

Communication Sciences and Disorders

Strategic Plan 2024-2029

Vision Statement

The vision of the department of Communication Disorders is to be a leader in enhancing communication quality for individuals throughout their lives and fostering community engagement and accessibility.

Mission Statement

The mission of the Communication Sciences and Disorders department is to increase quality of communication and swallowing across the lifespan, by preparing career-ready graduates in the field of speech-language pathology who are highly qualified to evaluate and treat individuals with communication and swallowing disorders.

Goals

1. Increase student opportunities to improve student learning outcomes

Action Steps:

- Implement summative assessment that measure functional application of knowledge during externship and internship
- Evaluate and modify undergraduate and graduate curricula/programs of study to ensure consistency with current professional practice
- Increase connections across course work and clinical activities, as well as across professions.
- Incorporate problem-based learning across curriculum (Simucase, MBSImp, Master Clinician)

2. Improve visibility of the CSD department regionally and nationally

Action Steps:

- Increase social media presence
- Maintain social media GA position
- Increase graduate school marketing to community colleges and speech conventions
- Send department recruitment video to high schools
- Attend-school career fairs

3. Build and maintain collaborations with external service providers by maintaining links with schools, hospitals, and care communities

Action steps:

- Increase & retain mentors
 - Provide opportunities for continuing education to practicing clinicians.
 - Provide opportunities for mentors to participate in lecture series for a reduced fee.
 - Develop and maintain relationships with alumni (track past graduates contact when they are 3 years post-graduation, publishing newsletters each semester)
- Explore connections for students
 - Increase communication with educational and medical opportunities for placements.

4. Ensure that students can demonstrate application of evidence-based practice in academic and clinic assignments

Action steps:

- Review curriculum during faculty meetings to ensure that evidence-based practice work in courses connects academic content to clinical practice.

- Introduce the 4 Steps of evidence-based practice and PICO questions during beginning seminar
- Require submission of PICO on Plan of Care in practicum.
- SimuCase debriefing sessions: highlight how to choose evidence-based treatment approaches

5. Provide learning opportunities for current professional issues and trends to prepare graduates for work-place environments

Action Steps:

- Creating a clinical sensory room.
 - Secure funding for sensory room
- Adding a seminar on the topic of sensory issues
- Exposing students to technology options at Vendor's Day, during courses, and clinic activities

6. Increase student engagement with faculty and peers

Action Steps:

- Providing engagement opportunities for students through NSSHLHA and department.
- Improving faculty participation in NSSLHA and other student events.