Pursuant to Senate actions on February 9, 2004 that establish procedures for development of Departmental minors, the Department of Hearing and Speech Sciences proposes to offer a minor in Hearing and Speech Sciences.

Catalog description:

Requirements for the HESP minor include the following coursework:
HESP 202 (Introduction to Hearing and Speech Sciences)
HESP 300 (Introduction to Psycholinguistics)
HESP 400 (Child Language Acquisition)
HESP 403 (Phonetics)
HESP 407 (Hearing Science)
PLUS 2 courses in one of the two elective areas:

Elective option 1 (Speech-Language Pathology Focus)
- HESP 305 (Anatomy/Physiology of the Speech Mechanism) AND
- HESP 402 or 404 or 406 (Speech Pathology I, II or III)

Elective option 2 (Audiology focus)
- HESP 311 (Anatomy/Physiology/Pathology of the Auditory Mechanism) AND
- HESP 411 (Introduction to Audiology)

TOTAL CREDITS: 21
All classes must be completed with a grade of C or better; as with HESP majors, students must obtain a grade of C or better in a class order to enroll in any courses that require that class as a pre-requisite.

This course sequence acquaints the student with the primary basic science background in the speech, language and hearing sciences, and permits the student to select two courses in the specific professional areas of speech/language or hearing based on the student's primary interest area.

This minor is designed for the student in other majors (such as Psychology, Education, Linguistics, FOLA, etc.) who may have plans to attend graduate school in the fields of Speech-Language Pathology or Audiology. These courses are widely viewed as pre-requisite for admission to such programs and constitute a proportion (but not the full extent) of classwork required for eventual post M.A. or post-Au.D. certification by the American Speech-Language Hearing Association as either a Speech-Language Pathologist or Audiologist. Because both graduate programs and ASHA may require additional coursework, the student pursuing the HESP minor is strongly encouraged to meet with a HESP academic advisor to ensure that eventual educational goals are properly addressed. The HESP minor does not qualify an individual to work professionally as a Speech-Language Pathologist or Audiologist, but does provide a proportion of the coursework required to practice in the State of Maryland as a Speech-Language Pathology Assistant.

Designation: Minor, Hearing and Speech Sciences
Faculty coordinator: Director, Undergraduate Studies (currently Dr. Froma Roth)
Advising: by HESP advisor (currently Lauren Wisman)

No additional resources are required to implement this minor option.
Program Contact: Froma P. Roth
Phone: ext. 54230
E-mail: froth@hesp.umd.edu

Date submitted to Academic Unit Head: DRAFT

Program Goals: The Department of Hearing and Speech Sciences (HESP) The HESP undergraduate minor seeks to expose students to and develop broad knowledge of the basic sciences, fundamental processes of human communication, and disorders and differences of human communication in preparation for graduate level study in speech-language pathology and audiology or to augment knowledge obtained in other majors such as linguistics, psychology, education and/or human development, for example..

Note: Over twenty years’ experience with students who have pursued the equivalent of this proposed minor, or who have used HESP as a double major suggests that the primary utilization of the HESP minor will be by students who wish to take the nationally-recognized pre-requisite undergraduate courses that prepare a student for graduate study in speech-language pathology and/or audiology. Therefore, we propose to use application/acceptance rates into graduate school and exit interviews to gauge the effectiveness of the pre-professional sequence that we have selected as the HESP minor option.

Relevance of goals to the mission statements and/or strategic plans of the University, College, or Program as applicable:
Integral to our selection of minor sequence courses is the development of strong scientific reasoning skills, strong analytical thinking and reasoning skills, and effective written and oral communication skills, consistent with the mission and educational objectives of the Department, of the University and the College of Behavioral and Social Sciences.

Selection of the minor course sequence as made on the following bases: 1) emphasis of the basic science principles that form the foundation of communication sciences and disorders; 2) flexibility for the student to pursue either the hearing and or/speech language emphasis as most relevant to their major and/or their post-graduate educational goals.
<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Measures and Criteria</th>
<th>Assessment Schedule</th>
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<tbody>
<tr>
<td>(list the three-to-five most important)</td>
<td>(describe one or more measures for each outcome and criteria for success)</td>
<td>(initial year, and subsequent cycle)</td>
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<tr>
<td>1. Students will demonstrate application of fundamental concepts of basic sciences (i.e., biological, physical, mathematics/statistics, behavioral and social sciences) to the hearing and speech science discipline.</td>
<td>Capstone test: Part A of a two-part test will be given via Web CT at the beginning of HESP 202 (first course in HESP major sequence) and during the semester before graduation. Approximately five questions in each basic science area (total = 15-20) will be drawn from study questions contained in introductory texts within the discipline. Criterion: 70% of a graduating cohort of HESP minors will attain a passing grade (70%) or higher in any given year.</td>
<td>These data will be collected annually, beginning Fall 2006. After three years, a committee consisting of the department Chair, Director of Undergraduate Studies and the departmental peer advisor will review the information collected and formulate recommendations for faculty review on how to implement feedback. The Part A test data will permit an analysis of the quantity and quality of knowledge of basic sciences attained in HESP by comparing pre-training baseline knowledge level to knowledge accumulated by completion of the major. Part A test scores also will be</td>
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2. **Students will demonstrate knowledge of basic communication processes.**

- Required cluster of 3 HESP basic science courses (in biological, neurological, acoustic, linguistic and cultural aspects) related to communication and its development (202, 300, 400).

  Criterion: 80% of cohort will attain a B- or higher in each course in this cluster in any given year.

- Capstone test: Part B of the two-part test will be given via Web CT and will consist of a modified version of the National Examination in Speech Pathology and Audiology (NESPA). It will be given at the beginning of HESP 202 (first course in HESP major sequence) and during the semester prior to graduation. The NESPA is a credentialing examination of the American Speech and Hearing Association (ASHA) which is typically taken after the completion of graduate study. We will select a subset of questions from past NESPA exams which assess students’ mastery of basic concepts in the discipline.

All data will be collected annually, beginning Fall 2006. After three years, a committee consisting of the department Chair, the Director of Undergraduate Studies and the peer advisor will review the information collected and formulate recommendations for faculty review on how to implement feedback. The Part B (NESPA) test data will permit an analysis of the quantity and quality of knowledge attained in basic communication sciences in HESP by comparing pre-training baseline knowledge level to knowledge compared to GPA in major as a means of examining the nature of this relationship.
### 3. Students will demonstrate application of the minor to their current educational or career goals.* *(see note under program goals)*

<table>
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<tr>
<th>Acceptance rate into graduate degree programs in speech-language pathology, audiology or related fields (MA, CAUD, PhD, in LING, EDUC, PSYC, etc.) or employment upon graduation.</th>
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<tr>
<td>Criterion: 70% of graduating senior minors who apply to graduate programs will receive offers of acceptance into graduate degree programs.</td>
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<tr>
<td>Exit interview: The departmental Chair will interview graduating seniors from the HESP program using a uniform set of questions, including those designed to appraise students’ knowledge of communication disorders.</td>
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<td>Criterion: Criterion: 50% of graduating seniors in the HESP major will be interviewed in any given year and demonstrate knowledge of the fundamental concepts of the discipline through a brief set</td>
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<tr>
<td>All data will be collected annually, beginning Fall 2006. After three years, a committee consisting of the department Chair, the Director of Undergraduate Studies and the peer advisor, will review the course cluster and exit interview information and formulate recommendations for faculty review on how to implement feedback. The Part B (NESPA) data will permit an analysis of the quantity and quality of communication disorders knowledge attained in HESP by</td>
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</table>

Criterion: 80% of cohort will attain the minimum passing grade of 70% or higher in any given year.

Criterion: completion of the major. Part B scores also will be compared to GPA in major as a means of examining the nature of this relationship.
of questions embedded in the exit interview.

| comparing pre-training baseline knowledge level to knowledge accumulated by completion of the major. Part B scores also will be compared to GPA in major as a means of examining the nature of this relationship. |