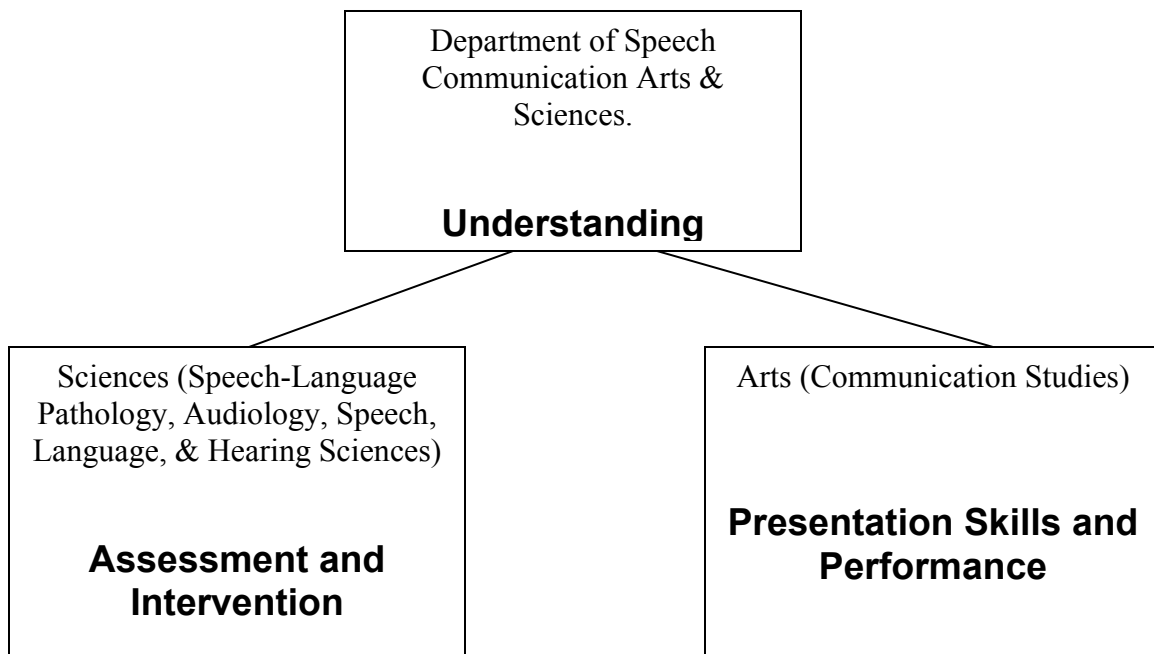


**Department of Speech Communication Arts & Sciences**

**Assessment of Student Learning**

## ***Department Mission***

The Department of Speech Communication Arts & Sciences (hereafter "the Department") welcomes a community of scholars, teachers, and students to explore the broad dimensions of human communication from a number of perspectives, always with the intent to further the humane act of **understanding**. We equally encourage inquiry into communication studies (traditional rhetoric, interpersonal and intercultural communication, business and organizational communication, the performance of literature) and into the speech sciences (speech-language pathology, audiology, speech and hearing sciences).



We endeavor to train our students to be both exemplary communicators (in a wide range of settings, with accomplished skills flexible enough to apply to decidedly different environments) and to develop an acute awareness of communication in others; to recognize disorders, to distinguish disorder from difference, and to understand and implement techniques for remediation or improvement; to research carefully, accurately, and thoughtfully; to present findings with precision, economy, commitment, and integrity. We expect our students to encounter and understand the power and force of oral language in expository, suasive, and aesthetic settings. We also expect our students to explore the development of speech and language from physiological and psychological perspectives, and concentrate on understanding, evaluating, and rehabilitating those who encounter difficulties in communication. In short, our students leave us with a more complex and nuanced understanding of what constitutes effective communication.

Our mission includes service to the College and the New York City community through research which expands the horizons of our knowledge and improves the ways in which we live our lives, which enables communication to succeed when it is impaired or ineffective, and which ennobles human discourse. Moreover, through our Speech & Hearing Center, we seek signally to improve the ways in which humans communicate and interact with each other.

### ***Department of Speech Communication Arts & Sciences – Departmental Assessment Plans Undergraduate***

Department of Speech Communication Arts & Sciences (SCAS) Chairperson Dr. Timothy Gura appointed a committee in the Spring of 2007 to develop a tool that will allow for formal assessment of departmental goals. The committee, consisting of Michael Bergen, Susan Bohne, Mark Golubow and Ciara Leydon, met together and obtained counsel of Brooklyn College's Director of Assessment, Dr. Michael Anderson.

The committee, in consultation with Profs. Gura and Anderson, selected three learner goals to be assessed, as follows:

1. Students will critically evaluate existing literature in the discipline
2. Students will organize discipline-specific information and express through clear writing
3. Students will design research and evaluate the outcomes.

These goals were identified as being most-appropriate as they are consistent across the programs within the department.

The final research papers generated by students in Speech 75W were selected for this assessment. The papers from this writing-intensive course were selected as they represent the culminating project of all undergraduate students in Department of SCAS programs.

Based upon a review of Dept. of SCAS course syllabi, mission statement, and upon consultation with several faculty members including those who have taught Speech 75W, the committee suggests the following short-term assessment protocol, and long-term assessment plan :

#### **Short-Term Assessment Protocol, Spring 2007**

- 1) Professor Gura will appoint a group of approximately 3 to 5 faculty members to review a random sample of research papers from all three sections of Speech 75W given in the Spring 2007 semester.
- 2) Instructors of Speech 75 will each randomly select approximately 4 or 5 papers (total of 12-15 papers across three sections). Student's names shall be removed from the papers, and they shall be electronically forwarded to Professor Gura (or to his appointee) following the Spring 2007 semester.

- 3) The 3 to 5 faculty reviewers will equitably distribute the 12-15 papers, and will utilize the developed tool. The tool will call for the reviewers to evaluate how well student papers meet each of the selected learning objectives.
- 4) All reviews shall be completed and submitted to Professor Gura during the Fall 2007 semester.
- 5) Professor Gura shall prepare (or appoint someone to prepare) a summary report of this group's findings. The report shall describe the findings of the review committee and make recommendations.

#### Long-Term Departmental Assessment Plan

- 1) The Chair or his/her appointee shall appoint an Assessment Committee of 3 or more faculty members (which should increase or decrease based upon the future size of the Department). The committee will be charged with review of departmental learner goals, and shall consider developing program-specific assessment tools for future and ongoing use.
- 2) The committee shall work with the entire faculty to revise departmental and program goals
- 3) Departmental/Program Assessment shall be formally conducted a minimum of once per year.
- 4) The Assessment Committee shall review and report on Departmental/Program Assessment annually.
- 5) The Committee shall make recommendations to the Chair regarding program and departmental modifications, and shall annually review the assessment process itself.

## ***Department of Speech Communication Arts & Sciences***

### ***Communication Studies***

#### ***Student Learning Goals and Outcomes***

Upon completing the undergraduate major in Speech Communication Arts & Sciences, with a concentration in Communication Studies (formerly Public Communication), the student will have achieved:

#### **Knowledge Goals**

- A fundamental understanding of the theories, concepts, research, and process of speech communication in different contexts;
- A more complex and nuanced understanding of what constitutes effective communication;
- An understanding of the research, terminology, and theories that explain interpersonal communication processes;
- An understanding of how cultures differ and the research on how those differences impact communication in different contexts;
- An understanding of communication challenges inherent to interactions in the workplace, and the research that explores them;
- An understanding (or felt knowledge) of the evocative power of oral performance and an awareness of the research that explores those powers;
- An understanding of contemporary theory and research findings relevant to small groups.

Augmenting the students' greater understanding will be a concomitant acquisition of appropriate skills, especially:

#### **Skills Goals**

- An ability to demonstrate effective communication in face-to-face and mediated contexts;
- An ability to apply communication theories to understand interpersonal relationships;
- An ability to select appropriate communication choices during interactions with members of different cultures;
- An ability to communicate effectively with superiors, peers, and subordinates in the workplace, and with external constituencies outside the workplace;
- An ability to select appropriate performance behaviors analogs for literary constructs;

- An ability efficiently to use problem-solving and leadership skills in small groups
- Ability to reason, think critically, evaluate, use evidence, and make judgments.
- An ability to critically evaluate existing literature in the discipline
- An ability to write clearly and imaginatively, in a variety of forms and for a variety of purposes and audience;
- An ability to select appropriate conventions of language, including correct grammar, spelling, and punctuation;
- An ability to revise;
- An ability to use the library to find appropriate print and electronic sources;
- An ability to understand the ethics of research and writing, including the proper citation, and integration, of source materials into their own and the meaning and consequences of plagiarism.
- An ability to organize discipline-specific information and express through clear writing
- An ability to design research and evaluate the outcomes.

Students' knowledge goals and skills goals will be evidenced by at least one (and, more often, a combination) of the following devices:

## **Outcomes**

- Public speeches
- Performances
- Face-preserving evaluations of other students
- Individual and group presentations
- Annotated bibliographies
- Ethnographic reports
- Response papers
- Journal entries
- Analytic papers
- Research papers
- Creative projects
- In-class essays
- In-class presentations, both individual and group
- Collaborative projects, both oral and written
- Examinations
- Discussion, ranging from class exchanges to formal debates

All of these outcomes can occur in the classroom or, in some cases, on line.

# Department of Speech Communication Arts & Sciences – Departmental Assessment Tool

Faculty Reviewer: \_\_\_\_\_

Date: \_\_\_\_\_

Learning Goal	Superior	Good/Passing	Inadequate
1. Students will critically evaluate existing literature in the discipline	The research paper introduction smoothly pulls the reader into the topic, is organized, presents the main argument clearly, and states the author's views. Relevant research is indicated, clearly discussed and used to support the argument well.	The introduction is organized but does not thoroughly present the main argument, does not flow smoothly, or does not state the author's views. Literature is only marginally used to support the hypothesis, or there is a questionable relationship between the cited research and the argument.	The introduction is disorganized and difficult to follow. The main argument and the author's views are not introduced. Literature is not used, or there is seemingly no relationship between prior research and the argument.
Tally of papers meeting description of Goal #1			
2. Students will organize discipline-specific information and express through clear writing	Information is presented clearly, completely and accurately across all sections of the paper. Organization is clear; good framework. Headers, preview paragraphs, topic sentences, and transitions aid in understanding main points. Information is presented logically. All APA/MLA rules are followed for citations, headers, numbers, series, quotes, references, etc. Student demonstrates superior writing proficiency.	Information is unclear and difficult to understand in few sections. Organization is unclear in few sections (unfocused paragraphs, poor topic sentences, poor transitions). All other sections are logically organized. Few violations of APA/MLA rules, missing or incorrect citations and references. Student exhibits adequate writing skill.	The paper is unclear and difficult to understand across several sections. Many violations of APA/MLA rules and/or or many missing or incorrect citations and references. Writing style, spelling, syntax, formatting, and/or punctuation errors make the paper difficult to read and understand
Tally of papers meeting description of Goal #2			
3. Students will design research and evaluate the outcomes.	The research paper clearly contains and describes in an excellent fashion an appropriate title, literature review, hypothesis, purpose, results and discussion of results. Specific ideas for improving research or other ideas are presented in an organized manner with logical rationales.	The research paper contains and adequately describes an appropriate title, literature review, hypothesis, purpose, results and discussion of results. Specific ideas are presented but the rationales for may be weak.	The research paper is missing (or does not adequately describe) an appropriate title, literature review, hypothesis, purpose, results and discussion of results. Few original ideas related to the topic are presented and/or many ideas are not well explained.
Tally of papers meeting description of Goal #3			
Total papers meeting description of all goals			

**Department of Speech Communication Arts & Sciences**  
**Rubric for Research Papers – Speech 75**

	<b>Superior</b>	<b>Good/Passing</b>	<b>Inadequate</b>
Introduction (10 points)	The introduction smoothly pulls the reader into the topic, is organized, presents the main argument clearly, and states the author's views. (10)	The introduction is organized but does not adequately present the main argument, does not flow smoothly, or does not state the author's views. (7)	The introduction is disorganized and difficult to follow. The main argument and the author's views are not introduced. (5)
Content (20 points)	Information is presented clearly, completely and accurately across all sections. At least 3 major sections; at least 1 major section has 2-3 subsections. (20)	Information is unclear and difficult to understand in 1-3 sections. (17)	The paper is unclear and difficult to understand across 4 or more sections. (12)
Organization (20 points)	Organization is clear; good framework. Headers, preview paragraphs, topic sentences, and transitions aid in understanding main points. Information is presented logically. (20)	Organization is unclear in up to 2 sections (unfocused paragraphs, poor topic sentences, poor transitions). All other sections are logically organized. (17)	Organization is unclear in 3 or more sections. (12)
Conclusion/ Original Thought (20 points)	Specific ideas for improving research or other ideas are presented in an organized manner with logical rationales. (20)	Specific ideas are presented but the rationales for up to 2 ideas may be weak. (16)	Fewer than 3 original ideas related to the topic are presented OR all ideas are not well explained. (12)
Writing Style (10 points)	Tone is professional, vocabulary and syntax are mature, and easy to understand terms are used throughout the paper (10)	Syntax or vocabulary is complex, awkward, or filled with jargon in up to 3 sections of the paper OR words are used incorrectly in 3 sections of the paper. (6)	Writing style makes more than 4 sections of the paper difficult to read and understand. (3)
Writing Use/ Mechanics (10 points)	The paper is free of spelling, syntax, formatting, punctuation errors. (10)	The paper has 7 or fewer spelling, punctuation, formatting, syntax errors. (6)	More than 7 errors across the paper make it difficult to follow. (3)
APA Rules (10 points)	All APA rules are followed for citations, headers, numbers, series, quotes, references, etc. (10)	Fewer than 7 violations of APA rules, or 3-5 missing or incorrect citations and references (6)	8 or more violations of APA rules and/or 6 or more missing or incorrect citations and references. (3)



***Assessment of the Graduate Program in Speech-  
Language Pathology (M.S.)***

Excerpt from the 2007-08 Annual Report for the **Council on Academic  
Accreditation In Audiology and Speech-Language Pathology.**

## 5.0 Assessment

1. Discuss any changes that have occurred to program assessment of students, documentation of student progress, assessment of program effectiveness and program improvement, and evaluation of faculty members for continuous improvement, 2008 Standards (5.1 – 5.4).

The program continues to perform ongoing formative and summative assessment of each student, documenting progress toward degree and credentials. Students continue to be informed of progress via various mechanisms including individual meetings with faculty advisors each semester, access to program and credential standards on Blackboard, and the opportunity to review his/her student portfolio. The program continues to monitor its own effectiveness via various tools, including exit, alumni and employer surveys, and utilizes course and clinical evaluations to help facilitate continuous improvement.

2. Describe the process and activities employed by the program to provide and document regular feedback to students regarding their progress in achieving the expected knowledge and skills in all academic and clinical (including all off-site experiences) components of the program. (Std. 5.1)

The program's learner outcomes are provided to each student upon entry to the program, and are available at all times on Blackboard. Academic and clinical course instructors assess whether each student has achieved the learner outcomes for each respective course; success or failure is documented by completion of a form reviewed and signed by the course instructor, which is then maintained in the student portfolio. Failure to meet a specific outcome will result in remediation, as described in 5.0.3 below. Student portfolios are reviewed each semester by the student's faculty advisor. Additionally, the program and clinic director review each student's portfolio in advance of graduation.

3. Describe how the program documents guidelines for remediation, provides that information to students, and implements remediation opportunities consistently. (Std. 5.1)

Remediation guidelines are outlined in the program handbook distributed to each student at orientation and available at all times on Blackboard. The process involves presentation of a task or project relevant to the deficient knowledge or skill, which is expected to provide an opportunity for the student to meet the required outcome. The student is presented by the instructor or appointed faculty member with the assignment and an expected timeframe, and an agreement is signed by all parties at the onset and upon completion. The project is reviewed and, if completed successfully, is placed with the agreement into the student portfolio as documentation of the met outcome.

4. Are the required records for each student's planned course of study maintained by the program? (Std. 5.2)

☒ Yes  
☐ No (explain):

5. Are the required records for progress toward each student's completion of degree requirements maintained by the program? (Std. 5.2)

☒ Yes  
☐ No (explain):

6. Are the required records for each student's progress toward completion of ASHA CCC requirements maintained by the program? (Std. 5.2)

☒ Yes  
☐ No (explain):

7. Are the required records for progress toward each student's progress toward completion of state licensure maintained by the program? (Std. 5.2)

☒ Yes  
☐ No (explain):

8. Are the required records for progress toward each student's completion of state teacher certification and/or other program certifications maintained by the program? (Std. 5.2)

☒ Yes  
☐ No (explain):

9. Describe how the program ensures that records for each student's progress toward completion of state teacher certification and/or other program certifications are kept accurate, complete and current throughout each student's graduate program. (Std. 5.2)

Each student has a portfolio housed within the main office of the clinic, which contains transcripts, learner outcomes for courses completed, and records of all clinical practicum, including that completed in an educational setting for the purpose of teacher certification. Student portfolios are reviewed each semester with the faculty advisor to make certain that students are following the necessary sequence of academic and clinical coursework required by the college's NYS registered teacher certification program. Prior to graduation, the program and clinic directors review each student's portfolio and sign off to verify completion of the college's state registered program. Names of students who have successfully completed all requirements are then forwarded to the School of Education, whose teacher certification officer reviews students' final transcripts for recommendation of program graduates to the state.

10. Describe how the program makes records readily available to students and graduates in accordance with the institution's and program's policies for retention of student information. Provide the Web site URL if available. (Std. 5.2)

Students have access to their individual portfolios at any time as long as they make an appointment to review their files with their respective faculty advisors, the program or clinic director, assistant clinic director, or a graduate teaching assistant. All student portfolios are maintained in an active file for one year post graduation, after which their files are archived and maintained for a period of twenty years. A graduate who wishes to review a file must make a formal request with the program or clinic director so that an appointment may be set up for such a review.

11. Indicate the procedures used by students to assess the quality, currency, and effectiveness of the graduate program's academic and clinical education. (Std. 5.3)

Type of <u>Student</u> Assessment	More often than Annually	Annually	Every 2 years	Every 3 years	Every 4 years	Greater than every 4 years	No Assessment
Course evaluations	X						
Evaluations of clinical supervisors	X						

Evaluations of clinical sites	X						
Student advisory group review							X
Student surveys	X						
Other (specify):							

12. Indicate the procedures used by graduates to assess the quality, currency, and effectiveness of the graduate program's academic and clinical education. (Std. 5.3)

Type of <u>Graduate</u> Assessment	More often than Annually	Annually	Every 2 years	Every 3 years	Every 4 years	Greater than every 4 years	No Assessment
Alumni/graduate surveys			X				
Exit interviews	X						
Other (specify): Employer surveys			X				

13. Indicate the procedures used by the program to assess the quality, currency, and effectiveness of the graduate program's academic and clinical education. (Std. 5.3)

Type of <u>Program</u> Assessment	More often than Annually	Annually	Every 2 years	Every 3 years	Every 4 years	Greater than every 4 years	No Assessment
Advisory committee review	X						
Curriculum review committee	X						
Employer surveys			X				
Supervisor/preceptor evaluations	X						
Program annual reports		X					
Program staff/faculty meetings and retreats	X						
University reviews		X					
Other (specify):							

14. Provide two recent examples of how the results of evaluations described above (i.e., student, program and graduate assessment of quality, currency and effectiveness of the program, etc.) are used to plan and implement accredited graduate program improvements. (Std. 5.3)

- Evaluations indicated that in some instances delays were occurring with respect to assignment to on- campus practicum, and thus to students' timely completion of the program. As a result, effective Fall, 2007, block programming was implemented for all newly matriculated full-time students, insuring that all students would be provided with an opportunity to be assigned to on campus practicum by the second semester of study, following the successful completion of the prerequisite courses during the first semester.
- Evaluations also indicated that both students and clinical instructors believed students needed to spend two semesters assigned to on-campus practicum before going off campus for externships. As a result, effective with students entering in Fall, 2007, students will complete two semesters of on- campus practicum, combining both diagnostic and treatment experiences prior to being assigned to externships. That is, they will complete an initial and advanced practicum in the college's speech and hearing center prior to externship assignment. This will provide for a more predictable sequence of academic and clinical course and practicum experiences, as well as a better and more

closely monitored transition to the externship. Furthermore, rather than students first taking one or the other, i.e. diagnostic or treatment practicum, they will now have a more integrated and problem-based learning experience.

15. Beginning with the most recently completed academic year (fall through and including summer) provide data for the last three years on the number and percentage of your program's graduates who have been employed in the profession within one year of graduation. Include graduates who are either employed or are pursuing further education in the profession. Provide data for graduates enrolled in the residential (Re), distance education (DE), and satellite (S) program(s). (Std. 5.3)

**Audiology**

Academic year	Employment Rate in Profession					
	Re		DE		S	
	#	%	#	%	#	%
Prior year						
2 years prior						
3 years prior						
3 year average						

**SLP**

Academic year	Employment Rate in Profession					
	Re		DE		S	
	#	%	#	%	#	%
Prior year '06- '07	34	94.4				
2 years prior '05-'06	34	94.4				
3 years prior-04- '05	34	97.1				
3 year average	34	95.3				

16. If the 3 year employment average is below 80%, provide an explanation below. (Std. 5.3)

**Audiology**

Residential program:

--

Distance Education program:

--

Satellite/Branch Campus:

--

**SLP**

Residential program:

--

Distance Education program:

--

Satellite/Branch Campus:

--

17. Beginning with the most recently completed academic year (fall through and including summer) provide Praxis Examination pass rate data for the previous three periods/testing cycles for graduates of the program. Provide data for graduates previously enrolled in the residential program (Re), distance education program (DE), and satellite program (S). (Std. 5.3)

**NOTE:** To review the National Summary report, which includes descriptive statistics of the Praxis exam scores (national averages), please refer to the following Web link:

[http://www.asha.org/students/praxis/praxis\\_scores.htm](http://www.asha.org/students/praxis/praxis_scores.htm)

### **Audiology**

#### **ETS Data**

Period	# of students taking exam			# of students failed exam			Pass Rate (%)		
	Re	DE	S	Re	DE	S	Re	DE	S
Prior year									
2 years prior									
3 years prior									
3 year average									

#### **Program Data**

Period	# of students taking exam			# of students failed exam			Pass Rate (%)		
	Re	DE	S	Re	DE	S	Re	DE	S
Prior year									
2 years prior									
3 years prior									
3 year average									

### **SLP**

#### **ETS Data**

Period	# of students taking exam			# of students failed exam			Pass Rate (%)		
	Re	DE	S	Re	DE	S	Re	DE	S
Prior year (2007)									
2 years prior (2006)									
3 years prior (2005)									
3 year average									

#### **Program Data**

Period	# of students taking exam			# of students failed exam			Pass Rate (%)		
	Re	DE	S	Re	DE	S	Re	DE	S
Prior year '06- '07	31			0			100		
2 years prior '05-'06	37			0			100		
3 years prior '04- '05	45			6			87		
3 year average	38			6			95		

18. What is the program's published expectation for length of time (stated in semesters/quarters) for students to complete the degree? Provide data for graduates previously enrolled in the residential program (Re), distance education program (DE), and satellite program (S). (Std. 5.3)

#### **Audiology**

	Re	DE	S
With CSD undergraduate major			
Without CSD undergraduate major			

#### **SLP**

	Re	DE	S
With CSD undergraduate major	7 semesters (including summers), for full-time students; 10 semesters (including summers) for part-time students		
Without CSD undergraduate major	Students must complete prerequisite courses in order to be admitted to the program, which is likely to add a minimum of three semesters to the above timeline		

19. Beginning with the most recently completed academic year (fall through and including summer), provide the average program completion rates for the graduation cohorts in the last 3 years (based on enrollment data), within the program's published expectation for length of time for students to complete the degree. Provide data for the residential program (Re), distance education program (DE), and satellite program (S). (Std. 5.3)

#### **Audiology**

Period	# completed program within expected time frame			# completed later than expected time frame			# not completing		
	Re	DE	S	Re	DE	S	Re	DE	S
Prior year									
2 years prior									
3 years prior									
3 year average									

#### **SLP**

Period	# completed program within expected time frame			# completed later than expected time frame			# not completing		
	Re	DE	S	Re	DE	S	Re	DE	S
Prior year (2007)	36						1		
2 years prior (2006)	36						2		
3 years prior (2005)	35						1		
3 year average	36						1		

20. If the average program completion rate fell below 80% for any year, describe the activities in which the program has engaged to improve the completion rate, and progress resulting from these activities. (Std. 5.3)



**Audiology**

Residential program:

--

Distance Education program:

--

Satellite/Branch Campus:

--

**SLP**

Residential program:

--

Distance Education program:

--

Satellite/Branch Campus:

--

21. Describe how students have opportunity to evaluate the academic and clinical faculty on an ongoing and regular basis. (Std. 5.4)

Course/teacher evaluations (completed anonymously, by students) are conducted each semester, and results are published and accessible:

<http://www.brooklyn.cuny.edu/bc/evaluations/index.php>

Each clinical experience results in a supervisor/preceptor evaluation. The program, clinic and assistant clinic director review student evaluations and consider modifications to courses or clinical experiences accordingly.

**DOCUMENTATION OF SPEECH-LANGUAGE PATHOLOGY KNOWLEDGE AND SKILLS WITHIN THE CURRICULUM**

Provide the course number and title for the academic and clinical course(s), practicum experience(s) and other source(s) of experience that provide students opportunity to acquire knowledge and skills across the SLP curriculum.

Basic Communication and Swallowing Processes	Academic Course Title and #	Clinical Course Title and #	Practicum experience Title and #	Labs Title and # Or description	Research Title and # Or description	Other Title and # Or description
Biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases	Dysphagia: Evaluation and Management (731.1), Advanced Anatomy, Physiology, and Neurology of the Speech Mechanism (728), Diagnostic Audiology (741), Language and Hearing Anatomy and Physiology (17.8), Phonetics (13), Speech and Language Development (31), Speech Language and Hearing: Acoustics (17.9), Audiology 1 (28.1)	Measurements and Evaluation of Speech and Language Disorders (733), Clinical Methods in Speech-Language Pathology (725),Clinical Practicum in SLP (729.1), (729.2), (729.3)	Clinical Practicum in SLP (729.1), (729.2), (729.3)	Diagnostic Audiology (741), Advanced Anatomy, Physiology, and Neurology of the Speech Mechanism (728)	Special Problems-Independent Study (796)	
Speech, Language, Hearing, Communication, and Swallowing Disorders and differences	Academic Course Title and #	Clinical Course Title and #	Practicum experience Title and #	Labs Title and # Or description	Research Title and # Or description	Other Title and # Or description
Articulation (including etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, linguistic, and cultural correlates)	Articulation and Phonological Disorders (737), Speech and Language Based Learning Disabilities (736), Language Disorders of Children (721), Measurements and Evaluation of Speech and Language Disorders (733), Clinical Methods in Speech-Language Pathology (725), Advanced Anatomy, Physiology, and Neurology of the Speech Mechanism (728), Neurogenic Motor Speech Disorders: Differential Diagnosis and Management (731), Introduction to Second Language Acquisition and English Language Learning (735), Phonetics (13), Nature of Speech Disorders (38.1), Treatment of Speech Disorders (38.3)	Measurements and Evaluation of Speech and Language Disorders (733), Clinical Methods in Speech-Language Pathology (725),Measurements and Evaluation of Speech and Language Disorders (733), Clinical Methods in Speech-Language Pathology (725), Clinical Practicum in SLP (729.1), (729.2), (729.3)	Clinical Practicum in SLP (729.1), (729.2), (729.3)	Advanced Anatomy, Physiology, and Neurology of the Speech Mechanism (728), Measurements and Evaluation of Speech and Language Disorders (733), Clinical Methods in Speech-Language Pathology (725)	Special Problems-Independent Study (796)	
Fluency (including	Fluency Disorders (723), The Therapeutic	Measurements and Evaluation	Clinical	Advanced	Special	

etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, linguistic, and cultural correlates)	Relationship in Communication Disorders (715), Measurements and Evaluation of Speech and Language Disorders (733), Clinical Methods in Speech-Language Pathology (725), Advanced Anatomy, Physiology, and Neurology of the Speech Mechanism (728), Nature of Speech Disorders (38.1), Treatment of Speech Disorders (38.3)	of Speech and Language Disorders (733), Clinical Methods in Speech-Language Pathology (725), Clinical Practicum in SLP (729.1), (729.2), (729.3)	Practicum in SLP (729.1), (729.2), (729.3)	Anatomy, Physiology, and Neurology of the Speech Mechanism (728), Measurements and Evaluation of Speech and Language Disorders (733), Clinical Methods in Speech-Language Pathology (725)	Problems-Independent Study (796)	
Voice and resonance, including respiration and phonation (including etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, linguistic, and cultural correlates)	Voice Disorders (727), Clinical Methods in Speech-Language Pathology (725), Measurements and Evaluation of Speech and Language Disorders (733), Advanced Anatomy, Physiology, and Neurology of the Speech Mechanism (728), Neurogenic Motor Speech Disorders: Differential Diagnosis and Management (731), Speech and Language Development (31), Nature of Speech Disorders (38.1), Treatment of Speech Disorders (38.3)	Clinical Methods in Speech-Language Pathology (725), Measurements and Evaluation of Speech and Language Disorders (733), Clinical Practicum in SLP (729.1), (729.2), (729.3)	Clinical Practicum in SLP (729.1), (729.2), (729.3)	Advanced Anatomy, Physiology, and Neurology of the Speech Mechanism (728), Measurements and Evaluation of Speech and Language Disorders (733), Clinical Methods in Speech-Language Pathology (725), Voice Disorders (727)	Special Problems-Independent Study (796)	
Receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities (including etiologies, characteristics, and	Articulation and Phonological Disorders (737), Measurements and Evaluation of Speech and Language Disorders (733), Clinical Methods in Speech-Language Pathology (725), Speech and Language Based Learning Disabilities (736), Language Disorders of Children (721), Advanced Anatomy, Physiology, and Neurology of the Speech Mechanism (728), Autism Spectrum	Measurements and Evaluation of Speech and Language Disorders (733), Clinical Methods in Speech-Language Pathology (725), Clinical Practicum in SLP (729.1), (729.2), (729.3)	Clinical Practicum in SLP (729.1), (729.2), (729.3)	Advanced Anatomy, Physiology, and Neurology of the Speech Mechanism (728), Measurements and Evaluation	Special Problems-Independent Study (796)	Experience obtaining language samples, observation and language stimulation in on-campus Early

anatomical/physiological, acoustic, psychological, developmental, linguistic, and cultural correlates)	Disorders: An Introduction to Contemporary Issues (717), Aphasia and Related Disorders of Language (726), Introduction to Second Language Acquisition and English Language Learning (735), Augmentative Communication (738), Speech and Language Development (31), Nature of Speech Disorders (38.1), Treatment of Speech Disorders (38.3)			of Speech and Language Disorders (733), Clinical Methods in Speech-Language Pathology (725), Speech and Language Based Learning Disabilities (736)		Childhood Center
Hearing, including the impact on speech and language (including etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental linguistic, and cultural correlates)	Diagnostic Audiology (741), Advanced Anatomy, Physiology, and Neurology of the Speech Mechanism (728), Speech-Language and Hearing Science: Anatomy and Physiology (17.8), Speech Language and Hearing: Acoustics (17.9), Audiology 1 (28.1), Audiology 2 (28.2)	Clinical practicum in Aud (749.1)	Clinical practicum in Aud (749.1)	Advanced Anatomy, Physiology, and Neurology of the Speech Mechanism (728), Diagnostic Audiology (741)	Special Problems-Independent Study (796)	
Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, orofacial myofunction) (including etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, linguistic, and cultural correlates)	Articulation and Phonological Disorders (737), Dysphagia: Evaluation and Management (731.1), Voice Disorders (727), Advanced Anatomy, Physiology, and Neurology of the Speech Mechanism (728), Neurogenic Motor Speech Disorders: Differential Diagnosis and Management (731), Speech-Language and Hearing Science: Anatomy and Physiology (17.8), Nature of Speech Disorders (38.1), Treatment of Speech Disorders (38.3)	Clinical Practicum in SLP (729.1), (729.2), (729.3)	Clinical Practicum in SLP (729.1), (729.2), (729.3)	Advanced Anatomy, Physiology, and Neurology of the Speech Mechanism (728), Voice Disorders (727)	Special Problems-Independent Study (796)	
Cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, executive functioning) (including etiologies, characteristics, and	Aphasia and Related Disorders of Language (726), Speech and Language Based Learning Disabilities (736), Articulation and Phonological Disorders (737), Measurements and Evaluations of Speech and Language Disorders (733), Professional Practice in the Educational Setting (725.1), Advanced Anatomy, Physiology, and Neurology of the	Measurements and Evaluations of Speech and Language Disorders (733), Clinical Practicum in SLP (729.1), (729.2), (729.3)	Clinical Practicum in SLP (729.1), (729.2), (729.3)	Advanced Anatomy, Physiology, and Neurology of the Speech Mechanism (728), Measurements	Special Problems-Independent Study (796)	Experience working with on-campus Adult Aphasia Communication Group, Experience obtaining

anatomical/physiological, acoustic, psychological, developmental, linguistic, and cultural correlates)	Speech Mechanism (728), Language Disorders of Children (721), Speech-Language and Hearing Science: Anatomy and Physiology (17.8), Speech and Language Development (31), Nature of Speech Disorders (38.1), Treatment of Speech Disorders (38.3)			and Evaluation of Speech and Language Disorders (733), Clinical Methods in Speech-Language Pathology (725)		language samples, observation and language stimulation in on-campus Early Childhood Center
Social aspects of communication (e.g., behavioral and social skills affecting communication) (including etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, linguistic, and cultural correlates)	Therapeutic Relationships in Communication Disorders (715), Measurements and Evaluation of Speech and Language Disorders (733), Clinical Methods in Speech-Language Pathology (725), Articulation and Phonological Disorders (737), Professional Practice in the Educational Setting (725.1), Speech and Language Based Learning Disabilities Disorders (736), Advanced Anatomy, Physiology, and Neurology of the Speech Mechanism (728), Fluency Disorders (723), Autism Spectrum Disorders: An Introduction to Contemporary Issues (717), Perspectives on Education: Teaching Children and Adolescents in Cultural Context (ED 742), Nature of Speech Disorders (38.1), Treatment of Speech Disorders (38.3)	Measurements and Evaluation of Speech and Language Disorders (733), Clinical Methods in Speech-Language Pathology (725), Clinical Practicum in SLP (729.1), (729.2), (729.3)	Clinical Practicum in SLP (729.1), (729.2), (729.3)	Measurements and Evaluation of Speech and Language Disorders (733), Clinical Methods in Speech-Language Pathology (725)	Special Problems-Independent Study (796)	Experience obtaining language samples, observation and language stimulation in on-campus Early Childhood Center
Communication modalities (e.g., oral, manual, and augmentative and alternative communication techniques and assistive technologies) (including etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, linguistic, and cultural correlates)	Voice Disorders (727), Advanced Anatomy, Physiology, and Neurology of the Speech Mechanism (728), Computer Applications in Clinical and Educational Practice in Speech-Language Pathology and Audiology (716), Augmentative Communication (738), Nature of Speech Disorders (38.1), Treatment of Speech Disorders (38.3)	Clinical Practicum in SLP (729.1), (729.2), (729.3)	Clinical Practicum in SLP (729.1), (729.2), (729.3)	Augmentative Communication (738), Voice Disorders (727), Advanced Anatomy, Physiology, and Neurology of the Speech Mechanism (728)	Special Problems-Independent Study (796)	
<b>Contemporary Professional Issues</b>	<b>Academic Course Title and #</b>	<b>Clinical Course Title and #</b>	<b>Practicum experience Title and #</b>	<b>Labs Title and # Or description</b>	<b>Research Title and # Or description</b>	<b>Other Title and # Or description</b>

Standards of ethical conduct	Clinical Methods in Speech-Language Pathology (725), Measurements and Evaluation of Speech and Language Disorders (733), Introduction to Techniques of Research in Speech-Language Pathology and Audiology (711), Professional Practice in the Educational Setting (725.1)	Clinical Methods in Speech-Language Pathology (725), Measurements and Evaluation of Speech and Language Disorders (733), Clinical Practicum in SLP (729.1), (729.2), (729.3)	Clinical Practicum in SLP (729.1), (729.2), (729.3)	Clinical Methods in Speech-Language Pathology (725), Measurements and Evaluation of Speech and Language Disorders (733)		Graduate orientation, pre-clinic workshops
Contemporary professional issues	Clinical Methods in Speech-Language Pathology (725), Measurements and Evaluation of Speech and Language Disorders (733), Special Problems (796), Introduction to Techniques of Research in Speech-Language Pathology and Audiology (711), Professional Practice in the Educational Setting (725.1)	Clinical Methods in Speech-Language Pathology (725), Measurements and Evaluation of Speech and Language Disorders (733), Clinical Practicum in SLP (729.1), (729.2), (729.3)	Clinical Practicum in SLP (729.1), (729.2), (729.3)	Clinical Methods in Speech-Language Pathology (725), Measurements and Evaluation of Speech and Language Disorders (733)		Graduate orientation, pre-clinic workshops
Certification, specialty recognition, licensure, and other relevant professional credentials	Professional Practice in the Educational Setting (725.1), Teaching in Least Restrictive Environments (ED726.2), Curriculum Modifications for Teaching students with Special Needs (ED750.4), Perspectives on Education: Teaching Children and Adolescents in Cultural Context (ED742), Autism Spectrum Disorders: An Introduction to Contemporary Issues (717)	Clinical Practicum in SLP (729.1), (729.2), (729.3)	Clinical Practicum in SLP (729.1), (729.2), (729.3)			Graduate orientation, pre-clinic workshops, graduation preparatory meeting, faculty advisor meetings
<b>Research</b>	<b>Academic Course Title and #</b>	<b>Clinical Course Title and #</b>	<b>Practicum experience Title and #</b>	<b>Labs Title and # Or description</b>	<b>Research Title and # Or description</b>	<b>Other Title and # Or description</b>
Processes used in research and the integration of research principles into evidence-based practice clinical practice	Introduction to Techniques of Research in Speech-Language Pathology and Audiology (711), Clinical Methods in Speech-Language Pathology (725), Measurements and Evaluation of Speech and Language Disorders (733), Senior Seminar (75)	Clinical Practicum in SLP (729.1), (729.2), (729.3)	Clinical Practicum in SLP (729.1), (729.2), (729.3)	Introduction to Techniques of Research in Speech-Language Pathology and Audiology	Introduction to Techniques of Research in Speech-Language Pathology	

				(711), Clinical Methods in Speech-Language Pathology (725), Measurements and Evaluation of Speech and Language Disorders (733)	and Audiology (711), Special Problems-Independent Study (796), Senior Seminar (75)	
<b>Principles and Methods of Prevention</b>	<b>Academic Course Title and #</b>	<b>Clinical Course Title and #</b>	<b>Practicum experience Title and #</b>	<b>Labs Title and # Or description</b>	<b>Research Title and # Or description</b>	<b>Other Title and # Or description</b>
Principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders across the life span, including consideration of anatomical/physiological, psychological, developmental, linguistic, and cultural correlates of the disorders	Advanced Anatomy, Physiology, and Neurology of the Speech Mechanism (728), Measurements and Evaluation of Speech and Language Disorders (733), Clinical Methods in Speech-Language Pathology (725), Dysphagia: Evaluation and Management (731.1), Diagnostic Audiology (741), Measurements and Evaluation of Speech and Language Disorders (733), Clinical Methods in Speech-Language Pathology (725), Articulation and Phonological Disorders (737), Speech and Language Based Learning Disabilities (736), Language Disorders of Children (721), Aphasia and Related Disorders of Language (726), Nature of Speech Disorders (38.1), Treatment of Speech Disorders (38.3)	Measurements and Evaluation of Speech and Language Disorders (733), Clinical Methods in Speech-Language Pathology (725), Clinical Practicum in SLP (729.1), (729.2), (729.3)	Clinical Practicum in SLP (729.1), (729.2), (729.3)	Clinical Methods in Speech-Language Pathology (725), Measurements and Evaluation of Speech and Language Disorders (733)	Special Problems-Independent Study (796)	
Interaction and interdependence of speech, language, and hearing in the discipline of human communication sciences and disorders	Therapeutic Relationship in Communication Disorders (715), Clinical Methods in Speech-Language Pathology (725), Measurements and Evaluation of Speech and Language Disorders (733)	Clinical Practicum in SLP (729.1), (729.2), (729.3)	Clinical Practicum in SLP (729.1), (729.2), (729.3)			
<b>Clinical Skills and Processes</b>	<b>Academic Course Title and #</b>	<b>Clinical Course Title and #</b>	<b>Practicum experience Title and #</b>	<b>Labs Title and # Or description</b>	<b>Research Title and # Or description</b>	<b>Other Title and # Or description</b>
Oral and written or other	Clinical Methods in Speech-Language	Clinical Methods in Speech-	Clinical	Clinical	Special	Writing

forms of communication	Pathology (725), Measurements and Evaluation of Speech and Language Disorders (733), Augmentative Communication (738)	Language Pathology (725), Measurements and Evaluation of Speech and Language Disorders (733), Clinical Practicum in SLP (729.1), (729.2), (729.3), Clinical Practicum in AuD (749.1)	Practicum in SLP (729.1), (729.2), (729.3)	Methods in Speech-Language Pathology (725), Measurements and Evaluation of Speech and Language Disorders (733), Augmentative Communication (738)	Problems-Independent Study (796)	workshops
Prevention, evaluation, and intervention of communication disorders and swallowing disorders	Advanced Anatomy, Physiology, and Neurology of the Speech Mechanism (728), Measurements and Evaluation of Speech and Language Disorders (733), Clinical Methods in Speech-Language Pathology (725), Dysphagia: Evaluation and Management (731.1), Diagnostic Audiology (741), Articulation and Phonological Disorders (737), Speech and Language Based Learning Disabilities (736), Language Disorders of Children (721), Aphasia and Related Disorders of Language (726)	Measurements and Evaluation of Speech and Language Disorders (733), Clinical Methods in Speech-Language Pathology (725), Clinical Practicum in SLP (729.1), (729.2), (729.3), Clinical Practicum in AuD (749.1)	Clinical Practicum in SLP (729.1), (729.2), (729.3) Clinical Practicum in AuD (749.1)	Advanced Anatomy, Physiology, and Neurology of the Speech Mechanism (728), Measurements and Evaluation of Speech and Language Disorders (733), Clinical Methods in Speech-Language Pathology (725)	Special Problems-Independent Study (796)	
Interaction and personal qualities, including counseling, collaboration, ethical practice, and professional behavior	Therapeutic Relationship in Communication Disorders (715), Clinical Methods in Speech-Language Pathology (725), Measurements and Evaluation of Speech and Language Disorders (733), Professional Practice in the Educational Setting (725.1)	Clinical Methods in Speech-Language Pathology (725), Measurements and Evaluation of Speech and Language Disorders (733), Clinical Practicum in SLP (729.1), (729.2), (729.3), Clinical Practicum in AuD (749.1)	Clinical Practicum in SLP (729.1), (729.2), (729.3), Clinical Practicum in AuD (749.1)	Measurements and Evaluation of Speech and Language Disorders (733), Clinical Methods in Speech-Language Pathology (725)		
Effective interaction with	Therapeutic Relationships in Communication	Clinical Methods in Speech-	Clinical	Measurements		



patients, families, professionals, and other individuals, as appropriate	Disorders (715), Clinical Methods in Speech-Language Pathology (725), Measurements and Evaluation of Speech and Language Disorders (733), Professional Practice in the Educational Setting (725.1)	Language Pathology (725), Measurements and Evaluation of Speech and Language Disorders (733), Clinical Practicum in SLP (729.1), (729.2), (729.3), Clinical Practicum in AuD (749.1)	Practicum in SLP (729.1), (729.2), (729.3), Clinical Practicum in AuD (749.1)	and Evaluation of Speech and Language Disorders (733), Clinical Methods in Speech-Language Pathology (725)		
Delivery of services to culturally and linguistically diverse populations	Clinical Methods in Speech-Language Pathology (725), Measurements and Evaluation of Speech and Language Disorders (733), Introduction to Second Language Acquisition and English Language Learning (735), Therapeutic Relationship in Communication Disorders (715)	Clinical Methods in Speech-Language Pathology (725), Measurements and Evaluation of Speech and Language Disorders (733), Clinical Practicum in SLP (729.1), (729.2), (729.3), Clinical Practicum in AuD (749.1)	Clinical Practicum in SLP (729.1), (729.2), (729.3), Clinical Practicum in AuD (749.1)	Measurements and Evaluation of Speech and Language Disorders (733), Clinical Methods in Speech-Language Pathology (725)	Special Problems-Independent Study (796)	
Application of the principles of evidence-based practice	Clinical Methods in Speech-Language Pathology (725), Measurements and Evaluation of Speech and Language Disorders (733)	Clinical Practicum in SLP (729.1), (729.2), (729.3), Clinical Practicum in AuD (749.1)	Clinical Practicum in SLP (729.1), (729.2), (729.3), Clinical Practicum in AuD (749.1)	Measurements and Evaluation of Speech and Language Disorders (733), Clinical Methods in Speech-Language Pathology (725)	Special Problems-Independent Study (796)	
Self-evaluation of effectiveness of practice	Clinical Methods in Speech-Language Pathology (725), Therapeutic Relationship in Communication Disorders (715)	Clinical Practicum in SLP (729.1), (729.2), (729.3) Clinical Practicum in AuD (749.1)	Clinical Practicum in SLP (729.1), (729.2), (729.3), Clinical Practicum in AuD (749.1)	Measurements and Evaluation of Speech and Language Disorders (733), Clinical Methods in Speech-Language Pathology (725)		