



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.