Communication Disorders Program Assessment
Program Goals & Objectives
(Accepted April 6, 2010)

I. The Division will maintain a quality program in communication disorders by meeting the following goals and objectives.

A. Maintain accreditation in speech-language pathology through the Council of Academic Programs (CAA), a semi-autonomous body of the American Speech-Language-Hearing Association (ASHA).

B. Conduct regular program evaluation through:
   1. Assessment of undergraduate and graduate student performance.
   2. Assessment of academic personnel performance.
   3. Assessment of program satisfaction for graduating students and alumni.

II. Upon completion of the B.S. program in Speech, Language, and Hearing Sciences, students will meet the following goals and objectives.

Students in this program acquire the fundamental knowledge of speech, language, and hearing science to prepare them for graduate study in speech-language pathology and audiology. Students are introduced to communication disorders and intervention, but the majority of clinical education is accomplished in the graduate program. The undergraduate goals and objectives are based on the accreditation standards of our graduate program in speech-language pathology.

Students must achieve a grade of C or better in all SPPA courses in the major. Program quality and overall student learning is monitored through examination of student performance in the following areas:

A. Principles of biological sciences, physical sciences, mathematics, and the social/behavioral sciences.
   1. Successfully complete at least one course in each of the biological, physical, social, and mathematical science.

B. Biological bases of human communication
   1. Describe anatomy and physiology of the speech mechanism, including respiration, phonation, articulation, and resonance
   2. Describe anatomy and physiology of the hearing mechanism
   3. Describe anatomy and physiology of the swallowing mechanism

C. Neurological bases of human communication
   1. Describe major components of the central and peripheral nervous system.
   2. Describe the auditory pathways and processes in the central nervous system.
   3. Describe the language pathways and processes in the central nervous system
   4. Describe the speech pathways and processes in the central nervous system
D. Acoustic bases of human communication
   1. Describe acoustic properties of vowels and consonants
   2. Describe transmission of sound waves through air

E. Psychological, linguistic, and developmental bases of human communication
   1. Describe cognitive development and its relationship to language
   2. Demonstrate knowledge of phonological development
   3. Identify phonological processes
   4. Transcribe speech using the International Phonetic Alphabet
   5. Describe the development of morphosyntax
   6. Explain the major features of multiple language acquisition
   7. Perform a language sample analysis across the major constituents of language

F. Nature and remediation of hearing disorders.
   1. Differentiate among common auditory disorders.
   2. Describe the communication problems associated with hearing impairment and deafness.
   3. Demonstrate knowledge of basic hearing screening procedures.
   4. Identify current amplification techniques and assistive devices for hearing loss.

G. Processes used in research
   1. Critically evaluate research literature methodology.
   2. Explain experimental and descriptive research methods.

III. Upon completion of the M.S. in Speech-Language Pathology, students will meet the following goals and objectives.

Graduate education in the Division of Communication Disorders is shaped by ASHA-CAA accreditation standards for graduate programs in speech-language pathology (see Certification Standards at http://uwadmnweb.uwyo.edu/Comdis/). Some of the standards are taught primarily in the undergraduate program, but determination that all standards have been met occurs within the graduate program through a set of approximately 130 measurable objectives designed to reflect our curriculum (see Wyoming Assessment of Knowledge and Skills [WAKS] at http://uwadmnweb.uwyo.edu/Comdis/).

Students must maintain a GPA of 3.0 with no more than 2 Cs in all courses in the program of study. In addition, graduate students must pass all objectives, preferably on the first attempt, and otherwise on subsequent remediations (reteach/relearn/retest). Program quality and overall student learning is monitored through examination of performance in the following areas:

A. In academic coursework, students will demonstrate knowledge of:
   1. Basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, development, linguistic and cultural bases
2. Etiologies and characteristics of communication and swallowing disorders in the areas of articulation, stuttering, voice and resonance, language, hearing, swallowing, cognition, social aspects, and communication modalities
3. Principles and methods of prevention, assessment and intervention for people with communication and swallowing disorders

**B. In clinical education, students will demonstrate knowledge and skills in:**
   1. Planning and execution of evaluation and treatment at an appropriate level of independence
   2. Professional comportment and culturally-sensitive clinical practices
   3. Competent clinical writing

**C. At the conclusion of the graduate program, students will demonstrate preparation for entry into clinical practice by:**
   1. Successful completion of external clinical practica
   2. Passing the oral comprehensive examination
   3. Passing a national clinical certification examination

**IV. On an on-going basis, academic personnel in the Division of Communication Disorders will meet the following goals and objectives.**

**A. Excellence in teaching, research, and advising.**
   1. Academic personnel will have a course or instructor rating of 4.0 (5 pt scale) or higher each year.
   2. Academic personnel will have no requests for advisor changes and an undergraduate exit advisor rating of 4.0 or higher each year.
   3. Research faculty will have one or more publications or presentations each year.

**B. Excellence in service and professional development.**
   1. Academic professionals will engage in one or more continuing education events, each year.
   2. Academic personnel will serve on one or more college or university committees each year.
   3. Academic personnel of associate and full/senior rank will serve in one or more professional or leadership roles at the state, national, or international level each year.