



**Crean College of  
Health and Behavioral Sciences**

Communication Sciences and Disorders

## Department of Communication Sciences and Disorders

### Vision

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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.

### Mission

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The mission of the department of Communication Sciences and Disorders (CSD) is to prepare ethical, research-conscious, and culturally responsive speech-language pathologists committed to assessing, preventing and treating communication and swallowing disorders across the lifespan.

### Strategic Plan

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The Communication Sciences and Disorders Strategic Plan addresses three main priorities: Student-Faculty Research; Academic Instruction; and Clinical Education and Service to the Community. Our goal for Student-Faculty Research is to encourage research that is interprofessional in nature and encompasses a variety of populations. CSD aims to support Academic Instruction that strengthens the scholarship of teaching and learning across experiences, clinical populations, and communication modalities. We also aim to enhance Clinical Education in evidence-based and family-centered practice, while engaging in Community service and volunteer activities in partnership with organizations that serve individuals with communication disorders.

### Three-year Strategic Plan, 2025-2027

The CSD Strategic plan is created by faculty and staff every three years. The plan consists of priorities and specific measurable objectives. Priorities are proposed by faculty and staff. These are based on feedback, input and needs from multiple sources, including but not limited to: students, the college, the University, the community, current trends in research and clinical practice, and changes in the SLP scope of practice.

Each of our three priorities are operationalized with measurable objectives. Progress toward achieving these objectives is updated on an annual basis. Every three years, the plan is revised (Student Handbook).

### Strategic Priority #1: Research

| Long-term Goal                                                                                         | Specific Measurable Objectives                                                                                                                                                            | Strategies for Attaining Goals and Objectives (Evidence-Based)                                                                                                                                   | Schedule for Analysis of Outcomes | Met/Unmet   |
|--------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|-------------|
| <b>Encourage research that is interprofessional in nature and encompasses a variety of populations</b> | Graduate students will participate in research projects, collaborate with faculty, and present findings at relevant conferences, bridging the gap between research and clinical practice. | Capstone projects; Student training in Research Methods course; Graduate student participation and authorship on conference presentations (ASHA, CSHA) and publications; symposium participation | Annual                            | Met-Ongoing |
|                                                                                                        | Faculty and students will participate in research with a variety of populations.                                                                                                          | Faculty research on: Infants; School-age children; Parents; Deaf and Hard-of-Hearing community; Aphasia; Justice-involved youth; Dyslexia                                                        | Annual                            | Met-Ongoing |
|                                                                                                        | Create opportunities for undergraduate students to participate in CSD research projects.                                                                                                  | UG student involvement in research labs (paid and unpaid); CAMP8 presentations                                                                                                                   | Annual                            | Met-Ongoing |
|                                                                                                        | Integrate and support research efforts that are inter-professional in education and in practice.                                                                                          | Collaboration with researchers outside CSD: Audiology, Computer Science, Otolaryngology, Neurology, Cognitive Science; Faculty membership on external PhD-committees                             | Annual                            | Met-Ongoing |

## Strategic Priority #2: Academic Instruction

| Long-term Goal                                                                                                                    | Specific Measurable Objectives                                                                                                                                                                                    | Strategies for Attaining Goals and Objectives (Evidence-Based)                                                                                                                                                                                                                                                   | Schedule for Analysis of Outcomes | Met/Unmet   |
|-----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|-------------|
| <b>Strengthen the scholarship of teaching and learning across experiences, clinical populations, and communication modalities</b> | Faculty (clinical and academic) and students engage in activities related to the scholarship of teaching and learning for the CSD student population.                                                             | Faculty attend Chapman teaching-center workshops; ASHA CEUs; Faculty use flipped classrooms and discussion-based learning; Students engage in peer evaluations of clinical writing; Students create training materials (for stakeholders, clients, SLPs) as part of their Capstone projects.                     | Annual                            | Met-Ongoing |
|                                                                                                                                   | Didactic/academic courses will include learning outcomes, readings, lectures, and assignments relevant for the variety in clinical populations.                                                                   | Course syllabi include varied populations and assignments                                                                                                                                                                                                                                                        | Annual                            | Met-Ongoing |
|                                                                                                                                   | Faculty will use instructional technology (as it evolves) to enhance student access to learning.                                                                                                                  | Use of LMS (Canvas) and emerging tech, including Panther AI and online resources.                                                                                                                                                                                                                                | Annual                            | Met-Ongoing |
|                                                                                                                                   | Coursework will emphasize the perspectives, experiences, and communication preferences and strategies of all clinical populations using any modality to communicate (e.g., Deaf and Hard of hearing individuals). | Multiple courses address varied perspectives from diverse (clinical) populations. Specific examples: CSD 507 ( <i>AAC &amp; Cognitive Aspects of Communication</i> ); CSD 512 ( <i>Multicultural &amp; 2<sup>nd</sup> Language Acquisition</i> ); CSD 519 ( <i>Deaf Culture, Sign Language &amp; the Brain</i> ) | Annual                            | Met-Ongoing |

### Strategic Priority #3: Clinical Education and Service

| Long-term Goal                                                                                                                                                                                                                       | Specific Measurable Objectives                                                                                                                                                                                                                                               | Strategies for Attaining Goals and Objectives (Evidence-Based)                                                                                                                                                                                          | Schedule for Analysis of Outcomes | Met/Unmet   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|-------------|
| <b>Enhance Clinical Education in evidence-based and family-centered practice, while engaging in Community service and volunteer activities in partnership with organizations that serve individuals with communication disorders</b> | Enhance students’ clinical learning with required volunteer service to local community organizations that serve individuals with communication disorders.                                                                                                                    | Community placements and service learning, for example through volunteer opportunities at the Special Olympics; SPEAK OUT!; Mariner's Church; Deaf-community events; and the Brain Rehabilitation And Injury Network (B.R.A.I.N.)                       | Annual                            | Met-Ongoing |
|                                                                                                                                                                                                                                      | Clinical education courses will be person- and family-centered.                                                                                                                                                                                                              | Clinical coursework emphasis evidenced in syllabi                                                                                                                                                                                                       | Annual                            | Met-Ongoing |
|                                                                                                                                                                                                                                      | Integrate clinical and ethical decision-making frameworks into clinical education, focusing on client autonomy, confidentiality, and professional boundaries. Case-based learning will assist students to critically analyze and resolve clinical and/or ethical challenges. | Case-based learning in courses and practically in the Adult Learning Lab, Childhood Language Center, and other clinical rotations; Ethics frameworks addressed in course work; Clinical Practicum courses address SLP-client boundaries.                | Annual                            | Met-Ongoing |
|                                                                                                                                                                                                                                      | Develop community engagement through partnerships that offer free or reduced-cost clinical services to underserved populations, collaborating with local organizations and clinics.                                                                                          | Outreach; free services offered at Childhood Language Center, Down Syndrome Association of Orange County, Adult Learning Lab; Special Olympics, Stroke and Parkinson's Boot Camps                                                                       | Annual                            | Met-Ongoing |
|                                                                                                                                                                                                                                      | Measure and assess student clinical learning outcomes related to ethical practice, evidence-based clinical skills, community engagement, and expanding knowledge in deaf and hard of hearing populations.                                                                    | Competency tracking; Evaluations; Specific course examples: CSD 512 ( <i>Multicultural &amp; 2<sup>nd</sup> Language Acquisition</i> ); CSD 517 ( <i>Voice/Motor Speech Disorders</i> ); CSD 519 ( <i>Deaf Culture, Sign Language &amp; the Brain</i> ) | Annual                            | Met-Ongoing |