Communicative Disorders Credential Program
Diversity Assignment Policy

Purpose:
- The purpose of the Communicative Disorders Diversity Assignment is to document that credential students have the opportunity to work with students who are ethnically/culturally/linguistically/ability-wise different from themselves.
- Provide data for the purposes of program evaluation and improvement.

A similar diversity assignment is required of all graduate programs in the College of Education.

Process:
- HCOM 490, Seminar: Speech and Hearing Services in Schools, has been identified as the course in which students complete a diversity assignment. This is done via the diagnostic report assignment, which is required in all sections of the course.
- The assignment is assessed on a scoring guide that is common across all sections of HCOM 490.

Reporting Scores:
Diversity assignment scores will be reported as a percentage (points earned/points possible). Letter grades will be converted to percentage points using the following scale: A+=97%; A=93%; A-=90%; B+=87%; B=83%; B-=80%; C+=77%; C=73%; C-=70%; D+=67%; D=63%; D-=60%; F=57% or lower. Scores will be reported each semester by the course instructors to the College of Education assessment director via the credential coordinator. Data will be used for program evaluation and improvement. Student names and CWIDs will be confidential.

Communicative Disorders Diversity Assignment:

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<th>Diagnostic Report Assignment and Scoring Guide</th>
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Objective:
- To assess and write an assessment report on a student either being evaluated for the initial provision of speech-language therapy or a student currently receiving speech-language services who is being evaluated for his/her three-year evaluation.
Procedures:
Diagnostic report: 3-4 pages

Select a student, preferably bilingual/bicultural, who is a good candidate for classroom collaboration and who is being initially assessed or reevaluated for a 3-year reevaluation. When selecting the student to assess, you should be sure that the student is culturally, linguistically, or academically different from you as their clinician. For example, if English is your first language, you may select a student whose first language is not English. Another example is to select a student who you are relatively certain has a speech-language disorder. You should have your child selected and should begin testing by early March at the latest. Perform a complete speech/language evaluation, including formal and informal assessments as appropriate in both languages, and classroom observation. Consult with other relevant members of the assessment team, including the classroom teacher, before you write your report and include relevant information in the background section of your own report. In your diagnostic report, include the following: 1) rationale for assessment; 2) background information on the child; 3) tests and test results; 4) informal assessments and observations done; 5) a summary of the child's strengths and weaknesses; and 6) recommendations. Recommendations should include goals (and possibly, objectives) that may be implemented in the classroom by the teacher and/or clinician.

Students will be expected to incorporate information from other coursework and the present course in their assessment report (i.e., reports of bilingual/bicultural children should demonstrate knowledge of appropriate assessment techniques with that population).

Assessment:
Criteria for grading include the following: 1) thoroughness of background information; 2) relevance and completeness of formal and informal assessments in both languages; 3) accurate summation of the child's strengths and weaknesses; 4) relevance and comprehensiveness of recommendations, and 5) content and form of goals and objectives. This diagnostic report also may provide the foundation for your classroom consultation report.