

Wichita State University
College of Health Professions
Department of Communication Sciences and Disorders

Program Assessment Report
Bachelor of Arts in Communication Sciences and Disorders

September 2010

Student Outcomes

Student outcomes are based on the standards set forth by the American Speech-Language-Hearing Association, Council on Academic Accreditation in Audiology and Speech-Language Pathology. The Undergraduate program provides the foundations of what is typical in human anatomy, physiology, neurology, cognition, motor functions, social skills, and communication, so that students are able to differentiate typical from atypical across the lifespan in graduate coursework and practicum experiences. The undergraduate program provides students with the necessary prerequisite knowledge to make application to graduate programs which lead to a professional credential and certification as either a Speech-language pathologist or Audiologist.

Specific student outcomes were devised based on the organizing themes, program belief statement, and program goals. These outcomes for students earning a BA in Communication Sciences and Disorders will demonstrate:

1. Professional knowledge and skills that are essential foundations for the practice of speech-language pathology or audiology;
2. Skills in integrating both didactic and clinical knowledge within and across disciplines as these apply to children and adults with communication disorders (*program goals 1, 2, and 3*);
3. Skills in problem-solving, critical thinking, and analysis;
4. The knowledge of cultural diversity as it relates to communicative disorders in typical populations;
5. Skills that support collaboration and effective interaction with the team of professionals with whom they work;
6. Skills in technology that enhance service;
7. The ability to provide leadership and direction in the field of Communication Sciences and Disorders; and
8. The knowledge and tools to engage in appropriate research, especially in applied areas .

Evaluation

Course evaluation

CSD undergraduate courses are evaluated by students each semester using the SPTE.

Quantitative results and anonymous students' comments (typed by department staff) are shared with faculty for use in course evaluation and modification.

Program evaluation

Undergraduate students also evaluate the program every two to three years. Data were collected in the Spring, 2008, through the use of a *CSD Survey of Undergraduates*. The 2008 survey instrument was revised, based on the response to and evaluation of the 2006 survey. This survey is distributed to all undergraduate students via a web-based survey format. Student responses are anonymous and tabulated by department staff and graduate student assistants.

- Girl Scouts 1
- KAAPA Member 1
- KDYC 1
- National Honors Society 1
- National Stuttering Association (support group) 1
- Non-traditional Student Organization 1
- NSSLHA 2
- Phi Theta Kappa 1
- Phoenix Spouse for the Air Force 1
- Pi Lota Chi 1
- Rainbows 1
- Sorority 1
- Special Olympics 1
- Student Affairs Committee 1
- Student Ambassador Society 1
- Volunteer Andover Schools 1
- WSU Housing and Residence Life 1
- WSU Volleyball 1
- WSUSSLHA 7

10. What do you consider to be your primary emphasis area?

32 Speech-Language Pathology **5** Audiology **5** Undecided

B. General

Please place a check mark next to the items that describe you, and complete the requested information in the blanks provided.

1. **5** I work or volunteer on Campus. Hours typically worked or volunteered per week:
3 20 hours **1** 10 hours **1** 4 hours

2. **31** I work or volunteer off Campus. Hours typically worked or volunteered per week:
5 0-10 hours **5** 11-20 hours **11** 21-30 hours **5** 31-40 hours

3. **8** I have children or other dependents to take care of. How many?
2 1 dependents **3** 2 dependents **3** 3 dependents

4. **39** I am a full time student. Number of hours currently enrolled in:
14 12 hours **1** 13 hours **5** 14 hours **7** 15 hours **2** 16 hours
2 17 hours **5** 18 hours **3** 19 hours

5. **2** I am a part time student.
Number of hours currently enrolled in: **1** 0-10 hours

6. **2** I live on campus at WSU.

7. **39** I commute to WSU.

C. Department Specific

Questions 1-18 on a scale of 1-5, 1=strongly disagree, 5=strongly agree **Mean (μ)**

- | | |
|--|----------------------------|
| 1. I have received adequate academic advising within the CSD Department. | 4.17 |
| 2. I have received adequate academic advising within the College of Health Professions. | 3.98 |
| 3. I know the order of the courses I am supposed to take to complete my degree. | 4.20 |
| 4. The courses are offered an adequate number of times per year. | 3.15 |
| 5. CSD class sizes are the right size. | 4.30 |
| 6. I understand that I will need a graduate degree to practice professionally. | 4.60 |
| 7. I give thoughtful and serious consideration to the course evaluations I fill out at the end of each semester. | 4.48 |
| 8. If the CSD Department offered one-credit hour workshops on topics such as cleft palate, fluency, or literacy, I would attend. | 4.68 |
| 9. Department facilities are adequate. | 4.29 |
| 10. Equipment in the department is adequate. | 4.63 |
| 11. I am aware of opportunities to participate in department events. | 3.53 |
| 12. I am aware of opportunities to participate in college events. | 3.78 |
| 13. Students in CSD receive recognition for service to the university, college, and department. | 3.72 |
| 14. Students in CSD receive recognition for their academic success. | 3.61 |
| 15. I am aware of the undergraduate honors program. | 3.57 |
| 16. Overall, I am pleased with the content of the CSD classes I have taken so far. | 4.28 |
| 17. CSD course hours completed (at the end of the semester) | 1 4 hours 4 6 hours |
| 3 9 hours 1 10 hours 1 11 hours 1 12 hours 2 16 hours 1 19 hours | |
| 4 20 hours 1 24 hours 2 28 hours 6 30 hours 1 32 hours 1 34 hours | |
| 1 35 hours 3 36 hours 1 37 hours 3 40 hours 1 50 hours | |

18. Current college advising: **40** College of Health Professionals **1** Liberal Arts
1 Business **1** Fine Arts
19. Career choice most interested in: **7** Audiologist **38** Speech-language Pathologist
0 Industry Consultant **17** Private Practitioner **15** Rehabilitation Center
3 Researcher **1** Hearing Aid Dealer **5** English as another language
4 Interpreter **7** Teacher **0** Technician **1** Other
20. Site interest: **28** Public Schools **18** Government **26** Health Care Agency
11 University **27** Hospital **9** Social Service Agency **5** Business/Industry
7 Research Center **1** Other
21. Preference of frequency of class offerings:
31 Two class periods per week (Tuesday & Thursday)
8 Three class periods per week (Monday, Wednesday, & Friday)
9 One class period per week (3 hour course one day or night a week)
3 No special preference
22. Preference for time of day of classes:
27 Daytime classes only
1 Nighttime classes only
2 Weekend classes
13 Both day and night classes
23. Preference of evening classes:
7 Offer fewer evening classes
15 Offer more evening classes
16 Current offerings are enough

Questions 24-33: What makes a good class? (*not* CSD class, 1=most important, 10=least important)

	<u>Mean (μ)</u>
24. Good lecturer	3.30
25. I learned a great deal	3.68
26. Many ways to earn the grade I wanted	3.70
27. Material was personally relevant	3.65
28. Class was easy	5.13
29. Good textbooks	4.54
30. Class was small	4.85

31. Discussion	4.98
32. Computer access to materials	4.38
33. Instructor cared about the students	3.75

Questions 34-43: What makes a CSD so good class? (1=most important, 10=least important)

	<u>Mean (μ)</u>
34. Good lecturer	3.21
35. I learned a great deal	3.41
36. Many ways to earn the grade I wanted	4.31
37. Material was personally relevant	3.97
38. Class was easy	5.73
39. Good textbooks	4.29
40. Class was small	4.82
41. Discussion	4.00
42. Computer access to materials	4.64
43. Instructor cared about the students	3.36

44. CSD class comparisons:

2 Are too easy

1 Are too difficult

26 Require a reasonable amount of work

18 Vary some in the amount of work for the same number of credits

9 Are consistent in the amount of work for the same number of credits

45. What did, or would, interest you about majoring in CSD? (Please be specific)

- The profession.
- Helping others achieve a degree of fluency in language/helping decrease the disorders of communication affecting our society.
- Wanting to work with kids and being more hands on in the classrooms.
- Working with children and making a difference in other people's lives.
- I have enjoyed working with children and older adults. Communication is such an important part of our lives and I want to help those who are struggling.
- Family history of stuttering and I stutter.
- My cousin who has autism inspired me to help others with communication disorders.
- Off campus experience.

- Helping people.
- Personal experience.
- Helping people.
- Help, children.
- Audiology, Dr. Hull's teaching!
- Taking classes as a lateral student to get into AuD program.
- Working with children with speech related issues.
- Speech.
- Helping people.
- I find swallow studies the most interesting followed by apraxia, aphasia, and dysphagia.
- Helping others, job options.
- I'm more focused on deaf culture and sign language interpreting because of my relationship with a few deaf friends.
- Working as a SLP with cochlear implant children.
- Working with people who have problems communicating, because it is so important for our day to day activities.
- The field is new to me and I find it exciting and can see it as a job I would love in the future.
- Learning from professors that have so many years of experience in the field.
- That it is in the health field working with children. Flexible hours and places to work. And a good income after completing graduate school.
- Being able to work with all ages, and to give back. When I was younger I had speech issues. So I want to help others become confident.
- I love that the field is always changing and that there are many different opportunities for me when I graduate.
- My cousin has Down Syndrome. I wanted to help little kids like her.
- Autism.
- I had prerequisites to complete since I am lateral entry. I like the idea of working with families again as well as coordinating services with other professionals as a team.
- Those with speech problems.
- Prior work experience at Our Lady of Lourdes.
- I have been a Spanish interpreter for local hospitals that helped Hispanic stroke patients or head injuries and I have really enjoyed it.
- Great future job opportunities even with a declining economy. We will always be needed.
- I was out of the country, acting as one of the primary caregivers for my grandfather who suffered a stroke resulting in aphasia for two years prior to entering the CSD program.

46. Any additional constructive suggestions to improve our program, if you feel such improvement is appropriate.

- Course/classes need to be offered more than just once a year. That fact that classes are only offered one time a year does not provide a very flexible schedules. Classes are only offered one at a time, and the student has no other options of when to take the class so the rest of our lives (work, to afford to go to school for example) has to cater to the specific times that courses are offered.
- I really enjoy CSD classes but I do wish there were more opportunities to earn/up your grade-even if I had to do homework assignments, three to four test grades is not enough

for me. I do need more advising as well-I would love to have been able to be in the honors program, but I didn't know about it. Also WSUSSLHA sucks! They cashed my check and never contact me!! Why do I take so many ASL courses and not get a thing for it-certificate, something.

- Continue to make students a priority. Students will naturally make academics and clients their priority. I love this department! Keep up the good work!
- I've noticed a consistent offering of study guides but almost to the point where the students are dependent on them and the learning is narrowed to what is "only necessary for the test." I never had study guides in my undergrad, and although they do help to guide my studying, I have recently found that I too have been narrowing my learning to only what will be on the test. I'm studying much more thoroughly for the class in which I do not get a study guide!
- It is hard to understand foreign professors.
- I feel that the curriculum changes and the vast and numerous amount of classes you have to take it can just be too much. In my current class there are barely any points possible, and there was only really one method (CCC) to gaining those points. If you do well on tests, but not on those quizzes it is very hard to pass the class with a decent grade. I don't feel that's fair. I am biased though because I have just switched my major due to this semester.
- More advising.
- I like the program a lot, just wish we could do more observation (at the clinic or elsewhere) for credit.
- From my experience I'm getting what I need from the current program. I'm sure you'll keep finding ways to improve for everyone.
- The classes are usually very large and move at a fast pace. Sometimes it's hard to keep up especially if your course load is heavy so you stay on track.
- I wish classes would be grouped together better so that they were all on the same days to lessen commute necessity.
- To stop changing the degree requirements around. Very stressful on a student.
- I think everything is great. No matter what you have to work hard for something you want.
- Make sure all the professors are caring about the students.
- I guess it would be better if each class was offered each semester, but I can see how having too few teachers makes it to where you can only take certain class once a year.
- Even though it is such a small program more class times offered would really help. I work full time and it is very hard to fit school and work together. More evening classes would be great as well.
- To have more classes that are more hands on, and have teachers that talk well.
- All classes should be offered more than once a year. As an athlete, I am not able to miss practice and there are classes that are only offered at my practice time only in the fall or in the spring, so I have to wait a year to take these classes. The Wed/Fri classes are not good options. In the fall I will probably miss close to half of the Friday classes because we play on Friday and Saturday and we travel Thursday afternoons.

Survey Summary

Comparing 2008 survey [N-41] responses with the 2006 survey [N-43], the following are notable:

Based on input from 2006, more UG courses are offered in two day rather than three days per week format. There continue to be requests for classes at varied times of day and to be offered more frequently (every semester) each year. It is an area that the department will continue to monitor and be sensitive to in planning schedules.

The number of students interested in speech-language pathology has remained the same since 2006 (32 in 2008; 31 in 2006). Fewer students reported interest in an audiology major (5; 9); however, more remain undecided (5; 2). With the recent change in the national standards to the clinical doctorate in audiology AuD, this is consistent with other programs.

Most students continue to be full time and commute to WSU. Students responding to the 2008 compared to the 2006 survey indicated similar responses to working 21-39 (44%; 42%) hours. This represents a large outside time commitment and need to juggle school activities with work.

Students reported greater satisfaction with the academic advising within the department in 2008, as compared to 2006. It should be noted that more undergraduate advising takes place in the College of Health Professions Student Services office. CSD undergraduates are assigned an academic advisor who advises them with regard to requirements for the BA degree. This has proven valuable for transfer students as well as WSU undergrads.

In order to serve this growing number of students, a fall and spring undergraduate orientation have been conducted during the day in conjunction with an undergraduate class time to help students become aware of department requirements, activities, and opportunities within each semester. Evaluation of these orientations has been very positive. The Undergraduate representatives of Wichita State University Speech-Language-Hearing Association (WSUSSLHA) were very active in the most recent orientation, presenting a forum on what a CSD undergraduate should know about the speech-language-hearing clinic. This was well received by undergraduates attending and plans are underway for another orientation for undergraduates about applying to graduate school. More undergraduates have been participating in WSUSSLHA activities: annual picnic, Heartspring Buddy Walk, babysitting for the Down Syndrome Parents Association, and other service opportunities.

Students continue to need repeated information and guidance regarding the application to graduate school and the CSD undergraduate major. This information is published in multiple contexts and explained to students in classes and on the undergraduate listserv. The department continues to monitor and refine approaches to guiding students in making application to graduate school. In the past two years, group meetings have been held to keep students abreast of any changes to the application processes and answer specific questions.

There continues to be an expressed desire for one-credit-hour workshops. None were offered for undergraduate students in 2006-2008 due to staffing constraints. The department will continue to

monitor interest in this area. Some suggestions regarding on-line 1 credit hour courses is under discussion.

Responses to item 45, what interested you in CSD, provide useful information in planning and conducting recruitment activities. Our department has been heavily involved in recruitment activities organized by the university and college and will continue to do so. An open house for the department is being considered. We also recruit undergraduate students during the national convention of the American Speech-Language-Hearing Association (ASHA) and the National Black Speech-Language-Hearing Association (NBSLHA).

There was general agreement from each of the survey respondents regarding the characteristics of the “best classes” (#24-33). The top three items continue to be: good lecturer; I learned a great deal; material was personally relevant.

The curriculum is continually evaluated and refined in response to student comments, national trends, scope of practice, and accreditation requirements. The use of an audience response system (clickers), purchased with Academic Affairs funding, is continuing to grow. Clickers are currently used in four undergraduate courses and students evaluate these positively as a means for relevant application and assessment.

Students expressed concern that they were not aware department and college events and also that they did not receive recognition for their service or academic success. The orientation programs for undergraduate students, the undergraduate listserv, and WSU Student Speech Language Hearing Association graduation reception are beginning attempts to address these concerns.

Admission to the Undergraduate Major in CSD

Beginning with the Fall 2009 semester, the department instituted a change in the undergraduate program admissions process. Students now apply to the CSD major after completing a series of required courses. Other programs in the college have this requirement in order to assure that students are potentially qualified to apply for a graduate program after earning the BA degree and can be advised, accordingly, into a more appropriate major if graduate school is not going to be a likely possibility. This change was made to give more support to students in determining the best course of study and most beneficial outcome of their undergraduate degree program.

In order to apply for the major, students must have a minimum 2.75 cumulative GPA. Students will have completed the following general education prerequisite coursework earning a grade that generates at least 3.0

Basic Skills – Engl 101, Engl 102, Comm 111, Math 111/131

Social/Behavior Science – Psy 111

Biology – Biol 106 or Anth 101 recommended

Students must earn a 3.0 in each of the following CSD pre-major courses:

CSD 111 Disorders of Human Communication

CSD 210 Physics of Sound

CSD 301 Basic Anatomy and Physiology of the Speech Mechanism

CSD 302 Basic Anatomy and Physiology of the Auditory System

CSD 304 & 304 Lab Early Language Development
CSD 306 & 306 Lab Applied Phonetics

The following represent application/admission to the major for the semester listed:

F 2009	Sp 2010	F 2010	Sp 2011
31/28	7/6	32/29	10/9

Three students were denied admission to the major for Fall 2009. All three repeated coursework, completed prerequisite courses, improved their GPA, reapplied the following academic year, and were admitted. One student was denied admission to the major in Spring 2010 because her grades in the prerequisite CSD courses was below a 2.0. She was referred to CHP Student Services for advising to choose a major which will yield completion of the undergraduate degree. The three students denied admission for Fall 2010 are retaking coursework. One was admitted for Spring 2011.

To date, all students admitted to the major are either continuing to progress or have graduated with a BA degree.

CSD Honors Program

The CSD Undergraduate Coordinator advises students who have specific questions about the CSD program, including the Honors program, which has undergone substantive changes with the departmental curricular changes. The application process for the CSD Honors Program begins with the application for the CSD major. Students who apply for this program have: (1) a minimum 3.50 cumulative GPA in CSD coursework, (2) a letter of recommendation from a CSD faculty member, (3) and a faculty advisor, who has agreed to mentor the student in an undergraduate research project. CSD Honors students enroll in the Honors section of 3 courses required for the major. These may be from the following courses:

- CSD 416H Introduction to Language Disorders
- CSD 514H Speech-Sound Disorders
- CSD 519H Genetic and Organic Syndromes
- CSD 605H Neuroscience for Speech and Language: Basic Processes

CSD UG Honors Program students	2008	2009	2010
Admitted			2
Completed		1	1

DHH Concentration

Description of Purpose:

The concentration will prepare students to work in the many settings where individuals who are deaf or hard of hearing live, work, and play. The purpose is to provide a degree path for undergraduate students who may choose to further their skills in sign language interpreting, which requires an undergraduate degree for national certification (new standards effective 2010). Additionally, many students entering the fields of speech-language pathology (SLP) and audiology (AUD) seek to work with populations who are deaf or hard of hearing. The Master's

degree is required for entry into the profession of speech-language pathology and the Doctor of Audiology (AuD) is required for entry into professional practice in audiology. A student with the concentration in Deafness and Hard of Hearing (D/HH) would have completed the necessary undergraduate requirements for entry into graduate education in either SLP or AUD with the additional foundation in deafness and hearing impairment. This would increase the student's potential for admission to graduate studies, which is highly competitive, as well as their marketability upon graduation. Currently there are numerous interpreters for the deaf in the greater Wichita area that do not have the undergraduate degree. This concentration would be attractive for them as they seek to advance their credentials by applying for certification, which will soon require the bachelor's degree.

The adopted philosophy statement is as follows:

The undergraduate concentration in Deafness and Hard of Hearing (D/HH) is committed to preparing professionals to work with individuals who are deaf or hard of hearing. The program faculty are committed to developing students' knowledge and understanding of the history and culture of deafness in a context that emphasizes the heterogeneity of this population and the individuality of their communicative needs. This program of study emphasizes the importance of communication in all modalities: signed, spoken, and written. As such, students will study typical and atypical communication, audition, amplification, aural rehabilitation, signed language systems, and speech-language habilitation. Students will develop the foundations necessary for further skill development in sign language interpreting. With an undergraduate degree in Communication Sciences and Disorders and a concentration in Deafness and Hard of Hearing (D/HH), students will be prepared to advance their skill in sign language interpreting, if they so chose. The undergraduate degree in Communication Sciences and Disorders, with an emphasis in Deafness and Hard of Hearing (D/HH), enables a graduate to work in a variety of contexts in business, education, social services, allied health, and other fields. Their expertise will be valuable in working in contexts where individuals who are deaf/hard of hearing work, or otherwise receive services, requiring facilitation for integration with members of the hearing world. The emphasis of this program is on understanding, embracing, and accommodating diversity and valuing the contributions of individuals with sensory differences as vital members of every society.

Aural/Oral Education of Deaf and Hard-of-Hearing Children – Guiding Principles

HISTORICAL FACTS

- Fact 1: Ninety percent of children born with severe to profound hearing loss have parents who have normal hearing and do not know sign language.
- Fact 2: Prior to 2000, the average age of identification of hearing loss in children was 30 months.
- Fact 3: For children with severe to profound hearing loss, technology (hearing aids) did not provide adequate benefit to support the acquisition of speech and oral language through audition.
- Fact 4: Most educational programs for children with severe to profound hearing losses provided instruction through visual communication modes (sign language) to supplement the limited auditory input provided by traditional hearing aids.

Fact 5: Ninety percent of parents of children with severe to profound hearing loss achieve sign language skills at a preschool language level.

Fact 6: Upon completing formal education, literacy skills for individuals with severe to profound hearing losses have remained unchanged at approximately the fourth grade level.

CURRENT TRENDS: Two events have transformed the field of deaf education.

1. Early Intervention. Due to the enactment of Universal Newborn Hearing Screening laws in the late 1990's, over 90% of babies born in the United States have a hearing screening within the first month of life. The national goal is to identify hearing loss, fit with amplification, and begin intervention by the time the child is 6 months of age.
2. Technology. Children with lesser degrees of hearing loss are now fitted with digital hearing technology which significantly improves the ability to discriminate speech signals. Children with severe to profound hearing loss are receiving a cochlear implant which successfully provides them with access to speech and spoken language.

Impact:

- Due to early identification and the accessibility of clear acoustic speech signal, children are demonstrating the ability to learn speech and language skills following a developmental rather than remedial model.
- Parents are seeking educational opportunities which reflect the families' communication mode to teach children with severe to profound hearing loss how to listen and develop oral language skills (aural/oral education).
- There are increasing demands on the professions of speech language pathology and audiology to develop speech and spoken language in children with severe to profound hearing loss.
- University training programs in speech pathology, audiology and deaf education are finding it necessary to address these major changes occurring in deaf education.

GUIDING PRINCIPLES are offered to describe the beliefs and attributes of a program whose emphasis is placed on the development of listening and spoken language skills in children with hearing loss:

1. Every deaf and hard-of-hearing (DHH) child has the right to be instructed in a communication mode chosen and supported by the family.
2. The primary focus in the education of DHH children is the development of linguistic competency to ultimately attain independence and successful integration into society.
3. The ability to use spoken language facilitates independence, social acceptance in mainstream society, and increase in employment opportunities.
4. The ability to use spoken language is highly dependent upon the ability to develop and utilize residual hearing through the use of hearing technologies (hearing aids or cochlear implants).

5. With appropriate early intervention in speech, language and hearing, placement in general education classrooms with minimal special education support is a conceivable outcome.
6. Parent education and participation are critical components of early intervention programs serving DHH children.

EDUCATIONAL PROGRAMS and SERVICES: There is a growing trend in deaf education to support the development of speech and language skills through the use of audition (aural-oral deaf education). It is essential that students in speech language pathology and audiology training programs receive instruction and gain experience in providing effective (re)habilitation services to deaf and hard-of-hearing children.

Classrooms containing deaf and hard of hearing children generally mirror that of typically developing children, with the exception that classrooms have fewer children and there is continual focus on the acquisition of speech, language and technology assisted listening skills. Classrooms often include a matched number of typically developing peers to model speech, language and social skills.

- Toddler classrooms (approximately 18 mos. to age 3 yrs.)
- Preschool classrooms (age 3-5 yrs.)

Parent-infant programs are designed to be provided in the natural (home) setting where instruction and guidance is found to be most effective and least intrusive. Using a child's familiar surroundings and belongings, speech, language and listening skills are acquired more rapidly which facilitates generalization to less familiar surroundings.

Individual therapy is provided to isolate and focus on targeted skills needing remediation, and/or the introduction of newly developing skills. Therapy may focus on speech perception, articulation, and/or language skills. Once obtained in individual settings, skills are expected to generalize to a classroom. This service is appropriate for both preschool children and school-aged children.

Assessment guides therapy and classroom instruction, and identifies developmental progress. Comprehensive evaluations in speech perception, articulation, language, hearing and hearing technology validation are required in order to monitor progress and ensure evidence based practices.

Parent education is provided both informally, through participation in individual therapy and/or observation of classroom instruction, and formally through direct instruction in a classroom setting. Parents become the primary instructors of their children and require knowledge in facilitating speech and language skills, and monitoring hearing equipment and listening environments. Formal instruction insures appropriate scope and sequence of these issues which are unique to deaf or hard-of-hearing children.

Curricular Changes

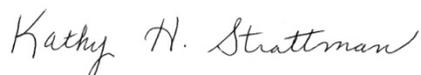
In order to build a bridge between academic knowledge and clinical skills, five labs were added to the undergraduate curriculum. The labs for Early Language Development (CSD 304 L) and Applied Phonetics (CSD 306L) are 0 credit laboratory experiences and labs for the Introduction to Language Disorders (CSD 417), Speech Sound Disorders (CSD 515), and Introduction to Clinical Processes (CSD 425) are 1 credit hour labs. Students surveyed expressed a need for more observation as undergraduates in the speech-language-hearing clinic. Each of these labs includes a component to facilitate observation and/or actual observation assignments.

CSD 210 Physics of Sound is now cross-listed with PHYS 210 Physics of Sounds and taught in the Physic department, beginning Spring 2010. Prior to this time, Physics of Sound was taught by a CSD faculty member. CSD students enrolling in the course PHYS course are able to complete the Physical Science General Education and the CSD undergraduate requirement.

Summary

The undergraduate program continues to provide an excellent program of study leading toward a Bachelor's degree and preparing students for graduate education. Students completing their undergraduate program of study in CSD have the content foundations needed to be competitive in their application to either the Master's or Doctor of Audiology program and are consistently admitted for graduate study. The program continually monitors the curriculum, professional scope of practice, and professional trends to insure that WSU-CSD remains a leader in undergraduate education in our discipline.

Submitted by:



Kathy Strattman, PhD
Undergraduate Coordinator



Kathy Coufal, PhD
Department Chair