

Strategic Plan of the Department of Communication Sciences and Disorders 2018-2020

1) Continue to develop distinguishing pathways at the undergraduate level:

- a) Investigate curriculum alternatives through technology that could deliver coursework in synchronous, asynchronous and/or hybrid formats
- b) Revise advising plans based on new Liberal Arts Inquiry (LAI) which begins Fall 2018
- c) Consider options for shared, cross-listed courses such as Statistics, Language Science, Anatomy & Physiology
- d) Initiate a School of Education-Education Specialist pathway
- e) Initiate a College of Arts and Sciences-Bilingual interpreter/translator pathway
- f) Initiate a College of Arts and Sciences-Medical ethics pathway
- g) Heighten student achievement and success, in general (e.g., GPA “gateways”)
- h) Collect undergraduate outcome data for Assessment/WASC committee, ongoing

2) Continue to develop distinguishing pathways at the graduate level:

- a) Maintain and develop the Bilingual Certificate Program
- b) Create a course that pairs with CDIS 683, such as Alternative Clinical Experiences: Simucase, Masterclinician.org, telepractice, etc.
- c) Solicit student and faculty feedback about the Alternative and Augmentative Communication hybrid course and on-line Health Education Training, developed for May 2017.
- d) Maintain a relationship with School of Music for Vocal Education and Vocal clinical practicum, begun in 2017.
- e) Heighten student achievement and success; revise orientation to include Graduate Writing Center and the potential for remediation plan opportunities
- f) Revise and implement the graduate curriculum according to student feedback, and stakeholder (ASHA CAA; WASC), and faculty perceptions. Outcome: Submit a revised graduate curriculum by the end of Spring 2019 for possible approval and implementation in academic year 2019-2020
- g) Develop a plan for clinic and program expansion. Outcome: Discuss development for potential sources of funding to improve the infrastructure, continue to develop our list of potential clinical externships, and draw plans for new clinical space.
- h) Maintain CAA standards in graduate program. Outcome: Annual self-analysis of adherence to program standards at faculty retreat, attend annual CAPSCD meeting

3) Develop a community of learners:

- a) Redlands Community Anchor:
 - i) Maintain current collaborative community relationships or modify as needed:
 - (1) University of Redlands – School of Music
 - (2) Redlands Day Nursery
 - (3) Captain Leland F. Norton Elementary School, San Bernardino, Ca.
 - (4) Plymouth Village Continuing Care Facility, Redlands
 - (5) California School for the Deaf, Riverside
 - (6) Summer Clinic Program (URL3 University of Redlands Language Literacy Lab)
 - ii) Forge new relationships, for example:
 - (1) CareMeridian Long Term Care facilities

- (2) Inland Preschool Coop, Calimesa, Ca.
- (3) Telepractice possibilities

- b) Continue the department speaker series as a required CEU activity. Outcome: Speaker series continues each semester on various topics of interest as determined by the faculty and students enrolled in the graduate program, ongoing
- c) Continue to develop interdisciplinary cooperation. Outcome: Increase number of collaborations with psychology, the sciences, and education in coursework offered and committee such as honors and master's thesis, continue summer reading program with education, ongoing
- d) Develop plans to prepare students for the Ph.D degree. Outcome: Increase student research, Sustain direct discussions of Ph.D. opportunities at undergraduate level (CDIS 410 or CDIS 413); early identification of potential thesis students as documented in faculty staff minutes in fall of entrance year, work on increased liaison with ASHA on strategies to mentor students toward continuing their education at the Ph.D. level, ongoing
- e) Sustain student participation in faculty research projects. Outcome: Compare the current number of posters, papers, and presentations that involve students and faculty each year, ongoing
- f) Increase the number of undergraduate honor's projects. Outcome: Measure the number of projects completed each year for comparison
- g) Involve faculty in fellowship awards to assist them in greater participation of non-UR sponsored research. Outcome: Try to have at least one faculty member receive a funded grant by 2020.

4) **Transform pathways for teaching, clinical teaching, scholarship, professional development**

- a) Continue requests for support for travel beyond the \$1300 and for the "cost of doing business," (ASHA, CSHA, other professional dues, licensure dues, etc.); grow this amount from \$500 to \$700 by 2018-19
- b) Gain time allotted for faculty to submit various types of manuscripts for publication or for seeking external funding. Explore offering an undergraduate research course section of CDIS 413 in which the students learn basics of research design and EBP-types of topics and are mentored in a group research project that relates to the faculty member's expertise. Rotate the opportunity each semester across f/t Ph.D. faculty members.
- c) Offer (under-)graduates opportunities to seek a summer scholarship to work on research projects with faculty members
- d) Re-imagine Truesdail Clinic in light of various fee schedule structures.
- e) Increase availability of services in local community with more space.
- f) Fund more supervisors to provide services to more in the community.
- g) Continue to support siblings group
- h) Develop outpatient aphasia group (Maria)

5) Serve culturally diverse populations

- a) Continue to recruit culturally diverse graduate students. Outcome: Compare our diversity numbers (culture, gender, ethnicity) from year to year, increase the number of students who speak more than one language, ongoing
- b) Continue to develop and offer courses that attract diverse populations. Outcome: Continue our travel course with an emphasis on bilingual issues in language, ongoing
- c) Continue to maintain our diversity of clients. Outcome: Compare our diversity statistics from year to year with CAA report mechanism

6) Develop programs that involve communities locally and internationally

- a) Continue a travel program focused on addressing the cultural and communication needs of clients in a foreign country. Outcome: 1 faculty member teaches a travel courses that involve Com Dis students and other interested students in a foreign country, ongoing
- b) Continue an international exchange program with Osaka Medical College for undergraduates. Outcome: Graduate and undergraduate students participate in a cultural exchange, and faculty provide lectures for 3 days in the fall, ongoing
- c) Continue to identify volunteer and clinical sites for observation and clinical participation for grads and undergrads. Outcome: Three additional sites for clinical activity will be added to our list of potential sites, ongoing
- d) Develop clinical sites at local hospitals and long-term care facilities, ongoing