Communication Sciences and Disorders

The QEP was incorporated as part of our program’s mission in 2010. The mission of the faculty, staff, and students of the Department of Communication Sciences and Disorders is to engage jointly in the acquisition of knowledge, skills, and dispositions to address communication and its disorders, exercise informed judgments, and accept challenges calling for innovative clinical responses. In the execution of this mission, we are committed to honoring the individual differences and needs of culturally and linguistically diverse populations and growing in awareness, knowledge, and experience to meet the challenges provided by ethical practices, changing populations, and scope of practice demands. Our goal is to prepare an educated and motivated individual who is ready to enter a graduate training program.

Practice Civic Engagement

The Communication Sciences and Disorders department believes that giving students an opportunity to engage in service learning activities or other forms of civic engagement provides a venue for application of knowledge, as well as encouraging students to realize they are valuable members of society. Students in Aural Rehabilitation and Introduction to Audiology participated in service learning projects ranging from developing sound awareness programs for early elementary classroom students to developing educational programs on use and care of hearing aids at area skilled nursing facilities. 42 students participated in the service learning activities and provided reflections regarding their experience and application of facts learned in class. Out of the 42 students 97% reported having learned additional information by preparing for the projects. Students indicated that the service learning project helped apply the knowledge and skills in the respective subjects. Two students took the service learning projects to another level by presenting information in the undergraduate research symposium with one of the students presenting at the 2012 national conference for speech language pathologists and audiologists.

Clarify Purpose and Values

To help insure that all students are getting consistent information during the advisement process a set of guideline sheets across the academic levels (freshman, sophomore, junior, senior, and transfer) were developed and utilized to support the individual advisement efforts (currently 6 professors advise across the class levels). Each guideline sheet clarified level specific information or direction the advisement sessions should include (e.g. The guideline sheet for freshman directed that all received information on required Related Profession Classes (RPCs) while seniors were to be engaged in discussion of graduate school application procedures). All transfer students in the 2012 class were provided with written copies of the guideline sheets to facilitate clarification of departmental requirements. While the department continues to hold group advisement sessions, the addition of the level specific advisement guidelines provides consistency across the individual advisement sessions.