



## **Department of Communication Sciences and Disorders Vision**

Our vision is to improve the lives of individuals with communication and swallowing disorders through excellence in research, student instruction, and service to the community.

## **Department of Communication Sciences and Disorders Mission Statement**

The mission of the Communication Sciences and Disorders (CSD) Department of Chapman University is to prepare ethical, research-conscious, and culturally respectful speech-language pathologists, committed to preventing, assessing and treating communication and swallowing disorders across the age span.

## **Department of Communication Sciences and Disorders Three-year Strategic Plan, 2019-2022**

- I. Strategic Priority #1: Clinical Instruction
  - A. Faculty (clinical and academic) are current with evidence-based practice in their areas of instruction, including state and national requirements.
  - B. Clinical fieldwork experiences occur in real-life environments where service delivery is aligned with California schools, and medical and private practice settings. **Met and ongoing.**
  - C. Students engage in interprofessional education (IPE) and interprofessional practice (IPP) instructional experiences across clinical fieldwork settings (e.g., schools, hospitals, private practices). **Ongoing**
  - D. On-site fieldwork supervisors receive feedback about their clinical instruction from students and from the CSD department. **Partially met and ongoing.**
  - E. The Adult Learning Lab will enhance its group treatment opportunities for individuals with acquired cognitive, speech, and language disorders while instructing students in clinical service delivery. **Met and ongoing.**
  - F. On-site fieldwork supervisors participate in continuing education to ensure that they are guided by best practices in clinical supervision. **Met and ongoing.**
  
- II. Strategic Priority #2: Academic Instruction
  - A. Faculty (clinical and academic) and students engage in activities related to the scholarship of teaching and learning, including inter-professional education.
  - B. Faculty use instructional technology (as it evolves) in order to enhance student access to learning. **Met**
  - C. Faculty mentor students in the various aspects of the research process in order to prepare them to be consumers and creators of research evidence. **Met and ongoing.**



III. Strategic Priority #3: Research

- A. Create and develop opportunities where faculty and students participate in educational and/or service opportunities for collaborative research, e.g., The Orange County Childhood Language Center, the CSD Adult Learning Lab, the Speech and Language Development Center, the Downs Syndrome Association of Orange County.
- B. Integrate and support research efforts that are inter-professional in education and in practice, i.e., IPE and IPP.
- C. Develop policies and procedures that are aligned with the university and college policies to support faculty who desire to make their research publicly accessible. **Partially met.**
- D. Investigate and propose the design and feasibility of a doctoral (PhD) program that is interdisciplinary within the Crean College of Health and Behavioral Sciences. **Met, on hold.**
- E. Establish a database of potential research participants from the CSD Adult Learning Lab and the OC Childhood Language Center.
- F. Increase the number of undergraduate students who participate in CSD research projects. **Met and ongoing.**

IV. Strategic Priority #4: Service to the Community and Beyond

- A. Enhance students' classroom and clinical learning with required volunteer service to local community organizations that serve individuals with communication disorders. **Met and ongoing.**
- B. Promote and require student volunteer service that is interdisciplinary, e.g., volunteering at Stroke Boot Camp with physical therapy students.
- C. Obtain feedback from community partners regarding the impact of CSD student-based volunteer service.