



### Student Learning Goals:

The Graduate Program in Speech-Language Pathology curriculum is organized, sequenced, and integrated to allow each student to meet the program's learning goals and objectives:

**Learning Goal 1: Train effective providers of speech-language pathology services who are able to evaluate function, develop treatment plans, and implement effective interventions across the lifespan.**

The curriculum takes a lifespan approach to addressing normal and impaired human development and communication. Through coursework and clinical placement, students are educated on assessment, treatment, and management of speech, language, swallowing, voice, airway, fluency and cognition from infancy to geriatrics.

The curriculum is organized and sequenced so that students are introduced to increasingly complex topics, cases, diagnoses, and clinical practice issues over their course of study. This ensures that students build skills and increasing levels of expertise required for effective professional practice.

**Learning Goal 2: To produce independent clinicians and researchers capable of contributing to the scientific body of knowledge in the field of speech-language pathology applied to diverse disorders and healthcare settings, and able to educate and mentor future clinicians and researchers in the field.**

Evidence-based practice is the foundation of each of the classes and is included in course syllabi. In their first semester, students complete the Research Methods course, laying the foundation for the ability to read, analyze, and interpret scientific literature. This foundation is built upon in subsequent coursework, which requires students to read research, conduct literature reviews, and write research papers and evidence-based clinical plans. This culminates in the final semester of study, with the students' participation in a Capstone research project. This thorough preparation process ensures that graduates have the necessary knowledge, experience, and interpersonal skills needed to mentor future graduate clinicians.

**Learning Goal 3: Provide comprehensive training in the professional and ethical standards of clinical work and research.**

Professional issues and ethics are addressed in the Professional Issues/Topics courses, which are sequenced to meet students' needs as they progress through the program. The first level of Professional Issues/Topics provides foundation knowledge in practice management (including coding and billing for services, advocacy for coverage and payment, healthcare regulations, reforms affecting our profession), credentialing, and specialization within the profession. These topics prepare students for their first clinical externships, which they take in their second semester. The second level of Professional Issues/Topics addresses issues of certification, licensure, and job readiness, essential for students seeking their first clinical position post-graduation.

Contemporary professional and ethical issues are also explored in weekly group discussions associated with the practicum courses, and are integrated throughout students' coursework, research projects, and classroom discussions. Practicum supervisors address professional issues as they apply to their specific settings.

**Learning Goal 4: Develop awareness and the capability to evaluate, provide clinical services, and conduct research with diverse patient populations (across the lifespan, across diagnoses, and across cultural groups).**

The curriculum takes a lifespan approach to addressing normal and impaired human development and communication. Through coursework and clinical placement, students are educated on assessment, treatment, and management of speech, language, swallowing, voice, airway, fluency and cognition from infancy to geriatrics. Coursework also addresses cultural and linguistic differences. The curriculum is organized and sequenced so that students are introduced to increasingly complex topics, cases, diagnoses, and clinical practice issues over their course of study. This ensures that students build skills and increasing levels of expertise required for effective professional practice.

Students are taught how to review the literature and evaluate the quality of the field's research, and how to determine if the information can be applied to clinical situations affecting diverse patient populations. All students are required to complete the research methods course in their first semester must complete a capstone research project during their final semester as a requirement for graduation.