

Unit Plan for Assessing and Improving Student Learning in Degree Programs

Unit: Speech and Hearing Science (SHS)

Unit Head approval:

Date: 05/20/08

SECTION 1: PAST ASSESSMENT RESULTS

Brief description of changes or improvements made in your unit as the result of assessment results since 2000.

SHS offers a BS, an MA in Speech-Language Pathology (clinical), a non-clinical MA in Speech-Language Pathology, a doctor of audiology (AuD, clinical) and PhDs in both Speech-Language Science/Speech Language Pathology and Hearing Science/Audiology. For the two clinical programs, the Council on Academic Accreditation (CAA) in concert with our professional certifying agency, the American Speech-Language Hearing Association (ASHA) has implemented a considerably revised set of standards that must be met by all accredited programs. A further revision of the standards was instituted as of January 2008. As a result, many of our procedures for documenting student outcomes have been modified, and a number of new procedures have been instated (see appendices). In addition, the degree requirement for certification of audiologists has changed from a master's of audiology to a doctor of audiology (AuD) – going from a two- to a four-year program. The AuD program proposal was approved four years ago and has just completed its third year. Procedures for tracking students in the clinical programs are in the process of being modified to track students in the PhD program (as well as for the occasional non-clinical MA student).

We now have in place documentation of student formative and summative assessment in specific content areas for both knowledge and skills across the curriculum. Students' progress is recorded and then shared with each student each semester by faculty advisors. When progress is not satisfactory, a remediation plan is discussed and if needed, implemented. Although we have not essentially changed our method of operation in terms of ensuring quality education and positive student outcomes, we now have much stronger documentation of these indices of our program quality.

As a result of student feedback, and with agreement of the faculty, a number of specific curricular changes in the program have been made:

BS level

a series of three general introductory disorders classes were dropped and electives in specific disorders classes increased

based on demand, sections were added to courses in anatomy & physiology, deaf culture, ASL, and hearing health

MA level

lab section for swallowing course added
preschool disorders class moved to first semester of program
school-age disorders class moved to third semester of program

AuD Program

The entire program is new.

PhD Program

additional advanced seminars added: language science, children's writing, stuttering, speech production, TBI, early intervention, causal factors in child language disorders

early research project tuned towards eventual publication

SECTION 2: REVISED ASSESSMENT PLAN

(a) PROCESS: Brief description of the process followed to develop or revise this assessment plan.

For a period of approximately two academic years, the faculty met as a whole (often every other week) to discuss methods of documenting student formative and summative assessment of knowledge and skills across the required content areas including those from ASHA and our own departmental requirements. The MA curriculum committee also met frequently to optimize the curriculum in terms of courses offered, sequencing of courses, and development of documentation. Three areas were targeted:

1. depth and breadth of curriculum
2. method and timing of feedback to students
3. feedback from students and employers of graduates

Initial versions of new procedures were piloted and feedback was obtained from faculty regarding how students were assessed and from students regarding their experience of receiving regular formative assessment of their progress.

(b) STUDENT OUTCOMES: List Unit's student learning outcomes (knowledge, skills, and attitudes).

Central to the mission of SHS Department are (a) to prepare students to ameliorate communication disorders in their careers as speech-language pathologists and audiologists, and (b) to train students to contribute to the research and scientific knowledge base of the profession. In light of this mission, SHS is committed to enhancing students' knowledge and skills in the following general areas:

Outcome 1. The student has completed a program of study sufficient in **depth and breadth** for a specific degree program.

BS degree:

Students have demonstrated knowledge of the following:

principles of biological sciences, physical sciences, mathematics, and the social behavioral sciences.

basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.

Clinical MA and AuD degrees:

Students have demonstrated **knowledge** of the following:

the nature of communication disorders and differences, including the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the areas that pertain to the program of study (audiology or speech-language pathology)

principles and methods of prevention, assessment and intervention for people with communication disorders in areas that pertain to the program of study (audiology or speech-language pathology)

integration of research principles into evidence-based clinical practice

contemporary professional issues and credentials.

Students have demonstrated **skills** in the assessment and treatment of communication disorders in areas that pertain to the program of study (audiology or speech-language pathology) with individuals from culturally/linguistically diverse backgrounds and with client/patient populations across the life span.

PhD degree:

Students have demonstrated mastery of the **scientific knowledge base** of their areas of study.

Students have demonstrated skills in

the **conduct of scientific research** including development of theoretical bases for their research, statement of the problem/hypotheses, design of experimental method, collection of data, analysis of data, and interpretation of results.

Outcome 2. The student has completed a curriculum of academic (and clinical, if applicable) education that follows an appropriate **sequence of learning** sufficient to achieve the requisite skills for successful employment following graduation.

Outcome 3. The student has demonstrated the ability to read and **critically evaluate relevant literature** in the areas of speech, language and hearing science.

Outcome 4. The student has demonstrated knowledge of and ability to apply fundamental content from speech, language and hearing science and related disciplines (e.g., psychology, linguistics, biology, physics, engineering, education) in **understanding and solving problems** related to speech, language, and hearing science and disabilities

Outcome 5. The student possesses skill in **oral and written and other forms of communication** sufficient to convey information related to speech, language and hearing science and disabilities.

Outcome 6. The student has gained knowledge of **cultural/linguistic diversity across the life span**

Outcome 7. The student has demonstrated knowledge of **standards of ethical conduct.**

Outcome 8. The student has met the program's requirements for demonstrating satisfactory performance for (a) **progression through to a graduate-level training program** in speech-language pathology or audiology; and/or (b) **successful employment** following graduation.

(c) MEASURES AND METHODS USED TO MEASURE OUTCOMES:

For each class, research laboratory, and clinical experience, individual documentation of students' performance is maintained, stating which outcome measures were addressed in that experience, which course/lab/clinic goals met those measures, and how those were evaluated (exam, paper, presentation, patient treatment, e.g.). For the undergraduate program, students meet with the undergraduate advisor each semester to review scholastic performance and progress towards meeting department and university requirements. For MA and AuD programs, individual documentation forms (Appendix 1) for each class are completed, a formative assessment (Appendix 2) is maintained and reviewed each semester, and a Knowledge and Skills Acquisition form (Appendices 3 and 4) required by the accrediting body is also maintained. Electronic versions are retained by the Department. For the PhD program, a progress form (Appendix 5) is completed annually. Senior survey and MA exit survey (Appendix 7) are completed annually. An employer survey, currently under revision, is sent out every three years.

The table below provides a summary of additional student outcome assessment measures.

MEASURE	STATUS	PROGRAM	RESPONSIBLE PARTIES, OUTCOME(S) addressed
Ongoing Transcript Review/Academic Progress	In Place	BS, MA, AuD, PhD	Undergrad Advisor & Faculty 1-8
Periodic Reviews of Course Syllabi	In Place	BS, MA, AuD, PhD	Ed Policy Committee 1,5,6,8
Content and Sequencing of Courses	In Place	BS, MA, AuD, PhD	Ed Policy Committee 1,2,5,6,8
Senior Survey	In Place	BS	Undergrad Advisor Undergraduate Student Perceptions on 1-8
Annual Meetings with Dept. Head	In Place	BS, MA, AuD, PhD	Dept. Head Student Perceptions on 1-8
Student evaluation of courses	In place	BS, MA	University
Student evaluation of	Under	MA, AuD	Clinic Directors

clinical experience	modification		
Exit Survey	In Place	MA, AuD	Program and Clinic Directors Grad Student Perceptions on 1-8
External Evaluation	In Place	MA, AuD	Accrediting Body, External Evaluator 1-8
Comprehensive Examination (Praxis)	In Place	MA, AuD	Accrediting Body Primarily 1-3, 5
Professional Accreditation	In Place	MA, AuD	Accrediting Body, Program Director Primarily 1,5,6,7,8
Employer Survey	Under modification	MA, AuD	Program and Clinic Directors Employer Perceptions of 8

SECTION 3 : PLANS FOR USING RESULTS

(a) PLANS: Brief description of plans to use assessment results for program improvement.

Data gathered from all of the above measures are periodically reviewed by the Ed Policy Committee, Program Director, Clinic Directors, and faculty as a whole to determine effectiveness of measures and to develop plans for continued excellence commensurate with goals of the University and of the field of speech, language, and hearing sciences and disorders. Results will also be utilized to develop increased sharing of information between clinical practice and research endeavors in order to provide students with optimal training. Clinic evaluations will be integrated into the evaluation of the curriculum in its entirety. The ultimate goal is to prepare students for future careers in research and treatment of communication (and swallowing) processes and disabilities across the lifespan.

(b) TIMELINE FOR IMPLEMENTATION:

The measures reported here are all in place but continually require fine-tuning. Clinic evaluations by students will be modified to fit in with other evaluation measures. These, and senior and MA exit and employer surveys will be placed on-line using Survey Monkey or its equivalent. We expect to accomplish this during the Spring 2009 semester. Results of surveys from Spring/Summer 08 will be tabulated and discussed in Fall 2008 in light of need for future changes.

Appendix 1.
Sample Course Individual Documentation

Program Opportunity: SHS 410, Stuttering Date completed: Key

Student Name: _____

1	No evidence
2	Emerging
3	Present, frequent monitoring
4	Developed, can apply
5	Consistent application

Knowledge of Communication Disorders

Objectives:

1. Students will demonstrate basic knowledge of major factors in the epidemiology of stuttering: (a) incidence, (b) prevalence, (c) age, (d) gender, (e) heritability, (f) cultural factors

Source of Evidence: midterm exam, article review assignments

Competence Level: 1 2 3 4 5

2. Students will demonstrate knowledge of the course of stuttering: a. onset, b. developmental courses of persistency and natural recovery

Source of Evidence: midterm exam, article review assignments

Competence Level: 1 2 3 4 5

3. Students will demonstrate knowledge of the basic features of the symptomatology of stuttering: (a) types of disfluency, (b) overt physiological concomitants, (c) covert physiological concomitants, (d) affective reactions

Source of Evidence: midterm exam, classroom discussion

Competence Level: 1 2 3 4 5

Knowledge of Assessment and Intervention

3. Students will demonstrate knowledge of the basic features of the symptomatology of stuttering: (a) types of disfluency, (b) overt physiological concomitants, (c) covert physiological concomitants, (d) affective reactions

Source of Evidence: final exam, assessment assignment, stuttering experience

Competence Level: 1 2 3 4 5

4. Students will demonstrate ability to outline and describe procedures involved in evaluation of stuttering and assessment of therapeutic needs.

Source of Evidence: final exam, treatment plan assignment

Competence Level: 1 2 3 4 5

Signature of Instructor

Appendices 3 & 4

DOCUMENTATION OF AUDIOLOGY 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 audiology curriculum.

Foundations of Audiology Practice	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
Normal aspects of auditory physiology and behavior over the life span	540 Psychoacoustics 550 Assessment of Audition and Auditory Disorders 551 Electrophysiologic Indices of Audition & Balance 552 Diagnosis of Hearing Impairment in Infants & Young Children 593C Advanced Aural Rehabilitation 593O Auditory Physiology/Anatomy & Clinical Issues		557 Advanced Clinical Practicum in Audiological Assessment and (Re)Habilitation	593AA Laboratory Experience in Hearing Assessment 593HA Laboratory Experience in Hearing Aids	593 Research Project	
Interaction and interdependence of speech, language, and hearing in the discipline of human communication sciences and disorders	552 Diagnosis of Hearing Impairment in Infants & Young Children 593C Advanced Aural Rehabilitation 593CP Educational Audiology 593L Cochlear Implants					
Anatomy and physiology, pathophysiology and embryology, and development of the auditory and vestibular systems	550 Assessment of Audition and Auditory Disorders 552 Diagnosis of Hearing Impairment in Infants & Young Children 593M Medical Audiology 593O Auditory Physiology/Anatomy & Clinical Issues 593V Vestibular Assessment and Management ECE 598 The Speech Chain		“	“		
Principles, methods, and applications of psychoacoustics	540 Psychoacoustics 550 Assessment of Audition and Auditory Disorders ECE 598 The Speech Chain		“	“	593 Research Project	
Effects of chemical agents on the auditory and vestibular systems	550 Assessment of Audition and Auditory Disorders 552 Diagnosis of Hearing Impairment in Infants & Young Children 593M Medical Audiology 593O Auditory Physiology/Anatomy & Clinical Issues 593V Vestibular Assessment and Management		“	“		
Instrumentation and bioelectrical safety issues	550 Assessment of Audition and Auditory Disorders 551 Electrophysiologic Indices of Audition & Balance		“	“		

	553 Hearing Aids & Amplification 554 Seminar in Advanced Audiological Assessment 593CP Educational Audiology 593L Cochlear Implants 593V Vestibular Assessment and Management ECE 598 The Speech Chain					
Infectious/contagious diseases and universal precautions	550 Assessment of Audition and Auditory Disorders 553 Hearing Aids & Amplification 554 Seminar in Advanced Audiological Assessment		“	“		
Physical characteristics and measurement of acoustic stimuli	540 Psychoacoustics 550 Assessment of Audition and Auditory Disorders 551 Electrophysiologic Indices of Audition & Balance 553 Hearing Aids & Amplification 593CP Educational Audiology ECE 598 The Speech Chain		“	“	593 Research Project	
Physical characteristics and measurement of electric and other nonacoustic stimuli	552 Diagnosis of Hearing Impairment in Infants & Young Children 554 Seminar in Advanced Audiological Assessment 593L Cochlear Implants		“	“		
Principles and practices of research, including experimental design, evidence-based practice, statistical methods, and application to clinical populations	540 Psychoacoustics 552 Diagnosis of Hearing Impairment in Infants & Young Children 554 Seminar in Advanced Audiological Assessment 570 Quantitative Reasoning in Speech and Hearing Science		“	“	593 Research Project	
Medical/surgical procedures for treatment of disorders affecting auditory and vestibular systems	550 Assessment of Audition and Auditory Disorders 552 Diagnosis of Hearing Impairment in Infants & Young Children 593L Cochlear Implants 593M Medical Audiology 593V Vestibular Assessment and Management		“	“		
Client/patient characteristics (e.g., age, demographics, cultural and linguistic diversity, medical history and status, cognitive status, and physical and sensory abilities) and how they relate to clinical services	550 Assessment of Audition and Auditory Disorders 551 Electrophysiologic Indices of Audition & Balance 552 Diagnosis of Hearing Impairment in Infants & Young Children 553 Hearing Aids & Amplification 593CP Educational Audiology 593V Vestibular Assessment and Management		“	“		
Genetic bases of hearing and hearing loss	552 Diagnosis of Hearing Impairment in Infants & Young Children 593M Medical Audiology					
Speech and language characteristics across the life span associated with hearing impairment	593C Advanced Aural Rehabilitation 593CP Educational Audiology 593L Cochlear Implants		“	“		
Development of speech and	540 Psychoacoustics		“	“		

language production and perception	552 Diagnosis of Hearing Impairment in Infants & Young Children 593C Advanced Aural Rehabilitation					
Prevention and Identification of Auditory and Vestibular Disorders	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
Interact effectively with patients, families, other appropriate individuals, and professionals	550 Assessment of Audition and Auditory Disorders 551Electrophysiologic Indices of Audition & Balance 554 Seminar in Advanced Audiological Assessment 593C Advanced Aural Rehabilitation 593CP Educational Audiology 593L Cochlear Implants 593V Vestibular Assessment and Management		“	“		
Prevent the onset and minimize the development of communication disorders	550 Assessment of Audition and Auditory Disorders 552 Diagnosis of Hearing Impairment in Infants & Young Children 593C Advanced Aural Rehabilitation 593CP Educational Audiology 593L Cochlear Implants 593M Medical Audiology		“	“		
Identify individuals at risk for hearing impairment	550 Assessment of Audition and Auditory Disorders 552 Diagnosis of Hearing Impairment in Infants & Young Children 593CP Educational Audiology 593M Medical Audiology		“	“		
Apply the principles of evidence-based practice			“	“		
Screen individuals for hearing impairment and activity limitation or participation restriction using clinically appropriate and culturally sensitive screening measures	550 Assessment of Audition and Auditory Disorders 551Electrophysiologic Indices of Audition & Balance 552 Diagnosis of Hearing Impairment in Infants & Young Children 593CP Educational Audiology		“	“		
Administer conservation programs designed to reduce the effects of noise exposure and of agents that are toxic to the auditory and vestibular systems	551Electrophysiologic Indices of Audition & Balance 593CP Educational Audiology 593V Vestibular Assessment and Management		“	“		
Evaluation of Individuals with Suspected Disorders of Auditory, Balance, Communication, and Related Systems	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

Interact effectively with patients, families, professionals, and others, as appropriate	550 Assessment of Audition and Auditory Disorders 551Electrophysiologic Indices of Audition & Balance 554 Seminar in Advanced Audiological Assessment 593C Advanced Aural Rehabilitation 593CP Educational Audiology 593V Vestibular Assessment and Management		“	“		
Evaluate information from appropriate sources to facilitate assessment planning	550 Assessment of Audition and Auditory Disorders 551Electrophysiologic Indices of Audition & Balance 552 Diagnosis of Hearing Impairment in Infants & Young Children 553 Hearing Aids & Amplification 593CP Educational Audiology 593L Cochlear Implants 593V Vestibular Assessment and Management		“	“		
Obtain a case history	550 Assessment of Audition and Auditory Disorders 551Electrophysiologic Indices of Audition & Balance 552 Diagnosis of Hearing Impairment in Infants & Young Children 553 Hearing Aids & Amplification 593M Medical Audiology 593V Vestibular Assessment and Management		“	“		
Perform an otoscopic examination	550 Assessment of Audition and Auditory Disorders 552Diagnosis of Hearing Impairment in Infants & Young Children 593M Medical Audiology		“	“		
Remove cerumen, when appropriate	550 Assessment of Audition and Auditory Disorders 553 Hearing Aids & Amplification 593M Medical Audiology		“	“		
Administer clinically appropriate and culturally sensitive assessment measures	550 Assessment of Audition and Auditory Disorders 551Electrophysiologic Indices of Audition & Balance 593CP Educational Audiology 593V Vestibular Assessment and Management		“	“		
Perform audiologic assessment using physiological, psychophysical, and self-assessment measures	550 Assessment of Audition and Auditory Disorders 551Electrophysiologic Indices of Audition & Balance 553 Hearing Aids & Amplification 554 Seminar in Advanced Audiological Assessment 593M Medical Audiology 593V Vestibular Assessment and Management		“	“		
Perform electrodiagnostic test procedures	551Electrophysiologic Indices of Audition & Balance 552Diagnosis of Hearing Impairment in Infants & Young Children		“	“		
Perform balance system assessment and determine the need for balance rehabilitation	550 Assessment of Audition and Auditory Disorders 551Electrophysiologic Indices of Audition & Balance 552 Diagnosis of Hearing Impairment in Infants & Young		“	“		

	Children 593V Vestibular Assessment and Management					
Perform assessment for rehabilitation	593C Advanced Aural Rehabilitation		“	“		
Document evaluation procedures and results	550 Assessment of Audition and Auditory Disorders 551Electrophysiologic Indices of Audition & Balance 552Diagnosis of Hearing Impairment in Infants & Young Children 553 Hearing Aids & Amplification 593CP Educational Audiology 593L Cochlear Implants 593V Vestibular Assessment and Management		“	“		
Interpret results of the evaluation to establish type and severity of disorder	550 Assessment of Audition and Auditory Disorders 551Electrophysiologic Indices of Audition & Balance 552 Diagnosis of Hearing Impairment in Infants & Young Children 593CP Educational Audiology 593M Medical Audiology 593V Vestibular Assessment and Management		“	“		
Apply the principles of evidence-based practice			“	“		
Generate recommendations and referrals resulting from the evaluation process	550 Assessment of Audition and Auditory Disorders 551Electrophysiologic Indices of Audition & Balance 593CP Educational Audiology 593V Vestibular Assessment and Management		“	“		
Provide counseling to facilitate understanding of the auditory or balance disorder	552 Diagnosis of Hearing Impairment in Infants & Young Children 553 Hearing Aids & Amplification 554 Seminar in Advanced Audiological Assessment 593C Advanced Aural Rehabilitation 593CP Educational Audiology 593L Cochlear Implants		“	“		
Maintain records in a manner consistent with legal and professional standards	593B Ethics & Prof. Issues 593CP Educational Audiology		“	“		
Communicate results and recommendations orally and in writing to the patient and other appropriate individual(s)	550 Assessment of Audition and Auditory Disorders 551Electrophysiologic Indices of Audition & Balance 553 Hearing Aids & Amplification 593CP Educational Audiology 593V Vestibular Assessment and Management		“	“		
Use instrumentation according to manufacturer’s specifications and recommendations	550 Assessment of Audition and Auditory Disorders 551Electrophysiologic Indices of Audition & Balance 553 Hearing Aids & Amplification 556 Seminar in Sensory Prosthetic Devices for Individuals		“	“		

	with Hearing Loss 593C Advanced Aural Rehabilitation 593L Cochlear Implants 593V Vestibular Assessment and Management					
Determine whether instrumentation is in calibration according to manufacturer's specifications and recommendations	550 Assessment of Audition and Auditory Disorders 551 Electrophysiologic Indices of Audition and Balance 553 Hearing Aids and Amplification 554 Seminar in Advanced Audiological Assessment 556 Seminar in Sensory Prosthetic Devices for Individuals with Hearing Loss 593L Cochlear Implants		"	"		
Determine whether instrumentation is in calibration according to accepted standards	550 Assessment of Audition and Auditory Disorders 551 Electrophysiologic Indices of Audition & Balance 553 Hearing Aids & Amplification 554 Seminar in Advanced Audiological Assessment 556 Seminar in Sensory Prosthetic Devices for Individuals with Hearing Loss 593L Cochlear Implants		"	"		
Treatment of Individuals with Auditory, Balance, and Related Communication Disorders	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
Interact effectively with patients, families, professionals, and other appropriate individuals	550 Assessment of Audition and Auditory Disorders 593C Advanced Aural Rehabilitation 593CP Educational Audiology 593V Vestibular Assessment and Management		"	"		
Develop and implement treatment plans using appropriate data	553 Hearing Aids & Amplification 556 Seminar in Sensory Prosthetic Devices for Individuals with Hearing Loss Seminar in Sensory Prosthetic Devices for Individuals with Hearing Loss 593C Advanced Aural Rehabilitation 593CP Educational Audiology 593L Cochlear Implants 593V Vestibular Assessment and Management		"	"		
Discuss prognosis and treatment options with appropriate individuals	550 Assessment of Audition and Auditory Disorders 553 Hearing Aids & Amplification 593C Advanced Aural Rehabilitation 593CP Educational Audiology 593L Cochlear Implants 593M Medical Audiology		"	"		
Counsel patients, families, and other appropriate individuals	550 Assessment of Audition and Auditory Disorders 552 Diagnosis of Hearing Impairment in Infants & Young Children		"	"		

	553 Hearing Aids & Amplification 593CP Educational Audiology					
Develop culturally sensitive and age-appropriate management strategies	552Diagnosis of Hearing Impairment in Infants & Young Children 593C Advanced Aural Rehabilitation 593CP Educational Audiology		“	“		
Collaborate with other service providers in case coordination	552 Diagnosis of Hearing Impairment in Infants & Young Children 593CP Educational Audiology 593L Cochlear Implants 593M Medical Audiology		“	“		
Conduct self-evaluation of effectiveness of practice			“	“		
Perform hearing aid, assistive listening device, and sensory aid assessment	553 Hearing Aids & Amplification 556 Seminar in Sensory Prosthetic Devices for Individuals with Hearing Loss 593C Advanced Aural Rehabilitation 593CP Educational Audiology 593L Cochlear Implants		“	“		
Recommend, dispense, and service prosthetic and assistive devices	553 Hearing Aids & Amplification 556 Seminar in Sensory Prosthetic Devices for Individuals with Hearing Loss 593C Advanced Aural Rehabilitation 593L Cochlear Implants		“	“		
Provide hearing aid, assistive listening device, and sensory aid orientation	553 Hearing Aids & Amplification 556 Seminar in Sensory Prosthetic Devices for Individuals with Hearing Loss 593C Advanced Aural Rehabilitation 593L Cochlear Implants		“	“		
Conduct audiologic rehabilitation	553 Hearing Aids & Amplification 556 Seminar in Sensory Prosthetic Devices for Individuals with Hearing Loss 593C Advanced Aural Rehabilitation		“	“		
Monitor and summarize treatment progress and outcomes	553 Hearing Aids & Amplification 556 Seminar in Sensory Prosthetic Devices for Individuals with Hearing Loss 593C Advanced Aural Rehabilitation 593CP Educational Audiology 593L Cochlear Implants		“	“		
Assess efficacy of interventions for auditory and balance disorders	551Electrophysiologic Indices of Audition & Balance 553 Hearing Aids & Amplification 556 Seminar in Sensory Prosthetic Devices for Individuals with Hearing Loss 593C Advanced Aural Rehabilitation		“	“		

	593CP Educational Audiology 593L Cochlear Implants 593V Vestibular Assessment and Management					
Apply the principles of evidence-based practice			“	“		
Establish treatment admission and discharge criteria	553 Hearing Aids & Amplification 556 Seminar in Sensory Prosthetic Devices for Individuals with Hearing Loss 593C Advanced Aural Rehabilitation 593L Cochlear Implants		“	“		
Serve as an advocate for patients, families, and other appropriate individuals	552 Diagnosis of Hearing Impairment in Infants & Young Children 553 Hearing Aids & Amplification 593C Advanced Aural Rehabilitation 593CP Educational Audiology 593L Cochlear Implants		“	“		
Document treatment procedures and results	552 Diagnosis of Hearing Impairment in Infants & Young Children 593B Ethics & Prof. Issues 593L Cochlear Implants		“	“		
Maintain records in a manner consistent with legal and professional standards	552 Diagnosis of Hearing Impairment in Infants & Young Children 553 Hearing Aids & Amplification 593B Ethics & Prof. Issues 593C Advanced Aural Rehabilitation 593CP Educational Audiology 593L Cochlear Implants		“	“		
Communicate results, recommendations, and progress to appropriate individual(s)	552 Diagnosis of Hearing Impairment in Infants & Young Children 593B Ethics & Prof. Issues 593C Advanced Aural Rehabilitation 593CP Educational Audiology 593L Cochlear Implants		“	“		

APPENDIX V-B: 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 (IIIB)	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	300 Speech Science I 301 Speech Science II 320 Development of Spoken Language 470 Neural Basis of Speech and Language 513 Normal and Disordered Swallowing 571 Clinical Sociolinguistics					
Speech, Language, Hearing, Communication, and Swallowing Disorders and differences (IIIC)	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)	530 Development and Disorders of Phonology and Articulation 514 Motor Speech Disorder			A variety of research lab experiences are available as all faculty are active in research	A variety of research experiences are available as all faculty are active in research	599 MA thesis (optional)
Fluency (including etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, linguistic, and cultural correlates)	410 Introduction to Stuttering 510 Seminar in Stuttering			“	“	599 MA thesis (optional)
Voice and resonance, including respiration and phonation (including etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, linguistic, and cultural correlates)	411 Intro to Voice Disorders 593 Orofacial Anomalies and Voice Disorders			“	“	599 MA thesis (optional)
Receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities (including etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, linguistic, and cultural correlates)	531 Language Disorders in Preschool Children 532 Language Disorders in School Age Children 534 Aphasia and Related Disorders			“	“	599 MA thesis (optional)
Hearing, including the impact on speech and	450 Introduction to Hearing Disorders			“	“	599 MA thesis

language (including etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental linguistic, and cultural correlates)	and Audiometry 451 Aural Habilitation and Rehabilitation					(optional)
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)	513 Normal and Disordered Swallowing 593 Orofacial Anomalies and Voice Disorders			“	“	599 MA thesis (optional)
Cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, executive functioning) (including etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, linguistic, and cultural correlates)	531 Language Disorders in Preschool Children 532 Language Disorders in School Age Children 534 Aphasia and Related Disorders			“	“	599 MA thesis (optional)
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)	473 AAC 531 Language Disorders in Preschool Children 534 Aphasia and Related Disorders 571 Clinical Sociolinguistics			“	“	599 MA thesis (optional)
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)	473 AAC 531 Language Disorders in Preschool Children 532 Language Disorders in School Age Children 534 Aphasia and Related Disorders			“	“	599 MA thesis (optional)
Contemporary Professional Issues	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
Standards of ethical conduct	570 Quantitative Reasoning 593 Professional, Ethical, and Legal Issues in Audiology and Speech-Language Pathology					
Contemporary professional issues	570 Quantitative Reasoning 593 Professional, Ethical, and Legal Issues in Audiology and Speech-Language Pathology					
Certification, specialty recognition, licensure, and other relevant professional credentials	593 Professional, Ethical, and Legal Issues in Audiology and Speech-Language Pathology					
Research (IIRF)	Academic Course Title and #	Clinical Course	Practicum	Labs	Research	Other

		Title and #	experience Title and #	Title and # Or description	Title and # Or description	Title and # Or description
Processes used in research and the integration of research principles into evidence-based practice clinical practice	410 Introduction to Stuttering 510 Seminar in Stuttering 513 Normal and Disordered Swallowing 514 Motor Speech Disorders 530 Development and Disorders of Phonology and Articulation 531 Language Disorders in Preschool Children 532 School-age Language Disorders 534 Aphasia and Related Disorders 570 Quantitative Reasoning 593 Orofacial Anomalies and Voice Disorders			A variety of research lab experiences are available as all faculty are active in research	A variety of research experiences are available as all faculty are active in research	599 MA thesis (optional)
Principles and Methods of Prevention (IIID)	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
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	410 Introduction to Stuttering 411 Intro to Voice Disorders 473 AAC 510 Seminar in Stuttering 513 Normal and Disordered Swallowing 514 Motor Speech Disorders 530 Development and Disorders of Phonology and Articulation 531 Language Disorders in Preschool Children 532 School-age Language Disorders 534 Aphasia and Related Disorders 571 Clinical Sociolinguistics 593 Orofacial Anomalies and Voice Disorders	533 Advanced Language Diagnostics 575 Speech/Language Clinical Methods in the Schools		A variety of research lab experiences are available as all faculty are active in research	A variety of research experiences are available as all faculty are active in research	599 MA thesis (optional)
Interaction and interdependence of speech, language, and hearing in the discipline of human communication sciences and disorders	592 Proseminar 531 Language Disorders in Preschool Children 532 School-age Language Disorders 534 Aphasia and Related Disorders	533 Advanced Language Diagnostics		“	“	599 MA thesis (optional)
Clinical Skills and Processes (IV)	Academic Course Title and #	Clinical Course Title and #	Practicum experience	Labs Title and #	Research Title and #	Other Title and #

			Title and #	Or description	Or description	Or description
Oral and written or other forms of communication	410 Introduction to Stuttering 510 Seminar in Stuttering 513 Normal and Disordered Swallowing 514 Motor Speech Disorders 530 Development and Disorders of Phonology and Articulation 531 Language Disorders in Preschool Children 532 School-age Language Disorders 575 Speech/Language Clinical Methods in the Schools	577C Clinical Practicum 577D Clinical Diagnostics	576 Schools External Practicum 577C Clinical Practicum 577D Clinical Diagnostics 577E Clinical External Practicum			
Prevention, evaluation, and intervention of communication disorders and swallowing disorders		“	“			
Interaction and personal qualities, including counseling, collaboration, ethical practice, and professional behavior		“	“			
Effective interaction with patients, families, professionals, and other individuals, as appropriate		“	“			
Delivery of services to culturally and linguistically diverse populations		“	“			
Application of the principles of evidence-based practice		“	“			
Self-evaluation of effectiveness of practice		“	“			

Appendix 5
PhD Progress Form

DOCTORAL STUDENT ACADEMIC PLAN

Review Conducted during Year

Name: _____

Advisor: _____

Stage: _____

Dates of Applicable Time Period:

Department: _____

From: _____ To: _____

Objectives and timelines for the applicable time period

--

By signing below, all parties acknowledge that the objectives and timelines described above are acceptable.

Advisor: _____ Date: _____

Student: _____ Date: _____

DOCTORAL STUDENT ACADEMIC PROGRESS REPORT

To be completed by the advisor and/or advisory committee

Name: _____

Advisor: _____

Stage: _____

Dates of Applicable Time Period:

Department: _____

From: _____ To: _____

Evaluation of Progress				
	Research Plan	Coursework	Research Skills	Research Accomplishments
Meets Objectives				
Fails to Meet Objectives				
NA				

Explanation of above ratings

By signing below, all parties acknowledge that the evaluation and progress described above are acceptable.

Overall research progress: Satisfactory _____ NOT Satisfactory _____

Advisor: _____ Date: _____

Student: _____ Date: _____

Head or Director of Graduate Studies: _____ Date: _____
(or delegate)

	Low		Moderate		High	Low		Moderate		High
7. General quality of instruction you received in your program	<input type="checkbox"/>									
	Low		Moderate		High	Low		Moderate		High

Section B: General Professional Preparation

	Knowledge					Skills				
1. Oral presentation abilities	<input type="checkbox"/>									
	Low		Moderate		High	Low		Moderate		High
2. Critical thinking and problem-solving	<input type="checkbox"/>									
	Low		Moderate		High	Low		Moderate		High
3. Working as a team member	<input type="checkbox"/>									
	Low		Moderate		High	Low		Moderate		High
4. Overall preparation for employment	<input type="checkbox"/>									
	Low		Moderate		High	Low		Moderate		High
5. General satisfaction with your program	<input type="checkbox"/>									
	Low		Moderate		High	Low		Moderate		High

Specific Instructions: Open-Ended Questions

We are also interested in your general comments about the program and in your plans for the future. Please respond to Questions 1 and 2, below:

1. Please comment on the strengths and weaknesses of the M.A. program in the Department of Speech and Hearing Science. What is your general level of satisfaction with the program?
2. What are your plans for the coming year?