

## LEAP Action Summary

### Communication Sciences and Disorders

<b>LEAP Workshop Year:</b>	2012
<b>Action dates:</b>	2012 to 2013 (and ongoing)
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<b>Participants:</b>	Roxanne DePaul, Giuliana Miolo, Ruiying Ding
<b>General Goal:</b>	
To use the LEAP ELOs to drive a major revision of the undergraduate curriculum and department assessment plan with a specific emphasis on the assessment and development of writing across the major, and the promotion of high-impact practices across the curriculum	
<b>Planned Actions:</b>	
<ol style="list-style-type: none"> <li>1. Revise undergraduate curriculum so that students have the opportunity to complete a broader range of courses and/or complete a minor</li> <li>2. Increase the number of students engaging in high impact practices, i.e. study abroad, capstone experience, and undergraduate research.</li> <li>3. Revise course syllabi to include LEAP essential learning outcomes (ELOs) and design assignments and learning experiences to address acquisition of ELOs.</li> <li>4. Develop department assessment plan aimed at assessing students' acquisition of LEAP ELOs.</li> <li>5. Develop systematic departmental approach to the assessment and improvement of student writing.</li> </ol>	
<b>Deliverables, Completed Actions:</b>	
<ol style="list-style-type: none"> <li>1. Curriculum revision completed and enacted Fall 2014. All students now complete a BS degree. Fall 2015 declared CSD majors (n=171). Based on spring 2015 data of CSD majors (n=159), 28.50% are completing minors in several different areas: Psychology, Family Disabilities and Health, Spanish, Dance, Special Education.</li> <li>2. Significant increase in the number of students engaging in undergraduate research (fall 2015 n=12). We created a capstone senior seminar and a senior day presentation which all majors complete in their senior year (ComDis 485).</li> <li>3. All syllabi include LEAP ELOs and indicate which assignments address each outcome.</li> <li>4. Department assessment plan was conceptualized in draft form during 2012 – 2013 period. Preliminary data were gathered last year with full implementation this year.</li> <li>5. We developed a writing rubric which we use to monitor student progress in writing at various points in the curriculum.</li> </ol>	