

**University of Northern Colorado**  
**College of Health and Human Sciences**  
**Department of Communication Disorders**  
**B.S. in Communication Disorders- Assessment Profile**

Characteristics of Undergraduate Communication Disorders Majors	Expected Learning Outcomes	Curriculum	Assessment Approaches and Methods	Feedback Loop
<p>The undergraduate preprofessional program in Communication Disorders should appeal to persons who:</p> <ul style="list-style-type: none"> <li>• Enjoy solving problems related to the health-care and educational needs of persons with communication disorders</li> <li>• Are interested in, and have an aptitude for, the physical &amp; biological sciences</li> <li>• Are self-motivated and committed to focused, active learning</li> <li>• Think critically about theoretical &amp; practical issues</li> <li>• Enjoy relating to others, have a sincere desire to help other people, &amp; are sensitive and tactful in their dealings with others</li> <li>• Communicate effectively in both written &amp; oral forms</li> <li>• Are interested in serving as a member of a professional team</li> <li>• May contribute new knowledge to the disciplines</li> <li>• Adhere to a code of personal conduct consistent with the principles of ethics underlying the professions and who</li> <li>• Aspire to professional practice in audiology and/or speech-language pathology (through pursuit of degrees at the master's or doctoral levels) or in other health or education</li> </ul>	<p>Students who successfully complete the pre-professional Program in Communication Disorders will have acquired basic knowledge and skills with respect to:</p> <ul style="list-style-type: none"> <li>• The scope of practice associated with the professions of speech-language pathology &amp; audiology and the fundamentals of ethical professional practice</li> <li>• Anatomical, physiological, &amp; neurological bases of normal speech, language, &amp; hearing</li> <li>• Normal development of speech, language &amp; hearing</li> <li>• Rates of occurrence, etiologies, &amp; symptomatologies of major speech, language &amp; hearing problems</li> <li>• Effects of cultural, ethnic &amp; socioeconomic variables on speech, language &amp; hearing</li> <li>• The physics of sound as it relates to human communication</li> <li>• Screening and assessing speech, language &amp; hearing disorders</li> <li>• Developing appropriate prevention and intervention strategies, including referrals to other professionals or agencies.</li> </ul>	<p><b><u>Normal Aspects of Speech, Language, &amp; Hearing</u></b></p> <p>CMDS 160 – Intro to Human Comm Disorders            CMDS 260 – Intro to Phonetics            CMDS 265 – Phys &amp; Biol Acoustics            CMDS 266 – Normal Speech &amp; Language Development            CMDS 267 – Anat &amp; Phys of Sp and Hearing Mechanism            Zoo 115 – Human Biology            Zoo 245 – Intro to Human Anatomy &amp; Physiology</p> <p><b><u>Speech/Language/Hearing Disorders</u></b></p> <p>CMDS 360 – Voice &amp; Artic Dis            CMDS 365 – Language Disorders in Children            CMDS 366 – Language Sampling Processes            CMDS 370 – Basic Audiology            CMDS 386 – Basic Clin Strategies in SLP/A            CMDS 431 – Organically-Based Dis            CMDS 467 – Diagnostic Methods &amp;</p>	<p>Mastery of departmental standards is assessed using a variety of forms, including:</p> <ul style="list-style-type: none"> <li>• objective tests</li> <li>• essay tests</li> <li>• onsite and internet laboratories</li> <li>• clinical observations</li> <li>• role-playing activities</li> <li>• case studies</li> <li>• otoscopic observations</li> <li>• projects</li> <li>• term papers</li> <li>• clinical demonstrations</li> <li>• analyses</li> <li>• literature/test reviews</li> <li>• oral &amp; written reports</li> <li>• critiques, and</li> <li>• reflections.</li> </ul> <p>All courses are evaluated by students each semester. Evaluations of academic advising are collected annually.</p>	<p>Each Spring semester, standing departmental committees review assessments pertinent to their charges; e.g., the Clinic Operations Committee reviews:</p> <ul style="list-style-type: none"> <li>• student feedback about clinical supervisors</li> <li>• supervisors' evaluations of students' clinical performance in practica</li> <li>• client feedback about clinical services</li> </ul> <p>and reports data and recommendations to the faculty as a whole and to the Curriculum Committee, as needed. Any needed modifications in curricula are reviewed/developed by the Curriculum Committee and forwarded to the faculty as a whole for action.</p>

professions.		Methods & Observation CMDS 470 – Comm Dis of Aging CMDS 474 – Clinical Practicum in Audiology CMDS 478 – Aural Rehab & Ampli- fication CMDS 483 – Entry/Primary SLP Practicum EDSE 451 – Basic Sign Language		
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