CSD Mission Statement

The larger mission of CSD is to provide its students with a liberal arts education through the College of Arts and Sciences, including instruction in the arts and sciences, communication skills, habits of independent thought, and the understanding of diverse cultures. The specific mission of CSD is to provide academic and clinical instruction, supervised clinical practica, and research experience for students that will lead to state, regional and national accreditation and licensing; to provide clinical services to individuals, groups and agencies within the University and the greater Grand Forks area; to provide professional leadership in local, state, and national organizations; to contribute to the body of knowledge concerning communication sciences and communication disorders; and to serve the University through participation in its governance. This mission is directed at meeting the interests and needs of the University of North Dakota constituency.

The Undergraduate Major

The undergraduate coursework in CSD is grounded in a liberal arts education. The undergraduate degree is designed to prepare the student to become a lifelong learner, a critical thinker, and a problem solver. The coursework also is designed to prepare the undergraduate major to pursue graduate work.

1. Student learning goals and objectives.
   a. Knowledge of the communication sciences and communication disorders. The goals in this section address normal and disordered communication that prepares the student for graduate work in either speech-language pathology or audiology. This knowledge is acquired mainly through CSD courses, but also through courses from other disciplines such as linguistics and psychology. Please see Appendix I for expanded versions of the objectives listed below.
      i. Goal: the student will acquire a fundamental understanding of normal communication.
         1. Linguistic knowledge.
            a. Objective: the student will achieve a basic understanding of articulatory and acoustic phonetics. (CSD 223, 235, 333).
            b. Objective: the student will achieve a basic understanding of phonology (Eng 209, CSD 333, 343, 343L, 440).
            c. Objective: the student will achieve a basic understanding of syntax and semantics (Eng 209, CSD 340, 343, 343L, 440, 441).
            d. Objective: the student will achieve a basic understanding of language pragmatics (CSD 343, 343L, 440, 441).
            e. Objective: the student will achieve a basic understanding of language acquisition (CSD 343, 343L).

   2. Knowledge of anatomy and physiology.
      a. Objective: the student will achieve a basic understanding of the anatomy and physiology of the vocal tract (CSD 223, 231, 438).
b. Objective: the student will achieve a basic understanding of the anatomy and physiology of the auditory system (CSD 231, 431).

c. Objective: the student will achieve a basic understanding of the neuroanatomy and neurophysiology of speech and language (CSD 231, 422).

ii. Goal: the student will acquire a fundamental understanding of disordered communication processes and their treatment.

a. Objective: the student will achieve a basic understanding of articulation disorders (CSD 223, 333, 484, 485).

b. Objective: the student will achieve a basic understanding of language disorders (CSD 333, 343, 343L, 440, 441, 484, 485).

c. Objective: the student will achieve a basic understanding of hearing disorders (CSD 431, 434, 484, 485).

iii. Goal: the student will understand the fundamentals of multicultural issues in the field of communication sciences and disorders.

Objective: the student will achieve an understanding of the role of cultural differences in the identification and treatment of speech and language disorders (CSD 425).

b. Communication skills

Goal: The student will achieve proficiency in those skills needed to interpret, disseminate, and apply research in the field of communication disorders.

a. Objective: the student will achieve proficiency in written communication (CSD courses with a writing component include CSD 231, 235, 343L, 461, 484, 485).

b. Objective: the student will achieve proficiency in basic mathematical and statistical methods (Math 103, Psych 241).

c. Objective: the student will gain a basic proficiency in the interpretation of research findings (CSD 333, 343, 422, 425, 440, 461).

2. Assessment methods.

a. The major source of assessment data is student performance in the department’s capstone course, CSD 461, which is taken in the spring semester of the student’s senior year. The course consists of several parts, each of which provides an opportunity for assessment:

1. The first 6 weeks of the course are devoted to an integrated review of the student’s coursework in the previous 2 ½ years. A comprehensive examination is given at the end of this period. Examination questions focus on the student’s knowledge of the various areas listed in section 1. Examination performance is used to determine how well the objectives stated under 1.a.i are met. Percent correct scores on test questions regarding the various subsections indentified in the goals under 1.a.i are computed. The criterion for satisfactory performance in a subsection will be 70% correct, or C performance.

2. The balance of the capstone course is devoted to assignments designed to develop the student’s ability to read critically and evaluate research literature in the field and to develop a research topic, rationale, and
question based on their literature investigation. Student performance
on these assignments is used to determine how well the objectives
stated under section 1.b. are met, in the following ways:

1. Proficiency in written communication is evaluated using the
categories and evaluation criteria listed below. The criterion for satisfactory
performance is meets expectations or above.
   a. Evaluation categories
      i. Mechanics: spelling, punctuation, capitalization, etc.
      ii. Organization and coherence.
      iii. Content: does the content of the paper address
           the assignment and provide adequate
           development of and support for the writer’s
           thesis?
   b. Evaluation scale:
      i. Meets expectations: no serious flaws in any of
         the evaluation categories.
      ii. Exceeds expectations: no serious flaws in
         mechanics and organization; content shows
         unusually sophisticated grasp of the material.
      iii. Fails to meet expectations: serious flaws in any
          of the evaluation categories.

2. Proficiency in research and quantitative skills are evaluated using
the content of the assignments described in 2.a.ii. The evaluation scale is
given below. The criterion for satisfactory performance is meets
expectations or above.
   Evaluation scale:
   a. Meets expectations: the student understands the basic
      concepts of research design and statistical testing.
   b. Exceeds expectations: the student exhibits exceptional
      understanding of the basic concepts of research design
      and statistical testing.
   c. Fails to meet expectations: The student exhibits serious
      flaws in his or her understanding of the basic concepts
      of research design and statistical testing.

b. The assessment data will be analyzed by the department chair at the end of the
capstone course. The chair will generate a report containing the data and analysis. The analysis
will mainly show the number of students who reach or exceed criterion in the various evaluation
categories. The report will be disseminated to the CSD faculty at the beginning of the following
fall semester. The curriculum and student-related departmental policies will be reviewed in the
light of the strengths and weaknesses revealed by the report.
APPENDIX I: SPECIFIC OBJECTIVES
1. Fundamentals of the normal communication process.
   a. Linguistics
      i. Basic understanding of articulatory and acoustic phonetics. The student will be able to
         1. Transcribe normal and disordered speech using the International Phonetic Alphabet.
         2. Describe the articulation of the segmental features of English.
         3. Describe the suprasegmental features of English.
         4. Explain what is meant by coarticulatory processes.
         6. Analyze and explain the basic properties of sound waves.
         7. Describe the acoustic properties of the human vocal tract.
         8. Analyze and describe the acoustic properties of the sounds of English using spectrographic information.
         9. Relate the acoustic properties of the sounds of English to the anatomy and physiology of the vocal tract.
        10. Describe how the ear performs an acoustic analysis of the speech sound wave.
      ii. Basic understanding of phonology. The student will be able to
         1. Demonstrate understanding of the distinction between phonetics and phonology.
         2. Demonstrate understanding of the concept of phonological features.
         3. Demonstrate understanding of the concept of phonological processes.
         4. Demonstrate knowledge of specific phonological processes.
      iii. Basic understanding of English syntax. The student will be able to analyze the basic syntactic structures of English sentences.
      iv. Basic understanding of language pragmatics. The student will understand and be able to apply the concepts of
         1. Language functions: speech acts.
         2. Conversational conventions.
         3. Narrative conventions.
   b. Anatomy and physiology
      i. The vocal tract. The student will be able to describe the anatomy and physiology of the vocal tract, including speech breathing, the phonation process, articulation and swallowing, and the neural control of these components.
      ii. The auditory system. The student will be able to describe the anatomy and physiology of the auditory periphery and the central auditory pathways.
iii. The anatomy and neurophysiology of speech and language. The student will be able to:
1. Demonstrate knowledge of the gross anatomy of the divisions of the nervous system, and the gross major divisions of the brain and their subdivisions.
2. Demonstrate knowledge of the structure and function of the cerebellum.
3. Describe the structure of the cell types of the nervous system.
4. Describe the neural synapse and nerve impulse transmission.
5. Describe the blood supply and ventricular structure of the brain.
6. Describe the cytoarchitecture of the brain, including Brodmann’s numbering system and the areas most important for speech and language.
7. Describe the fiber tracts of the nervous system.
8. Describe the basal ganglia.
9. Describe the structure and function of the components of the spinal cord.
10. Describe the components of the peripheral nervous system including the cranial and spinal nerves.

   a. Articulation and phonological disorders. The student will be able to
      i. Describe the characteristics of specific artic/phonological disorders/delays.
      ii. Demonstrate ability to select age and culturally appropriate diagnostic procedures.
      iii. Demonstrate knowledge of stimulability testing, intelligibility analysis, speech mechanism evaluation.
      iv. Describe the speech characteristics of individuals from special populations and select appropriate diagnostic tests for them.
      v. Differentiate artic disorders and differences from phonological delays and disorders.
   b. Language disorders. The student will be able to
      i. Describe the major models of child language disorders.
      ii. Demonstrate knowledge of the language assessment process in young children, including language sampling.
      iii. Describe the purpose of intervention in children with language disorders.
      iv. Demonstrate knowledge of current evidence-based practices in language disorders.
      v. Demonstrate knowledge of language disorders in special populations.
   c. Hearing disorders. The student will be able to
      i. Demonstrate knowledge of hearing loss and its evaluation, including
         1. The scientific foundations of the field, including anatomy and physiology, acoustics and psychoacoustics.
         2. The basic types of hearing disorders.
         3. How to perform the basic auditory test battery.
         5. The major causes of hearing loss.
      ii. Demonstrate knowledge of the rehabilitation of hearing loss, including
         1. The effects of hearing loss on speech perception.
         2. The effect of the acoustic environment on speech perception.
         3. Devices used to mitigate hearing loss including hearing aids and cochlear implants.
         4. Treatment programs for hearing loss including the assessment of speech and language deficits due to hearing loss, auditory training, speech training, and language training.
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   d. Objective: the student will achieve a basic understanding of language pragmatics (CSD 343, 343L, 440, 441).
   e. Objective: the student will achieve a basic understanding of language acquisition (CSD 343, 343L).

2. Knowledge of anatomy and physiology.
   a. Objective: the student will achieve a basic understanding of the anatomy and physiology of the vocal tract (CSD 223, 231, 438).
   b. Objective: the student will achieve a basic understanding of the anatomy and physiology of the auditory system (CSD 231, 431).
   c. Objective: the student will achieve a basic understanding of the neuroanatomy and
neurophysiology of speech and language (CSD 231, 422).

ii. Goal: the student will acquire a fundamental understanding of disordered communication processes and their treatment.

1. Objective: the student will achieve a basic understanding of articulation disorders (CSD 223, 333, 484, 485).
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ii. The balance of the capstone course is devoted to assignments designed to develop the student’s ability to read critically and evaluate research literature in the field and to develop a research topic, rationale, and question based on their literature investigation. Student performance on these assignments is used to determine how well the objectives stated under section 1.b. are met, in the following ways:

1. Proficiency in written communication is evaluated using the categories and evaluation criteria listed below. The criterion for satisfactory performance is meets expectations or above.

   a. Evaluation categories

      i. Mechanics: spelling, punctuation, capitalization, etc.

      ii. Organization and coherence.
iii. Content: does the content of the paper address the assignment and provide adequate development of and support for the writer’s thesis?

b. Evaluation scale:
   i. Meets expectations: no serious flaws in any of the evaluation categories.
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2. Proficiency in research and quantitative skills are evaluated using the content of the assignments described in 2.a.ii. The evaluation scale is given below. The criterion for satisfactory performance is meets expectations or above.

   Evaluation scale:
   a. Meets expectations: the student understands the basic concepts of research design and statistical testing.
   b. Exceeds expectations: the student exhibits exceptional understanding of the basic concepts of research design and statistical testing.
   c. Fails to meet expectations: The student exhibits serious flaws in his or her understanding of the basic concepts of research design and statistical testing.

b. The assessment data will be analyzed by the department chair at the end of the capstone course. The chair will generate a report containing the data and analysis. The analysis will mainly show the number of students who
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      iv. Basic understanding of language pragmatics. The student will understand and be able to apply the concepts of
         1. Language functions: speech acts.
         2. Conversational conventions.
         3. Narrative conventions.
      v. Language acquisition. The student will be able to
         1. Outline the fundamentals of the biological bases of language development.
         2. Describe the development of early non-verbal communicative functions.
         3. Describe phonological development.
         4. Describe lexical development.
         5. Describe morphological and syntactic development.
7. Describe language development in special populations: autism, hearing impairment, Down syndrome, etc.

b. Anatomy and physiology
   i. The vocal tract. The student will be able to describe the anatomy and physiology of the vocal tract, including speech breathing, the phonation process, articulation and swallowing, and the neural control of these components.
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