

**Eastern New Mexico University
Student Learning Assessment Plan/Report
Academic Units 2010-2011**

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Mission

Program Mission:

The mission of the Communicative Disorders (CDIS) program is twofold:

- 1) To meet the needs of the community and to better serve those having communicative impairments by increasing graduation rates of Master's level speech language pathologists, and...
- 2) To provide a comprehensive outcome-based education supplemented by active learning experiences, both on and off campus to CDIS students at ENMU.

Students obtaining a baccalaureate degree in CDIS should be academically capable and show proficiency with pre-professional competencies (graduate program pre-requisite skills) in CDIS content areas, basic research, introductory clinical practice, and verbal/written presentation abilities. The comprehensive nature of the undergraduate program, with its emphasis on a broad theoretical foundation in normal and disordered human communication is to prepare students for graduate study in speech/language pathology and/or audiology.

Graduate students in CDIS must demonstrate entry-level competence as defined by the American Speech-Language-Hearing Association (ASHA) accreditation policy and as specified by Knowledge and Skills Acquisition (KASA) learning outcomes. ASHA is the national professional, scientific, and credentialing organization for speech-language pathologists, audiologists, and speech, language, and hearing scientists. The use of KASA learning outcomes as recommended by ASHA's Council for Clinical Certification (CFCC) demonstrates compliance with accreditation standards related to preparing students to meet ASHA certification requirements. The KASA learning outcomes link knowledge area standards as specified by the CFCC with specific graduate curriculum knowledge and skills that must be acquired by the conclusion of the graduate program. The overall mission of the Graduate program in CDIS is to prepare students for national certification and licensure as practicing speech-language pathologists.

Link to University Mission:

Eastern New Mexico University combines a traditional learning environment with twenty-first century technology to provide a rich educational experience. The CDIS program enhances this mission with its diversified learning formats – we offer ITV/PolyComm courses, online/internet courses, and Blackboard enhanced courses each semester. In addition to this, our courses offer maximum flexibility to meet the needs of both traditional and non-traditional students through course offerings in both 8 and 16 week formats with evening and weekend courses available. Eastern emphasizes liberal learning, freedom of inquiry, cultural diversity and whole student life. The ENMU CDIS Program supports these tenets through advanced critical thinking and application tasks during applied learning and life activities, particularly those which work toward the understanding of communicative and cultural diversity (including the diversity of disability). Active learning takes place during case study,

laboratory, and clinical practicum exercises, as does scholarship as students design and complete various data-gathering and research activities to improve services to the clients they serve.

Link to College Mission:

The CDIS mission likewise enhances that of the College of Liberal Arts & Sciences in providing courses with content that transcends a wide spectrum of the liberal arts and sciences. Courses address areas such as speech, language(s)/cultural diversity, anatomy/physiology, biology/genetics, acoustics and properties of sound, psychological principles, research, grammar composition/writing, public speaking, and community/client services. As CDIS graduates must provide autonomous services in community based settings, students completing our programs are well prepared for “on your feet” decision making and leadership roles within their occupational placements.

Link to Graduate School Mission:

The mission of the graduate program in CDIS supports that of the Graduate School in multiple ways. The program seeks to encourage research, independent thought, and intellectual/analytical growth by providing up-to-date instruction in the prevention, identification, evaluation, and remediation of speech, language, swallowing, and hearing disorders. The intensive classroom and clinical educational experiences prepare students for state licensure and certification by the American Speech-Language-Hearing Association, and ultimately, to secure successful careers in the field of speech-language pathology and to provide services to clients with communicative disorders.

URL: www.enmu.edu/cdis

Assessment Outcomes

Our assessment plan measures have been carefully selected to inform our program on the *most* critical aspects of knowledge and skills that we expect our undergraduates to achieve. Similarly, our graduate outcomes have been selected to aggregate much of the data that we routinely collect from our courses at this level. In reviewing the assessment data, it was determined that the undergraduate and graduate outcomes were met during this reporting year based on our current measures and data collection mechanisms including the revised Knowledge and Skills Acquisition (KASA) Form. The changes to the KASA included the development of an electronic version of the form, revision of all of the KASA outcomes, and the development of an electronic tracking system that allowed all faculty members ongoing, full access to the KASA data collection process. In addition, the revised version of the KASA includes an improved student feedback component that helps to keep the students informed of their progress toward completion of their KASA outcomes. One notable change in the assessment outcomes during this reporting period involved the incorporation of assessment data from the online class sections. This change was made to reflect the significant level of online enrollment seen in the program. The inclusion of the online assessment data allowed us to compare and analyze the performance results between on campus and distance learners. The results of the analysis indicated that in some cases there was a notable difference. Generally it was found that the distance learners' performance was lower than the performance of the on campus students. This suggests a need to revisit and/or revise some of the online pedagogy current being implemented to allow comparable learning opportunities for distance learners as compared to on campus students.

Use of Assessment Outcomes to Improve the Program

ACTION PLAN:

Undergraduate Program: Although our undergraduate program has produced excellent results for several years now, as we have incorporated assessment data from the online sections into the assessment report, the results suggest a need to examine the online pedagogy to better address the requirements of distance learners. These findings will also involve revisions to our assessment plan for the next reporting cycle.

Graduate Program: Though our outcomes have been met, our data shows us that some of our graduate students continue to struggle with particular aspects of coursework and the completion of the KASA learning outcomes, ultimately affecting the timely completion of their graduate degrees. Examination of this data has confirmed our suspicions and shown clear trends: students who must work substantial hours during their matriculation as well as students who enter our program with a history of lower GRE and GPA achievement tend to struggle with their performance while in our graduate program much more so than do the rest of our students (particularly in their first semester). This has led us to make several programmatic changes.

1. **Development of a “part-time” graduate track.** We have rearranged our courses so that students may easily extend their 2 year course of study to 3 and 4 years and still progress through the degree plan in an orderly fashion. This began in Fall 2010 and has resulted in fewer “delayed graduations” as students enter the program with more realistic expectations of what can be accomplished given the time they can devote to graduate study.
2. **Careful advising.** Student records are examined upon acceptance, at mid-term, and at the end of every semester. Professors notify both the graduate coordinator and the student when classroom outcome achievement is in jeopardy during the course of a class. “At-risk” students meet with the graduate coordinator to discuss options which may improve student performance. We now hold graduate student meetings at the start of each fall and spring term to discuss issues with students which may interfere with their successful completion of our program. The Program Director additionally meets individually with all second years each October and February and the first years in November and March/April to keep them apprised of their status.
3. **Reconfiguration of course credits/course rotations and development of additional courses and course sequences to support students.** The faculty have carefully examined student outcomes achievement and made note of where students seem to struggle most. Curriculum changes were proposed and accepted to allocate additional teaching time to those courses with more challenging or greater volumes of content (either through creating new courses or including an additional credit hour for instruction) beginning in Fall of 2010. We were able to do this without increasing the number of hours required for the degree by examining graduate syllabi to identify areas of reduplicated content and then subsequently eliminating any “double-teaching” in the curriculum. This allowed us to “trim” hours from existing courses to bolster others. We also revised our course rotations to create an “applied research” course sequence and redistributed some of our first semester classes to even out the rigor of new content across fall and spring. We have additionally offered free tutoring for struggling students in both group and individual formats. With the implementation of the 2012-14 graduate catalog, we will be moving all clinically critical courses to the first year of study which will subsequently enable us to move students out into off campus practicum in a more expedient manner. We are also revising the practicum sequence to reflect additional levels/site experiences (i.e., adding CDIS 505) which should help students more clearly understand expectations for each practicum level.

Eastern New Mexico University

Curricular Map of Student Learning Objectives / Outcomes

Measure = Intended student learning outcome
Outcome = Result

Performance Criteria = standard against which performance is assessed
Action Taken = Use of results to improve student learning

PLAN		
Learning Objective #1	Knowledge Outcome: CDIS undergraduate students will demonstrate requisite knowledge of normal development in speech, language, and hearing abilities.	Gen Ed. Competency? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Accreditation Objective? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
Measure(s) 1A) <u>Classroom based assessment</u> – Students will receptively/expressively identify normal developmental milestones and characteristics of articulatory/phonologic and other speech skills. 1B) <u>Classroom based assessment</u> – Students will receptively/expressively identify normal developmental milestones and characteristics of multiple language parameters. 1C) <u>Classroom based assessment</u> - Students will receptively/expressively identify normal development and characteristics of auditory/hearing abilities.	Performance Criteria 1A) 70% of students will create developmental milestone charts with an average grade of C or better. 1B) 70% of students will pass a comprehensive final examination on the development of semantics, morphology, syntax, and pragmatics with a grade of C or better. 1C) 70% of students will pass a comprehensive final examination on the development of normal hearing with a grade of C or better.	Timeline/Population 1A) CDIS 311, 2010-11 1B) CDIS 250, 2010-11 1C) CDIS 302, 2010-11
REPORT		
Finding(s) or Outcome(s) 1A) An average of 86% of total students passed this with \geq C; (Breakdown: 86% of on campus student and 86% of online students.) 1B) An average of 87% of total students passed this with \geq C; (Breakdown: 94% of on campus student and 79% of online students.) 1C) 89% of students passed this exam with \geq C	Action(s) Taken 1A) Continue plan unchanged 1B) Continue plan unchanged 1C) Continue plan unchanged	Timeline for Action(s) 1A) 2011-12 academic year 1B) 2011-12 academic year 1C) 2011-12 academic year

PLAN		
Learning Objective #2	Knowledge Outcome: CDIS undergraduate students will demonstrate requisite knowledge of normal anatomy essential to successful communication	Gen Ed. Competency? <u>X</u> No _ Yes Accreditation Objective? <u>X</u> No _ Yes
Measure(s)	Performance Criteria	Timeline/Population
2A) <u>Classroom based assessment</u> – Identify relevant anatomical structures to support the speech process.	2A) 70% of students will pass criterion referenced measures assessing respiration, phonation, and articulation/production with grades averaging C or better.	2A) CDIS 400, 2010-11
2B) <u>Classroom based assessment</u> – Identify relevant anatomical structures to support the hearing process.	2B) 70% of students will pass a comprehensive final examination on hearing anatomy and physiology with a grade of C or better.	2B) CDIS 302, 2010-11
REPORT		
Finding(s) or Outcome(s)	Action(s) Taken	Timeline for Action(s)
2A) 85% of students passed this with \geq C in respiration; 78% of students passed with \geq C in phonation; 91% passed this with \geq C in articulation/production	2A) Continue plan unchanged	2A) 2011-12 academic year
2B) 90% of students passed this exam with \geq C	2B) Continue plan unchanged	2B) 2011-12 academic year

PLAN			
Learning Objective #3		Skills Outcome: CDIS undergraduate students will gather and transcribe clinical data samples.	Gen Ed. Competency? <u>X</u> No _ Yes Accreditation Objective? <u>X</u> No _ Yes
Measure(s)		Performance Criteria	Timeline/Population
3A) <u>Classroom based assessment</u> - Independently collect and transcribe a 50 utterance speech sample using appropriate phonetics/diacritics.		3A) 70% of students will submit phonetic transcriptions using IPA graded at 70% or better.	3A) CDIS 311, 2010-11
3B) <u>Classroom based assessment</u> - Analyze a case study and write a diagnostic report.		3B) 80% of Students will interpret data correctly to arrive at an appropriate diagnosis and compose a comprehensive report explaining the results graded at 75% or better.	3B) CDIS 454, 2010-11
REPORT			
Finding(s) or Outcome(s)		Action(s) Taken	Timeline for Action(s)
3A) An average of 83% of total students achieved 70% or better as measured by 100 word phonetic transcription; (Breakdown: 86% of on campus student and 80% of online students.)		3A) Continue plan unchanged	3A) 2011-12 academic year
3B) 85% of the students arrived at a diagnosis correctly; 100% of the students wrote a report graded at 75% or better; 82% of the students wrote goals/objectives appropriate to findings.		3B) Continue plan unchanged	3B) 2011-12 academic year

PLAN		
Learning Objective #4	Skills Outcome: CDIS undergraduate students will analyze non-disordered clinical data samples according to normal characteristics and features.	Gen Ed. Competency? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Accreditation Objective? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
Measure(s)	Performance Criteria	Timeline/Population
4A) <u>Classroom based assessment</u> – Students will analyze the features of normal articulation and phonology.	4A) 70% of students will analyze standard speech productions for normal characteristics and features (e.g., syllable shape, place, manner, voice) with an average grade of C or better.	4A) CDIS 400, 2010-11
4B) <u>Classroom based assessment</u> – Students will analyze the features of normal receptive and expressive language.	4B) 70% of students will analyze standard language productions for normal characteristics and features (e.g., MLU, MLR) with an average grade of C or better.	4B) CDIS 454, 2010-11
4C) <u>Classroom based assessment</u> – Students will analyze and interpret normal audiograms and typanograms.	4C) 70% of students will analyze normal audiometric and tympanometric results with 70% accuracy or better.	4C) CDIS 342, 2010-11
REPORT		
Finding(s) or Outcome(s)	Action(s) Taken	Timeline for Action(s)
4A) 97% of students passed this with \geq C	4A) Continue plan unchanged	4A) 2011-12 academic year
4B) 59% of total students (on campus/online) passed this with \geq C; (Breakdown: 78% of on campus student and 40% of online students.)	4B) To be addressed in changes to the online pedagogy and revisions to the Assessment Plan	4B) 2011-12 academic year
4C) 90% of students passed with \geq C	4C) Continue plan unchanged	4C) 2011-12 academic year

PLAN		
Learning Objective #5	Skills Outcomes: CDIS undergraduate students will independently apply and follow established professional and clinical procedures.	Gen Ed. Competency? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Accreditation Objective? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
Measure(s)	Performance Criteria	Timeline/Population
5A) <u>Classroom based assessment</u> – Students will exhibit competency with clinical skills needed for supervised delivery of speech and language services.	5A1) 70% of students will follow established professional procedures for administration of speech assessment tasks (assessed through observation).	5A1) CDIS 311, 2010-11
	5A2) 70% of students will follow established professional procedures for administration of language assessment tasks (assessed through observation).	5A2) CDIS 454, 2010-11
	5A3) 70% of students will follow an established therapy plan of care for speech or language intervention during supervised clinical services (assessed through observation).	5A3) CDIS 445, 2010-11
5B) <u>Classroom based assessment</u> – Students will exhibit competency with clinical skills needed for supervised delivery of hearing services.	5B) 70% of students will demonstrate adequate performance on hearing assessment tasks (assessed through observation).	5B) CDIS 446, 2010-11
REPORT		
Finding(s) or Outcome(s)	Action(s) Taken	Timeline for Action(s)
5A1) 86% of on campus students achieved this objective; Online students were unable to participate in this activity.	5A1) To be addressed in changes to the online pedagogy and revisions to the Assessment Plan	5A1) 2011-12 academic year
5A2) 100% of on campus students achieved this objective; Online students were unable to participate in this activity.	5A2) To be addressed in changes to the online pedagogy and revisions to the Assessment Plan	5A2) 2011-12 academic year
5A3) No data as there was no enrollment in CDIS 445	5A3) Continue plan unchanged	5A3) 2011-12 academic year
5B) 100% of students achieved this objective	5B) Continue plan unchanged	5B) 2011-12 academic year

PLAN		
Learning Objective #6	Skills Outcome: CDIS undergraduate students will communicate effectively using both oral and literate venues.	Gen Ed. Competency? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Accreditation Objective? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
Measure(s)	Performance Criteria	Timeline/Population
6A) <u>Classroom based assessment</u> – Students will exhibit competency with oral reporting.	6A1) 70% of students will prepare and present an informational session on communicative disorders with a grade of C or better.	6A1) CDIS 311, 2010-11
6B) <u>Classroom based assessment</u> – Students will exhibit competency with written reporting.	6B1) 70% of students will complete a research based activity involving summarizing information to reach a conclusion with an average grade of C or better.	6B1) CDIS 400/421, 2010-11
	6B2) 70% of students will complete a senior project research paper with an average grade of C or better.	6B2) CDIS 434, 2010-11
	6B3) 70% of students will construct measurable long term goals and short term objectives with an average grade of B or better.	6B3) CDIS 441, 2010-11
	6B4) 70% of students will compose therapeutic progress reports with an average grade of B or better.	6B4) CDIS 445, 2010-11
REPORT		
Finding(s) or Outcome(s)	Action(s) Taken	Timeline for Action(s)
6A1) 86% of on campus students passed this outcome as measured by final presentation for CDIS 311; Online students were unable to participate in this activity.	6A1) To be addressed in changes to the online pedagogy and revisions to the Assessment Plan	6A1) 2011-12 academic year
6B1) 76% of students passed this with \geq C	6B1) Continue plan unchanged	6B1) 2011-12 academic year
6B2) 100% of students passed this exam with \geq C	6B2) Continue plan unchanged	6B2) 2011-12 academic year
6B3) 100% of students achieved this objective	6B3) Continue plan unchanged	6B3) 2011-12 academic year
6B4) No data as there was no enrollment in CDIS 445	6B4) Continue plan unchanged	6B4) 2011-12 academic year

PLAN			
Learning Objective #7	CDIS graduate students will acquire entry-level competence with SLP knowledge and skills.		Gen Ed. Competency? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Accreditation Objective? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
Measure(s)		Performance Criteria	Timeline/Population
7A) <u>Classroom based assessment</u> – Students will show proficiency with core curricular knowledge presented in CDIS coursework.		7A) 70% of CDIS grades earned will be completed at a “B” or better, including practicum and internship.	7A) All 2010-11 CDIS grad classes
7B) <u>Classroom based/field assessment</u> – Students will show proficiency with knowledge and skills outcomes (KASA).		7B1) 75% of students will achieve outcomes on knowledge and skills outcomes in coursework and practicum; Less than 25% will require any form of remediation plan.	7B1) All CDIS grads; KASA progress in 2010-11
		7B2) Less than 25% of CDIS grad students will require comprehensive examinations to address unresolved remediation plans.	7B2) CDIS graduation candidates; KASA progress in 2010-11
		7B3) Less than 25% of CDIS grads will begin internship placements with unresolved remediation plans.	7B3) CDIS 2 nd year students; KASA progress in 2010-11
REPORT			
Finding(s) or Outcome(s)		Action(s) Taken	Timeline
7A) 91% of CDIS grades earned were completed at a “B” or better (CDIS Program graduate students only; does not include non-degree seeking)		7A) Continue plan; included practicum and internship courses into data	7A) 2011-12 academic year
7B1) We discontinued this measure in the fall of 2010 as it was impossible measure with any degree of accuracy and presented data which was not formative to the effectiveness of the program. Remediation plans are not an indicator of success/failure of the program.		7B1) Discontinued	7B1) 2011-12 academic year
7B2) 0% of CDIS graduate students were required to use comprehensive exams to address unresolved outcomes. This measure is also being eliminated as the comprehensive exam process (summative) is not analogous to the remediation process (formative).		7B2) Comprehensive exams are being replaced by the capstone experience in the 2012-2014 graduate catalog.	7B2) 2011-12 academic year
7B3) 0% of CDIS grads entering internship placements during 2010-11 had remediation plans in place. This measure is also being replaced in the 2011-12 assessment plan cycle. This measure does not inform programmatic improvement.		7B3) Discontinued	7B3) 2011-12 academic year

PLAN		
Learning Objective #8	CDIS graduate students will learn to be competent researchers.	Gen Ed. Competency? <input checked="" type="checkbox"/> No ___ Yes Accreditation Objective? ___ No <input checked="" type="checkbox"/> Yes
Measure(s) 8) Students will complete special project research.	Performance Criteria 8) 90% of students will complete special project research and presentation/paper requirements as specified in the CDIS research scoring rubric (grade of B or better).	Timeline/Population 8) Graduating students in 2010-11
REPORT		
Finding(s) or Outcome(s) 8) 100% of students graduating during 2010-11 successfully completed their special project requirements with a grade of B or better.	Action(s) Taken 8) Continue plan unchanged.	Timeline for Action(s) 8) 2011-12 academic year

PLAN		
Learning Objective #9	CDIS graduate students will demonstrate overall programmatic competence through completion of the capstone portfolio project.	Gen Ed. Competency? <u>X</u> No ___ Yes Accreditation Objective? _ No <u>X</u> Yes
Measure(s) 9) Students will complete portfolio projects.	Performance Criteria 9) 90% of students will complete portfolio and portfolio presentation requirements as specified in the CDIS portfolio scoring rubric without re-submission (pass on initial attempt according to rubric scoring).	Timeline/Population 9) Graduating students in 2010-11
REPORT		
Finding(s) or Outcome(s) 9) 100% of students graduating during the 2010-11 academic year successfully “passed” their portfolio and portfolio presentation requirements upon first submission	Action(s) Taken 9) Continue plan unchanged	Timeline for Action(s) 9) 2011-12 academic year

PLAN		
Additional Data #1	CDIS graduate students will complete required course work in order to graduate according to degree plan specifications (i.e., timeline, etc.).	Gen Ed. Competency? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Accreditation Objective? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
Measure(s) 10A) Students will graduate within established degree plan parameters (unless initiating changes for personal reasons).	Performance Criteria 10A) 70% of students graduating will have done so according to their initial degree plans as specified by the CDIS Program Director.	Timeline/Population 10A) All students graduating in 2010-11 by initial degree plan
REPORT		
Finding(s) or Outcome(s) 10A) 22% of students graduating in 2010 -11 did so within 2 years, 67% within 3 years, and 11% within 6 years; We no longer keep data detailing who prolongs their matriculation due to required course repeats as this is redundant with the "C" measure listed previously. 10B) 3% of students in the CDIS Grad Program in 2010-11 were suspended but re-admitted by the graduate school 10C) 0% of students in the CDIS Grad Program in 2010-11 were suspended with no chance of re-admission	Action(s) Taken 10A) We have made changes to course rotations and the number of hours allotted to certain content areas to improve this rate. We have also implemented a part-time option and added extra advising for "at-risk" students so that we can avoid matriculation delays as much as possible. No report needed.....This is just the reporting of additional data for programmatic longitudinal (trend analysis) use.	Timeline for Action(s) 10A) 2011-12 academic year

PLAN		
Additional Data #2	CDIS graduate students will apply curricular knowledge learned at ENMU to pass the National Examination in Speech/Language Pathology & Audiology (NESPA).	Gen Ed. Competency? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Accreditation Objective? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
Measure(s) 11) Students will pass the NESPA	Performance Criteria 11) 70% of students will pass the NESPA upon initial sitting.	Timeline/Population 11) Graduating students in 2010-11
REPORT		
Finding(s) or Outcome(s) 11) 73% of CDIS graduate students taking the exam in 2010-11 passed the NESPA on their first attempt	Action(s) Taken 11) Continue plan unchanged	Timeline for Action(s) 11) 2011-12 academic year

Eastern New Mexico University Curricular Map of Student Learning Objectives / Outcomes

Listed below are the improvements in the program over the past year that have resulted from the above assessment findings. Please use these items to indicate changes based on your assessments, **or use the narrative discussion option on page 1.**

Changes to Plan:

Revise Student Outcome Objective(s) ☒ Collect/Analyze Additional Data and Information ☒ Change Timetable for Data Collection ☒
 Revise Measurement Approach(es) ☒ Change Method(s) of Data Collection ☒ Other planned change(s) ☐

Details for each checked item:

Revise Student Outcome Objective(s) – Changes Implemented: Discontinued and/or rephrased some objectives to more clearly demonstrate student learning; Changes Planned: To add assessment data for general education courses taught within the program

Revise Measurement Approach(es) – Changes Implemented: Incorporation of assessment data from online sections to reflect an average aggregate assessment of student learning outcomes and a breakdown by on campus outcomes and online outcomes

Collect/Analyze Additional Data and Information – Changes Implemented: Developed an electronic version of the Knowledge and Skills Acquisition (KASA) Form, revision of all of the KASA outcomes, and development of an electronic tracking system that allowed all faculty members ongoing full access to the KASA data collection process; Changes Planned: Continued revision of the KASA outcomes to reflect findings from the recent ASHA accreditation visit

Change Method(s) of Data Collection – Changes Planned: Continued revision of electronic data collection methodologies for both undergraduate and graduate assessment data

Change Timetable for Data Collection – Changes Planned: Revise the current schedule of data collection to allow for increased ongoing analysis

Changes to Academic Processes:

	Changes Planned	Changes Implemented
Modify Frequency or Schedule of Class Offerings	✓	✓
Make Technology Related Improvements	✓	✓
Make Personnel Related Changes	✓	✓

	Changes Planned	Changes Implemented
Implement Additional Training		
Revise Advising Standards or Processes		✓
Revise Admission Criteria	✓	✓
Other Implemented/planned change(s)		

Details for each checked item:

Modify Frequency or Schedule of Class Offerings – Changes Implemented: Made undergraduate catalog changes including revised course offerings matrix incorporating 8 week and 16 week versions of online courses primarily designed for levelers and undergrad degree seeking students respectively; Changes Planned: Make graduate catalog changes

Make Technology Related Improvements – Changes Implemented: Implemented Mediasite platform for graduate and selected undergraduate academic course delivery; Incorporated Group Skype capabilities to enhance classroom participation and feedback during synchronous Mediasite course offerings; Changes planned: Increased use of Mediasite lecture capture capabilities to enhance online

instruction

Make Personnel Related Changes – Changes Implemented: Added new faculty and shifted course loads; Changes planned: Add additional faculty and shift courses between faculty as appropriate

Revise Advising Standards or Processes – Changes Implemented and Planned: Continued revision of graduate and undergraduate advising processes to reflect new catalog changes

Revise Admission Criteria – Changes Implemented: Modification of requirements for graduate applications and implementation of a Graduate Admissions Rubric; Changes Planned: Review and revision of the graduate applications process and Graduate Admissions Rubric

Changes to Curriculum:

	Changes Planned	Changes Implemented
Revise and/or Enforce Prerequisites		✓
Revise Course Sequence	✓	✓
Revise Course Content	✓	✓

	Changes Planned	Changes Implemented
Add Course(s)	✓	✓
Delete Course(s)	✓	✓
Other implemented / planned change(s)		

Details for each checked item:

Revise and/or Enforce Prerequisites – Changes Implemented: Remove and/or revised some of the prerequisites from the undergraduate catalog; requiring CDIS 441 and STAT 213 for all new grads beginning FA12; leveling courses must be completed with a B or better

Revise Course Sequence – Changes Implemented: Made undergraduate catalog changes; Changes planned: Make graduate catalog changes (e.g., moving clinically critical courses to first year to increase flexibility of practicum assignments)

Revise Course Content – Changes Implemented: Revised the graduate research sequence and course content of CDIS 504 Clinical Fundamentals and 554 Current Trends; Changes planned: Revising practicum sequence, reallocating hours within grad program to address student course repeats

Add Course(s) – Changes Implemented: Added CDIS 441 Speech-Language Preclinical class, CDIS 590 Graduate Seminar, graduate research sequence, CDIS 529 Neurogenic Language Disorders; Changes planned: Adding CDIS 505 to practicum sequence

Delete Course(s) – Changes Implemented: Deleted CDIS 506 Professional Issues, CDIS 530 Aphasia, and CDIS 532 TBI; Changes planned: CDIS 531; combining CDIS 300 and 302 to make room for undergraduate research/analytical thinking course

Eastern New Mexico University **Curricular Map of Student Learning Objectives / Outcomes**

Enter course numbers for your department across the top of the matrix. In the column below, indicate where the targeted outcome is “introduced,” “emphasized,” “reinforced,” or “assessed.”

I = Outcome is introduced

E = Outcome is emphasized

R = Outcome is reinforced

A = Outcome is assessed

Undergraduate Program

Course numbers →	143	250	252	300	302	311	332	342	400	421	434	441	444	445	446	454
UG Outcome 1A	I	E				R, A										
UG Outcome 1B	I	E, A					R									
UG Outcome 1C					I, E, A			R								
UG Outcome 2A	I			E					R, A							
UG Outcome 2B					I, E, A			R								
UG Outcome 3A			I, E			R, A			R							
UG Outcome 3B		I					R						R			E, A
UG Outcome 4A			I			E			R, A							
UG Outcome 4B		I					R						R			E, A
UG Outcome 4C								I, E, A							R	
UG Outcome 5A1						I, E, A						R	R			
UG Outcome 5A2							I					R	R			E, A
UG Outcome 5A3	I					E	E					R	R, A			R
UG Outcome 5B								I, E							E, R	
UG Outcome 6A1			I, E			E										A
UG Outcome 6A2	I											E, R	R, A			
UG Outcome 6B1	I					E	E			A						E
UG Outcome 6B2	I							E			E, A					
UG Outcome 6B3	I					E	E					A				
UG Outcome 6B4						I	I					E, R	R, A			
UG Outcome 7A													A			

Enter course numbers for your department across the top of the matrix. In the column below, indicate where the targeted outcome is “introduced,” “emphasized,” “reinforced,” or “assessed.”

I = Outcome is introduced

E = Outcome is emphasized

R = Outcome is reinforced

A = Outcome is assessed

Graduate Program

Course numbers →	500	501	502	503	506	511	512	516	517	525	526	527	528	530	531	532
Gr Outcome 7A	<i>See attached – Knowledge and Skills Acquisition (KASA) Form - Revised: A KASA is completed for each graduate student in the program, and is updated at the end of each semester. This form specifies which outcomes are measured in the courses listed in this table.</i>															
Gr Outcome 7B1																
Gr Outcome 7B2																
Gr Outcome 7B3																
Gr Outcome 8																
Gr Outcome 9																
Gr Outcome 10																
Gr Outcome 11																
Course numbers →	540	550	554	565	589											
Gr Outcome 7A																
Gr Outcome 7B1																
Gr Outcome 7B2																
Gr Outcome 7B3																
Gr Outcome 8																
Gr Outcome 9																
Gr Outcome 10																
Gr Outcome 11																

Supplementary Information

1. Revised Knowledge and Skills Acquisition Form (electronic version)
2. Sample page from KASA Checklist (generated by the KASA application)
3. Graduate Admissions Rubric
4. Portfolio Scoring Rubric
5. Special Projects Scoring Rubric

Revised Knowledge and Skills Acquisition Form (KASA)

KASA Outcomes Data Entry Sheet				
Name: <i>Click and Type</i>		<i>Use drop-down menu or click & type</i>		Notes
Outcome #	Outcome	Category	Data	
100.1	Completed undergraduate coursework in biological sciences	Outcome		
		Where Met		
		How Met		
		Date Met		
100.2	Completed undergraduate coursework in physical sciences	Outcome		
		Where Met		
		How Met		
		Date Met		
100.3	Completed undergraduate coursework in mathematics	Outcome		
		Where Met		
		How Met		
		Date Met		
100.4	Completed undergraduate coursework in social/behavioral sciences	Outcome		
		Where Met		
		How Met		
		Date Met		
200.1	Describe the rationale for program accreditation and identify program accreditation standards	Outcome		
		Where Met		
		How Met		
		Date Met		
		Remediation		
		Completion		
		How Met		
		Date met		
200.2	Describe requirements of certification, licensure, continuing education, specialty recognition, and other relevant professional credentialing issues	Outcome		
		Where Met		
		How Met		
		Date Met		
		Remediation		
		Completion		
		Where Met		
		Date met		

200.3	Understand policies of the CDIS Graduate Student Handbook	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
200.4	Understand policies of CDIS Clinic Handbook	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
200.5	Understand policies of the ENMU Graduate Catalog	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
200.6	Understand procedural guidelines as dictated by the CDIS program, professors, and supervisors (e.g., does not waste resources, unauthorized copying, use and return of materials)	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	

500.1	Understand necessary components of research (e.g., IRB, proposal, annotated bibliographies)	Outcome		
		Where Met		
		How Met		
		Date Met		
		Remediation		
		Completion		
		Where Met		
		Date met		
500.2	Differentiate research paradigms (qual/quant) and designs (e.g., descriptive, causal-comparative, correlation)	Outcome		
		Where Met		
		How Met		
		Date Met		
		Remediation		
		Completion		
		Where Met		
		Date met		
500.3	Differentiate knowledge of research methodology (i.e., subject, procedures, analysis, variables, etc.)	Outcome		
		Where Met		
		How Met		
		Date Met		
		Remediation		
		Completion		
		Where Met		
		Date met		
500.4	Describe validity, reliability, sampling, data collection, observation/recording, and scores/scales used in research	Outcome		
		Where Met		
		How Met		
		Date Met		
		Remediation		
		Completion		
		Where Met		
		Date met		

500.5	Discriminate dependent/independent variables and understand hypothesis testing	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
500.6	Explain basic statistical data (e.g., descriptive/inferential/psychometric stats, alpha, probability, error, power)	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
500.7	Understand essential components of quality research articles and apply required elements in a literature review (scientific justification, etc.)	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
501.1	Obeys policies and procedures of all sites (must be met in all practicums/internships)	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	

501.2	Demonstrate professionalism required by site (e.g., appropriate dress, preparation for thx, timeliness for appointments [including beginning and ending thx on time], adherence to cell phone policy and paperwork due dates, etc.) (must be met in all practicums/internships)	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
501.3	Perform only duties as permitted by supervisor (must be met in all practicums/internships)	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
501.4	Conduct and analyze screening	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
501.5	Demonstrate appropriate collaboration and initiative in therapy planning and implementation	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	

501.6	Implement determined intervention plans with minimal assist	Outcome		
		Where Met		
		How Met		
		Date Met		
		Remediation		
		Completion		
		Where Met		
		Date met		
501.7	Independently apply academic knowledge to practicum situations	Outcome		
		Where Met		
		How Met		
		Date Met		
		Remediation		
		Completion		
		Where Met		
		Date met		
501.8	Independently plan and adjust therapy based on client performance and EBP	Outcome		
		Where Met		
		How Met		
		Date Met		
		Remediation		
		Completion		
		Where Met		
		Date met		
501.9	Use appropriate intervention materials/stimuli and activities using an EBP framework	Outcome		
		Where Met		
		How Met		
		Date Met		
		Remediation		
		Completion		
		Where Met		
		Date met		

501.11	Make appropriate modifications in intervention for nondominant cultures and situations	Outcome		
		Where Met		
		How Met		
		Date Met		
		Remediation		
		Completion		
		Where Met		
		Date met		
501.12	Evaluate client performance and analyze client responses for determination of progress (e.g., baseline, post-test, therapy probes) using both formal and informal measures	Outcome		
		Where Met		
		How Met		
		Date Met		
		Remediation		
		Completion		
		Where Met		
		Date met		
501.13	Analyze client performance and make recommendations for future assessment and intervention	Outcome		
		Where Met		
		How Met		
		Date Met		
		Remediation		
		Completion		
		Where Met		
		Date met		
501.14	Summarize intervention results in formal reports and make appropriate recommendations	Outcome		
		Where Met		
		How Met		
		Date Met		
		Remediation		
		Completion		
		Where Met		
		Date met		

501.15	Score 3.25 or above on the Clinical Practicum Student Assessment in CDIS 501	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
502.1	Select relevant therapy targets	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
502.2	Motivate and manage client behaviors using a variety of techniques (e.g., ABA), including both individual and group settings	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
502.3	Synthesize prior and current client responses, objective/subjective results, and EBP to modify plan of care	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	

502.4	Write preliminary POC (including goals and objectives) for supervisor approval	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
502.5	Complete routine paperwork accurately and independently	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
502.6	Make suggestions to supervisor regarding additional services or testing	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
502.7	Participate in or present at client care conferences, to include IEPs, IFSPs, etc.	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	

502.8	Ask and answer questions and present information using client/family centered and culturally appropriate communication skills	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
502.9	Manage multiple sites and/or clients	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
502.11	Conduct client conference in a professional manner (i.e., convey accurate/complete information and answer questions using client/family centered and culturally appropriate communication skills)	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
502.12	Complete a minimum of 150 clock hours in CDIS 502	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	

502.13	Score 4.0 or above on the Clinical Practicum Student Assessment in CDIS 502	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
503.1	Solicit case hx information, determine appropriate follow-up questions, integrate case hx information with other data, and summarize findings for evaluation	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
503.2	Select and use appropriate evaluation materials, to include formal/informal and NRT/CRT	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
503.3	Describe, score, and interpret evaluation results, to include formal/informal and NRT/CRT	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	

503.4	Obtain, transcribe, score, and interpret speech/language/voice samples	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
503.5	Use modifications to assessment methodology based on client characteristics or responses (e.g., dynamic assessment, extension testing, swallowing maneuvers, postural changes)	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
503.6	Describe characteristics of and/or determine differential diagnosis of disorders	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
503.7	Synthesize findings from evaluation to create plan of care	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	

503.8	Refer clients as appropriate based on results of screening, therapy, or evaluation	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
503.9	Write evaluation report specific to site, including intervention recommendations and modifications used	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
503.11	Complete a minimum of 300 clock hours in CDIS 503	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
503.12	Score 4.5 or above on the Clinical Practicum Student Assessment in CDIS 503	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	

504.1	Apply the rules and principles of the Code of Ethics to clinical, academic, and research hypotheticals	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
504.2	Understand the scope of practice for speech-language pathologists as defined by ASHA, the CFR, and the state of NM	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
504.3	Understand current DOE policy (in CFR), NM state standards, and other legislation which impacts service delivery in educational and health care settings (e.g., HCFA, IDEA, NCLB)	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
504.4	Show competency with clinical forms/writing (i.e., lesson plan, progress note, goals/objectives)	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	

504.5	Understand principles of cognitive and behavioral psychology/applied behavioral analysis, to include task analysis, ecological inventory, and incorporation of ADL domains into the therapeutic process)	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
504.6	Understand basic intervention techniques (e.g., prompting/assist, modeling, imitation, rehearsal, signal modification, feedback, prepractice)	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
504.7	Differentiate basic intervention methods (facilitation, maintenance, induction), models (speaker-oriented, communication-oriented, child-centered, clinician-directed, hybrid), and approaches to target population profiles (indirect language stimulation, whole language, drill, script therapy, Milieu teaching, focused stimulation, vertical structuring)	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
504.8	Locate and provide information about educational/resource individuals, groups, and relevant organizations that address communication disorders (including prevention)	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	

504.9	Foster awareness and further understanding of communication disorders through development of public education activities for prevention of communication disorders (e.g., development of educational materials/handouts, informational presentations, etc.)	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
511.1	Understand the anatomical and physiological substrates of speech development, speech development theories, and developmental milestones of speech skills acquisition, to include auditory skills, phonological development,and the impact of culture on accent and dialect development	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
511.2	Describe the psychosocial impact of articulation disorders	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
511.3	Apply motor learning theory and principles to speech assessment and articulation interventions	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	

511.4	Differentially select assessment methodologies based on presentation of articulatory characteristics; describe multiple assessment practices, to include both norm and criterion referenced methods (i.e., standardized assessments and speech samples)	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
511.5	Classify misarticulations according to developmental/non-developmental, age-appropriate/age-inappropriate, mislearned/functional (traditional vs. compensatory)/obligatory, and motor-based/phonological categories	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
511.6	Understand the etiologies of and discriminate dysarthria, apraxia, articulation disorder, phonological processing disorder, structural deviations error, motor-based difficulty, and misarticulation resulting from mislearning; identify physiological correlates (e.g., syndromes, anatomical differences) and probable characteristics of articulation disorders	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
511.7	Differentiate articulation/phonological delay vs. disorder vs. difference; discriminate cultural or dialectal differences from articulation disorders	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	

511.8	Design appropriate intervention for various articulatory error profiles, including prevention whenever possible	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
512.1	Understand normal respiratory and laryngeal anatomy and physiology/neurophysiology, including changes across the lifespan	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
512.2	Describe the relationship of perceptual voice characteristics to physical correlates of sound	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
512.3	Differentiate neurogenic, structural, hyperfunctional, psychogenic, and systemic etiologies of voice disorders	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	

512.4	Describe characteristics of voice disorders (pitch, loudness, quality) and the perceptual and laryngoscopic findings associated with each	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
512.5	Understand prevention, assessment, and treatment methodologies appropriate to specific conditions resulting in voice disorders	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
516.1	Understand theories/describe the development of language, cognition, and social behaviors; explain the reciprocal relationships between language, cognition, psychological/psychosocial factors, and environment (including culture and poverty) to include listening, speaking, reading,and writing	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
516.2	Understand educational, legal, ethical, and administrative issues surrounding language evaluation, eligibility, and intervention services (e.g., IDEA regulations, NM State guidelines, and the ASHA Code of Ethics)	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	

516.3	Identify preventative measures, causes, characteristics, and contributing factors for receptive and expressive language delays and disorders in listening, speaking, reading, and writing with consideration for cognitive and psychosocial factors	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
516.4	Understand basic principles of assessment, including NRT, CRT, SS, percentile rankings, etc.; understand confounding variables impacting assessment and present strategies for addressing them (e.g., attention, memory, behavior, culture, language/dialect)	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
516.5	Assess all modalities of developmental language disorders using multiple instruments and methodologies (listening, speaking, reading, and writing)	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
516.6	Identify effective modifications and alternative models for traditional language assessment (e.g., dynamic assessment, extension testing, authentic assessment, portfolio assessment)	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	

516.7	Assess and analyze semantics, phonology/literacy, morphology/syntax, pragmatics, problem-solving, narrative, organization, meta-linguistics across the lifespan using NRT, CRT, and language/writing samples	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
516.8	Interpret language assessment results	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
516.9	Compose goals/objectives based on assessment and compose preliminary POC for language disordered profiles	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
517.1	Apply specific language theories and principles of language development to intervention planning	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	

517.2	Design intervention with consideration for environmental variables; incorporate culture, dialect, and difference into language therapy planning	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
517.3	Describe common characteristics of language intervention programs used with birth to 3, preschool, early and late elementary, middle school, and older adolescent clients	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
517.4	Describe communication characteristics of certain disabilities and be familiar with programs and procedures commonly used for intervention (e.g., LD, MR, CAPD, Autism, deafness)	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
517.5	Understand best practices in self-contained, inclusionary, consultative, and collaborative intervention models	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	

517.6	Understand intervention methodologies for developmental language disorders across listening, speaking, reading, and writing modalities	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
517.7	Design appropriate intervention for various language delay/disorder profiles, to include cognitive and psychosocial aspects in the classroom and home programs for generalization and maintenance	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
525.1	Explain theories of stuttering as they relate to the prevention, development, maintenance, and resolution of stuttering behaviors	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
525.2	Understand the impact of culture, SES, gender, age, and other intrinsic/extrinsic client variables on stuttering behaviors and assessment/intervention; understand the impact of stuttering on social behaviors	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	

525.3	Differentiate and classify types of dysfluency (e.g., neurogenic, psychogenic) and specific stuttering behaviors (e.g., blocks, repetitions, prolongations)	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
525.4	Assess stuttering and cluttering, to include objectively determining the frequency and rate of stuttering behaviors (combined and by stuttering type)	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
525.5	Evaluate various intervention protocols for efficacy and applicability to specific stuttering behaviors and construct plans of care for various stuttering profiles (must consider EBP and include consideration of intrinsic/extrinsic client and family variables; must consider generalization and maintenance)	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
525.6	Apply cognitive and behavioral psychology principles to stuttering assessment and intervention	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	

526.1	Understand CNS systems and pathways important for speech production	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
526.2	Understand etiology and site of lesion for each type of neurogenic motor speech disorder	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
526.3	Discriminate different types of motor speech disorders by characteristics	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
526.4	Assess and treat underlying neuromotor symptomology for motor speech disorders	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	

526.5	Understand how different types of motor speech disorders affect each component of the speech system (i.e., respiratory, phonatory, articulatory, resonatory, prosodic)	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
527.1	Understand basic principles of genetics and the embryological development of craniofacial structures	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
527.2	Understand the relationship between communication disorders, chromosomal/genetic conditions, and their neurological/anatomical correlates	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
527.3	Understand etiological, anatomical/physiological, cognitive, and psychosocial/cultural components of craniofacial management	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	

527.4	Identify characteristics of craniofacial anomalies/cleft palate types (including classifications) and their associated articulatory/resonatory correlates	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
527.5	Assess, discriminate, and design intervention for various craniofacial profiles resulting in multiple communication disorder characteristics, including referral as necessary (e.g., feeding, hearing loss, language, resonance, and articulation to include phonological, functional/compensatory, motoric, and obligatory speech errors)	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
527.6	Understand primary and secondary treatment procedures for addressing craniofacial anomalies and accompanying complications, including communication disorders	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
527.7	Understand etiologies, characteristics, assessment, and interventions (including referral) for hypernasal, hyponasal, cul-de-sac, and mixed resonances; knowledge of VP Incompetence, VP Insufficiency, VPM, and prosthetic management devices is required	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	

528.1	Understand normal anatomy/physiology for swallowing, including neurophysiology and changes across the lifespan	Outcome		
		Where Met		
		How Met		
		Date Met		
		Remediation		
		Completion		
		Where Met		
		Date met		
528.2	Understand the impact of cultural variations on feeding/swallowing behavior	Outcome		
		Where Met		
		How Met		
		Date Met		
		Remediation		
		Completion		
		Where Met		
		Date met		
528.3	Discriminate characteristics and pathophysiology of dysphagia for each stage of swallowing, including possible reasons for penetration and aspiration	Outcome		
		Where Met		
		How Met		
		Date Met		
		Remediation		
		Completion		
		Where Met		
		Date met		
528.4	Identify and apply prevention strategies for swallowing disorders associated with specific conditions	Outcome		
		Where Met		
		How Met		
		Date Met		
		Remediation		
		Completion		
		Where Met		
		Date met		

528.5	Understand assessment and intervention methods appropriate to specific disorders resulting in swallowing disorders	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
529.1	Understand CNS systems and pathways used in language production	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
529.2	Identify neurogenic language disorders and their psychosocial impact across the lifespan	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
529.3	Describe characteristics of disordered language due to neuropathology for each parameter in listening, speaking, reading, and writing	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	

529.4	Understand etiologies for, identify, and assess cognitive characteristics of communication disorders (e.g., memory, attention, organization, problem-solving, executive functioning, and sequencing)	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
529.5	Identify etiologies for and social and psychological characteristics associated with aphasia, right hemisphere, TBI, and dementia, including behavior	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
529.6	Understand methods of prevention for neurogenic language disorders associated with specific conditions	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
529.7	Understand assessment and intervention methodologies appropriate to aphasia, right hemisphere, TBI, and dementia across listening, speaking, reading, and writing modalities	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	

529.8	Design intervention for cognitive and social aspects of neurogenic language disorders	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
531.1	Understand mechanisms for hearing, properties of sound, and etiologies for sensorineural, conductive, and mixed hearing loss	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
531.2	Understand types, characteristics, and impact of hearing loss	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
531.3	Describe assessment, characteristics of, and interventions for central auditory processing disorders	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	

531.4	Understand prevention, assessment, and intervention for hearing disorders, to include all types and severities of loss and aided/unaided interventions	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
531.5	Describe specific characteristics of rehabilitation programs for hard of hearing, deaf, and individuals with hearing aids/cochlear implants to include total communication, oral/aural intervention programs, and strategies for working with interpreters	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
540.1	Understand normal anatomy/physiology and neurophysiology for speaking and feeding, including development across the lifespan	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
540.2	Understand the psychosocial role of feeding and the impact of oral-motor/feeding/swallowing disorders on clients and significant others, to include maladaptive behavioral responses	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	

540.3	Describe causes and conditions which result in oral-motor disorders which may affect speech or feeding	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
540.4	Describe characteristics of oral-motor disorders and identify limiting and maintaining factors which negatively impact oral-motor disorders as they affect feeding and/or speech performance, (i.e., medical issues, motor development disorders, sensory integration difficulties, etc.); Describe strategies to address these issues	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
540.5	Understand comprehensive and differential assessment of oral-motor disorders as they may affect speech and feeding disorders	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
540.6	Design EBP-based intervention for various oral-motor client profiles (e.g., recommending non-oral supplementation, administering oral stimulation, applying NSOME, OME as a component of motor-based articulation therapy)	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	

550.1	Describe characteristics of AAC systems, both aided and unaided	Outcome		
		Where Met		
		How Met		
		Date Met		
		Remediation		
		Completion		
		Where Met		
		Date met		
550.2	Understand and consider physical characteristics of AAC users in assessment and intervention	Outcome		
		Where Met		
		How Met		
		Date Met		
		Remediation		
		Completion		
		Where Met		
		Date met		
550.3	Understand and consider psychological, social, linguistic, and cognitive variables which impact AAC use	Outcome		
		Where Met		
		How Met		
		Date Met		
		Remediation		
		Completion		
		Where Met		
		Date met		
550.4	Describe assessment methods for communication systems (e.g., switch selection, device features) across various modalities (listening, speaking, reading, writing)	Outcome		
		Where Met		
		How Met		
		Date Met		
		Remediation		
		Completion		
		Where Met		
		Date met		

550.5	Describe intervention strategies across various modalities using high and low-tech AAC devices and systems (e.g., feature matching, cognitive training, selection of sign/symbol systems and devices, integration of AAC user into various environments, partner training)	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
554.1	Analyze new information for validity, reliability, and applicability	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
554.2	Use knowledge of best methods and principles of EBP to evaluate and make recommendations about current trends in assessment and intervention practices (e.g., cleft-palate repair, PE tube placement, NSOME use, feeding plates, Vital/E-stim)	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
557.1	Critically review published research (to include all components across multiple designs)	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	

557.2	Analyze research information and apply research findings to clinical case situations with regard to EBP/efficacy	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
557.3	Describe the relationship of research, EBP, and RTI; Construct and apply RTI protocols considering research and EBP	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
557.4	Locate relevant research to solve specific clinical problems	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
557.5	Construct research designs for issues in CDIS; Get research approved by IRB	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	

557.6	Determine and author appropriate methodology for literature review completed in CDIS 500	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
560.1	Analyze and interpret data for qualitative and quantitative designs (e.g., coding, thematic analysis, basic to intermediate statistics for non-experimental, quasi-experimental, and experimental designs)	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
560.2	Make appropriate inferences and generalizations based on data	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
560.3	Identify limitations of results	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	

560.4	Critique research findings/implications for published articles; Apply relevant findings to clinical questions	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
560.5	Analyze and interpret evidentiary data for client plan of care development	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
560.6	Report data with preliminary analysis for methodology completed in CDIS 557	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
573.1	Integrate/synthesize research, EBP, and RTI evidentiary data for client plan of care development	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	

573.2	Interpret data and make recommendations for results obtained in CDIS 573	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
573.3	Defend research in peer-critique settings	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
573.4	Construct professional poster describing/explaining research	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
573.5	Present research findings at professional/research conference, to include PowerPoint	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	

573.6	Compose and submit professional paper (of completed research) to peer-reviewed scholarly journal	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
573.7	Develop and conduct CE activity to disseminate research findings, to include web-based media	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
589.1	Discuss prognosis and general intervention outcomes regarding specific disabilities for clients, families, and caregivers	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
589.2	Show evidence of diversity on Record of Clinical Experiences	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	

589.3	Complete a minimum of 375 direct contact clinical hours and 25 hours of supervised observations	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
589.4	Complete a minimum of 400 clock hours, 350 while in the ENMU CDIS Graduate Program	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
589.5	Score 4.5 or above on the practicum rating scale in CDIS 589	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
590.1	Identify and present pertinent information in a case study format	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	

590.2	Identify missing information and relevant questions from both presentation and audience perspectives	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
590.3	Collaborate with a team to determine next steps, including plan of care	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
800.1	Demonstrate self-reflection and analysis (synthesis paper, clinical experience paper, research experience paper)	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
800.2	Show creativity and originality in work products (other professional projects)	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	

800.3	Demonstrate professional writing skills (letter of application, resume, other professional letters, proposal, or correspondence)	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
800.4	Demonstrate clinical writing skills, with diversity (clinical experience reports)	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
800.5	Demonstrate scholarly writing skills and ability to substantially contribute to the evidence base in speech-language pathology (major graduate research artifacts – paper, poster, PowerPoints, and inservice handouts)	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
800.6	Demonstrate professional presentation skills (community awareness, EBP, continuing education, graduate seminar, and research conference)	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	

800.7	Demonstrate familiarity with Continuing Education Unit process (6 events)	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
800.8	Complete program assessment activities	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
800.9	Complete other portfolio requirements (see portfolio scoring rubric)	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
800.11	Pass NESPA with 600 or greater OR pass comprehensive examinations	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	

900.1	Follow policies of the CDIS Graduate Student Handbook	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
900.2	Follow policies of CDIS Clinic Handbook (e.g., Demonstrate appropriate personal hygiene and hygiene with therapy materials during sessions and between clients; follow infection control procedures, do not independently set up practicum sites)	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
900.3	Follow policies of the ENMU Graduate Catalog	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
900.4	Work within professional practice limitations and abide by recommendations and/or restrictions as specified by supervisor/instructor, ASHA Scope of Practice documents, and by state/federal law	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	

900.5	Follow procedural guidelines as dictated by the CDIS program, professors, and supervisors (e.g., does not waste resources, unauthorized copying, use and return of materials)	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
900.6	Exhibit professionalism in interactions with peers, colleagues, supervisors, professors, client/patient, families, caregivers, and relevant others (e.g., discourse skills, timeliness, feedback)	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
900.7	Recognize unprofessional behavior and personal/professional conflicts and implement prevention and/or conflict management strategies as appropriate with instructors, colleagues, peers, and clients	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
900.8	Recognize and abstain from ethical violations (e.g., plagiarism, cheating, violations of confidentiality, misleading statements); Follow the ASHA COE in all professional interactions and situations	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	

900.9	Listen and speak with entry-level competence (e.g., follow directions, use grammatically correct utterances, show appropriate pragmatics)	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
900.11	Write with entry-level competence (e.g., follow professional formats, use grammatically correct sentences, provide appropriate detail with efficiency)	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
900.12	Complete clock hour logs, ensure they are signed by certified personnel (with ASHA account number), in a timely manner as specified by the Program	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	
900.13	Complete official degree plan to result in graduation	Outcome	
		Where Met	
		How Met	
		Date Met	
		Remediation	
		Completion	
		Where Met	
		Date met	

Sample page from KASA Checklist

Name:

Knowledge And Skills Acquisition (KASA) Checklist

The KASA checklist is intended for use by the program and the student to track the progress toward completion of the knowledge and skills specified in the 2005 Standards for the CCC.

Students should review the KASA form at the beginning of graduate study. This KASA will be updated at intervals throughout the graduate program and at the conclusion of the program.

I. KNOWLEDGE AREAS											
Standards	Outcomes	Standard #	Outcome #	Status	Setting	Evidence / Measurement	Date	Remediation	Status	Setting	Date
Standard III-A. The applicant must demonstrate knowledge of the principles of:											
Biological sciences	Completed undergraduate coursework in biological sciences	3A.1	100.1								
Physical sciences	Completed undergraduate coursework in physical sciences	3A.2	100.2								
Mathematics	Completed undergraduate coursework in mathematics	3A.3	100.3								
Social/Behavioral sciences	Completed undergraduate coursework in social/behavioral sciences	3A.4	100.4								
Standard III-B. The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases											
Basic Human Communication Processes											
Biological	Understand the anatomical and physiological substrates of speech development, speech development theories, and developmental milestones of speech skills acquisition, to include auditory skills, phonological development, and the impact of culture on accent and dialect	3B.1	511.1								
	Understand normal respiratory and laryngeal anatomy and physiology/neurophysiology, including changes across the lifespan	3B.2	512.1								
	Understand basic principles of genetics and the embryological development of craniofacial structures	3B.3	527.1								
	Understand mechanisms for hearing, properties of sound, and etiologies for sensorineural, conductive, and mixed hearing loss	3B.4	531.1								
	Understand normal anatomy/physiology and neurophysiology for speaking and feeding, including development across the lifespan	3B.5	540.1								
Neurological	Understand normal respiratory and laryngeal anatomy and physiology/neurophysiology, including changes across the lifespan	3B.6	512.1								
	Understand CNS systems and pathways important for speech production	3B.7	526.1								
	Understand CNS systems and pathways used in language production	3B.8	529.1								

Graduate Admissions Rubric

Graduate Admissions Rubric – Applicant # _____

Please note: *The purpose of the rubric is to give comparable, relative assessment of admissions materials. All final decisions are reached by the faculty admissions committee via discussion and consensus in accordance with the Eastern New Mexico University Graduate School guidelines.*

Application	0	1	2	3
Letter of Interest	Unclear intent, poor writing quality; not relevant to ENMU CDIS program	Weak statement but with some goals and/or connection to program	Strong statement with some goals and/or connection to program	Excellent, compelling, and clear statement of goals; close intersection with program; excellent writing; evidence of originality and/or creativity
Resume Form	Multiple instance of error; disorganized and incomplete	A few mistakes; Loosely organized but complete	No errors, easily read; organized and complete	Polished and professional
Resume Content a) Demonstrated leadership b) Relevant skills/talents (e.g., writing, computers, software, statistics) c) 2 nd language abilities	Required elements only	Required elements plus 1 criteria listed at left	Required elements plus 2 criteria listed at left	Required elements plus 3 criteria listed at left
Related Experiences Committed to service/volunteer activities	No experience	1-2 limited experiences with relevance	1-2 extensive experiences in relevant settings	Experience in multiple settings (3 or more) or extended experience in relevant settings
Total – 20%				

References	0	1	2	3
Reference 1 (faculty/other)	Poor with explicit and significant reservations; vague (below average)	Weak with minor reservations; general in nature (average)	Strong with clear supporting evidence; directly addresses qualifications for program (above average)	Excellent with specific references to pertinent competencies, aptitudes, and experiences (excellent)
Reference 2 (faculty/other)	Poor with explicit and significant reservations; vague (below average)	Weak with minor reservations; general in nature (average)	Strong with clear supporting evidence; directly addresses qualifications for program (above average)	Excellent with specific references to pertinent competencies, aptitudes, and experiences (excellent)
Reference 3 (faculty/other)	Poor with explicit and significant reservations; vague (below average)	Weak with minor reservations; general in nature (average)	Strong with clear supporting evidence; directly addresses qualifications for program (above average)	Excellent with specific references to pertinent competencies, aptitudes, and experiences (excellent)
Total – 10%				

Assessment Scores	0	1	2	3
GRE Verbal (387 3 yr avg)	<350	350 – 420	430 – 500	510 +
GRE Qualitative (426 3 yr avg)	<400	400 – 470	480 – 550	560 +
GRE Writing (3.7 3 yr avg)	<3.5	3.5 – 4.0	4.0 – 4.5	4.5+
UG or Grad GPA (3.26 3 yr avg)	<3.0	3.0 - 3.5	GPA 3.6 - 3.75	GPA 3.76 - 4.0
CDIS GPA (3.46 3 yr avg)	<3.25	3.26 - 3.5	GPA 3.51 - 3.75	GPA 3.76 - 4.0
Total – 35%				

Extenuating Circumstances	Candidate will contribute to desired diversity of our program Candidate has made strides in overcoming substandard educational opportunities Candidate has displayed an ability to overcome substantial obstacles	
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Graduate Admissions Rubric – Applicant # _____

Essays	0	1	2	3
1 - Form	Mechanics interfere with meaning	Contains some errors in grammar, syntax, spelling, or punctuation	Free of errors in grammar, syntax, spelling, punctuation	Sophisticated grammar and syntax
1 – Content	Fails to clearly answer question or address topic	Addressed sufficiently	Compelling narrative supported with examples; thoughtful; well articulated	Compelling narrative and lucid analysis supported by vivid examples
1 – Style	Simplistic language lacking professionalism	Professional prose; clear viewpoint	Confident prose; strong point of view	Confident prose; unique point of view
1 – Organization & Development	Rambling organization; clearly flawed sentence or paragraph construction	Simplistic organization; some problems in sentence or paragraph construction	Clear organization; varied sentence and paragraph construction	Fluid organization with elegant construction
Subtotal				
2 - Form	Mechanics interfere with meaning	Contains some errors in grammar, syntax, spelling, or punctuation	Free of errors in grammar, syntax, spelling, punctuation	Sophisticated grammar and syntax
2 – Content	Fails to clearly answer question or address topic	Addressed sufficiently	Compelling narrative supported with examples; thoughtful; well articulated	Compelling narrative and lucid analysis supported by vivid examples
2 – Style	Simplistic language lacking professionalism	Professional prose; clear viewpoint	Confident prose; strong point of view	Confident prose; unique point of view
2 – Organization & Development	Rambling organization; clearly flawed sentence or paragraph construction	Simplistic organization; some problems in sentence or paragraph construction	Clear organization; varied sentence and paragraph construction	Fluid organization with elegant construction
Subtotal				
3 - Form	Mechanics interfere with meaning	Contains some errors in grammar, syntax, spelling, or punctuation	Free of errors in grammar, syntax, spelling, punctuation	Sophisticated grammar and syntax
3 – Content	Fails to clearly answer question or address topic	Addressed sufficiently	Compelling narrative supported with examples; thoughtful; well articulated	Compelling narrative and lucid analysis supported by vivid examples
3 – Style	Simplistic language lacking professionalism	Professional prose; clear viewpoint	Confident prose; strong point of view	Confident prose; unique point of view
3 – Organization & Development	Rambling organization; clearly flawed sentence or paragraph construction	Simplistic organization; some problems in sentence or paragraph construction	Clear organization; varied sentence and paragraph construction	Fluid organization with elegant construction
Subtotal				
4 - Form	Mechanics interfere with meaning	Contains some errors in grammar, syntax, spelling, or punctuation	Free of errors in grammar, syntax, spelling, punctuation	Sophisticated grammar and syntax
4 – Content	Fails to clearly answer question or address topic	Addressed sufficiently	Compelling narrative supported with examples; thoughtful; well articulated	Compelling narrative and lucid analysis supported by vivid examples
4 – Style	Simplistic language lacking professionalism	Professional prose; clear viewpoint	Confident prose; strong point of view	Confident prose; unique point of view
4 – Organization & Development	Rambling organization; clearly flawed sentence or paragraph construction	Simplistic organization; some problems in sentence or paragraph construction	Clear organization; varied sentence and paragraph construction	Fluid organization with elegant construction
Subtotal				
Total – 35%				

Portfolio Scoring Rubric

Portfolio Scoring Rubric

Eastern New Mexico University Communicative Disorders Department

Candidate: _____

Semester: _____

Committee Recommendations: _____Pass

_____Pass with Resubmissions

_____Fail

Signatures:

Dr. Linda Weems

Dr. Suzanne Swift

Dr. Phillip Million

Mr. Dwayne Wilkerson

Dr. Claudia Bird

Ms. Nicole Bougie

Portfolio Presentation Date: _____

Time: _____

	Standard Addressed	Prs	Required #	0	1	2	3	P/F	Comments
Overall Portfolio Quality									Score Avg. _____
Content: includes essential elements									
Style: format, appearance									

0 = Unacceptable; 1= Marginal; 2 = Acceptable; 3 = Outstanding

	Standard Addressed	Prs	Required #	0	1	2	3	P/F	Comments
Synthesis Paper			___ /3-5 pp.						Score Avg. _____
Content: includes essential elements									
Style: format, length, accuracy, etc.									

0 = Unacceptable; 1= Marginal; 2 = Acceptable; 3 = Outstanding

	Standard Addressed	Prs	Required #	0	1	2	3	P/F	Comments
Letter of Application and Resume	IV-B		___/1, ___/2 pp.						Score Avg. _____
Content: includes essential elements									
Style: format, length, accuracy, etc.									

0 = Unacceptable; 1= Marginal; 2 = Acceptable; 3 = Outstanding

	Standard Addressed	Prs	Required #	0	1	2	3	P/F	Comments
Professional Credentials	III-A, B, C, H								Score Avg. _____
ASHA application	III-H								
Licensure application	III-H								
Practicum hours summary form	III-H								
Clock hours	III-H								
KASA form	III-H								
Academic transcripts	III-A, B, C								
NESPA/exam date	III-H								

0 = Unacceptable; 1= Marginal; 2 = Acceptable; 3 = Outstanding

	Standard Addressed	Prs	Required #	0	1	2	3	P/F	Comments
<i>Clinical Experience</i>									Score Avg. _____
Summary			___ /2 pp.						
Content: includes essential elements									
Style: format, length, accuracy, etc.									
Evaluations									
▪ Child									
▪ Adult									
Lesson plan/plan of care									
▪ Child									
▪ Adult									
LTG/STO									
▪ Child									
▪ Adult									
SOAP/session note									
▪ Child									
▪ Adult									
Progress report									
▪ Child									
▪ Adult									
Audiology (optional)									
Clinical work from sites									
▪ University									
▪ Head Start/preschool									
▪ Public school (K-12)									
▪ Medical site									
▪ Other									
Reflects 3 types of comm. disorders									

0 = Unacceptable; 1= Marginal; 2 = Acceptable; 3 = Outstanding

	Standard Addressed	Prs	Required #	0	1	2	3	P/F	Comments
Graduate Research	III-F								Score Avg. _____
Bulleted Summary with:	III-F								
▪ Title									
▪ Advisor									
▪ Purpose of study									
▪ Methodology (design, subject, setting, materials, eval procedures, stats analysis methods, etc.)									
▪ Results with chart/table									
▪ Discussion/clinical implications									
Publication-ready paper (with abstract and all sections)	III-F		100-120 wds.						
Presentation Artifacts									
▪ PowerPoint slides									
▪ Poster									
▪ Brochure and/or webpage									
▪ Other handouts									
Other Project artifacts	III-F								
▪ Human subjects proposal and acceptance letter(s)									
▪ Letter of submission for refereed journal									
▪ Submission guidelines for journal									
▪ Evidence of conference presentation									
▪ Evidence of community pres/distribut									
Learning experience paper			___/3 pp.						
Content: includes essential elements									
Style: format, length, accuracy, etc.									

0 = Unacceptable; 1= Marginal; 2 = Acceptable; 3 = Outstanding

	Standard Addressed	Prs	Required #	0	1	2	3	P/F	Comments
Other Research			___ /3 items						Score Avg. _____
Content: meets criteria as specified									
Style: format, accuracy, etc.									

0 = Unacceptable; 1= Marginal; 2 = Acceptable; 3 = Outstanding

	Standard Addressed	Prs	Required #	0	1	2	3	P/F	Comments
Other Professional Projects			___ /5 items						Score Avg. _____
Content: meets criteria as specified									
Style: format, accuracy, etc.									

0 = Unacceptable; 1= Marginal; 2 = Acceptable; 3 = Outstanding

	Standard Addressed	Prs	Required #	0	1	2	3	P/F	Comments
Professional Writing	IV-B		___ /5 items						Score Avg. _____
Content: meets criteria as specified									
Style: format, accuracy, etc.									
Presentation Activities	IV-B		___ /5 items						Score Avg. _____
Content: meets criteria as specified									
Style: format, accuracy, etc.									
Continuing Education			___ /6 items						Score Avg. _____

0 = Unacceptable; 1= Marginal; 2 = Acceptable; 3 = Outstanding

	Standard Addressed	Prs	Required #	0	1	2	3	P/F	Comments
Program Assessment									Score Avg. _____
3 strengths/weaknesses: classroom			___ /6 items						
3 strengths/weaknesses: clinical			___ /6 items						
Critique: CE and resources			___ /2 items						
Questions			___ /12 items						

0 = Unacceptable; 1= Marginal; 2 = Acceptable; 3 = Outstanding

	Standard Addressed	Prs	Required #	0	1	2	3	P/F	Comments
<i>Portfolio Presentation</i>									Score Avg. _____
Length									
Organization/sequence									
Comprehensiveness									
Appropriate emphasis									
Critical analysis/critiques									
Conclusion									
Answering questions									
Speaking ability									
Interest/audience appeal									
Visual aids									
Professionalism									
Demeanor (refraining from negation)									

0 = Unacceptable; 1= Marginal; 2 = Acceptable; 3 = Outstanding

Conditional Sections for Specified Students

	Standard Addressed	NA	Required #	0	1	2	3	P/F	Comments
<i>Additional Sections</i>									Score Avg. _____
KASA outcome standards			___ / ___ items						
Remediation plans			___ / ___ items						
Practicum			___ / ___ items						
Comprehensive questions			___ / ___ items						

0 = Unacceptable; 1= Marginal; 2 = Acceptable; 3 = Outstanding

Summaries/Totals	P/F		Comments
<i>Synthesis Paper</i>		Score Avg. _____	
<i>Letter of Application and Resume</i>		Score Avg. _____	
<i>Professional Credentials</i>		Score Avg. _____	
<i>Clinical Experience</i>		Score Avg. _____	
<i>Special Project</i>		Score Avg. _____	
<i>Other Research</i>		Score Avg. _____	
<i>Other Professional Projects</i>		Score Avg. _____	
<i>Professional Writing</i>		Score Avg. _____	
<i>Presentation Activities</i>		Score Avg. _____	
<i>Continuing Education</i>		Score Avg. _____	
<i>Program Assessment</i>		Score Avg. _____	
<i>Portfolio Presentation</i>		Score Avg. _____	
<i>Additional Sections</i>		Score Avg. _____	
<i>Total _____</i>		Total Avg. _____	

Scoring Standards

Criteria for meeting portfolio requirements:

Student will meet the portfolio requirement when the following requirements have been met:

All categories receive a ranking of marginal or better.

At least 10 of 13 categories receive a ranking of acceptable or better.

Overall Portfolio Quality:

Unacceptable: Fails to meet criteria as specified in instructions (e.g., did not divide sections appropriately, did not provide cover/summary pages to preface sections, did not separate items within sections with color coded “title” pages etc.)

Marginal: Criteria met but documents presented in inappropriate binder, in wrong order, upside down, copy quality poor, etc.

Acceptable: Meets criteria as specified in instructions

Outstanding: Polished, professional appearance of marketable quality

Synthesis Paper:

Unacceptable: Content fails to meet criteria as specified in instructions; excessive insertions of unrelated emotional content; little critical analysis of growth, etc.; style is poorly organized (paragraph topics unclear, incohesive/too tangential, non-sequential, poor conclusion, weak transitions, etc.), shows an excessive number of grammatical/typographical errors, uses informal vocabulary and writing style

Marginal: Meets criteria as specified in instructions but fails to meet style standards (poorly written, disorganized, etc.)

Acceptable: Meets criteria specified in instructions; both content/style standards met (no more than 2 grammatical/typographical errors)

Outstanding: Exceeds criteria as specified in instructions; content is well balanced between required elements and personal applications; shows critical analysis/critique of progress; style is clearly fluent and polished (no more than 1 typographical error)

Letter of Application and Resume:

Unacceptable: Content fails to meet criteria as specified in instructions; excessive insertions irrelevant to employment; style poorly organized as specified in synthesis paper section; inappropriate informalities and grammatical/typographical errors; letter exceeds 1 page, resume exceeds 2 pages (font 10-12 for body; text margins less no less than ½ inch)

Marginal: Meets criteria as specified in instructions but fails to meet style standards as specified above

Acceptable: Meets criteria as specified in instructions for both content/style standards (no more than 1 grammatical/typographical error)

Outstanding: Exceeds criteria as specified in instructions; content is overwhelmingly professional with appropriate spark of personality; style is clearly fluent and polished (no grammatical/typographical errors)

Professional Credentials:

Unacceptable: Fails to meet criteria as specified in instructions

Marginal: Criteria met but documents in wrong order, upside down, copy quality poor, etc.

Acceptable: Meets criteria as specified in instructions

Outstanding: Not applicable

Clinical Experience:

(the style/content of written clinical reports/other documentation included in this section are presumed to have previously met entry-level standards as assessed by the clinical supervisor; as such, the writing content/style of these submissions will not be evaluated by the portfolio committee as a part of this assessment)

Unacceptable: Fails to meet criteria as specified in instructions; summary fails to meet both content and style standards as listed previously for synthesis paper; documentation contains confidential and/or identifying information about client or does not reflect a variety of communication impairments - at least 3)

Marginal: Criteria met but documents in wrong order, upside down, copy quality poor, etc.; summary meets criteria as specified in synthesis instructions but fails to meet style standards (poorly written, disorganized, etc.)

Acceptable: Meets criteria as specified in instructions for both summary and other documents; summary meets both content and style standards (no more than 1 grammatical/typographical error)

Outstanding: Exceeds criteria as specified above; outstanding summary as described in synthesis section.

Special Project:

(the style/content of project artifacts and human subjects proposals included in this section are presumed to have previously met standards as assessed by the special project advisor(s) as well as minimal special project standards as outlined in the handbook; as such, the writing content/style of these submissions will not be evaluated by the portfolio committee as a part of this assessment)

Unacceptable: Fails to meet criteria as specified in instructions; abstracts and learning experience papers fail to meet both content and style guidelines as specified in synthesis paper requirements

Marginal: Criteria met but documents in wrong order, upside down, copy quality poor, etc.; style guidelines not met as specified in synthesis section (poorly written, disorganized, etc.).

Acceptable: Meets criteria as specified in instructions for both content and style standards (no more than 2 grammatical/typographical errors); learning experience papers are professional in style and tone

Outstanding: Exceeds criteria as specified in instructions; writing style is fluent, well-organized, focused, and polished (no more than 1 grammatical/typographical error)

Other Research:

(the style/content of other research submitted in this section is presumed to have previously met standards as required by the instructor/supervisor; as such, the writing content/style of these submissions will not be evaluated by the portfolio committee as a part of this assessment)

Unacceptable: Fails to meet criteria as specified in instructions

Marginal: Criteria met but documents upside down, copy quality poor, etc.

Acceptable: Meets criteria as specified in instructions

Outstanding: Exceeds criteria as specified in instructions; additional research exemplifies superior efforts that clearly extend beyond the requirements of a particular course standard and/or shows independent initiative beyond what is expected of graduating CDIS Master's candidates

Other Professional Projects:

Unacceptable: Fails to meet criteria as specified in instructions; content is poorly organized (e.g., brochures fold in such a way that content is out of order and makes no logical sense); excessive grammatical/typographical errors

Marginal: Criteria met but documents upside down, copy quality poor, etc.; stylistic presentation of limited visual appeal

Acceptable: Meets criteria as specified in instructions; documents are professional and visually appealing

Outstanding: Exceeds criteria as specified in instructions; documents are of marketable quality

Professional Writing:

Unacceptable: Content fails to meet criteria as specified in instructions; excessive insertions irrelevant to purpose of letter; style not submitted in appropriate letter format, poorly organized, reason for letter unclear, shows an excessive number of grammatical/typographical errors, informal vocabulary and writing style, excessive length and/or does not provide relevant background information necessary for understanding of letter

Marginal: The majority of documents meet acceptable standards; however, some document submissions rated as unacceptable; documents meet content but do not meet style standards

Acceptable: Meets criteria as specified in instructions; purpose of letter is clear; meets both content and style standards (no more than 1 grammatical/typographical error per document)

Outstanding: Exceeds criteria as specified in instructions; content is professional and shows appropriate tone and length for target audience; style is clearly fluent and polished (no grammatical/typographical errors)

Presentation:

Unacceptable: Fails to meet criteria as specified in instructions (a *summary* of activities is *not* acceptable); printed materials/handouts show unacceptable content/style as described previously

Marginal: The majority of documents meet acceptable standards; however, some document submissions rated as unacceptable; documents meet content but do not meet style standards

Acceptable: Meets criteria as specified above; printed materials/handouts show acceptable content/style as described previously

Outstanding: Exceeded criteria as specified above; printed materials/handouts are visually appealing and of marketable quality

Continuing Education:

Unacceptable: Fails to meet criteria as specified in instructions

Marginal: Not applicable

Acceptable: Meets criteria as specified in instructions

Outstanding: Not applicable

Program Assessment:

Unacceptable: Fails to meet criteria as specified in instructions

Marginal: The majority of criteria met; however, failed to provide 3 strengths/weaknesses for more than 1 area or did not answer more than 1 question

Acceptable: Meets criteria as specified in instructions.

Outstanding: Not applicable

Portfolio Presentation:

Unacceptable: Fails to meet criteria as specified in instructions (significantly under/over time limits, does not address essential elements, does not include visuals/handouts, fails to answer questions, organization impaired to a degree that content cannot be followed, etc.)

Marginal: Meets criteria as specified in instructions but shows notable challenges (slightly under/over time limits, emphasis somewhat misplaced, poor focus/topic management, notable tangentiality, questions attempted but answered incompletely, visual aids/handouts of limited usefulness/appeal, professionalism questionable, etc.)

Acceptable: Meets criteria as specified in instructions (content on point without inappropriate diversion, topic management smooth, speaking style largely fluent, questions answered with entry-level competence, visuals/handouts meet standards, engaging, pleasant, professional demeanor)

Outstanding: Exceeds criteria as specified in instructions; (content highly focused, topic management/regulation polished, speaking style extremely fluent, questions answered exhibiting mastery of subject matter, visuals/handouts meaningful and relevant with high visual appeal, engaging and personable without excessive emotional perseveration, technically proficient without assist)

Special Projects Scoring Rubric

Graduate Research/Special Project Scoring Rubric

Eastern New Mexico University Communicative Disorders Department

Candidate: _____ Semester: _____

Title: _____

Committee Recommendations: _____ Pass/Grade _____ _____ Pass with Resubmissions _____ Fail

Signatures:

Dr. Linda Weems

Dr. Suzanne Swift

Dr. Claudia Bird

Dr. Adrienne Bratcher

Dr. Phillip Million

Project Presentation Date: _____ Time: _____

	Standard Addressed	Prs	Original Submission					Re-write (if needed)					Comments
			0	1	2	3	P/F	0	1	2	3	P/F	Score Avg. _____
Human Subjects													
Content: includes essential elements, logical, etc.													
Style: followed prescribed format													
▪ Timeliness													
▪ Independence													

			0	1	2	3	P/F	0	1	2	3	P/F	Score Avg. _____
Informed Consent													
Content: includes essential elements													
Style: format, length, clarity, accuracy, etc.													
▪ Independence													

			0	1	2	3	P/F	0	1	2	3	P/F	Score Avg. _____
Abstract													
Content: includes essential elements													
Style: format, length, accuracy, etc. (100-120; 7)													
Writing: grammar, syntax, spelling, typos, etc.													
Other													

			0	1	2	3	P/F	0	1	2	3	P/F	Score Avg. _____
Introduction													
Statement of problem													
▪ Validation (3 ref)													
Importance of the study (3 ref)													
Purpose of the study													
▪ Possible achievement													
▪ Potential contribution													
▪ Scientific justification													
Research hypothesis, questions, & objectives													

0 = Unacceptable; 1= Marginal; 2 = Acceptable; 3 = Outstanding

	Standard Addressed	Prs	Original Submission					Re-write (if needed)					Comments
			0	1	2	3	P/F	0	1	2	3	P/F	Score Avg. _____
Literature Review													
Relevant, critical findings from other pieces													
▪ Present “norm” or standard (3 ref)													
▪ Implications for clients who do not meet (3 ref)													
▪ Results from prior studies (5-7 ref)													
▪ Methodological justification (3 ref)													
Explanation/appropriateness of treatments and experimental variables													
Implications													

0 = Unacceptable; 1= Marginal; 2 = Acceptable; 3 = Outstanding

			0	1	2	3	P/F	0	1	2	3	P/F	Score Avg. _____
Methodology													
Research Design													
▪ Paradigm (qualitative, quantitative) (1 ref)													
▪ Model (descriptive, relationship, correlation, causal-comparative, ex post facto, etc.) (1 ref)													
▪ Independent variable													
▪ Dependent variable													
▪ Error counts/scores													
▪ Definitions (if needed)													
Subjects													
▪ Type of sample													
▪ Recruitment													
▪ Criteria for selection													
▪ Geographic data													
▪ Demographics (age, sex, gender, grade, SES)													
▪ Sample size													
▪ Completion rate													
▪ Use of small sample. Justify. (1 ref)													

0 = Unacceptable; 1= Marginal; 2 = Acceptable; 3 = Outstanding

	Standard Addressed	Prs	Original Submission					Re-write (if needed)					Comments
			0	1	2	3	P/F	0	1	2	3	P/F	Score Avg. _____
Methodology (continued)													
Setting													
Materials													
Evaluation procedures													
▪ Informed consent													
▪ Descr. assessment/treatment procedures (3 ref)													
- Criterion/construct/content validity													
- Reliability													
▪ Instrumentation and data collection													
▪ Independent observer training													
▪ Scoring procedures													
- Consideration of culture/dialect in scoring													
▪ Reliability													
- Inter-observer reliability (1 ref)													
-- Agreement of transcribers													
-- Agreement of scorers													
Confounding variables & how dealt with													
Statistical analysis													
▪ Descriptive statistics (1 ref)													
▪ Inferential statistics (1 ref)													
▪ Psychometric (1 ref)													
▪ Other analysis (1 ref)													
- Significance level (confidence alpha, etc.)													
- Validity													
- Reliability (discuss error, etc.)													

0 = Unacceptable; 1= Marginal; 2 = Acceptable; 3 = Outstanding

	Standard Addressed	Prs	Original Submission					Re-write (if needed)					Comments
			0	1	2	3	P/F	0	1	2	3	P/F	Score Avg. _____
Results													
Findings													
▪ Research Question 1:													
- Analysis procedure/Statistical results													
- Table													
- Charts/graphics													
- Incidental results													
▪ Research Question 2:													
- Analysis procedure/Statistical results													
- Table													
- Charts/graphics													
- Incidental results													
Summary													

0 = Unacceptable; 1= Marginal; 2 = Acceptable; 3 = Outstanding

			0	1	2	3	P/F	0	1	2	3	P/F	Score Avg. _____
Interpretation/Discussion													
Research question results													
Incidental results													
Implications													
Limitations of the study													
▪ Generality													
Significance to field													
▪ Implications for SLPs													
▪ Implications for others													
Recommendations													
Suggestions for further research													
Conclusions													

0 = Unacceptable; 1= Marginal; 2 = Acceptable; 3 = Outstanding

	Standard Addressed	Prs	Original Submission					Re-write (if needed)					Comments
			0	1	2	3	P/F	0	1	2	3	P/F	Score Avg. _____
References													
Format													
Appendices													

0 = Unacceptable; 1= Marginal; 2 = Acceptable; 3 = Outstanding

	Standard Addressed	Prs	Original Submission					Re-write (if needed)					Comments
								0	1	2	3	P/F	Score Avg. _____
Presentation													
Format/Length			Not Applicable										
Organization/Sequence			Not Applicable										
Emphasis			Not Applicable										
▪ Evidence for argument			Not Applicable										
▪ Pertinence of data and slides			Not Applicable										
▪ Omission of critical information			Not Applicable										
Analysis/interpretation of data			Not Applicable										
Comprehensiveness			Not Applicable										
Responding			Not Applicable										
▪ Questions (acknowledging/refuting)			Not Applicable										
Summary/conclusion			Not Applicable										
Visual Aids			Not Applicable										
Handouts			Not Applicable										
Professional interactions			Not Applicable										
Independence			Not Applicable										
Demeanor			Not Applicable										

0 = Unacceptable; 1= Marginal; 2 = Acceptable; 3 = Outstanding

	Standard Addressed	Prs							Comments
				0	1	2	3	P/F	Score Avg. _____
<i>Professional Behavior/Ethics</i>									
Informed consent			Not Applicable						
Client/subject interactions			Not Applicable						
Supervisor interactions			Not Applicable						
Confidentiality			Not Applicable						
Timeliness			Not Applicable						
Independence			Not Applicable						
Data collection			Not Applicable						
Data analysis			Not Applicable						
Data interpretation			Not Applicable						
Other			Not Applicable						

0 = Unacceptable; 1= Marginal; 2 = Acceptable; 3 = Outstanding

<i>Summaries/Totals</i>	P/F		Comments
<i>Human Subjects</i>		Score Avg. _____	
<i>Informed Consent</i>		Score Avg. _____	
<i>Abstract</i>		Score Avg. _____	
<i>Introduction</i>		Score Avg. _____	
<i>Literature</i>		Score Avg. _____	
<i>Methodology</i>		Score Avg. _____	
<i>Results</i>		Score Avg. _____	
<i>Interpretation/Discussion</i>		Score Avg. _____	
<i>References</i>		Score Avg. _____	
<i>Appendices</i>		Score Avg. _____	
<i>Presentation</i>		Score Avg. _____	
<i>Professional Behavior/Ethics</i>		Score Avg. _____	
<i>Total _____</i>		Total Avg. _____	

Scoring Standards

Criteria for meeting special project requirements:

Student will meet the special project requirement when the following criteria have been met:

All categories receive a ranking of marginal or better.

Grades will be assigned according to the following criterion:

A = No marginals; at least 4 outstandings

B = No more than 2 marginals; at least 2 outstandings

C = 3 or 4 marginals

D = 4 marginals

F = 5 or more marginals

Overall Special Project Quality:

Unacceptable: Fails to meet criteria as specified in instructions and/or by supervisor (e.g., did not complete research; did not complete all sections required; did not answer all questions posed in research summary form; did not follow specific instructions as directed by supervisor; project shows invalidating errors in research/statistical design, analysis, application, or interpretation of results)

Marginal: Criteria met but errors significant and requiring substantial supervisor intervention to maintain integrity of results (e.g., statistics incorrect; significant but not fatal flaw in research design, analysis, application, or interpretation; followed majority of instructions but failed to complete notable essential component)

Acceptable: Meets criteria as specified in instructions; completed all sections largely independently and without significant compromising error; answers to research questions logical and correct (though not expansive); all essential elements present

Outstanding: Project reflects advanced research design; project completed with minimal supervisor assist/guidance and without significant error; finished project reveals useable data relevant to CDIS field; final product is polished and professional (near-publication quality)

Human Subjects/Informed Consent:

Unacceptable: Fails to meet criteria as specified in instructions; does not contain essential elements requested by committee; did not follow prescribed format; information describing research incomplete to such extent that nature/integrity of research cannot be determined or is in such error that project will be invalidated; required significant supervisor revision prior to submission/acceptance by human subjects committee (more than 45 minutes); 5 or more typographical/grammatical errors

Marginal: Only partially meets criteria as specified in instructions; major requested element incomplete or unclear; followed format but responses irrelevant/illogical or notably in error; required moderate supervisor revision prior to submission/acceptance by human subjects committee (30-45 minutes); 3-4 typographical/grammatical errors

Acceptable: Meets criteria as specified in instructions; completed all sections largely independently and with only minimal supervisor revision required (15-30 minutes); 1-2 typographical/grammatical errors

Outstanding: All sections completed with minimal error; concise yet comprehensive responses; human subjects and informed consent forms completed with minimal supervisor assistance or revision needed (less than 15 minutes); no typographical/grammatical errors

Abstract/Introduction:

Unacceptable: Fails to meet criteria as specified in instructions; does not contain essential elements/follow format as specified by research template; references do not follow APA style or guidelines; did not submit required number of references or submitted unprofessional or un-refereed sources (internet references must be refereed); required significant supervisor revision (15 minutes or more); 2+ typographical/grammatical errors

Marginal: Only partially meets criteria as specified in instructions; major requested elements incomplete or unclear; followed format but responses non-specific (did not emphasize “key” information, did not definitively answer specific questions posed); required moderate supervisor revision (10-15 minutes); 1 typographical/grammatical error

Acceptable: Meets criteria as specified in instructions; completed all sections largely independently and with only minimal supervisor revision required (5-10 minutes); no typographical/grammatical errors

Outstanding: All sections completed with minimal error; concise yet comprehensive responses; minimal supervisor assistance or revision needed (less than 5 minutes); no typographical/grammatical errors

Literature Review:

Unacceptable: Fails to meet criteria as specified in instructions; does not contain essential elements/follow format as specified by research template; references do not follow APA style or guidelines; did not submit required number of references or submitted unprofessional or un-refereed sources (internet references must be refereed); required significant supervisor revision (30 minutes or more); 5+ typographical/grammatical errors

Marginal: Only partially meets criteria as specified in instructions; major requested elements incomplete or unclear; followed format but responses non-specific (did not emphasize “key” information, did not definitively answer specific questions posed); required moderate supervisor revision (15-30 minutes); 3-4 typographical/grammatical errors

Acceptable: Meets criteria as specified in instructions; completed all sections largely independently and with only minimal supervisor revision required (5-15 minutes); 1-2 typographical/grammatical errors

Outstanding: All sections completed with minimal error; concise yet comprehensive responses; minimal supervisor assistance or revision needed (less than 5 minutes); no typographical/grammatical errors

Methodology/Results:

Unacceptable: Content fails to meet criteria as specified in instructions; does not contain essential elements/follow format as specified by research template; does not answer all questions posed; references do not follow APA style or guidelines; did not submit required number of references or submitted unprofessional or un-refereed sources (internet references must be refereed); inaccuracies in 3 or more responses; required significant supervisor revision (45 minutes or more); 5 or more typographical/grammatical errors

Marginal: Content only partially meets criteria as specified in instructions; major requested elements incomplete or unclear; inaccuracies in 1-2 responses; followed format but responses non-specific (did not emphasize “key” information, did not definitively answer specific questions posed); required moderate supervisor revision (30-45 minutes); 3-4 typographical/grammatical errors

Acceptable: Meets criteria as specified in instructions; completed all sections largely independently and with only minimal supervisor revision required (15-30 minutes); 1-2 typographical/grammatical errors

Outstanding: All sections completed with minimal error; concise yet comprehensive responses; minimal supervisor assistance or revision needed (less than 15 minutes); no typographical/grammatical errors

Interpretation/Discussion

Unacceptable: Fails to meet criteria as specified in instructions; does not contain essential elements/follow format as specified by research template; does not answer all questions posed; references do not follow APA style or guidelines; did not submit required number of references or submitted unprofessional or un-refereed sources (internet references must be refereed); inaccuracies in 3 or more responses; required significant supervisor revision (45 minutes or more); 5 or more typographical/grammatical errors

Marginal: Only partially meets criteria as specified in instructions; major requested elements incomplete or unclear; inaccuracies in 1-2 responses; followed format but responses non-specific (did not emphasize “key” information, did not definitively answer specific questions posed); required moderate supervisor revision (30-45 minutes); 3-4 typographical/grammatical errors

Acceptable: Meets criteria as specified in instructions; completed all sections largely independently and with only minimal supervisor revision required (15-30 minutes); 1-2 typographical/grammatical errors

Outstanding: All sections completed with minimal error; concise yet comprehensive responses; minimal supervisor assistance or revision needed (less than 15 minutes); no typographical/grammatical errors

References/Appendices:

Unacceptable: Fails to meet criteria as specified in instructions; does not contain essential elements/follow format as specified by APA style and guidelines; submitted unprofessional or un-refereed sources (internet references must be refereed); required significant supervisor revision (5 minutes or more); 2 or more typographical/grammatical errors

Marginal: Only partially meets criteria as specified in instructions; major requested elements incomplete or unclear; followed format but responses non-specific (did not emphasize “key” information, did not definitively answer specific questions posed); required moderate supervisor revision (1-4 minutes); 1 typographical/grammatical error

Acceptable: Meets criteria as specified in instructions; completed all sections largely independently; no supervisor revision required; no typographical/grammatical errors

Outstanding: All sections completed without error; no supervisor assistance or revision needed; no typographical/grammatical errors; polished, professional appearance to charts/graphs/tables

Presentation:

Unacceptable: Fails to meet criteria as specified in instructions (significantly under/over time limits, does not address essential elements, does not include visuals/handouts, fails to answer questions, organization impaired to a degree that content cannot be followed, etc.)

Marginal: Meets criteria as specified in instructions but shows notable challenges (slightly under/over time limits, emphasis somewhat misplaced, poor focus/topic management, notable tangentiality, questions attempted but answered incompletely, visual aids/handouts of limited usefulness/appeal, professionalism questionable, etc.)

Acceptable: Meets criteria as specified in instructions (content on point without inappropriate diversion, topic management smooth, speaking style largely fluent, questions answered with entry-level competence, visuals/handouts meet standards, engaging, pleasant, professional demeanor)

Outstanding: Exceeds criteria as specified in instructions; (content highly focused, topic management/regulation polished, speaking style extremely fluent, questions answered exhibiting mastery of subject matter, visuals/handouts meaningful and relevant with high visual appeal, engaging and personable without excessive emotional perseveration, technically proficient without assist)

Professional Behavior/Ethics

Unacceptable: Failed to obtain informed consent; violated confidentiality; falsified data; abused subjects; significantly altered methodology/procedures used with subjects without approval; purposefully misled subjects/supervisor; blatant dishonesty

Marginal: Biased interpretation of data and applications for perceived gain; responded poorly to constructive criticism; rude to subjects/supervisors; unprofessional behaviors (e.g., constantly changing schedules, missed appointments, disorganized interactions with subjects/supervisors; unpreparedness, etc.)

Acceptable: Did not require supervisor intervention for any behavioral/ethical issue; no major problems in any areas; met all timelines; assumed personal responsibility for most aspects of special project

Outstanding: Highly polished and professional interactions with subjects/supervisors; self-directed; highly motivated; assumed personal responsibility for ALL aspects of special project