. (summative)

**GOAL:** All graduating CSD students will have met Standard IV-C above as evidenced by formative assessments defined in the curriculum map and aligned with Student Learning Outcomes 2 and 6.

**GOAL:** All graduating CSD students will have met Standard IV-C above as evidenced by summative assessments of comprehensive examination or thesis submission.

**GOAL:** 80% of students opting to take the Praxis exam prior to graduation will pass the exam on their first attempt.

#### **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.**

Assessed by:

1. Monitoring CSD Student Learning Outcomes; SLO 3, SLO 4 and SLO 6 reports per 3 year cycle. (See Curriculum section, curriculum maps, SLO templates. (formative)
2. Monitoring Comprehensive examination scores of second year or extended year graduate students. (summative)
3. Monitoring draft thesis development and final thesis submissions and presentation for second year or extended year graduate students electing thesis option (summative)
4. Monitoring Praxis examination scores of students electing to take the Praxis prior to graduation. (summative)

**GOAL:** All graduating CSD students will have met Standard IV-D above as evidenced by formative assessments defined in the curriculum map and aligned with Student Learning Outcomes 3, 4, and 6.

**GOAL:** All graduating CSD students will have met Standard IV-D above as evidenced by summative assessments of comprehensive examination or thesis submission.

**GOAL:** 80% of students opting to take the Praxis exam prior to graduation will pass the exam on their first attempt.

#### **Standard IV-E**

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

**Implementation: The applicant must have demonstrated knowledge of the principles and rules of the current ASHA Code of Ethics.**

Assessed by:

1. Monitoring CSD Student Learning Outcomes; SLO5 reports per 3 year cycle. (See Curriculum section, curriculum maps, SLO templates. (formative)
2. Monitoring Comprehensive examination scores of second year or extended year graduate students. (summative)
3. Monitoring draft thesis development and final thesis submissions and presentation for second year or extended year graduate students electing thesis option (summative)
4. Monitoring Praxis examination scores of students electing to take the Praxis prior to graduation. (summative)

**GOAL:** All graduating CSD students will have met Standard IV-E above as evidenced by formative assessments defined in the curriculum map and aligned with Student Learning Outcome 5.

**GOAL:** All graduating CSD students will have met Standard IV-E above as evidenced by summative assessments of comprehensive examination or thesis submission.

**GOAL:** 80% of students opting to take the Praxis exam prior to graduation will pass the exam on their first attempt.

#### **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.**

Assessed by:

1. Monitoring CSD Student Learning Outcomes; SLO 3 and SLO 4 reports per 3 year cycle. (See Curriculum section, curriculum maps, SLO templates. (formative)
2. Monitoring Comprehensive examination scores of second year or extended year graduate students. (summative)
3. Monitoring draft thesis development and final thesis submissions and presentation for second year or extended year graduate students electing thesis option (summative)
4. Monitoring Praxis examination scores of students electing to take the Praxis prior to graduation. (summative)

**GOAL:** All graduating CSD students will have met Standard IV-F above as evidenced by formative assessments defined in the curriculum map and aligned with Student Learning Outcome 3 and 4.

**GOAL:** All graduating CSD students will have met Standard IV-F above as evidenced by summative assessments of comprehensive examination or thesis submission.

**GOAL:** 80% of students opting to take the Praxis exam prior to graduation will pass the exam on their first attempt.

### **Standard IV-G**

**The applicant must have demonstrated knowledge of contemporary professional issues.**

Assessed by:

1. Monitoring CSD Student Learning Outcomes; SLO 7 reports per 3 year cycle. (See Curriculum section, curriculum maps, SLO templates. (formative)
2. Monitoring Comprehensive examination scores of second year or extended year graduate students. (summative)
3. Monitoring Praxis examination scores of students electing to take the Praxis prior to graduation. (summative)

**GOAL:** All graduating CSD students will have met Standard IV-G above as evidenced by formative assessments defined in the curriculum map and aligned with Student Learning Outcome 7.

**GOAL:** All graduating CSD students will have met Standard IV-G above as evidenced by summative assessments of comprehensive examination or thesis submission.

**GOAL:** 80% of students opting to take the Praxis exam prior to graduation will pass the exam on their first attempt.

## **CURRICULUM**

## CLINICAL STANDARDS

### Standard V-A

**The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.**

Assessed by:

1. Monitoring CSD Student Learning Outcomes; SLO 3-7 reports per 3 year cycle. (See Curriculum section, curriculum maps, SLO templates. (formative)
2. Monitoring Comprehensive examination scores of second year or extended year graduate students. (summative)
3. Monitoring draft thesis development and final thesis submissions and presentation for second year or extended year graduate students electing thesis option (summative)
4. Monitoring Praxis examination scores of students electing to take the Praxis prior to graduation. (summative)

**GOAL:** All graduating CSD students will have met Standard V-A above as evidenced by formative assessments defined in the curriculum map and aligned with Student Learning Outcomes 3-7.

**GOAL:** All graduating CSD students will have met Standard V-A above as evidenced by summative assessments of comprehensive examination or thesis submission.

**GOAL:** 80% of students opting to take the Praxis exam prior to graduation will pass the exam on their first attempt.

### Standard V-B

**The applicant for certification must have completed a program of study that included experiences sufficient in breadth and depth to achieve the following skills outcomes:**

#### 1. Evaluation

- a. Conduct screening and prevention procedures (including prevention activities).
- b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.
- c. Select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures.
- d. Adapt evaluation procedures to meet client/patient needs.

- e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
- f. Complete administrative and reporting functions necessary to support evaluation.
- g. Refer clients/patients for appropriate services.

## **2. Intervention**

- a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process.
- b. Implement intervention plans (involve clients/patients and relevant others in the intervention process).
- c. Select or develop and use appropriate materials and instrumentation for prevention and intervention.
- d. Measure and evaluate clients'/patients' performance and progress.
- e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.
- f. Complete administrative and reporting functions necessary to support intervention.
- g. Identify and refer clients/patients for services as appropriate.

## **3. Interaction and Personal Qualities**

- a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.
- b. Collaborate with other professionals in case management.
- c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.
- d. Adhere to the ASHA Code of Ethics and behave professionally.

(For alignment of curriculum with knowledge and skills “Big Nine” areas, please refer to Appendix \_\_\_\_, *Documentation of Speech-Language Pathology Knowledge and Skills Within the Curriculum.*)

Assessed by:

1. Monitoring CSD Student Learning Outcomes; SLO 3, SLO 4, SLO 5 and SLO 6 reports per 3 year cycle. (See curriculum maps, SLO templates. (formative)
2. Monitoring Comprehensive examination scores of second year or extended year graduate students. (summative)



3. Monitoring draft thesis development and final thesis submissions and presentation for second year or extended year graduate students electing thesis option (summative)
4. Monitoring Praxis examination scores of students electing to take the Praxis prior to graduation. (summative)

**GOAL:** All graduating CSD students will have met Standard V-B above as evidenced by formative assessments defined in the curriculum map and aligned with Student Learning Outcome 5.

**GOAL:** All graduating CSD students will have met Standard V-B above as evidenced by summative assessments of comprehensive examination or thesis submission.

**GOAL:** 80% of students opting to take the Praxis exam prior to graduation will pass the exam on their first attempt.

### **Standard V-C**

**The applicant for certification in speech-language pathology must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in clinical observation, and 375 hours must be spent in direct client/patient contact.**

Assessed by:

1. Maintenance of clinic, externship, and school placement client contact logs
2. Maintaining clinical practicum, externship and school placement client contact hours on Calipso.

**GOAL:** All graduating CSD Students will have met Standard V-C above as evidenced by client contact hours entered into the Calipso program and approved by supervisor.

## **CLINIC OPERATIONS**

The operation of the Center for Speech, Language, and Hearing Disorders requires numerous audits and monitoring of activities to maintain patient confidentiality and the health and safety of all clients, students and faculty. Monitoring of activities includes but is not limited to the following:

1. HIPAA Compliance
2. Infection Control

3. Environmental Health and Safety.
4. Equipment Calibration
5. Equipment maintenance
6. Billing records

Specific monitoring activities and audits may be found in Environment Health and Safety policies, Infection Control policies, HIPAA policies, Clinic manual and Department office files.

## **FACULTY**

The success of any academic program depends largely its faculty. The Department of Communication Disorders and Sciences is committed to a full-time faculty who offer a breadth of knowledge, a depth of expertise and who are committed to service, scholarship and academic excellence.

Assessed by:

1. Monitoring percentage of courses taught by full-time Ph.D faculty (Chair or designee)
2. Monitoring clinic supervisory loads to insure that supervision of student clinicians meets minimum CFCC Standard V-E.
3. Monitoring the department, school and college service that faculty are involved with (Chair or designee)
4. Monitoring the number of faculty teaching overloads (Chair or designee)
5. Monitoring the number of faculty teaching courses outside their area of expertise. (Chair or designee)
6. Monitoring scholarship activities of faculty (Chair or designee)
7. Monitoring maintenance of clinical certification (CCC), and New York State License Registration as appropriate

**GOAL:** A minimum of 80% of courses taught in the graduate CSD program are taught by full-time Ph.D faculty and documented in the department annual report.

**GOAL:** Each faculty member shall demonstrate involvement in service at the department, school or college levels as specified by their faculty classification and documented in the individual and department annual reports.

**GOAL:** Faculty teaching load shall not exceed that which is specified by their faculty classification unless faculty agrees to teach overload.

**GOAL:** 100% of faculty shall teach in their area of expertise or in a related area of expertise to which faculty member agrees to teach.

**GOAL:** Each faculty member shall be involved in scholarship activities to the extent specified by their faculty classification and documented in the individual and department annual report.

**GOAL:** Each faculty member shall engage in continuing education in order to maintain appropriate and current licensure and certification relevant to their discipline.