Intercampus Program in Communication Disorders
Student Portfolio Pilot Project v2.0

In this 2nd pilot project, participating students will be asked to create a portfolio documenting their acquisition of knowledge and skills in diagnosing and treating communication disorders in at least 6 of the 9 content areas identified by ASHA (articulation/phonology; resonance; fluency; receptive/expressive language; hearing; dysphagia; cognition; social; modalities). Participation in this pilot project is in lieu of the program required formative and summative assessments, although students will need to complete the PRAXIS exam for ASHA certification.

1st Semester in Program
Students must submit to their advisor one clinical artifact and two coursework artifacts for their portfolio by the end of finals week. Artifacts can be submitted as a hard or electronic copy. Each artifact must be accompanied by an Artifact Description Sheet.

2nd Semester in Program
Students must submit to their advisor one clinical artifact and two coursework artifacts for their portfolio by the end of finals week. Artifacts can be submitted as a hard or electronic copy. Each artifact must be accompanied by an Artifact Description Sheet.

At the end of the 2nd semester, students should have at least one artifact related to evaluation and one artifact related to treatment. In addition, the six total artifacts should relate to at least 4 of the 9 areas identified by ASHA.

3rd Semester in Program
During the first week of classes of the 3rd semester, the student must contact the advisor to schedule a mid-program review. Prior to the scheduled meeting, students should submit to the advisor a completed self-evaluation of her/his diagnostic and treatment skills using the IPCD rubric. In addition, the student should complete a preliminary plan of action, setting her/his own goals for the second year of the program. At the meeting, the advisor will review the portfolio, the self-evaluation, and plan. The advisor will help the student further develop the plan for the remainder of the student’s program. This is considered the “official” formative assessment.

Students must submit to their advisor one clinical or coursework artifact for their portfolio by the end of finals week. Artifacts can be submitted as a hard or electronic copy. Each artifact must be accompanied by an Artifact Description Sheet.

4th Semester in Program
Students must submit to their advisor one clinical artifact and two coursework artifacts for their portfolio by the end of finals week. Artifacts can be submitted as a hard or electronic copy. Each artifact must be accompanied by an Artifact Description Sheet.

5th and Final Semester in Program
Students must submit to their advisor one clinical artifact and two coursework artifacts for their portfolio by the end of finals week. Artifacts can be submitted as a hard or electronic copy. Each artifact must be accompanied by an Artifact Description Sheet.
At the end of the program, students should have at least two artifacts related to evaluation and two artifacts related to treatment. In addition, the 13 total artifacts should relate to at least 7 of the 9 areas identified by ASHA.

At the mid-semester point, the student must contact the advisor to schedule a final program review. The program review must occur 3-weeks before the end of the semester because this review is considered the “official” summative assessment and must be reported to the graduate school so that the student can graduate. Prior to the scheduled meeting, students should submit to the advisor a completed self-evaluation of her/his diagnostic and treatment skills using the IPCD rubric. In addition, the student should complete a preliminary plan of action, setting her/his own goals for transition to the Clinical Fellowship Year. At the meeting, the advisor will review the portfolio, the self-evaluation, and plan. The advisor will help the student further develop the plan to help the student transition to an independent Speech-Language Pathologist.

Alternatives
The above set of guidelines is based on a “standard” program with entry in the fall semester, a clinical placement every semester, and approximately 4 courses completed every semester (except summer). Students who do not follow this “standard” program (e.g., start in summer or spring semester) may still participate in this pilot project. These students should outline an alternative plan for submitting artifacts to the portfolio. This plan must result in a final portfolio consisting of 4-5 clinical artifacts and 8-9 coursework artifacts for a total of 13 artifacts. Evaluation, treatment, and ASHA areas must be represented as outlined above.

***NOTE: Coursework artifacts must be taken from different courses. That is, the two coursework artifacts in a given semester can NOT be from the same course. In addition, research practica, thesis projects, and independent studies are considered coursework for the purposes of this portfolio.***

***NOTE: Students have the option of substituting an “outside” artifact (e.g., an artifact from a research, training, volunteer, etc. experience) for ONE of the 13 artifacts described above.***