

Communication Disorders Program Assessment Program Goals & Objectives

(Accepted April, 2010; UG Goals revised & accepted April, 2015)

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.

The B.S. in Speech, Language, and Hearing Science provides a quality pre-professional education in human communication sciences and disorders. Students graduate with the knowledge and skills needed to go on to further education in professional programs in speech-language pathology, audiology, and to other careers in health and education. Program quality is monitored and maintained through regular examination of the results of direct and indirect measures of teaching and learning goals.

Students earning a B.S. in Speech, Language, and Hearing Science will demonstrate competencies in the following areas within (a) human communication and swallowing, (b) clinical knowledge and skills, and (c) communication and professionalism.

A. Core Competencies in Human Communication & Swallowing Science

- 1 Anatomical and physiological bases of communication and swallowing
- 2 Neurological bases of communication and swallowing
- 3 Acoustic and articulatory bases of communication
- 4 Psychological and linguistic bases of communication
- 5 Social and cultural bases of communication
- 6 Research methods used in the field of communication disorders

B. Introductory Clinical Knowledge and Skills
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- 7 Nature of hearing and balance disorders
- 8 Remediation of hearing and balance disorders
- 9 Nature of speech and swallowing disorders
- 10 Nature of language and literacy disorders
- 11 Principles and methods of assessment and treatment
- 12 Phonetic transcription and language sample analysis of typical speakers

C. Basic Competencies in Communication & Professional Areas
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- 13 Scholarly and professional written expression
- 14 Scholarly and professional oral expression
- 15 American Sign Language or other second language
- 16 Locating and evaluating resources for evidence-based practice
- 17 Problem-solving and critical thinking
- 18 Self-regulation and meta-cognition
- 19 Interpersonal interactions and teamwork
- 20 Behavior conforming to academic and professional ethical standards

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.