

## **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.

### **Mission**

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**

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**

#### **Strategic Priority #1: Research**

- A. Graduate students will participate in research projects, collaborate with faculty, and present findings at relevant conferences, bridging the gap between research and clinical practice. **Met-Ongoing**
- B. Faculty and students will participate in research with a variety of populations. **Met-Ongoing**
- C. Create opportunities for undergraduate students to participate in CSD research projects. **Met-Ongoing**
- D. Integrate and support research efforts that are inter-professional in education and in practice. **Met-Ongoing**

## **Strategic Priority #2: Academic Instruction**

- A. Faculty (clinical and academic) and students engage in activities related to the scholarship of teaching and learning for the CSD student population. **Met-Ongoing**
- B. Didactic/academic courses will include learning outcomes, readings, lectures, and assignments relevant for the variety in clinical populations. **Met-Ongoing**
- C. Faculty will use instructional technology (as it evolves) to enhance student access to learning. **Met-Ongoing**
- D. 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). **Met-Ongoing**

## **Strategic Priority #3: Clinical Education and Service to the Community**

- A. Enhance students' clinical learning with required volunteer service to local community organizations that serve individuals with communication disorders. **Met-Ongoing**
- B. Clinical education courses will be person- and family-centered. **Met-Ongoing**
- C. 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. **Met-Ongoing**
- D. Develop community engagement through partnerships that offer free or reduced-cost clinical services to underserved populations, collaborating with local organizations and clinics. **Met-Ongoing**
- E. 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. **Met-Ongoing**