

**Clarion University**  
**College of Education, Health and Human Services**  
**Department of Communication Sciences and Disorders**

**Five Year Strategic Plan: 2019 - 2024**

**Developed November 20, 2018**

**Updated April 20, 2020**

**July 1, 2020**

**CSD DEPARTMENT MISSION STATEMENT**

The mission of the Communication Sciences and Disorders Department is to provide a high quality, academic and clinical education which enables program graduates to become competent, fully credentialed speech-language pathologists serving the needs of the region and Commonwealth.

**CSD DEPARTMENT VISION STATEMENT**

The Communication Sciences and Disorders Department is dedicated to: 1) preparing students, using evidence based best practices, with the knowledge and skills needed to effectively work with communicatively impaired individuals in a variety of clinical environments, 2) academic and clinical teaching excellence within the program, offering students quality, inter-disciplinary educational opportunities and experiences, 3) providing a variety of effective clinical services to the community at large, and 4) developing educated consumers of research who are committed to lifelong learning and professional development.

**STRATEGIC GOALS**

**ACADEMICS:**

1. The program will recruit, retain and graduate academically qualified undergraduate and graduate students.

Actions	2019-2020 Data	Outcome	Timeline
Department will host departmental visit days to recruit qualified undergraduate students.	One CSD Visit Day was held on January 31, 2020, for interested high school juniors/seniors. Twenty-three interested students and their families attended.	Continue working with University Admissions to host at least one CSD Visit Day a year. The department will provide virtual visits as needed.	2019-2024

<p>Department will participate in university activities for recruitment of qualified undergraduate and graduate students.</p>	<p>The department was represented at all 2019-2020 Admission Open House events to meet with interested students.</p> <p>The department was represented at all Admission Preview Days held on Monday and/or Friday mornings throughout the fall 2019 and spring 2020 semesters.</p> <p>The department was represented at each new student orientation.</p> <p>The department held a Graduate Open House event on November 9, 2019, to meet with interested/prospective students.</p>	<p>Continue departmental representation at Admission Open Houses and weekly Preview Day events.</p> <p>Have current CSD students as well as faculty attend events.</p>	<p>2019-2024</p>
	<p>Departmental faculty called and/or corresponded with prospective undergraduate and graduate students.</p>	<p>Continue correspondence with prospective undergraduate and graduate students.</p>	<p>2019-2024</p>
<p>Department will develop and implement independent initiatives to recruit and retain qualified undergraduate and graduate students.</p>	<p>The department has developed a Five Year B.S. to M.S. option for high achieving students. A pilot cohort of 10 students was admitted for this new option starting for the fall 2019 incoming freshman class.</p> <p>Eight students from the first cohort of the Five Year program continue to follow their program sequence. One student</p>	<p>The department has worked with the University Admissions Office to market the program and a new, second cohort of ten qualified students have been identified and given the option to choose this accelerated path. The department refined their admission's rubric to delineate top students due to the increased number</p>	<p>2019-2024</p>

	transferred to another university for reasons unrelated to the major and another student has deferred progress due to personal reasons.	of applications received for this program.	
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2. The program will provide a high quality academic and clinical experience to program students.

Actions	2019-2020 Data	Outcomes	Timeline
<p>The program will review the graduate curriculum to ensure that all students have exposure to all the requisite knowledge and skills for the Master of Science degree, the ASHA CCC, state licensure and teaching certification.</p>	<p>The 2017 CAA Standards, updated April 2019, and the ASHA Scope of Practice continue to be reviewed throughout the academic year at faculty meetings.</p> <p>The 2020 CCC Standards continue to be reviewed during faculty meetings. Program requirements now reflect the change in the science requirement for chemistry/physics, additional content knowledge within the current nine core content areas, inclusion of inter-professional education and practice and working with clinical supervisors both on and off campus to ensure they meet the clinical and professional requirements to act as a clinical supervisor.</p>	<p>Continue to review curriculum on a yearly basis using the most current CAA Standards, CFCC Standards and ASHA Scope of Practice.</p>	<p>2019-2024</p>

	<p>The department faculty completed an academic program self-assessment in the spring utilizing the ASHA quality indicators for integrating research and clinical practice in CSD programs.</p> <p>Based on the self-assessment feedback from faculty, the following areas were considered departmental program strengths: departmental goals, course syllabi that reflect EBP, faculty knowledge base, students as consumers of research and robust clinical practicum experiences.</p> <p>Areas to improve/change include exploring more opportunities for faculty/student joint research with other programs in the College/University and to provide additional resources on Evidence-Based Practices for our extern supervisor co-ops.</p> <p>The faculty will continue to review syllabi to reflect updates in the curriculum and to ensure that the curriculum reflects the entire Scope of Practice including professional practice competencies and knowledge and skills needed to meet ASHA certification standards, state licensure, and teacher certification requirements.</p>	<p>The department faculty will continue academic program self-assessment utilizing the ASHA quality indicators for integrating research and clinical practice in CSD programs.</p> <p>Faculty will continue to review and revise their syllabi to reflect updates in the curriculum and to ensure that the curriculum reflects the entire Scope of Practice including professional practice competencies and knowledge and skills needed to meet ASHA certification standards, state licensure, and teacher certification requirements.</p> <p>The department will explore opportunities for joint faculty/student research with programs in the College of Education and the College of Health Sciences and Human Services.</p>	<p>2019-2024</p>
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	<p>Inter-professional education continues to be included in CSD 554: Professional Practicum and CSD 535: Audiology Seminar in which graduate students are required to research and write a paper relating to inter-professional practice within the Scope of Practice in speech-pathology and/or audiology.</p> <p>Guest speakers were utilized in CSD 520, 540, 554 and 575 which included topics in early intervention, pediatric dysphagia, NICU, AAC/Tobii/Dynavox, home health care, inter-professional practice, billing, referrals and report writing.</p> <p>The CSD department collaborated with other departments within the College (nursing, rehabilitation sciences) and the Clarion/Forest VNA Hospice team in providing an inter-professional full day seminar “Compassionate Caring: An Inter-disciplinary Approach for End of Life Care for students in all programs and regional professionals on September 13, 2019. Over 100 students, faculty and community members attended the event.</p>	<p>The department will continue to explore additional inter-professional educational opportunities within the College of Health Sciences and Human Services.</p> <p>Continue inter-professional collaboration. In CSD 554: Professional Practicum, professionals from a variety of disciplines continue to be invited speakers for class instruction.</p> <p>Continue inter-disciplinary collaborative education within the College of Health Sciences and Human Services.</p>	<p>2019-2024</p>
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	<p>The department's assessment results are submitted annually to the University Assessment Committee for review. Feedback from the University Assessment Committee for 2018-2019 data revealed strengths in defining outcomes and how data were used to improve student learning.</p>	<p>The university's assessment report recommended continued formative assessment by the program. It also recommended continued review and analysis to insure that program and university-wide learning outcomes are met. The department will utilize feedback from the 2019-2020 university assessment report to complete the next report, due summer 2020.</p>	<p>2019-2024</p>
<p>Re-accreditation maintenance of the graduate program.</p>	<p>The Graduate program in speech language pathology was re-accredited through 2024. The department continues to work to ensure full compliance with each accreditation standard. No areas of concern were noted by the CAA in the program's 2019 annual report.</p>	<p>Respond to the 2020 CAA Annual Report before the August 1, 2020 deadline. Gather data to be used for the 2020 CAA Annual Report.</p>	<p>2019-2024</p>

<p>The program will discuss/review changes to be made to the program based on alumni/current graduate survey results.</p>	<p>Follow-up of suggestions implemented from 2019 student/alumni feedback were as follows:</p> <p>1) The department maintained a small number of students assigned to a clinical supervisor (no more than four) in CSD 512. Each student had more than adequate time to meet with their supervisor to plan and discuss clinical services.</p> <p>2) The department increased educational opportunities in the area of dysphagia via additional seminars and having guest speakers. Three SLPs from the Intermediate Unit #6 who specialize in the area of pediatric dysphagia co-presented to CSD 592 in Fall 2019.</p> <p>Two medical based SLPs presented to CSD 592. One SLP demonstrated fiber optic evaluation of the swallow (FEES).</p> <p>Students in the class provided positive feedback regarding the additional information provided by these speakers.</p> <p>A new set of student/alumni surveys were reviewed in spring 2020. Based on student/alumni feedback, the department will make the following changes to the program:</p>	<p>Student/alumni surveys data collection will continue each year. Review and analysis for program improvement were discussed based on 2019-2020 data in spring 2020.</p>	<p>2019-2024</p>
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	<p>1) Formalize a student to student graduate mentor program in which a second year graduate student will mentor a new graduate student starting in the program.</p> <p>2) Students in clinical courses will complete a Super Bill for each service provided and provide CPT codes for all services.</p>		
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3. The program will work to insure that program graduates are well-prepared for entry level into the profession.

Actions	2019-2020 Data	Outcome	Timeline
NESPA scores will be reviewed, including review of pass rate, annual institutional summary and performance of individuals on the exam's subcategories.	Academic curriculum and clinical practice requirements are reviewed and discussed annually by departmental faculty based on course syllabi in light of the current ASHA Scope of Practice, CFCC SLP certification standards, and CAA accreditation standards to insure that each student receives an education that covers the academic and clinical knowledge and skills necessary for entry level into the profession.	<p>Continue to review NESPA scores to identify any weak areas in student performance and ensure curriculum covers those knowledge and skill areas.</p> <p>Continue to provide a Praxis workshop each academic semester to aid students in the preparation for the national exam in speech language pathology. The program will keep track of attendance at the workshop to determine if scores on the national exam in speech-language</p>	2019-2024

	<p>A Praxis exam preparation workshop was provided to 31 graduate students on November 18, 2019. A workshop was not offered during the spring 2020 semester due to the COVID-19 pandemic.</p> <p>Feedback from the most recent students who passed the exam indicated that they used the resources and information provided from the workshop.</p>	<p>pathology relate to attendance at the workshop.</p> <p>The department is currently exploring the option of providing a virtual NESPA workshop due to the pandemic. It will also be recorded for students who cannot attend on the scheduled date.</p>	
<p>The department identified a need for a comprehensive summative assessment of student knowledge and skills.</p>	<p>Comprehensive examinations were given to students in the third semester of their graduate program on July 12, 2019, October 11, 2019, and February 21, 2020. All students passed their comprehensive examinations either on their initial attempt or following remediation. The next comprehensive exam will be administered on July 10, 2020.</p>	<p>The program will analyze pass/fall rates on the objective and essay portions of the comprehensive exam.</p> <p>The department will monitor and analyze all results in the fall 2020 to identify trends in weaker areas and discuss any needed changes.</p> <p>The program will continue summative assessment of student knowledge and skills via a comprehensive examination during each graduate student's third semester of study.</p>	<p>2019-2024</p>

<p>Program advises students on preparation materials for the National Exam in SLP and practice exams are required as a class assignment in CSD 554.</p>	<p>Students were advised on workbooks and practice exams available as aids to successfully pass the Praxis during semester workshops and during an exit interview with their academic advisor. Students completed practice examinations while enrolled in CSD 554.</p>	<p>Faculty advisors will continue to share information regarding preparation materials for the Praxis exam in speech-language pathology and encourage students to attend the departmental workshop.</p>	<p>2019-2024</p>
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**COMMUNITY**

1. The program will provide an adequate number of opportunities for quality clinical experiences, including inter-professional education, for students by establishing and maintaining partnerships with clinical sites in the community, with university centers and with university departments.

Actions	2019-2020 Data	Outcome	Timeline
<p>Clinic brochure updated, disseminated to community organizations, university centers, and university departments.</p>	<p>Increased visibility of university speech and hearing clinic, increase in number of referrals.</p>	<p>Review clinic brochure yearly for accurate information.</p>	<p>2019-2024</p>
<p>University departments, centers and community organizations will be contacted to increase referrals and opportunities for clinical experiences and inter-</p>	<p>The program hosts a monthly Brain Injury Support group for members of the community as well as university students. Attendance averaged 15-</p>	<p>Continue hosting a monthly Brain Injury Support group for members of the community as well as university students.</p>	<p>2019-2024</p>

<p>professional education and collaboration.</p>	<p>20 individuals per month during 2019-20.</p> <p>Each year, the department organizes three brain safety fairs in collaboration with the Brain Injury Association of PA and area health care providers in three different counties (Butler, Venango and Allegheny) to raise awareness of brain injury/concussion and provide information about the department's speech and hearing clinic. The fairs typically attract over 750 participants in total with an average of 200 participants per setting. Unfortunately, the fairs had to be cancelled this year due to the COVID-19 pandemic.</p>	<p>Continue hosting brain safety fairs within the region with increased inter-disciplinary student help within the College of Health Sciences and Human Services.</p>	
	<p>Faculty and Students provided clinical services in local area nursing homes, Head Start Centers, school districts and hospital settings.</p> <p>2019-2020</p> <p>Students and faculty continued to provide hearing Screenings for area school districts and head starts. Provided Hearing Screenings in conjunction with Women's Wellness Day at Cranberry Mall in Venango as well as Teen Night Out at the Mall.</p> <p>On November 4, 2019, the department Clinic</p>	<p>Continue providing speech, language and/or hearing screenings in collaboration with Head Starts and school districts from 5 surrounding counties.</p>	<p>2019-2024</p>

	<p>Director provided an in-service for Home school consortium: <i>Clarion County Homeschoolers</i>. 60 parents attended the half-day in-service. Partnerships were developed to provide screenings and service.</p> <p>Several CSD students under the supervision of CSD faculty provided hearing screenings for 25 teens and their families on September 18, 2019, at the Cranberry Mall <i>Especially for Teens</i> Event.</p> <p>Students under the supervision of CSD faculty provided hearing screenings to approximately 60 women: <i>Especially for Women's Day</i> October 19, 2019.</p> <p>The department collaborates with the Education department to sponsor a summer reading camp. During the summer of 2019, 24 clients attended.</p>		
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2. The department will serve as a regional resource for continuing education by sponsoring at least two on-campus, day-long continuing education activities for the faculty and area professionals.

Actions	2019-2020 Data	Outcome	Timeline
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<p>Faculty, students and area professionals will have opportunity to improve and update professional knowledge by the Department serving as a host site for a minimum of one PaTTAN teleconference per year and/or through other professional speakers.</p>	<p>The department hosted the following continuing education opportunities for faculty, regional professionals and graduate students: PaTTAN Teleconference: Friday, October 25, 2019 <i>Treating Speech Sound Disorders 21st Century Style!</i></p> <p>Over sixty students attended with several from outside of the CSD program-early childhood and secondary education. 8 professionals attended.</p>	<p>The department will continue to serve as a PaTTAN CEU provider.</p> <p>The department will continue to explore opportunities for guest speakers within a broad scope of interdisciplinary professional practice.</p>	<p>2019-2024</p>
<p>Department's NSSLHA group will host day-long professional spring seminar.</p>	<p>The 2020 NSSLHA Seminar: <i>How Can I Teach Her If She Can't See Me? Language and Literacy for Students with Visual Impairment.</i> Scheduled on March 27, 2020, cancelled due to the COVID-19 pandemic.</p>	<p>NSSLHA will continue to sponsor a day-long professional spring seminar.</p>	<p>2019-2024</p>

**RESEARCH**

1. The faculty will provide opportunities for faculty-student research projects and presentations at local, state and national conferences.

Actions	2019-2020 Data	Outcome	Timeline
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<p>Faculty will provide an extra-curricular opportunity for students to review, analyze, and discuss seminal and/or contemporary literature relevant to the profession.</p>	<p>The CSD Journal Club, which was initiated for undergraduate juniors, seniors and graduate students the previous year, continued to meet during this academic year to review and discuss journal articles within the discipline. The focus this semester was on articles which dealt with therapy. The purpose of the CSD Journal Club is to promote the exploration of professional literature in communication sciences and disorders through an active, faculty-guided extracurricular learning experience.</p>	<p>Continue the CSD Journal Club and encourage graduate student participation.</p>	<p>2019-2024</p>
<p>Faculty will work to mentor faculty-student research projects.</p>	<p>Number of faculty and faculty-student research projects completed or in progress 2019-2020 – 6 3 senior honors students 3 graduate students</p>	<p>The departmental faculty will continue to mentor student research.</p>	<p>2019-2024</p>
<p>Faculty will work with students to increase the number of faculty-student presentations at regional, state and national conferences.</p>	<p>Research projects: 2019 – 2020  Three graduate students were slated to present four research projects at several state level conferences until they were cancelled due to the COVID-19 pandemic.</p>	<p>The faculty will continue to support student research presentations.</p>	<p>2019-2024</p>

**RESOURCES**

1. The program will work to ensure access to adequate resources including faculty and student computers, equipment for clinic and research to achieve the program's mission and provide a quality educational experience. Clinical diagnostic and therapeutic materials will be updated annually.

Actions	2019-2020 Data	Outcome	Timeline
<p>The program will maintain existing equipment and increase available equipment for educational and clinical use, particularly in the area of augmentative and alternative communication and equipment used for hearing screenings.</p>	<p>Clinical and educational materials are updated annually from the department's budget. The department received financial support through student technology fee grants in the 2019-2020 fiscal year to upgrade the following:</p> <p>11 replacement iPads for clinical use were purchased.</p> <p>Two - 3 year renewal contracts were negotiated and implemented to ensure maintenance registrations for <i>Calipso</i> and the IVS Clinical Monitoring systems through 2021.</p> <p>In addition, during the 2019-20 budget cycle, one faculty and two staff received new computers for their office.</p>	<p>The department will review departmental needs and continue to update academic/clinical materials as needed.</p>	<p>2019-2024</p>

2. The program will work to recruit and retain well-qualified tenure-track faculty who are committed to teaching, scholarship and service.

Actions	2019-2020 Data	Outcome	Timeline

<p>Program will work to recruit and retain qualified tenure track and adjunct faculty.</p>	<p>Stacey Hall was awarded tenure status starting in August, 2019.</p> <p>Dr. Kristina Dworek was awarded tenure status starting in August, 2020.</p>	<p>Continue to retain qualified tenure-track and adjunct faculty.</p>	<p>2019-2024</p>
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