
Academic unit: Communication Sciences and Disorders (CSD) College: Health Professions (CHP)

Date of last review May 2017 Date of last accreditation report (if relevant) August 2019

List all degrees described in this report (add lines as necessary)

Degree: Bachelor of Arts (BA-CSD) CIP* code: 51.0201

Degree: Master of Arts (MA-CSD) CIP* code: 51.0203

Degree: Doctor of Audiology (AuD) CIP* code: 51.0202

Degree: Doctor of Philosophy (PhD) CIP* code: 51.0201

*To look up, go to: Classification of Instructional Programs Website, <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>

Certificate (s): None

Faculty of the academic unit (add lines as necessary)

NAME (List department -if external to unit)	SIGNATURE	TENURE OR NON-TENURE TRACK
Julie Scherz	Retired from Wichita State	Tenure Track
Gina Riggs		Non-Tenure Track
Anthony DiLollo	Moved to another university	Tenure Track
Raymond Hull		Tenure Track
Karissa Marble-Flint		Tenure Track
Erin O'Bryan		Tenure Track
Douglas Parham		Tenure Track

The BA-CSD program is a pre-professional program. Both the MA-CSD and AuD are the entry-level professional (clinical) degrees for speech-language pathology and audiology, respectively. The PhD trains researchers and educators who advance the knowledge base of the field and teach students in the professional degrees. In this way, our one mission statement encompasses all the programs in Communication Sciences and Disorders (CSD).

All four programs in CSD support the College and University missions by providing students with the opportunity to engage in a high-quality program of study, designed to prepare them for life-long learning through the development of critical thinking skills, research skills, high levels of interpersonal communication, and awareness of the needs of the community. Applied learning experiences are an integral part of all four programs.

More specifically, students from CSD programs promote the educational, cultural, and economic strength of Kansas and the wider community through their preparation as scholar-practitioners, impacting both the practice and research-base of our fields, and through serving the health needs of individuals with communication impairments in both educational and medical settings.



If yes, describe in 1-2 concise paragraphs. If no, is there a need to change?

Describe in 1-2 concise paragraphs.

Please see **Apix** for a chart showing the relationship between the WSU, CHP, and CSD Strategic Plan goals.

The Department of Communication Sciences and Disorders includes four related programs. The Bachelor of Arts in Communication Sciences and Disorders (BA-CSD) is a pre-professional program designed to prepare students with the necessary foundations for entry into a graduate program in CSD. The Master of Arts in Communication Sciences and Disorders (MA-CSD, Speech-Language Pathology) and the Doctor of Audiology (AuD) are the entry-level degrees required for clinical practice in speech-language pathology and audiology, respectively, and professional certification and state licensure are granted only to those individuals holding the MA or AuD in CSD from accredited programs. These programs at WSU are accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA). The Doctor of Philosophy in Communication Sciences and Disorders (PhD-CSD) is designed to prepare scholars who will advance the research-base of the fields and contribute to the academic education of future SLP and audiology clinicians.

Bachelor of Arts in Communication Sciences and Disorders

(BA-CSD)

The BA-CSD provides the basic foundations for advancement to the graduate level. This includes ensuring students fulfill requirements in the following areas: basic sciences (biological and physical science); math; statistics; English; human communication development and swallowing; neurological, psychological, and cognitive foundations in human development; acoustical, linguistic, and cultural bases of human communication. The goal of the program is to prepare students with the necessary foundations for entry into a graduate program in CSD. Therefore, the program is designed to offer a broad, comprehensive, pre-professional preparation for specialized training at the graduate level.

_____ : We revised the entire BA-CSD curriculum to better distribute credit hours, enhancing critical courses and eliminating or combining courses that were less important to learning. We simplified the requires for a student to transition from a pre-Major to a Major. We enhanced our CSD Honors Track. We expanded resources for students interested in applying to graduate school. We enhanced the Applied Learning opportunities for students.

MA-CSD, Sp -LangPa

Speech-language pathologists provide services to evaluate, diagnose, and treat communication disorders in individuals of all ages, from infants to the elderly. A variety of professional work settings include schools, hospitals, rehabilitation centers, and private practice. At WSU, the CSD Department provides an academic and clinical education for students who wish to become professionally qualified and certified to work with children and adults who have impairments of communication and related disorders. As clinical scientists, students are expected to integrate their classroom learning into their clinical work when assessing and/or treating clients, and to use critical thinking to develop clinical strategies that are both person-centered and evidence-based. The goal of Wichita State University's master's program in speech-language pathology is to prepare graduates for high-demand careers that improve the quality of life for patients with communication and swallowing disorders. The program requires a minimum of 61 credit hours that includes enrollment in clinical practicum each semester. The curriculum is organized to promote students' development of knowledge and skills beginning with fundamental aspects of speech and language acquisition and development, to early childhood disorders, to more complex disorders in adults (and children). Integrated into this sequence are topics that impact students' broader understanding of disorders and treatment, such as critical thinking, counseling, cultural sensitivity, professional issues, research, and interprofessional practice. This design allows students to build their disorder-specific knowledge and skills, while also learning how to integrate those knowledge and skills into a holistic understanding of the professional practice of speech-language pathology. Students have applied learning experience with clients at the WSU Evelyn Hendren Cassat Speech-Language-Hearing Clinic and affiliated community sites (e.g., the Independent School, Rainbows United) before completing two off-campus practicum experiences in medical and educational settings.

The MA program is accredited through 2025 by the Council on Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA). ASHA, via the

competencies for every student to streamline the process of graduation and clinical certification post-graduation.

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The AuD program is a post-baccalaureate, entry-level graduate clinical program that prepares students to practice as audiologists in all clinical settings. The three-year program requires a minimum of 89 credit hours and continuous enrollment in clinical practicum. Students receive a variety of practicum experiences at the WSU Evelyn Hendren Cassat Speech-Language-Hearing Clinic and other external clinical sites during the first two years of the program. Advancement to candidacy allows students to enroll in the final program requirement: a full-time, one-year supervised residency experience in a hospital, clinical, or other audiology practice environment.

The AuD program is accredited through 2025 by the Council on Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-

The quality of the program/certificate as assessed by the strengths, productivity, and qualifications of the faculty in terms of scholarly/creative activity and service. (Refer to instructions in the WSU Program Review Instructions for more information on completing this section. Tables 4 (Instructional FTE), 6 (Program Majors) and 7 (Degree Production) from OPA can be used to help with this section.)

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*Winning by competitive audition. **Professional attainment (e.g., commercial recording). ***Principal role in a performance. ****Commissioned or included in a collection.

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The Department of Communication Sciences and Disorders (CSD) offers four degree programs, including the Bachelor's degree in CSD, the Master's degree in CSD, the Doctoral degree in CSD, and the Certificate in CSD.

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1. Complete the table below with program level data. Identify the principal learning outcomes (i.e., with what skills does your Program expect students to graduate) and provide aggregate data on how students are meeting those outcomes

You may add an appendix to provide more explanation/details. (If specialty accreditation has been conferred within 18 months of this process, programs can append the information from the accreditation document to this self-study and cite, with page number, the appropriate information. If specialty accreditation has not been affirmed within 18 months, please complete the table or submit an updated version of your accreditation information. If not accredited, please complete the table below.)

Table 2 Learning Outcome Assessment					
Learning Outcomes (most programs will have multiple outcomes)	Assessment Type (e.g., portfolios, exams)	Assessment Tool (e.g. rubrics, grading scale)	Target/Criteria (desired program level achievement)	Results	Analysis

Definitions:

Learning Outcome: Learning that should result from instruction.

Assessment Type: Type of assessment used to identify, collect, and prepare data to evaluate the achievement of learning outcomes (e.g., a writing project evaluated by a rubric).

Assessment Tool: Instrument used to evaluate the achievement of learning outcomes.

Criterion/Target: Percentage of students expected to achieve the desired outcome for demonstrating program effectiveness (e.g., 90% of the students will demonstrate satisfactory performance on a writing project).

Result: Actual achievement on each learning outcome measurement (e.g., 95%).

Analysis: Determines the extent to which learning outcomes are being achieved and leads to decisions and actions to improve the program. The analysis and evaluation should align with specific learning outcome and consider whether the measurement and/or criteria/target remain a valid indicator of the learning outcome as well as whether the learn

2. Provide an analysis and evaluation of the data by learner outcome with proposed actions based on the results listed in Table 2. Data should relate to the goals and objectives of the program as listed in Part 1.

For the two clinical graduate programs (MA-CSD and AuD), the program has developed student outcomes to reflect knowledge and skill competencies established by ASHA's Council for Clinical Certification (CFCC) in the most current Certification Standards (please see [Apk H](#) for the AuD program competencies by course and [Apk I](#) for those of the MA-CSD program by course). All faculty (including clinical educators) develop objectives for their courses to fulfill knowledge/skill competencies related to the specific course and these are documented in their syllabi, according to the Standards that are addressed. Faculty also document the procedures used to assess competency for their stated objectives, for example, through a case study project, a summative examination, or group presentation. Specified performance levels are also provided in syllabi. Faculty review their coverage of knowledge/skill competencies

3. Use Table 3 and OPA Table 10 to provide analysis and evaluation using student majors' satisfaction (e.g., exit surveys from the Office of Planning and Analysis), capstone results, licensing or certification examination results (if applicable), employer surveys or other such data that indicate student satisfaction with the program and whether students are learning the curriculum (for learner outcomes, data should relate to the outcomes of the program as listed in 3d) to illustrate student

*Analyze the service the Program/certificate provides to the
. Complete for each program if appropriate.*

According to the data provided, CSD UG majors, Graduate majors, and non-program majors are distributed equally, as relates to SCH. That is, the average SCH for each of the 5-year rolling averages reported 33-35% of the SCH generated on the Fall Census Day is attributed equally to the three groups, with little variance for any 5-year period.

The Department of Communication Sciences and Disorders' primary contribution to the SCH production provided as service to the University comes in the provision of classes in American Sign Language (ASL). American Sign Language is accepted as means to meet the foreign language requirement in the College of Liberal Arts and Sciences and the College of Fine Arts. CSD majors are also required to have at least one course in ASL. Multiple courses in ASL are offered each

List the goal(s), data elements, and outcome(s) collected to support the goal, and the outcome. Complete for each program if appropriate.

Please see **Appendix P** for the full report.

Table 9a Results of Goals from Last Review 2017: BA-CSD Program

(For Last 4 FYs)	Goal(s)	Assessment Data Analyzed	Outcome	Status (Continue, Replace, Complete)
The goals stated here are taken from the 2017 KBOR Self Study.	Evaluate curriculum to determine if more CSD courses can be offered in an online format	Number of courses offered online since 2017	Several ASL courses have added online sections, and other courses are hybrid	Continue
	Continue to explore the feasibility of developing a degree program in Interpreting (or at least a minor or certificate program)	Level of concrete interest in students and the community	There was little interest in an interpreting certificate. We developed a Minor in Signed Languages.	Complete
	Continue to engage students in interprofessional learning experiences	Number of interprofessional (IP) learning experiences	We have added new IP events, including those benefitting WSU.	Continue

Table 10b Results of Goals from Last Review 2017: MA-CSD Program

(For Last 4 FYs)	Goal(s)	Assessment Data Analyzed	Outcome	Status (Continue, Replace, Complete)
The goals stated here are taken from the 2017 KBOR Self Study.	Explore the feasibility of developing telepractice opportunities for practicum	Cost of telepractice equipment, current licensure regulations	Because of COVID-19, we are pursuing this goal in earnest.	Continue
	Continue to enhance the external practicum opportunities for students	Number of new external practicum opportunities (within KS and other states)	Because of COVID-19, we are pursuing this goal in earnest.	Continue
	Explore professional practice options to provide a broader range of clinical services	Number of new partnerships and student opportunities	Because of COVID-19, we are pursuing this goal in earnest.	Continue

Table 11c Results of Goals from Last Review 2017: AuD Program

(For Last 4 FYs)	Goal(s)	Assessment Data Analyzed	Outcome	Status (Continue, Replace, Complete)
The goals stated here are taken from the 2017 KBOR	Continue to enhance the external practicum opportunities for students	Number of new external practicum opportunities (within KS and other states)	Because of COVID-19, we are pursuing this goal in earnest.	Continue
	Hire a Coordinator for the AuD program who will monitor external placements and residency requirements	Number of applicants interested in this position, availability of funding for the position	Successful hire to this position in Fall 2018	Complete

Self Study.	Explore additional sources of referral for clients	Number of contacts for referral sources	Because of COVID-19, we are pursuing this goal in earnest.	Continue
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Table 12d Results of Goals from Last Review 2017: PhD Program

(For Last 4 FYs)	Goal(s)	Assessment Data Analyzed	Outcome	Status (Continue, Replace, Complete)
The goals stated here are taken from the 2017 KBOR Self Study.	Increase the funding opportunities for doctoral students (e.g., post-doctoral fellows; grant-supported assistantships, etc.)	Number of grants submitted and funded, number of internal funding opportunities and student nominations	Two PhDs who graduated in May 2020 were funded by CHP and Graduate School awards.	

represented Minority (URM) students	numbers are specific.				
Primary Goal for MA-CSD Program: Seek funding for new student scholarships	Yes: We have identified a gap in student funding.	Yes: We know exactly how much funding we receive annually and where more funding is needed.	Yes: There is a department focus on increasing external funding and awards.	Yes: This is within the overall goals of the department.	Yes: This is measurable in both Fall and Spring semesters.
Primary Goal for AuD Program: Develop a critical thinking course specifically for AuD students (as a follow-up to their participation in CSD 832A)	Yes: This will be a specific course (or current courses can be modified).	Yes: Once the course is created, its outcomes can be measured.	Yes: The AuD curriculum has been reviewed and improved, so this can be a clear focus.	Yes: This is within the scope of expertise of the faculty.	Yes: This can be accomplished within two years.
Primary Goal for PhD Program: Implement hybrid BA-PhD programs (for SLP and Audiology), including development of online modules	Yes: These are specific programs with specific requirements.	Yes: We can measure the number of students taking advantage of these programs.	Yes: The programs are already developed and approved.	Yes: This fits within the scope of the overall PhD program.	Yes: This is measurable in both Fall and Spring semesters.

Given the 20-page limit for this document, only one primary goal for each program is included above in Table 8. Multiple goals across all four programs that align with the strategic plans of both WSU and CHP are included in **ApD**