

**Assessment Plan
Department of Communicative Disorders
College of Letters and Science**

INTRODUCTION

The Undergraduate Major: The undergraduate major provides students with an overview of the field of communication disorders and the disciplines of speech pathology, audiology and language delays, disorders and differences. Course work provides students with the knowledge and skills to pursue one of three goals: 1) a liberal arts degree leading to a career outside the field 2) a career in clinical service, which requires a masters degree as the entry level degree or 3) a career in scientific research, which requires doctoral and post-doctoral study. Undergraduate students may complete a bachelor of arts degree, a bachelor of science degree or a bachelor of science in education degree. The degree that a student chooses is dependent upon the career goal. Those students who wish to pursue a career focusing on clinical service in a public school setting must complete specific education courses for certification through the School of Education. Currently the undergraduate student population of communicative disorders majors is approximately 270 students encompassing sophomore, junior and senior classes. The population is evenly split between the College of Letters and Science and the School of Education.

The Graduate Program: The masters program offers students an opportunity to deal with advanced knowledge, scholarly research, theoretical frameworks, laboratory experiences and clinical practices related to audiology, speech pathology, normal aspects of speech development and language delays disorders and differences across the life span. Students bridge theory into practice by completing 375 clinical hours of supervised practicum to qualify for a certificate of clinical competence in speech/language pathology or audiology. A non clinical degree is also offered. There are approximately 100 graduate students in the department.

ASSESSMENT PLAN ABSTRACT

The assessment plan focuses on the specific educational goals of the program, methods used to evaluate the goals, the process used to monitor the program and the action plan to implement changes necessary to meet the goals. The assessment plan is flexible so that revisions are possible. The tools used in the assessment plan include performance evaluations, pre and post testing, exit interviews, review theses, embedded testing, alumni surveys, employer surveys, use of national exams and external reviews.

The assessment plan addresses both the undergraduate major and the graduate program. It draws from the mission statements of the University of Wisconsin-Madison, the College of Letters and Science, the School of Education and the Department of Communicative Disorders as well as the Code of Ethics from the American Speech

Language Hearing Association. It considers the goals of the students, careers in research, careers in clinical service (either audiology or speech-language pathology) and careers outside the field with a focus on speech and hearing sciences.

The action the Department of Communicative Disorders is taking to change its program includes creating a new basic science degree in communication sciences directed toward preparing students for careers in speech, language and hearing research. This initiative will explore interdisciplinary links with the departments of communication arts and psychology. The vision is that this new initiative will provide a balance between the basic science of the field and the focus on clinical application or clinical skills in the undergraduate program. The assessment activities have been, and continue to be, conducted at both the undergraduate and graduate levels.

METHODS OF ASSESSMENT

I. Direct Indicators

	<u>Undergraduate Major</u>	<u>Graduate Program</u>
1-A National Exams		Spring 1998
2-A Embedded Testing		Spring 1998
3-A Review theses & dissertations		Spring 1998
4-A Performance Evaluations	Spring 1998	Spring 1998
5-A Pre and Post Testing	Spring 1998	

II. Indirect Indicators

	<u>Undergraduate Major</u>	<u>Graduate Program</u>
1-B Student Surveys		Spring 1998
2-B Exit Interviews	Spring 1998	Spring 1998
3-B Alumni Surveys		Summer 1998
4-B Employer Surveys		Summer 1998
5-B External Reviews	Spring 1997	Spring 1997

NARRATIVE DESCRIPTION OF THE ASSESSMENT TOOLS

1-A National Exams: Students focusing their careers in clinical service must take the National Examination in Audiology or Speech-Language Pathology administered by the Educational Testing Service. Approximately 95% of our graduates have passed this exam. (See Appendix A-1)

2-A Embedded Testing: During the Spring 1998 semester, the department replaced masters-level comprehensive exams with embedded testing within all graduate courses. The form of the embedded testing varies across all graduate courses.

3-A Review Thesis & Dissertations: The department offers an opportunity to do a masters thesis involving the conduct of original research. Students complete their work under the supervision of a committee consisting of 3 faculty members chaired by the student's thesis advisor. The process requires a meeting to approve the topic and research plan with the student presenting a written document detailing the research question(s) and rationale. The completed research document is defended by the student at a 2 hour final oral examination.

4-A Performance Evaluations: The department evaluates students enrolled in CD 790, "Clinical Practicum", via the Clinical Appraisal Form (See Appendix C). Graduate students are required to be enrolled in CD 790 each semester of their graduate studies.

5-A Pre and Post Testing: The department evaluates students enrolled in CD 390 "Practicum in Communicative Disorders. This course provides the students with an introductory clinical experience and is usually taken during the junior or senior year. The evaluation tool consists of a pretest/post test measure (See Appendix A) and a performance evaluation. Students are required to develop a poster related to a clinical case and present the poster to the faculty, academic staff and students in the department during a three hour discussion. The poster session is conducted during the last week of regularly scheduled classes in the spring semester.

1-B Student Surveys: The department continues to collect data addressing the number of our undergraduate students who are accepted into masters degree programs in accredited universities around the country.

2-B Exit Interviews: The department surveys graduates every other year, two years following graduation. (See Appendix D)

3-B Alumni Surveys: The department surveys employers of graduates every other year, two years following graduation. (See Appendix E) The department will continue to collect data addressing the employment rate of our graduates. Over the past 10 years, data indicates 95% of our students have acquired employment within four weeks of

graduation. Many employers recruit our students before they graduate citing the students reputations for exceptional academic training, clinical skills, experience and maturity.

4-A & 2-B: The department evaluates students enrolled in CI 492 “Student Teaching in Communicative Disorders”. This course provides the students with an intensive field experience in a public school setting and is usually taken during the senior year. The evaluation tool consists of an exit interview and performance evaluation. (See Appendix B) The performance evaluation is conducted during a mid-semester conference and again during a final conference at the end of the spring semester.

5-B External Reviews: The Department is accredited by the Council for Academic Accreditation of the American Speech-Language-Hearing Association. Also, in February of 1997 the department participated in the College Academic Program Review. (See Appendix F)

APPENDIX

APPENDIX A-1

INSTITUTION	YEAR	TEST MEAN	# PASS	# FAIL	% PASS	% FAIL	NUMBER
UNIV OF WI - MADISON	1995-96	AUD 631	11	1	92	8	12
UNIV OF WI - MADISON	1996-97	AUD 655	4	.	100	0	4
UNIV OF WI - MADISON	1995-96	SLP 711	29	1	97	3	30
UNIV OF WI - MADISON	1996-97	SLP 704	37	2	95	5	39

Key:

YEAR Academic year PRAXIS exam taken
 TEST Specialty test (AUD=audiology; SLP=speech-language pathology)
 MEAN Mathematical average of exam scores for your institution
 # PASS Number of cases that passed
 # FAIL Number of cases that failed
 % PASS Percentage of cases that passed
 % FAIL Percentage of cases that failed
 NUMBER Number of cases



COLLEGE OF LETTERS & SCIENCE

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UNDERGRADUATE STUDENTS
ASSESSMENT OF LEARNER OUTCOMES

Student ID #:

NA = Not Addressed: No opportunity to discuss, observe, or read about the issue

EX = Exposure: Minimal or some opportunity to discuss or read about this issue, however, observation or "hands on" involvement was not possible

PR = Progress: Some opportunity to discuss or read about the issue. Opportunity to observe or engage in "hands on" involvement with guidance and direct supervision

CO = Competency: Strong knowledge base; can justify "best practice" procedures and engages in "hands on" involvement with direct supervision.

MA = Mastery: Strong knowledge base; can independently design and justify "best practice" procedures and engages in "hands on" involvement with independent decision-making. Knows how to independently seek out additional resources and information with minimal guidance.

Basic Knowledge Goals

- 1. Knowledge of anatomical and physiologic mechanisms of hearing and speech production.
2. Basic knowledge of the physical and psychophysical properties of sound and the perception of speech and language.
3. Knowledge of language and communication development including speaking and listening.

- _____ 4. Knowledge of the influences of genetic, neurological, perceptual, motor, cultural and environmental differences on the acquisition and maintenance of oral communication skills.
- _____ 5. Basic knowledge of the consequences of hearing impairment on communication skills through the life span.
- _____ 6. Basic understanding of how speech and language disorders influence communication effectiveness.

Critical Thinking Goals

- _____ 1. The ability to integrate direct observation with reading past research to formulate hypotheses about an individual's hearing, speech or language deficit.
- _____ 2. The ability to clearly communicate basic principles of hearing, speech and language through both written and spoken means.
- _____ 3. The ability to read, identify and propose solutions to conflicts in the research and clinical literature through the application of a knowledge base in communicative disorder.

Basic Skill Goals

- _____ 1. The ability to understand the quantitative measures related to hearing, speech and language performance.
- _____ 2. The ability to read and evaluate the basic research in the field of communicative disorders.
- _____ 3. The ability to use modern information technology to conduct literature searches and to identify new research developments on a given etiology or methodology associated with speech, language or hearing.
- _____ 4. Some acquaintance with the assessment and intervention methods in communicative disorders.

Additional Comments:

APPENDIX B

University of Wisconsin-Madison
Department of Communicative Disorders
Public Schools Student Teaching Practicum
Clinical Skills Appraisal Form
CI 492 & CD 692

Student's Name:

Semester Date:

Clinical Level:

Class Standing:

Practicum Site:

Cooperating Clinician:

UW Supervisor:

Total ASHA Clock Hours Acquired:

Total Hours Spent in the Public School:
(e.g., 20 hours X 16 weeks = 320 hours)

Date of Mid-Semester Conference:

Date of Final Conference:

Recommended Grade:
(if no recommendation is offered, write *none*; please do not leave this blank)

Comments:

Page: 2

RE: Public Schools Practicum & Student Teaching
Clinical Skills Appraisal Form

Please use this form for *both* the mid-semester conference and the end-of-the-semester conference. Please use a different color ink to differentiate the check marks made during the mid-semester conference from those made during final conference. The following key should be used when completing this form:

Not Addressed: The student had no opportunity to discuss, observe, or read about the issue during the course of the student teaching experience.

Exposure: The student had minimal or some opportunity to discuss or read about this issue; however, observation or "hands on" involvement was not possible.

Progress: The student had some opportunity to discuss or read about the issue. The student also had an opportunity to observe or engage in "hands on" involvement with guidance and direct supervision from the Cooperating Clinician or UW Supervisor. The student demonstrates beginning level skill attainment.

Competency: The student demonstrates a strong knowledge base regarding the issue. The student can justify "best practice" procedures and engages in "hands on" involvement **with direct supervision** from the Cooperating Clinician or UW Supervisor.

Mastery: The student demonstrates a strong knowledge base regarding the issue. The student can independently design and justify "best practice" procedures. The student engages in "hands on" involvement with independent decision-making. The student knows how to independently seek out additional resources and information **with minimal guidance** from the Cooperating Clinician or UW Supervisor.

Page: 8
Re: Public School Practicum & Student Teaching
Clinical Skills Appraisal Form

This form was developed by:

Sandra Levin, UW Madison Dept. of Communicative Disorders
Trici Schraeder, UW Madison Dept. of Communicative Disorders

With input from the following public school speech language pathologists:

Warren Brown, Sun Prairie High School, Sun Prairie School District
Phil Dreis, Marquette Elementary, Madison Metropolitan School District
Judith Heil, Edgerton Elementary School, Edgerton School District
Jackie Kaplan, Sandburg Elementary, Madison Metropolitan School District
Lisa Kirby-Mangas, Lowell Elementary, Madison Metropolitan School District
Diane Knutson, Stoughton High School, Stoughton School District
Heidi Notbohm, Sauk Trail Elementary School, Middleton School District
Jenny Schoemaker, Waunakee Primary, Waunakee School District
Suzanne Steege, Edgerton Elementary School, Edgerton School District

And the following university clinical instructors:

Gary Gill, UW Madison Dept. of Communicative Disorders
Jamie Murray-Branch, UW Madison Dept. of Communicative Disorders
Mary Smith, UW Madison Dept. of Communicative Disorders

APPENDIX C
CLINICAL APPRAISAL FORM (CAF)

Clinician's Name _____ Date _____

Class Standing - JR. 1st sem., JR. 2nd sem., SR, 1st sem., SR, 2nd sem., GRAD. 1st sem., GRAD, 2nd sem., GRAD 3rd sem., Other _____

Practicum Site _____

Type(s) of Problem(s) _____

Problems in Addition to Communication _____

Age(s) of Client(s) _____ Total Number of Therapy Sessions _____ Supervisor _____

Circle:
<i>Clinician Level</i>
1 2 3 4

*Interpersonal Skills Scale _____

*Professional-Technical Skills Scale _____

Average $\frac{(IS + PTS) +}{2}$ _____

Personal Qualities Summary

No. of "Satisfactory" items _____

No. of "Inconsistent" items _____

No. of "Unsatisfactory" items _____

No. of "Lack information" items _____

No. of "Does not apply" items _____

Total (should = 10)

*Percentage Score = $\frac{\text{Sum of scored items}}{\text{Number of items scored} \times 10}$

Comments:

CLINICAL APPRAISAL FORM (CAF)

	Does not apply	Specific direction from supervisor does not alter performance and inability to make changes	Needs specific direction and/or demonstration from supervisor to perform effectively	Needs general direction from supervisor to perform effectively	Demonstrates independence by taking initiative; makes changes when appropriate; and is effective
<u>INTERPERSONAL SKILLS</u>					
1. Accepts, empathizes, shows genuine concern for the client as a person and understands the client's problems, needs and stresses.		1	2 - 3 - 4	5 - 6 - 7	8 - 9 - 10
2. Perceives verbal and non-verbal cues which indicate the client is not understanding the task; is unable to perform all or part of the task; or when emotional stress interferes with performance of the task.		1	2 - 3 - 4	5 - 6 - 7	8 - 9 - 10
3. Creates an atmosphere based on honesty and trust; enables client to express his/her feelings and concerns.		1	2 - 3 - 4	5 - 6 - 7	8 - 9 - 10
4. Conveys to the client in a nonthreatening manner what the standards of behavior and performance are.		1	2 - 3 - 4	5 - 6 - 7	8 - 9 - 10
5. Develops understanding of teaching goals and procedures with client.		1	2 - 3 - 4	5 - 6 - 7	8 - 9 - 10
6. Listens, asks questions, participates with supervisor in therapy and/or client related discussions; is not defensive.		1	2 - 3 - 4	5 - 6 - 7	8 - 9 - 10
7. Requests assistance from supervisor and/or other professionals when appropriate.		1	2 - 3 - 4	5 - 6 - 7	8 - 9 - 10
8. Creates an atmosphere based on honesty and trust; enabling family members to express their feelings and concerns.		1	2 - 3 - 4	5 - 6 - 7	8 - 9 - 10
9. Develops understanding of teaching goals and procedures with family members.		1	2 - 3 - 4	5 - 6 - 7	8 - 9 - 10
10. Communicates with other disciplines on a professional level.		1	2 - 3 - 4	5 - 6 - 7	8 - 9 - 10

CLINICAL APPRAISAL FORM (CAF)

	Does not apply	Specific direction from supervisor does not alter unsatisfactory performance and inability to make changes	Needs specific direction and/or demonstration from supervisor to perform effectively	Needs general direction from supervisor to perform effectively	Demonstrates independence by taking initiative; makes changes when appropriate; and is effective
PROFESSIONAL-TECHNICAL SKILLS					
Developing and Planning					
1. Applies academic information to the clinical process.		1	2 - 3 - 4	5 - 6 - 7	8 - 9 - 10
2. Researches problems and obtains pertinent information from supplemental reading and/or observing other clients with similar problems.		1	2 - 3 - 4	5 - 6 - 7	8 - 9 - 10
3. Develops a semester management program (conceptualized or written) appropriate to the client's needs.		1	2 - 3 - 4	5 - 6 - 7	8 - 9 - 10
4. On the basis of assessment and measurement can appropriately determine measurable teaching objectives.		1	2 - 3 - 4	5 - 6 - 7	8 - 9 - 10
5. Plans appropriate teaching procedures.		1	2 - 3 - 4	5 - 6 - 7	8 - 9 - 10
6. Selects appropriate stimulus materials (age and ability level of client).		1	2 - 3 - 4	5 - 6 - 7	8 - 9 - 10
7. Sequences teaching tasks to implement designated program objectives.		1	2 - 3 - 4	5 - 6 - 7	8 - 9 - 10
8. Plans strategies for maintaining on-task behavior (including structuring the teaching environment and setting behavioral limits).		1	2 - 3 - 4	5 - 6 - 7	8 - 9 - 10
Teaching					
9. Gives clear, concise instructions in presenting materials and/or techniques in management and assessment.		1	2 - 3 - 4	5 - 6 - 7	8 - 9 - 10
10. Modifies level of language according to the needs of the client.		1	2 - 3 - 4	5 - 6 - 7	8 - 9 - 10
11. Utilizes planned teaching procedures.		1	2 - 3 - 4	5 - 6 - 7	8 - 9 - 10

CLINICAL APPRAISAL FORM (CAF)

	Does not apply	Specific direction from supervisor does not alter unsatisfactory performance and inability to make changes	Needs specific direction and/or demonstration from supervisor to perform effectively	Needs general direction from supervisor to perform effectively	Demonstrates independence by taking initiative; makes changes when appropriate; and is effective
12. Adaptability - makes modifications in the teaching strategies such as shifting materials and/or techniques when the client is not understanding or performing the task.		1	2 - 3 - 4	5 - 6 - 7	8 - 9 - 10
13. Uses feedback and/or reinforcement which is consistent, discriminating, and meaningful to the client.		1	2 - 3 - 4	5 - 6 - 7	8 - 9 - 10
14. Selects pertinent information to convey to the client.		1	2 - 3 - 4	5 - 6 - 7	8 - 9 - 10
15. Maintains on-task behavior.		1	2 - 3 - 4	5 - 6 - 7	8 - 9 - 10
16. Prepares clinical setting to meet individual client and observer needs.		1	2 - 3 - 4	5 - 6 - 7	8 - 9 - 10
17. If mistakes are made in the therapy situation, is able to generate ideas of what might have improved the situation.		1	2 - 3 - 4	5 - 6 - 7	8 - 9 - 10
Assessment					
18. Continues to assess client throughout the course of therapy, using observational recording, standardized and nonstandardized measurement procedures and techniques.		1	2 - 3 - 4	5 - 6 - 7	8 - 9 - 10
19. Administers diagnostic tests according to standardization criterion.		1	2 - 3 - 4	5 - 6 - 7	8 - 9 - 10
20. Prepare prior to administering diagnostic tests by: (a) having appropriate materials available (b) familiarity with testing procedures.		1	2 - 3 - 4	5 - 6 - 7	8 - 9 - 10
21. Scores diagnostic tests accurately.		1	2 - 3 - 4	5 - 6 - 7	8 - 9 - 10
22. Interprets results of diagnostic testing accurately.		1	2 - 3 - 4	5 - 6 - 7	8 - 9 - 10
23. Interprets accurately results of diagnostic testing in light of other available information to form an impression.		1	2 - 3 - 4	5 - 6 - 7	8 - 9 - 10

CLINICAL APPRAISAL FORM (CAF)

	Does not apply	Specific direction from supervisor does not alter unsatisfactory performance and inability to make changes	Needs specific direction and/or demonstration from supervisor to perform effectively	Needs general direction from supervisor to perform effectively	Demonstrates independence by taking initiative; makes changes when appropriate; and is effective
24. Makes appropriate recommendations and/or referrals based on information obtained from the assessment or teaching process.		1	2 - 3 - 4	5 - 6 - 7	8 - 9 - 10
Reporting					
25. Reports information in written form that is pertinent and accurate.		1	2 - 3 - 4	5 - 6 - 7	8 - 9 - 10
26. Writes in an organized concise, clear, and grammatically correct style.		1	2 - 3 - 4	5 - 6 - 7	8 - 9 - 10
27. Selects pertinent information to convey to family members.		1	2 - 3 - 4	5 - 6 - 7	8 - 9 - 10
28. Selects pertinent information to convey to other professionals (including all nonwritten communications such a phone calls and conferences).		1	2 - 3 - 4	5 - 6 - 7	8 - 9 - 10

CLINICAL APPRAISAL FORM (CAF)

Personal Qualities	Does not apply	Lack information	Unsatisfactory	Inconsistent	Satisfactory
1. Is punctual for client appointments.					
2. Cancels client appointments when necessary.					
3. Keeps appointments with supervisor or cancels appointments when necessary.					
4. Turns in lesson plans on time.					
5. Meets deadlines for reports.					
6. Turns in attendance sheets on time.					
7. Respects confidentiality of all professional activities.					
8. Uses socially acceptable voice, speech, and language.					
9. Personal appearance is appropriate for clinical setting and maintaining credibility.					
10. Appears to recognize own professional limitations and stays within boundaries of training.					

From Shriberg, L., Filley, F., Hayes, D., Kwiatkowski, J., Schartz, J., Simmons, K., and Smith, M. (1974). The Wisconsin Procedure for Appraisal of Clinical Competence (W-PACC). Department of Communicative Disorders, University of Wisconsin-Madison, Madison, Wisconsin.

D
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APPENDIX D
EMPLOYER QUESTIONNAIRE, APRIL 1995

You have been given this form because you are the supervisor/employer of a recent graduate of the Department of Communicative Disorders at the University of Wisconsin-Madison. Our department is in the process of evaluating our academic and clinical training program. As a part of that process it would be very helpful to have your responses to the following questions. In making your judgement, please compare the individual's performance with that of other persons who perform similar duties. We would be most grateful if you would complete the following questionnaire and return it to us by June 1, 1995. A self-addressed, stamped envelope is enclosed for your convenience. Thank you for your cooperation.

Circle the area in which this person works: Audiology

Speech/Language Pathology

Please use the following scale to rate this person:

1 = Excellent
2 = Above average
3 = Average

4 = Below average
5 = Unsatisfactory
NA = Not applicable

Academic background preparation	1	2	3	4	5	NA
Breadth and depth of theoretical information	1	2	3	4	5	NA
Ability to apply theoretical and research information	1	2	3	4	5	NA
Ability to keep abreast of new developments in the field	1	2	3	4	5	NA
Knowledge of a wide range of communicative disorders	1	2	3	4	5	NA
Clinical background preparation	1	2	3	4	5	NA
Diagnostic skills	1	2	3	4	5	NA
Therapy skills	1	2	3	4	5	NA
Supervision effectiveness	1	2	3	4	5	NA
Teaching effectiveness	1	2	3	4	5	NA
Research or other scholarly productivity	1	2	3	4	5	NA
Ability to write effectively	1	2	3	4	5	NA
Efficient use of time	1	2	3	4	5	NA
Problem solving skills	1	2	3	4	5	NA
Ability to consult freely with other professionals	1	2	3	4	5	NA
Counseling clients with respect to progress or special problems	1	2	3	4	5	NA
Proficiency with clinical instrumentation	1	2	3	4	5	NA
Proficiency with computers	1	2	3	4	5	NA
OVERALL EVALUATION OF PERFORMANCE	1	2	3	4	5	NA

In which areas do you feel that this person is the most competent as a function of his/her academic and clinical preparation?

In which areas do you feel that this person is the least competent as a function of his/her academic and clinical preparation?

Please add any additional comments which you feel would be helpful to us in our evaluation.

FORMER-STUDENT QUESTIONNAIRE, APRIL 1995

Faculty and staff of the Department of Communicative Disorders at the University of Wisconsin-Madison are attempting to evaluate the quality of our graduate training program. We would be most grateful if you would complete the following questionnaire and return it to us by June 1, 1995. A self-addressed, stamped envelope is enclosed for your convenience.

Degree obtained at the University of Wisconsin-Madison: MS PhD

Date of Degree: August 1993

Area of Concentration: Speech Pathology/Science Language Pathology Audiology

Current employment status: Full-time Part-time Unemployed

Professional area in which you are working (check primary area only):

Speech Pathology Language Pathology Audiology

Speech Science Hearing Science Other

Employment setting (check primary setting only): Elementary or Secondary School

Hospital Clinic Speech/Language/Hearing Clinic Rehabilitation Center

College/University Residential Center Private Practice

Other (Please specify) _____

Please indicate state or province of employment: WI

Have you completed a Clinical Fellowship Year? Yes No

Have you take the ASHA National Examination? Yes No

If Yes, what was your score? Don't know, I passed though

Have you applied for the Certificate of Clinical Competency from ASHA? Yes No

In relation to your professional goals and in comparison with colleagues with similar professional goals, rate your professional training using the five-point scale presented on the next page. 2

-continued-

FORMER-STUDENT QUESTIONNAIRE, APRIL 1995

The following information will be very helpful to the faculty and staff in improving the academic and clinical training program at the University of Wisconsin-Madison. Using the rating scale shown below, please answer each question by marking through the rating you feel best exemplifies your training. Please add any comments that you wish to make.

RATING SCALE

- 1 = Excellent coverage or preparation
- 2 = Above average coverage or preparation
- 3 = Average coverage or preparation
- 4 = Below average coverage or preparation

- 5 = Unsatisfactory coverage or preparation
- NA = Not applicable
- NP = Not available in the academic/clinic training program

ACADEMIC EXPERIENCE	RATING
Exposure to theory	1 (2) 3 4 5 NA NP
Exposure to research	1 (2) 3 4 5 NA NP
Knowledge of normal speech, language, & hearing processes	1 2 (3) 4 5 NA NP
Knowledge of a wide range of types of communicative disorders	(1) 2 3 4 5 NA NP
Value of coursework for current employment demands	1 2 (3) 4 5 NA NP
Academic Background preparation relative to your co-workers	1 2 (3) 4 5 NA NP

DIDACTIC COURSE CONTENT	RATING	DIDACTIC COURSE CONTENT	RATING
Speech Science	1 2 (3) 4 5 NA NP	Aphasia	1 (2) 3 4 5 NA NP
Hearing Science	1 2 (3) 4 5 NA NP	Dysarthria	1 (2) 3 4 5 NA NP
Instrumentation	1 2 (3) 4 5 NA NP	Apraxia	1 2 (3) 4 5 NA NP
Language Development	1 2 3 (4) 5 NA NP	Craniofacial Anomalies	1 (2) 3 4 5 NA NP
Cognition	1 2 3 (4) 5 NA NP	Audiology Assessment	1 2 (3) 4 5 NA NP
Phonetics	1 2 (3) 4 5 NA NP	Auditory Rehabilitation	1 2 (3) 4 5 NA NP
Anatomy and Physiology of Speech Mechanism	1 (2) 3 4 5 NA NP	Hearing Aids	1 2 3 4 5 (NA) NP
Anatomy and Physiology of Hearing Mechanism	1 2 (3) 4 5 NA NP	Auditory Pathology	1 2 3 4 5 (NA) NP
Neural Processes	1 (2) 3 4 5 NA NP	Augmentative Communication Systems	1 2 3 4 5 (NA) NP
Phonology Disorders	1 (2) 3 4 5 NA NP	Supervision	1 2 (3) 4 5 NA NP
Language Assessment	1 2 3 (4) 5 NA NP	Diagnostic Methods	1 2 (3) 4 5 NA NP
Language Disorder/Children	1 2 (3) 4 5 NA NP	Dysphagia	(1) 2 3 4 5 NA NP
Voice Disorders	(1) 2 3 4 5 NA NP	Manual Communication	1 2 3 4 5 (NA) NP
Fluency Disorders	(1) 2 3 4 5 NA NP		

-continued-

RATING SCALE

- 1 = Excellent coverage or preparation
- 2 = Above average coverage or preparation
- 3 = Average coverage or preparation
- 4 = Below average coverage or preparation

- 5 = Unsatisfactory coverage or preparation
- NA = Not applicable
- NP = Not available in the academic/clinic training program

CLINICAL EXPERIENCE: ASSESSMENT	RATING							
Phonology Disorders	1	2	3	4	5	NA	NP	
Language Disorders/Children	1	2	3	4	5	NA	NP	
Fluency Disorders	1	2	3	4	5	NA	NP	
Voice Disorders	1	2	3	4	5	NA	NP	
Neuromotor Disorders	1	2	3	4	5	NA	NP	
Pure Tone Audiometry	1	2	3	4	5	NA	NP	
Hearing Screening	1	2	3	4	5	NA	NP	
Speech Audiometry	1	2	3	4	5	NA	NP	
Acoustic Immittance	1	2	3	4	5	NA	NP	
Electrophysiologic Audiometry	1	2	3	4	5	NA	NP	
Tests of Central Auditory Function	1	2	3	4	5	NA	NP	
Hearing Aid Selection/Dispensing	1	2	3	4	5	NA	NP	
CLINICAL EXPERIENCE: MANAGEMENT	RATING							
Phonology Disorders	1	2	3	4	5	NA	NP	
Language Disorders/Young Children	1	2	3	4	5	NA	NP	
Language Disorder/Adolescents	1	2	3	4	5	NA	NP	
Language Disorders/Adults	1	2	3	4	5	NA	NP	
Augmentative Communication Needs	1	2	3	4	5	NA	NP	
Fluency Disorders	1	2	3	4	5	NA	NP	
Voice Disorders	1	2	3	4	5	NA	NP	
Aphasia	1	2	3	4	5	NA	NP	
Apraxia	1	2	3	4	5	NA	NP	
Dysarthria	1	2	3	4	5	NA	NP	
Hearing Disorders/Children	1	2	3	4	5	NA	NP	
Hearing Disorders/Adults'	1	2	3	4	5	NA	NP	
Laryngectomies	1	2	3	4	5	NA	NP	
Craniofacial Anomalies	1	2	3	4	5	NA	NP	
CLINICAL EXPERIENCE: OTHER	RATING							
Interpretation of Case History Information	1	2	3	4	5	NA	NP	
Report Writing	1	2	3	4	5	NA	NP	
Third Party Billing Policies and Practices	1	2	3	4	5	NA	NP	
Counseling	1	2	3	4	5	NA	NP	
Cultural/Ethnic Diversity	1	2	3	4	5	NA	NP	

COMMENTS: