Undergraduate Program Assessment

Department of Communication Disorders

Student Learning Objectives

• Students will be able to describe the basic anatomy and physiology of the speech production mechanism.
• Students will be able to explain the basic physiological and perceptual processes underlying normal and impaired hearing.
• Students will be able to describe how the structures and processes of the central and peripheral nervous systems regulate the perception and production of normal and disordered speech and language.
• Students will be able to explain how the four body-systems (i.e. respiratory, phonatory, articulatory, and auditory) responsible for human communication work together to produce and perceive speech.
• Students will be able to describe major milestones in language development and relate them to ages at which children typically acquire these structures.
• Students will be able to discuss characteristics of both the environment and the child that contribute to individual differences in speech and language acquisition.
• Students will be able to identify and discuss familial, medical, and environmental risk factors for communication disorders.
• Students will be able to identify and recognize the most common speech sound types and variations of English.
• Students will be able to explain how individual phonemes are produced, and how this production influences their acoustical properties.
• Students will be able to use the International Phonetic Alphabet to accurately transcribe speech samples of individuals with normal or impaired speech production.
• Students will be able to explain the distinction between a communication difference and a communication disorder.
• Students will be able to demonstrate an awareness and understanding of how families cope with a member who has a communication disorder.
• Students will be able to identify the types of information that should be included in the subjective, objective, assessment, and plan sections of a clinical note.
• Students will be able to describe the components of a comprehensive clinical report.
• Students will be able to identify ethical concerns and conflicts of interest that may arise in the field of communication sciences and disorders.
• Students will be able to identify the scopes of practice of speech-language pathologists and audiologists.
• Students will be able to describe the symptoms and characteristics of a variety of disorders that affect communication across the lifespan.
• Students will be able to identify the type and severity of hearing loss when provided with an audiogram.
• Students will be able to analyze a language sample and compare the structures therein to norms for typical language development.
• Students will be able to discuss one or more approaches that researchers might use to learn about normal or disordered human communication.

Assessment tools

• Direct: assessment of student attainment of learning outcomes through course assessment procedures and tools (e.g. exams, papers, presentations, online quizzes, etc.)
• Completion of course evaluation forms by students at the end of each semester with reviews of the comments by faculty and the Department Chair.
• Review of undergraduate curriculum by the department’s curriculum committee to ensure that appropriate coursework is being offered so that students can achieve the learning outcomes listed above.
Highlighted recent activities

- Two elective classes have been added to the undergraduate curriculum that are intended to better prepare students for direct employment after completing the undergraduate program.
- New anatomical models and a number of educational software programs were purchased for use in course labs and course-related practice activities (e.g. practice with phonetic transcription).