

LSC Use Only Proposal No: AP-4/5/12 UWUCC Use Only Proposal No: 11-116a
 LSC Action-Date: AP-4/5/12 UWUCC Action-Date: App-4/24/12 Senate Action Date: App-5/01/12

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit Speech Pathology and Audiology Program; Dept. of Special Education and Clinical Services	Phone Lisa Price:7-5687; Jill Brady 7-5681

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

New Course	Course Prefix Change	Course Deletion
Course Revision	Course Number and/or Title Change	Catalog Description Change

Current course prefix, number and full title: _____

Proposed course prefix, number and full title, if changing: _____

2. Liberal Studies Course Designations, as appropriate
 This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

Learning Skills
 Knowledge Area
 Global and Multicultural Awareness
 Writing Across the Curriculum (W Course)

Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)

<input type="checkbox"/> Global Citizenship	<input type="checkbox"/> Information Literacy	<input type="checkbox"/> Oral Communication
<input type="checkbox"/> Quantitative Reasoning	<input type="checkbox"/> Scientific Literacy	<input type="checkbox"/> Technological Literacy

3. Other Designations, as appropriate

Honors College Course
 Other: (e.g. Women's Studies, Pan African)

4. Program Proposals

<input checked="" type="checkbox"/> Catalog Description Change	<input checked="" type="checkbox"/> Program Revision	<input type="checkbox"/> Program Title Change	<input type="checkbox"/> New Track
<input type="checkbox"/> New Degree Program	<input type="checkbox"/> New Minor Program	<input type="checkbox"/> Liberal Studies Requirement Changes	<input type="checkbox"/> Other

Current program name: BSED Speech-Language Pathology and Audiology

Proposed program name, if changing: _____

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>David W. Stearns</i>	11-28-2011
Department Chairperson(s)	<i>Bryan Kulick</i>	11/19/2011
College Curriculum Committee Chair	<i>Edgar Reilly</i> JECC - Course Chair	2/28/12
College Dean	<i>Alexander J. ...</i>	3/1/12
Director of Liberal Studies (as needed)	<i>Dr. A. ...</i>	4/9/12
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	<i>Gail Sedquist</i>	4/24/12

<p>Received</p> <p>APR 13 2012</p> <p>Liberal Studies</p>	<p>Received</p> <p>APR 9 2012</p> <p>Liberal Studies</p>	<p>Received</p> <p>MAR 2 2012</p> <p>Liberal Studies</p>
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PROPOSED UNDERGRADUATE CATALOG DESCRIPTION

Completion of the sequence of courses in Speech-Language Pathology and Audiology serves as a pre-professional program for students planning to become practicing speech-language pathologists or audiologists. Students entering the undergraduate program should be aware of the following:

1. IUP is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association and qualifies a person for the Certificate of Clinical Competence from the American Speech-Language-Hearing Association and Pennsylvania State Licensure.
2. National certification, state licensure, and Pennsylvania Department of Education Certification in Speech-Language Impaired are available only to holders of the master's degree in Speech-Language Pathology.
3. Students will need to project a minimum cumulative GPA of 3.0 or higher to qualify for admission to most graduate schools.
4. Upon completion of a master's degree at IUP, students will be prepared to provide services in work settings such as hospitals, community clinics, public health programs, and rehabilitation settings.
5. In order to meet the requirements for certification in Speech-Language Impaired from the Pennsylvania Department of Education, students must successfully complete the College of Education and Educational Technology requirements listed below prior to enrollment in the Master of Science degree in the Speech-Language Pathology program at IUP.

Students must also complete 25 hours of observation in speech-language pathology supervised by an IUP faculty member who holds a Certificate of Clinical Competence in Speech-Language Pathology. These are completed through enrollment in SPLP 341 and 441.

Transfers, changes of major, and post-baccalaureate admissions into the undergraduate Speech-Language Pathology program will be approved on a competitive basis on specific dates. For a prospective student to be considered for admission on those dates, the minimum criteria include a minimum cumulative grade point average of 3.0 in all undergraduate coursework, passing standardized exam scores, an interview, and an essay. Please contact the Speech-Language Pathology Program Director for more information.

Part II Description of Curriculum Change

1. Catalog description

Old Catalog Description and Course Sequence		New Catalog Description and Course Sequence	
<p>Completion of the sequence of courses in Speech-Language Pathology and Audiology serves as a pre-professional program for students planning to become practicing speech-language pathologists or audiologists. Students entering the undergraduate program should be aware of the following:</p> <ol style="list-style-type: none"> 1. IUP is accredited by the Educational Standards Board of the American Speech-Language-Hearing Association and qualifies a person for the Certificate of Clinical Competence from the American Speech-Language-Hearing Association and Pennsylvania State Licensure. 2. National certification, state licensure, and Pennsylvania Department of Education Certification in Speech-Language Impaired are available only to holders of the master's degree in Speech-Language Pathology. 3. Students will need to project a minimum cumulative GPA of 3.0 to qualify for admission to most graduate schools. 4. Upon completion of a master's degree at IUP, students will be prepared to provide services in work settings such as hospitals, community clinics, public health programs, and rehabilitation settings. 5. Students who elect to prepare for certification in Speech-Language Impaired from the Pennsylvania Department of Education must successfully complete the College of Education and Educational Technology requirements listed below prior to enrollment in the Master of Science degree in the Speech-Language Pathology program at IUP. <p>The University Speech and Hearing Clinic serves as the laboratory for the undergraduate clinical practicum. Prior to registration for the clinical practicum course (SPLP 420), students must earn a minimum cumulative 3.0 GPA and complete the following hours of observation through enrollment in EDUC 242 and 342:</p> <ol style="list-style-type: none"> A. 25 hours of observation in speech-language pathology supervised by an IUP faculty member who holds a Certificate of Clinical Competence in Speech-Language Pathology. B. 20 hours of classroom observation: <ol style="list-style-type: none"> 1. Five hours in regular education classrooms, K-3. 2. Five hours in special education classrooms. 3. Five hours in regular education classrooms with integrated special students. 4. Five hours in community facilities such as preschools, sheltered workshops, etc. Services in this category should be of a non-educational, non-speech pathology type. 		<p>Completion of the sequence of courses in Speech-Language Pathology and Audiology serves as a pre-professional program for students planning to become practicing speech-language pathologists or audiologists. Students entering the undergraduate program should be aware of the following:</p> <ol style="list-style-type: none"> 1. IUP is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association and qualifies a person for the Certificate of Clinical Competence from the American Speech-Language-Hearing Association and Pennsylvania State Licensure. 2. National certification, state licensure, and Pennsylvania Department of Education Certification in Speech-Language Impaired are available only to holders of the master's degree in Speech-Language Pathology. 3. Students will need to project a minimum cumulative GPA of 3.0 or higher to qualify for admission to most graduate schools. 4. Upon completion of a master's degree at IUP, students will be prepared to provide services in work settings such as hospitals, community clinics, public health programs, and rehabilitation settings. 5. In order to meet the requirements for certification in Speech-Language Impaired from the Pennsylvania Department of Education, students must successfully complete the College of Education and Educational Technology requirements listed below prior to enrollment in the Master of Science degree in the Speech-Language Pathology program at IUP. <p>Students must also complete 25 hours of observation in speech-language pathology supervised by an IUP faculty member who holds a Certificate of Clinical Competence in Speech-Language Pathology. These are completed through enrollment in EDUC 242 and 342.</p>	
Bachelor of Science in Education–Speech-Language Pathology and Audiology (*)		Bachelor of Science in Education–Speech-Language Pathology and Audiology (*)	
Liberal Studies: As outlined in Liberal Studies section with the following specifications:	51	Liberal Studies: As outlined in Liberal Studies section with the following specifications:	49-50
Mathematics: 6cr, MATH 217 and any course from the approved list		Mathematics: 3cr	
Natural Science: laboratory science sequence required (BIOL 103-104 recommended)		Natural Science: BIOL 104 required; any PHYS or CHEM; PHYS 105 or SCI 105 recommended	
Social Science: PSYC 101		Social Science: PSYC 101	
Liberal Studies Electives: 6cr, PSYC 310, no courses with SPLP prefix		Liberal Studies Electives: 9cr, PSYC 310, MATH 217, no courses with SPLP prefix	
Pre-Teacher Certification Track only: 10	10		
Pre-professional Education Sequence:		Pre-professional Education Sequence: 6	6
COMM 103 Digital Instructional Technology 3cr	3	EDEX 103 Technology in Special Education or COMM 103 Digital Instructional Technology 3cr	3
EDSP 102 Educational Psychology 3cr	3	EDSP 102 Educational Psychology 3cr	3
Professional Education Sequence:		Professional Education Sequence: 4	4
EDUC 442 School Law 1cr	1	EDUC 442 School Law 1cr	1

SPLP 412 Organization and Administration of Speech and Hearing Program 3cr	3	SPLP 412 Organization and Administration of Speech, Language, and Hearing Programs 3cr	3
Major: 38	38	Major: 41	41
Required Courses:		Required Courses:	
EDEX 111 Introduction to Exceptional Persons 3cr	3	EDEX 111 Introduction to Exceptional Persons 3cr	3
EDEX 222 Methods of Teaching Reading to Persons with Disabilities 3cr	3		
EDUC 242 Pre-Student Teaching Clinical Experience I 1cr	1	EDUC 242 Pre-Student Teaching Clinical Experience I 1cr	1
EDUC 342 Pre-Student Teaching Clinical Experience II 1cr	1	EDUC 342 Pre-Student Teaching Clinical Experience II 1cr	1
SPLP 111 Introduction to Communication Disorders 3cr	3	SPLP 111 Introduction to Communication Disorders 3cr	3
SPLP 122 Clinical Phonology 3cr	3	SPLP 122 Clinical Phonology 3cr	3
SPLP 222 Introduction to Audiology 3cr	3	SPLP 222 Introduction to Audiology 3cr	3
SPLP 242 Speech Science I 3cr	3	SPLP 242 Speech Science I: Theory & Measurement 3cr	3
SPLP 251 Anatomy and Physiology of the Speech and Hearing Mechanism 3cr	3	SPLP 251 Anatomy and Physiology of the Speech and Hearing Mechanism 3cr	3
		SPLP 275 Language Science 3 cr	3
SPLP 311 Aural Rehabilitation 3cr (1)	3	SPLP 311 Aural Rehabilitation 3cr (1)	3
SPLP 334 Language Development 3cr	3	SPLP 334 Language Development 3cr	3
SPLP 342 Speech Science II 3cr	3	SPLP 342 Speech Science II: Neuroscience 3cr	3
		SPLP 401 Communication and Social Competence for Children with Autism 3 cr	3
SPLP 406 Articulation and Language Disorders 3cr	3	SPLP 406 Clinical Management of Articulation and Language Disorders 3cr	3
SPLP 408 Stuttering and Voice Disorders 3cr	3	SPLP 408 Organic Disorders 3cr	3
Free Electives: 21 or 31	21 or 31	Free Electives:	19-20
EDUC 499 and SPLP 420 recommended		SPLP 420 recommended (3 cr)	3
General Track 31cr	31		
Pre-Teacher Certification Track 21cr	21		
Total Degree Requirements: 120	120	Total Degree Requirements: 120	120
(* See requirements leading to teacher certification, titled "3 Step Process for Teacher Education," in the College of Education and Educational Technology section of this catalog. (1) A minimum cumulative 3.0 GPA is required to enroll in all 300- and 400-level courses for both pre-teacher certification and non-certification Speech-language pathology majors.		(* See requirements leading to teacher certification, titled "3 Step Process for Teacher Education," in the College of Education and Educational Technology section of this catalog. (1) Admission to the College of Education Step 1 is required to enroll in 300- and 400-level courses.	

2. Summary of Changes

The professional training program in Speech-Language Pathology is now in its third cycle (2004-2012) of accreditation by the Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA). Our curriculum was substantially revised in 1993; however, given the considerable changes in both the healthcare and educational workplace environments in which our graduates practice, it is time to update our program to better prepare our students for the demands of the field. The purpose and need for the degree continue unchanged; the pattern and emphases within are being modified.

There are two intertwined changes in this proposal:

- 1.) The pattern of coursework across the undergraduate (B.S.Ed.) and the graduate degree (M.S.) will be further integrated into a coherent, ongoing sequence of academic and clinical experiences for all of our students.

2.) The content of the undergraduate curriculum will be modified to better prepare our students for graduate programs. This will involve changing some course titles, realigning the content in those classes, adding two courses in language science and autism, and eliminating two previously required courses (EDUC 499; EDEX 222). The changes are described in Table 1.

These changes will maintain consistency with federal regulations in the Individuals with Disabilities Education Act (the standards being enforced by school districts in the Commonwealth), both the current and proposed standards of the Pennsylvania Department of Education, the requirements for Pennsylvania speech-language pathology licensure, and the accreditation and certification standards of ASHA.

Table 1 Course	Current Curriculum	New Curriculum
BIO 103	Currently we recommend BIO 103 & 104 lab series to meet Liberal Studies science requirements.	We will require BIO 104 with a lab to meet Liberal Studies science requirements and to satisfy ASHA requirements for biological sciences. BIO 104 will contain the human anatomy content after changes take place in the course structure for LS; therefore, 104 will be what our students need in the future.
Any PHYS or CHEM; Recommend PHYS 105 (3 cr) Physics of Light and Sound OR SCI 105 (4 cr) Physical Science I	We currently recommend the course Physics of Light and Sound to satisfy a liberal studies elective and to satisfy ASHA's requirement for a physical science.	Students will be allowed to take any PHYS or CHEM course to satisfy the ASHA requirement for a physical science. This will also satisfy an IUP LS science requirements. We will recommend that students take PHYS 105 or SCI 105. The physics department can accommodate our students in these courses. A letter of support is attached.
PSYC 310 Developmental Psychology	Required Elective to cover development across the lifespan.	Continue to require this course as it satisfies ASHA's requirement for a course on normal development across the lifespan.
EDSP 102 Educational Psychology	Required for PA Dept of Education Certification.	Continue to require this course for PA Dept of Education Certification.
COMM 103 OR EDEX 103	Currently, COMM 103, Digital Instructional Technology, is required.	EDEX 103 Technology in Special Education is the course that our students typically take because the content is more specific to special education. COMM 103 is an option as an alternative.
EDEX 111 Introduction to Exceptional Persons	Required for the major	EDEX 111 is now open only to ECSP majors; therefore, EDEX 110 will be the course required for our students. The content covered in EDEX 110 will be the same as in EDEX 111; however, it will be open to SPLE, Disability Services, Deaf Education majors.
EDUC 242 & 342 Prestudent Teaching I & II	Together, these courses enable students to meet the observation requirements for eventual certification by the American Speech-Language Hearing Association (ASHA) and for Pennsylvania Department of Education certification in Speech and Language Impaired. These requirements include clinical observations of speech-language	These courses will remain required for students to obtain the observation hours needed for ASHA.

	treatment sessions as well as classroom observation.	
Course	Current Curriculum	New Curriculum
EDUC 499 Multicultural/Multiethnic Education	Recommended as an elective course.	No longer recommended because of the infusion of multicultural emphasis within our SPLP course content.
EDEX 222 Methods of teaching reading to persons with disabilities	Required course.	This course will be eliminated as a requirement. Our students receive education about reading disabilities within several courses in the speech-pathology program at the graduate level. A letter of support is attached from EDEX program.
SPLP 111 Intro to Communication Disorders	No Changes. Not included in the proposal.	
SPLP 122 Clinical Phonology		Added more indepth information on articulation and phonological disorders, and practice with transcription of dialect variations.
SPLP 222 Intro to Audiology		The course objectives and content have been updated. Course revision documents, the new syllabus, and the old syllabus of record are included.
SPLP 242 & 342 Speech Science I and II	Currently, relevant neuroscience topics are addressed in both of these courses. Swallowing is not covered. Speech Science I includes content on hearing instrumentation and measurement.	The neuroscience content previously addressed in both of these courses will be covered in Speech Science II. Speech Science I now includes an introduction to swallowing evaluation, which was previously only done at the graduate level. This better prepares students for graduate school and allows the graduate level course to focus more on swallowing intervention. The information on hearing instrumentation and measurement has been removed and will be taught in SPLP 222 Introduction to Audiology.
SPLP 251 Anatomy & Physiology of the Speech and Hearing Mechanism	Currently, this course contains content on hearing anatomy but does not include information on swallowing.	In the new course syllabus, hearing anatomy is removed because it will be covered in SPLP 222, Intro to Audiology. Added to the course is content on the anatomy and physiology of swallowing. Swallowing disorders account for nearly 75% of clinical caseloads in healthcare settings.

Course	Current Curriculum	New Curriculum
SPLP 275 Language Science	This course does not exist within the current curriculum.	This new course will be added to the undergraduate sequence in order to provide students with an overview of normal language processes, and the relationship between cognition and language. A letter of support is included from the English department.
SPLP 311 Aural Rehabilitation	Required for major.	Continue to be required for major. A course revision is included to reflect changes in course objectives and content.
SPLP 334 Language Development	Content focused on development of oral language.	Revision adds to the course content development of written language, analysis of written language samples, and increases coverage of dialects and bilingualism.
SPLP 401 Communication and Social Competence for Children with Autism	This course does not exist within the current curriculum.	This new course will be added to the undergraduate sequence in order to educate students about how to manage the needs of this growing clinical population. This course is proposed as a writing intensive course for two reasons: (1) this will provide our students with 2 writing intensive courses that are required within our program; (2) this will provide our students with additional opportunities to practice and receive feedback on clinical writing, and thus, better prepare them for the type of writing required in graduate school and in the workplace.

Course	Current Curriculum	New Curriculum
SPLP 406 Articulation and Language	This is a survey course that covers the assessment and treatment of articulation and language disorders, as well as speech and language characteristics of various special populations.	This course title will be changed to “Clinical Management of Articulation and Language Disorders”. This will be done to reflect the change in course content, in which greater emphasis will be placed on clinical problem solving for both the assessment and treatment of articulation and language disorders.
SPLP 408 Stuttering and Voice Disorders	This course currently covers clinical management of stuttering and voice disorders.	This course title will be changed to “Organic Disorders” and will cover clinical management of fluency, voice, and swallowing disorders. The addition of swallowing disorders content provides an introduction at the undergraduate level for this required professional knowledge. In order to add the swallowing content, the depth of information on fluency and voice has been decreased. This is not a problem because fluency and voice have dedicated courses at the graduate level, so the content removed from this course will be covered later. A master’s degree is required for entry into the profession of speech-language pathology.
SPLP 412 Organization & Administration of Speech, Language, and Hearing Programs	Currently, this course covers the organization and administration of clinical services in educational settings.	This course will cover the organization and administration of clinical services in both educational and medical settings. It is important for our students to receive explicit instruction on the regulatory aspects of both education and healthcare settings given that our students do externships in both settings and upon graduation they must be qualified to enter both settings.
SPLP 420 Speech Clinic	No Change. Not included in proposal.	

3. Rationale for Changes

The changes outlined in the table above are in response to changes both in the certification and program accreditation requirements as well as changes in the fields of speech-language pathology and audiology. Additionally, some of the proposed changes will create greater alignment between our educational program and the demands of the profession. Lastly, some revisions reflect changes in the distribution of course content, in order to either cover the information in a more consolidated manner or to eliminate redundant information. The rationales for specific course changes or additions are listed below.

1.) **Changes related to certification and accreditation requirements:**

- BIO 104, PHYS or SCI 105 – will be required in order to meet the ASHA accreditation requirements for biological and physical sciences. These will also satisfy IUP LS requirements.

2.) **Changes related to change in the professions**

- SPLP 401 Communication and Social Competence in Children with Autism – The addition of a course on speech and language in children with autism spectrum disorders is important given the recent rise in the number of children who are being diagnosed. This course will prepare our students to identify and treat speech and language difficulties in children with autism spectrum disorders, collaborate with teams who work with families, and understand the types of educational programs provided to these children in schools.
- SPLP 408 – Organic Disorders – The addition of swallowing disorders content will be added to the current course content on fluency and voice in order to provide students with required professional knowledge upon entry to graduate school. Speech-language pathologists who work in medical and rehabilitation settings are increasingly treating patients with swallowing disorders. This content will enable future professionals to better serve this population. To reflect this change in content, the title will be changed from Fluency & Voice to Organic Disorders.

3.) **Changes to better prepare students for the professions**

- SPLP 275 – Language Science – In order for speech-language pathologists to assess and treat clients for language disorders, they must be able to identify which specific aspects of their language are impaired. Doing this effectively requires them to understand the unimpaired processes of language comprehension and production. This course will provide students with an in-depth understanding of these processes. Some of this content is covered briefly in other courses; however, the addition of this course will allow for the material to be covered in greater depth. It will also allow for discussion of the relationship among language processes (e.g., word retrieval and sentence formulation) that is not possible when the material is distributed across several courses/semesters. In addition, this material is covered on The Praxis Examination in Speech Language Pathology; therefore, it will ensure that our students are better prepared for that exam.
- SPLP 406 – Articulation and Language Disorders – Speech-language pathologist must routinely engage in clinical problem solving, which includes interpreting assessment results and planning appropriate treatment. In order to better prepare students to solve the clinical problems that they

will encounter professionally, this course will incorporate clinical problem solving (case-based learning) in addition to its previous content concerning the nature of various articulation and language disorders. To reflect this change in content, the title will be changed to Clinical Management of Articulation and Language Disorders.

- SPLP 412 - Organization & Administration of Speech, Language, and Hearing Programs – This course currently covers the organization and administration of clinical services in educational settings. To provide relevant information for students planning to work in *medical* as well as educational settings, the new course content will focus on the provision of services in both of these settings.

4.) **Changes in the distribution of information**

- Elimination of EDEX 222 requirement – the content of this course is covered by several courses within the speech-language pathology program at the graduate level.
- SPLP 242 & 342 – Speech Science I & II -- The neuroscience content will be covered in SPLP 342, rather than being distributed across SPLP 242 and SPLP 342. SPLP 242 will now cover measurement and assessment of swallowing in addition to its current coverage of acoustics and perceptual measurement. The title of this course will also be changed to, *Speech Science I: Theory and Measurement*, to reflect its greater emphasis on clinical measurement. Speech Science II will cover neurologic and neurophysiologic fundamentals of language, cognition, speech, and swallowing, and the title will be changed to *Speech Science II: Neuroscience*.

Part III Implementation

1. How will the proposed revision affect students already in the existing program?

The proposed revision will not affect students already in the existing program. All the courses that existing students need to take will continue to be offered. Only new students entering in Fall 2012 will be required to follow the new requirements in this proposal. Current students will have the option of taking the new courses as electives.

2. Are faculty resources adequate?

Yes, faculty resources are adequate. We have dropped to offering only one section of SPLP 254 to education majors because not as many seats are needed in the course after the revisions to the Education and Special Education degrees. We have lower enrollment needs for SPLP 334 because Deaf Education students no longer take this course. We are able to offer two additional courses in our program while still maintaining regular faculty loads. No overloads will be required by these changes.

3. Are other resources adequate? (Space, equipment, supplies, travel funds)

Yes. The changes will only require the addition of classroom space in which to teach the two new classes. We have confirmation from the Physics department that they can accommodate the student load in their Physics of Light and Sound course (see attached letter). We also have a confirmation letters from the Education of Exceptional Persons Program, Professional Studies in Education, the Physics department, and English.

4. Do you expect an increase or decrease in the number of students as a result of these revisions? If so, how will the department adjust?

No, we expect that the number of students entering and remaining in our speech-language pathology undergraduate program will stay the same.

Part IV Periodic Assessment

1. Describe the evaluation plan. Include evaluation criteria. Specify how student input will be incorporated into the evaluation process.
Changes will be made in specific course content based upon student course evaluations and student surveys. In addition, information gathered during exit interviews and alumni/graduate surveys will guide the processing of evaluating and modifying the curriculum.
2. Specify the frequency of the evaluations.
The ASHA Council on Academic Accreditation, our certifying body, requires us to obtain input from current students annually. Course evaluations will take place at least every five years, but typically occur annually. Student surveys, graduate/alumni surveys, and exit interviews will be conducted annually.
3. Identify the evaluating entity.
We are currently accredited by the American Speech-Language Hearing Association's (ASHA) Council on Academic Accreditation from 2004-2012.