

Speech Pathology MS Program Curriculum Map

Course				Program Learning Outcomes (PLOs)			PLO Assessment				
				1. Writing	2. Critical Thinking	3. Comp. In Major	Direct Lines of Evidence	Indirect Lines of Evidence	Lead Resources	Evaluation Parameters and Timeline	Evaluation of each PLO based on direct lines of evidence
Core	Elective	Culminating Exp									
SPHP 217 AAC & Assistive Technologies	x					x	Assignments, Projects, Quizzes and Exams	Alumni Survey, PRAXIS, Advisory Committee Feedback, Learning Outcomes Competencies, and Learning Outcome Assessment Surveys	Course Instructor	Ongoing within semester taken. Qualification for Culminating Experience Ongoing: Annual Learning Outcome Assessment Surveys	Aligns with accreditation standards
SPHP 218 Motor Speech Disorders	x					x	Assignments, Projects, Quizzes and Exams	Alumni Survey, PRAXIS, Advisory Committee Feedback, Learning Outcomes Competencies, and Learning Outcome Assessment Surveys	Course Instructor	Ongoing within semester taken. Qualification for Culminating Experience Ongoing: Annual Learning Outcome Assessment Surveys	Aligns with accreditation standards
SPHP 219 Counsel Speech Path+Audio	x					x	Assignments, Projects, Quizzes and Exams	Alumni Survey, PRAXIS, Advisory Committee Feedback, Learning Outcomes Competencies, and Learning Outcome Assessment Surveys	Course Instructor	Ongoing within semester taken. Qualification for Culminating Experience Ongoing: Annual Learning Outcome Assessment Surveys	Aligns with accreditation standards
SPHP 221 Neurogenic Lang Disorders	x					x	Assignments, Projects, Quizzes and Exams	Alumni Survey, PRAXIS, Advisory Committee Feedback, Learning Outcomes Competencies, and Learning Outcome Assessment Surveys	Course Instructor	Ongoing within semester taken. Qualification for Culminating Experience Ongoing: Annual Learning Outcome Assessment Surveys	Aligns with accreditation standards
SPHP 222 Curr Lang-Learn Dis Child	x					x	Assignments, Projects, Quizzes and Exams	Alumni Survey, PRAXIS, Advisory Committee Feedback, Learning Outcomes Competencies, and Learning Outcome Assessment Surveys	Course Instructor	Ongoing within semester taken. Qualification for Culminating Experience Ongoing: Annual Learning Outcome Assessment Surveys	Aligns with accreditation standards

SPHP 223	Advanced Child Language	x				x	Assignments, Projects, Quizzes and Exams	Alumni Survey, PRAXIS, Advisory Committee Feedback, Learning Outcomes Competencies, and Learning Outcome Assessment Surveys	Course Instructor	Ongoing within semester taken. Qualification for Culminating Experience Ongoing: Annual Learning Outcome Assessment Surveys	Aligns with accreditation standards
SPHP 227	Dysphagia&Medical Setting	x				x	Assignments, Projects, Quizzes and Exams	Alumni Survey, PRAXIS, Advisory Committee Feedback, Learning Outcomes Competencies, and Learning Outcome Assessment Surveys	Course Instructor	Ongoing within semester taken. Qualification for Culminating Experience Ongoing: Annual Learning Outcome Assessment Surveys	Aligns with accreditation standards
SPHP 228A	Meth: Speech Disorders I	x				x	Assignments, Projects, and Presentations	Alumni Survey, PRAXIS, Advisory Committee Feedback, Learning Outcomes Competencies, and Learning Outcome Assessment Surveys	Course Instructor	Ongoing within semester taken. Qualification for Culminating Experience Ongoing: Annual Learning Outcome Assessment Surveys	Aligns with accreditation standards
SPHP 228B	Meth: Speech Disorders II	x				x	Assignments, Projects, and Presentations	Alumni Survey, PRAXIS, Advisory Committee Feedback, Learning Outcomes Competencies, and Learning Outcome Assessment Surveys	Course Instructor	Ongoing within semester taken. Qualification for Culminating Experience Ongoing: Annual Learning Outcome Assessment Surveys	Aligns with accreditation standards
SPHP 228C	Meth: Speech Disorders III	x				x	Assignments, Projects, and Presentations	Alumni Survey, PRAXIS, Advisory Committee Feedback, Learning Outcomes Competencies, and Learning Outcome Assessment Surveys	Course Instructor	Ongoing within semester taken. Qualification for Culminating Experience Ongoing: Annual Learning Outcome Assessment Surveys	Aligns with accreditation standards
SPHP 229A	Prac: Speech Disorders I	x				x	Clinical Competency	Alumni Survey, PRAXIS, Advisory Committee Feedback, and Learning Outcome Assessment Surveys	Clinical Instructor	Ongoing within semester taken. Qualification for Culminating Experience	Aligns with accreditation standards
SPHP 229B	Prac: Speech Disorders II	x				x	Clinical Competency	Alumni Survey, PRAXIS, Advisory Committee Feedback, and Learning Outcome Assessment Surveys	Clinical Instructor	Ongoing within semester taken. Qualification for Culminating Experience	Aligns with accreditation standards

SPHP 229C	Prac: Speech Disorders III	x			x	Clinical Competency	Alumni Survey, PRAXIS, Advisory Committee Feedback, and Learning Outcome Assessment Surveys	Clinical Instructor	Ongoing within semester taken. Qualification for Culminating Experience	Aligns with accreditation standards
SPHP 241S	Hearing Screenings	x				Clinical Competency	Alumni Survey, PRAXIS, Advisory Committee Feedback, and Learning Outcome Assessment Surveys	Clinical Instructor	Ongoing within semester taken. Qualification for Culminating Experience	Aligns with accreditation standards
SPHP 242A	Meth: Language Disorders I	x			x	Assignments, Projects, and Presentations	Alumni Survey, PRAXIS, Advisory Committee Feedback, Learning Outcomes Competencies, and Learning Outcome Assessment Surveys	Course Instructor	Ongoing within semester taken. Qualification for Culminating Experience Ongoing: Annual Learning Outcome Assessment Surveys	Aligns with accreditation standards
SPHP 242B	Meth: Lang Disorders II	x				Assignments, Projects, and Presentations	Alumni Survey, PRAXIS, Advisory Committee Feedback, Learning Outcomes Competencies, and Learning Outcome Assessment Surveys	Course Instructor	Ongoing within semester taken. Qualification for Culminating Experience Ongoing: Annual Learning Outcome Assessment Surveys	Aligns with accreditation standards
SPHP 242C	Meth: Lang Disorders III	x				Assignments, Projects, and Presentations	Alumni Survey, PRAXIS, Advisory Committee Feedback, Learning Outcomes Competencies, and Learning Outcome Assessment Surveys	Course Instructor	Ongoing within semester taken. Qualification for Culminating Experience Ongoing: Annual Learning Outcome Assessment Surveys	Aligns with accreditation standards
SPHP 243A	Prac: Language Disorders I	x			x	Clinical Competency	Alumni Survey, PRAXIS, Advisory Committee Feedback, and Learning Outcome Assessment Surveys	Clinical Instructor	Ongoing within semester taken. Qualification for Culminating Experience	Aligns with accreditation standards
SPHP 243B	Prac: Lang Disorders II	x			x	Clinical Competency	Alumni Survey, PRAXIS, Advisory Committee Feedback, and Learning Outcome Assessment Surveys	Clinical Instructor	Ongoing within semester taken. Qualification for Culminating Experience	Aligns with accreditation standards
SPHP 243C	Prac: Lang Disorders III	x			x	Clinical Competency	Alumni Survey, PRAXIS, Advisory Committee Feedback, and Learning Outcome Assessment Surveys	Clinical Instructor	Ongoing within semester taken. Qualification for Culminating Experience	Aligns with accreditation standards

SPHP 244 Meth: Sph-Lang Assessment	x				x	x	Assignments, Projects, and Presentations	Alumni Survey, PRAXIS, Advisory Committee Feedback, Learning Outcomes Competencies, and Learning Outcome Assessment Surveys	Course Instructor	Ongoing within semester taken. Qualification for Culminating Experience Ongoing: Annual Learning Outcome Assessment Surveys	Aligns with accreditation standards
SPHP 245 Prac: Sph-Lang Assessment	x			x	x	x	Clinical Competency		Clinical Instructor	Ongoing within semester taken. Qualification for Culminating Experience	Aligns with accreditation standards
SPHP 250 Speech/Language Internships	x				x	x	Assignments, Projects, and Presentations	Alumni Survey, PRAXIS, Advisory Committee Feedback, Learning Outcomes Competencies, and Learning Outcome Assessment Surveys	Course Instructor	Ongoing within semester taken.	Aligns with accreditation standards
SPHP 295I Intern: SLHS Schools	x			x	x	x	Clinical Competency	Alumni Survey, PRAXIS, Advisory Committee Feedback, and Learning Outcome Assessment Surveys	Course Instructor	Ongoing within semester taken.	Aligns with accreditation standards
SPHP 295M Intern: SLP Medical	x			x	x	x	Clinical Competency	Alumni Survey, PRAXIS, Advisory Committee Feedback, and Learning Outcome Assessment Surveys	Course Instructor	Ongoing within semester taken.	Aligns with accreditation standards
SPHP 295 P Intern: SLP Private Practice		x		x	x	x	Clinical Competency	Alumni Survey, PRAXIS, Advisory Committee Feedback, and Learning Outcome Assessment Surveys	Course Instructor	Ongoing within semester taken.	Aligns with accreditation standards
SPHP 295S Internship: SLP Special Class		x		x	x	x	Clinical Competency	Alumni Survey, PRAXIS, Advisory Committee Feedback, and Learning Outcome Assessment Surveys	Course Instructor	Ongoing within semester taken.	Aligns with accreditation standards
SPHP 500C Comprehensive Exam			x	x	x	x	Exam	Alumni Survey, PRAXIS, and Advisory Committee Feedback	Culminating Experience Committee	Exit	Aligns with accreditation standards
SPHP 500P. Culminating Experience: Project.			x	x	x	x	Project	Alumni Survey, PRAXIS, and Advisory Committee Feedback	Culminating Experience Committee	Exit	Aligns with accreditation standards
SPHP 500T. Culminating Experience: Thesis.			x	x	x	x	Thesis	Alumni Survey, PRAXIS, and Advisory Committee Feedback	Culminating Experience Committee	Exit	Aligns with accreditation standards

Institutional Graduate Learning Goals for Masters Programs

1. Disciplinary knowledge	Master, integrate and apply disciplinary knowledge and skills to current, practical, and important context and situations.
2. Communication	Communicate key knowledge with clarity and purpose both within the discipline and in broader contexts
3. Critical thinking/analysis	Demonstrate the ability to be creative, analytical, and critical thinkers
4. Information literacy	Demonstrate the ability to obtain, assess, and analyze information from a myriad of sources
5. Professionalism	Demonstrate an understanding of professional integrity
6. Intercultural/Global Perspectives	Demonstrate relevant knowledge and application of intercultural and/or global perspectives

Institutional Graduate Learning Goals for Masters Programs

1. Disciplinary knowledge (PLO 3)	Disciplinary knowledge: Direct Lines of Evidence	Disciplinary knowledge: Indirect Lines of Evidence	2. Communication	3. Critical thinking/analysis (PLO2)	Critical thinking/analysis: Direct Lines of Evidence	Critical thinking/analysis: Indirect Lines of Evidence	4. Information literacy	5. Professionalism	6. Intercultural/Global Perspectives
x	Assignments, Projects, Quizzes and Exams	Alumni Survey, PRAXIS, Advisory Committee Feedback, Learning Outcomes Competencies, and Learning Outcome Assessment Surveys	x				x		
x	Assignments, Projects, Quizzes and Exams	Alumni Survey, PRAXIS, Advisory Committee Feedback, Learning Outcomes Competencies, and Learning Outcome Assessment Surveys	x				x		

x	Assignments, Projects, Quizzes and Exams	Alumni Survey, PRAXIS, Advisory Committee Feedback, Learning Outcomes Competencies, and Learning Outcome Assessment Surveys	x				x		
x	Assignments, Projects, Quizzes and Exams	Alumni Survey, PRAXIS, Advisory Committee Feedback, Learning Outcomes Competencies, and Learning Outcome Assessment Surveys	x				x		

x	Assignments, Projects, Quizzes and Exams	Alumni Survey, PRAXIS, Advisory Committee Feedback, Learning Outcomes Competencies, and Learning Outcome Assessment Surveys	x				x		
x	Assignments, Projects, Quizzes and Exams	Alumni Survey, PRAXIS, Advisory Committee Feedback, Learning Outcomes Competencies, and Learning Outcome Assessment Surveys	x				x		

x	Assignments, Projects, Quizzes and Exams	Alumni Survey, PRAXIS, Advisory Committee Feedback, Learning Outcomes Competencies, and Learning Outcome Assessment Surveys	x				x		
x	Assignments, Projects, and Presentations	Alumni Survey, PRAXIS, Advisory Committee Feedback, Learning Outcomes Competencies, and Learning Outcome Assessment Surveys	x	x	Assignments, Projects, and Presentations	Alumni Survey, PRAXIS, Advisory Committee Feedback, Learning Outcomes Competencies, and Learning Outcome Assessment Surveys	x		

x	Assignments, Projects, and Presentations	Alumni Survey, PRAXIS, Advisory Committee Feedback, Learning Outcomes Competencies, and Learning Outcome Assessment Surveys	x	x	Assignments, Projects, and Presentations	Alumni Survey, PRAXIS, Advisory Committee Feedback, Learning Outcomes Competencies, and Learning Outcome Assessment Surveys	x		
x	Assignments, Projects, and Presentations	Alumni Survey, PRAXIS, Advisory Committee Feedback, Learning Outcomes Competencies, and Learning Outcome Assessment Surveys	x	x	Assignments, Projects, and Presentations	Alumni Survey, PRAXIS, Advisory Committee Feedback, Learning Outcomes Competencies, and Learning Outcome Assessment Surveys	x		

x	Clinical Competency	Alumni Survey, PRAXIS, Advisory Committee Feedback, and Learning Outcome Assessment Surveys	x				x	x	x
x	Clinical Competency	Alumni Survey, PRAXIS, Advisory Committee Feedback, and Learning Outcome Assessment Surveys	x				x	x	x
x	Clinical Competency	Alumni Survey, PRAXIS, Advisory Committee Feedback, and Learning Outcome Assessment Surveys	x				x	x	x

x	Clinical Competency	Alumni Survey, PRAXIS, Advisory Committee Feedback, and Learning Outcome Assessment Surveys	x					x	x
x	Assignments, Projects, and Presentations	Alumni Survey, PRAXIS, Advisory Committee Feedback, Learning Outcomes Competencies, and Learning Outcome Assessment Surveys	x	x	Assignments, Projects, and Presentations	Alumni Survey, PRAXIS, Advisory Committee Feedback, Learning Outcomes Competencies, and Learning Outcome Assessment Surveys	x		

x	Assignments, Projects, and Presentations	Alumni Survey, PRAXIS, Advisory Committee Feedback, Learning Outcomes Competencies, and Learning Outcome Assessment Surveys	x	x	Assignments, Projects, and Presentations	Alumni Survey, PRAXIS, Advisory Committee Feedback, Learning Outcomes Competencies, and Learning Outcome Assessment Surveys	x		
x	Assignments, Projects, and Presentations	Alumni Survey, PRAXIS, Advisory Committee Feedback, Learning Outcomes Competencies, and Learning Outcome Assessment Surveys	x	x	Assignments, Projects, and Presentations	Alumni Survey, PRAXIS, Advisory Committee Feedback, Learning Outcomes Competencies, and Learning Outcome Assessment Surveys	x		

x	Clinical Competency	Alumni Survey, PRAXIS, Advisory Committee Feedback, and Learning Outcome Assessment Surveys	x	x	Clinical Competency	Alumni Survey, PRAXIS, Advisory Committee Feedback, and Learning Outcome Assessment Surveys	x	x	x
x	Clinical Competency	Alumni Survey, PRAXIS, Advisory Committee Feedback, and Learning Outcome Assessment Surveys	x	x	Clinical Competency	Alumni Survey, PRAXIS, Advisory Committee Feedback, and Learning Outcome Assessment Surveys	x	x	x
x	Clinical Competency	Alumni Survey, PRAXIS, Advisory Committee Feedback, and Learning Outcome Assessment Surveys	x	x	Clinical Competency	Alumni Survey, PRAXIS, Advisory Committee Feedback, and Learning Outcome Assessment Surveys	x	x	x

x	Assignments, Projects, and Presentations	Alumni Survey, PRAXIS, Advisory Committee Feedback, Learning Outcomes Competencies, and Learning Outcome Assessment Surveys	x	x	Assignments, Projects, and Presentations	Alumni Survey, PRAXIS, Advisory Committee Feedback, Learning Outcomes Competencies, and Learning Outcome Assessment Surveys	x		
x	Clinical Competency		x	x	Clinical Competency		x	x	x
x	Assignments, Projects, and Presentations	Alumni Survey, PRAXIS, Advisory Committee Feedback, Learning Outcomes Competencies, and Learning Outcome Assessment Surveys	x	x	Assignments, Projects, and Presentations	Alumni Survey, PRAXIS, Advisory Committee Feedback, Learning Outcomes Competencies, and Learning Outcome Assessment Surveys	x		

x	Clinical Competency	Alumni Survey, PRAXIS, Advisory Committee Feedback, and Learning Outcome Assessment Surveys	x	x	Clinical Competency	Alumni Survey, PRAXIS, Advisory Committee Feedback, and Learning Outcome Assessment Surveys	x	x	x
x	Clinical Competency	Alumni Survey, PRAXIS, Advisory Committee Feedback, and Learning Outcome Assessment Surveys	x	x	Clinical Competency	Alumni Survey, PRAXIS, Advisory Committee Feedback, and Learning Outcome Assessment Surveys	x	x	x
x	Clinical Competency	Alumni Survey, PRAXIS, Advisory Committee Feedback, and Learning Outcome Assessment Surveys	x	x	Clinical Competency	Alumni Survey, PRAXIS, Advisory Committee Feedback, and Learning Outcome Assessment Surveys	x	x	x

x	Clinical Competency	Alumni Survey, PRAXIS, Advisory Committee Feedback, and Learning Outcome Assessment Surveys	x	x	Clinical Competency	Alumni Survey, PRAXIS, Advisory Committee Feedback, and Learning Outcome Assessment Surveys	x	x	x
x	Exam	Alumni Survey, PRAXIS, and Advisory Committee Feedback	x	x	Exam	Alumni Survey, PRAXIS, and Advisory Committee Feedback			
x	Project	Alumni Survey, PRAXIS, and Advisory Committee Feedback	x	x	Project	Alumni Survey, PRAXIS, and Advisory Committee Feedback	x		
x	Thesis	Alumni Survey, PRAXIS, and Advisory Committee Feedback	x	x	Thesis	Alumni Survey, PRAXIS, and Advisory Committee Feedback	x		

Program Learning Outcomes (PLOs)		Action Plan*		
PLO	Description	Assessment Data Summary	Evaluation	Actions for Program Improvement and/or
1	Writing			
	Our graduate students are able to communicate effectively in writing about the following topics / in the following areas in all major formats, genres, and styles of writing used in the field of Speech-Language Pathology.	NA	NA	intensive course which prepares all new graduate students in professional writing.
2	Critical Thinking			
	To demonstrate skills in the areas set forth by the American Speech-Language Hearing Association (ASHA) Students must demonstrate clinical competence in the areas of Writing, Assessment, Treatment, and Professional	From our student learning outcomes assessment, it was apparent that, despite marked improvements, continued curricular emphasis is warranted in the areas of neuroanatomy and acquired communication deficits and disorders, the critical distinctions between speech and language, the ability to work with normative data, and autism spectrum disorders. Additionally,	Further student learning outcomes assessment will continue to be implemented across cohorts to assess student learning and the need for curriculum modification. The learning assessment results are reviewed each year at our fall faculty retreat when an item analysis is conducted. This item analysis allows us to see our students' mastery of each element of the PLO. The assessment is	We plan to add new questions in key areas as a result of the assessment data in this report: AAC, audiology, and aural rehabilitation. It is also clear that we are not assessing the following PLO1 areas: A (culture), C2, C5, C6, C9. Questions will be added in these areas. We will continue to review the results of these assessments to inform our curriculum discussions in every faculty meeting, focusing on particular areas in our curriculum. Through these discussions our faculty will determine new ways we can cover important
	1) Articulation			
	2) Fluency			
	3) Voice and Resonance, including respiration and phonation			
	4) Receptive and Expressive language (phonology, morphology, syntax, semantics, pragmatics,			
	5) Hearing, including the impact on speech and language			
	6) Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding,			
	7) Cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive			
	8) Social aspects of communication (including challenging behavior, ineffective social skills, and lack			
	9) Augmentative and alternative communication (AAC) modalities			
3	Competency in the Major			
	To demonstrate knowledge in the areas set forth by the American Speech-Language Hearing Association (ASHA) · Knowledge of basic human communication and swallowing processes, including the appropriate biological, · The ability to integrate information pertaining to normal and abnormal human development across the lifespan · Knowledge of communication and swallowing disorders and differences, including the appropriate etiologies,	From our student learning outcomes assessment, it was apparent that, despite marked improvements, continued curricular emphasis is warranted in the areas of neuroanatomy and acquired communication deficits and disorders, the critical distinctions between speech and language, the ability to work with normative data, and autism spectrum disorders. Additionally, not all fourth semester students are able to answer all questions correctly.	Further student learning outcomes assessment will continue to be implemented across cohorts to assess student learning and the need for curriculum modification. The learning assessment results are reviewed each year at our fall faculty retreat when an item analysis is conducted. This item analysis allows us to see our students' mastery of each element of the PLO. The assessment is adjusted annually as needed in order to assess areas of perceived need that require pedagogical emphasis. Continued annual	We plan to add new questions in key areas as a result of the assessment data in this report: AAC, audiology, and aural rehabilitation. It is also clear that we are not assessing the following PLO1 areas: A (culture), C2, C5, C6, C9. Questions will be added in these areas. We will continue to review the results of these assessments to inform our curriculum discussions in every faculty meeting, focusing on particular areas in our curriculum. Through these discussions our faculty will determine new ways we can cover important concepts like the distinctions between speech and language, the use and interpretation of normative testing data, and clinical indicators in adults (e.g., Student Learning Assessment
	1) Articulation			
	2) Fluency			
	3) Voice and Resonance, including respiration and phonation			
	4) Receptive and Expressive language (phonology, morphology, syntax, semantics, pragmatics,			
	5) Hearing, including the impact on speech and language			
	6) Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding,			
	7) Cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive			
	8) Social aspects of communication (including challenging behavior, ineffective social skills, and lack			
	9) Augmentative and alternative communication modalities			
	· Knowledge of the principles and methods of prevention, assessment, and intervention for people with			
	· Knowledge of standards of ethical conduct, processes used in research and of the integration of research			