

**Department of Communicative Disorders and Sciences  
Strategic Plan 2023-2026**

**INTRODUCTION**

The Department of Communicative Disorders and Sciences (CDS) in the Connie L. Lurie College of Education offers two degree programs:

- Bachelor of Arts (BA), Communicative Disorders & Sciences
- Masters of Science (MS), Speech-Language Pathology (SLP)

In Fall 2023, the department consists of 103 undergraduate students, 111 graduate students, 22 faculty members and 2 staff members:

<b>Member</b>	<b>Description</b>	<b>Full-time</b>	<b>Part-time</b>
<b>BA Students</b>	Freshmen	11	1
	Sophomore	9	1
	Junior	25	1
	Senior	54	1
<b>MS Students</b>	Leveling year	20	1
	Year 1	45	0
	Year 2	45	0
<b>Faculty</b>	Tenured/Tenure-track	7	0
	Lecturer	3	12
<b>Staff</b>	Administrative support/coordinator	2	0

Tenured and tenure-track faculty members teach academic and/or clinical courses in the BA and MS programs, and provide mentoring to students who may wish to pursue a master’s thesis. All full-time lecturers are senior lecturers in the department. One senior lecturer is the Director of Clinical Education, who oversees the clinical education needs among students and coordinates the in-house clinical placements

accordingly. The other two senior lecturers teach foundational and applied courses in the department and coordinate off-campus placements for the graduate students.

## **EXECUTIVE SUMMARY**

The Department of Communicative Disorders and Sciences conducts periodic strategic planning meetings to develop a multiyear Strategic Plan to further its mission and vision. The department reviewed results from prior annual program assessments, various data sources and stakeholder feedback, including department faculty, students, staff, alumni and the college administration, to update the vision, mission and priority goals, ensuring a dynamic approach to fulfilling its mission in the coming years.

### **CDS STRATEGIC PLAN 2023-2026**

In Summer 2023, the department developed a three-year strategic plan with the following priorities and goals within a transformative framework that aligns with the college and university strategic plans:

1. Develop innovative programs to provide more access pathways for diverse students to enter speech-language pathology and audiology.
2. Update undergraduate and graduate curriculum to include Interprofessional Education (IPE), Interprofessional Practice (IPP) and Diversity-Equity-Inclusion-Social Justice (DEIJ) as focus areas for excellence across academic and clinical education.
3. Increase the number and diversity of tenured/tenure-track faculty to support new program/curriculum development and the anticipated increase in student enrollment.
4. Upgrade department facilities and infrastructure (i.e., technology, equipment) in the on-campus clinic, the Kay Armstead Center for Communicative Disorders, to support transformative education in CDS.

The implementation of the strategic plan will be guided by the Department Chair, Program Director/Coordinator, Director of Clinical Education and department committees. Annual evaluation of objectives and progress will be reviewed in faculty meetings. Evaluation results and updates will be shared with college leadership, faculty, students, staff, alumni, and other interested parties accordingly.

**VISION**

The Department of Communicative Disorders and Sciences prepares innovative scholars via transformative education and high-impact, equity-minded research.

**MISSION**

The mission of the Department of Communicative Disorders and Sciences is to prepare creative, evidence-informed, critical thinkers and change agents for a profession in speech-language pathology and related fields.

This work prioritizes clinical education and research that reflect, elevate, and advocate for the interests and needs of our diverse communities. We do this with a culturally responsive and student-centered focus.

**VALUES**

- Equity- and justice-focused approaches across teaching, research, and practice
- Deep knowledge of communicative disorders and sciences
- Innovative academic and clinical education
- Student-centered and culturally sustaining pedagogy
- Community-engaged practice and scholarship
- Commitment to ongoing reflection and improvement of our programs

**GOALS**

**1. Develop innovative programs to provide more access pathways for diverse students to enter speech-language pathology and audiology.**

<b>Focus area</b>	Program Development
<b>Issue</b>	The high demand of SLPs and related professionals who can provide inclusive services to diverse populations requires not only more students in the professional fields but also more accessible educational opportunities for diverse students through different program offerings.
<b>Baseline</b>	The department currently offers two residential degree programs, BA in Communicative Disorders and Sciences and MS in Speech Language Pathology. The residential program presents geographic/time constraints for prospective students with diverse backgrounds. The

	current undergraduate program prepares students for career pathways requiring graduate degrees, but not CDS related pathways with only the undergraduate degree.
<b>Indicators of success</b>	<ul style="list-style-type: none"> <li>• Develop an online MS-SLP program.</li> <li>• Develop an undergraduate SLPA program.</li> <li>• Increase the number/diversity of students among programs.</li> </ul>
<b>Objectives</b>	<p>1.1 The Online Program Coordinator will develop the online program proposal in AY 23/24</p> <p>1.2 CDS will launch the online MS-SLP program in AY 24/25 (upon approval)</p> <p>1.3 The Undergraduate Coordinator will develop the SLPA program proposal in AY 24/25</p> <p>1.4 CDS will launch the SLPA program in AY 25/26 (upon approval)</p> <p>1.5 CDS will show an increasing trend of student number/diversity between 2023-2026</p>
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>• Objective 1.1 will be assessed in May 2024</li> <li>• Objective 1.2 will be assessed in May 2025</li> <li>• Objective 1.3 will be assessed in May 2025</li> <li>• Objective 1.4 will be assessed in May 2026</li> <li>• Objective 1.5 will be assessed in May 2026</li> </ul>

**2. Update undergraduate and graduate curriculum to include Interprofessional Education (IPE), Interprofessional Practice (IPP) and Diversity-Equity-Inclusion-Social Justice (DEIJ) as focus areas for excellence across academic and clinical education.**

<b>Focus area</b>	Curriculum Update
<b>Issue</b>	The evolving healthcare/education landscape and the equity- and justice-focused approach necessitates collaboration across disciplines. It is essential to prepare future SLPs and related professionals with contemporary skills in IPE/IPP and DEIJ to work effectively on interdisciplinary teams to provide culturally responsive services to clients with diverse needs.
<b>Baseline</b>	Individual faculty initiatives provide IPE/IPP training for CDS students in different settings, including the establishment of the Healthy Development Community Clinic (HDCC) by faculty in SLP, Child and Adolescent Development and Psychology, the interdisciplinary

	<p>clinic observations between SLP and OT, and classroom activities led by SLP, counselor, OT, physician, and social worker.</p> <p>CDS offers a dedicated course on DEI/J at the graduate level, without program-level requirements of DEI/J in other courses.</p> <p>The graduate-level culminating experience is currently a multiple-choice exam, which is inconsistent with the department’s value of DEI/J.</p>
<b>Indicators of success</b>	<ul style="list-style-type: none"> <li>• Establish partnerships with three departments in related fields (e.g., Audiology, Occupational Therapy, Nursing, Social Work, Special Education, Counselor Education, and Child and Adolescent Development, etc.) for IPE/IPP activities.</li> <li>• Update graduate-level culminating experience with authentic assessment that aligns with the principles of DEI/J.</li> <li>• Integrate IPE/IPP and DEI/J across academic and clinical courses in both undergraduate and graduate curriculum.</li> </ul>
<b>Objectives</b>	<p>2.1 CDS will identify three IPE/IPP priority areas and pilot an IPE/IPP activity with the corresponding departments in AY 23/24</p> <p>2.2 CDS Culminating Experience Committee will make recommendations for authentic assessment of knowledge and skills and its guiding principles of DEI/J by AY 24/25</p> <p>2.3 CDS Curriculum Committee will offer recommendations for integrating IPE/IPP and DEI/J learning outcomes into multiple academic and clinical courses and suggestions for updating the syllabi by AY 25/26</p>
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>• Objective 2.1 will be assessed in May 2024</li> <li>• Objective 2.2 will be assessed in May 2025</li> <li>• Objective 2.3 will be assessed in May 2026</li> </ul>

### 3. Increase the number and diversity of tenured/tenure-track faculty to support new program and curriculum development and the anticipated increase in student enrollment.

<b>Focus area</b>	Faculty
<b>Issue</b>	A core group of highly qualified faculty with deep knowledge across areas of expertise in CDS provides consistency to address programmatic needs and innovative approaches to

	academic and clinical education. With the departmental plan to launch new programs, more faculty is needed to meet the anticipated increase in student enrollment.
<b>Baseline data</b>	Over the past three years, the department lost 5 tenured/tenure-track faculty and 1 full-time senior lecturer (3 retirements, 2 departures and 1 termination), and welcomed 3 tenure-track faculty. The department continues to hire part-time lecturers as needed, and continues to need tenure-line faculty for department leadership roles and serving diverse student populations.
<b>Indicators of success</b>	<ul style="list-style-type: none"> <li>• Increase the diversity and number of tenured/tenure-track faculty from 7 to 9 to meet student needs.</li> <li>• Maintain a sufficient number of qualified faculty to provide academic and clinical instruction in SLP and audiology.</li> <li>• Develop a sustainable plan for Chair, Program Director, and CDS major advisor(s).</li> </ul>
<b>Objectives</b>	<p>3.1 CDS will justify the need for faculty hires in the <i>Program Planning Report</i> in AY 23/24</p> <p>3.2 CDS will request an external Chair search in AY 23/24</p> <p>3.3 CDS will propose new programs with anticipated increase in student enrollment and need for new faculty by AY 24/25</p> <p>3.4 CDS will request another tenure-line faculty hire by AY 25/26</p>
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>• Objective 3.1 will be assessed in May 2024</li> <li>• Objective 3.2 will be assessed in May 2024</li> <li>• Objective 3.3 will be assessed in May 2025</li> <li>• Objective 3.4 will be assessed in May 2026</li> </ul>

**4. Upgrade department facilities and infrastructure (i.e., technology, equipment) in the on-campus clinic, the Kay Armstead Center for Communicative Disorders, to support transformative education in CDS.**

<b>Focus area</b>	Facility/infrastructure
<b>Issue</b>	Upgrading the department/clinic facilities and infrastructure is essential for high-quality education, research and clinical services, effective engagement of students and community, and maintaining competitiveness in the field.

<b>Baseline data</b>	<p>The department/clinic routinely uses standardized simulation and training programs (SimuCase, MBSImp, digital assessment protocols) and electronic record systems (Calipso, ClinicNote), and maintains equipment (AAC lab, voice lab, audiology lab, CVI observation system). Clinic space is in need of renovation and upgrade of furniture/fixtures, flooring and ventilation for enhanced safety, collaboration and modernization.</p>
<b>Indicators of success</b>	<ul style="list-style-type: none"> <li>• Maintain technology support and equipment calibration for academic/clinical education</li> <li>• Upgrade clinic facility with new furniture/fixtures</li> <li>• Establish partnerships with other departments, facilities and/or organizations to expand spaces for IPE/IPP.</li> </ul>
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. Director of Clinical Education (DCE) duties will include the maintenance/calibration of clinic equipment starting AY 23/24</li> <li>2. CDS will upgrade the clinic facility with new furniture/fixtures by AY 23/24</li> <li>3. CDS will analyze funding sources for technology support and develop a sustainable plan (e.g., SimuCase, MBSImp, CVI, Calipso, ClinicNote) by AY 24/25</li> <li>4. CDS will meet with the Department of Nursing to establish partnership for the use of medical simulation space in AY 24/25</li> <li>5. Chair, Director of Clinical Education and Placement Coordinators will collaborate with the Dean’s Office to explore new partnerships with other departments, facilities and local organizations (e.g., IPE/IPP spaces, local hospital/SNF, Santa Clara County Speech and Hearing Association) by AY 25/26</li> </ol>
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>• Objective 4.1 will be assessed in May 2024</li> <li>• Objective 4.2 will be assessed in May 2024</li> <li>• Objective 4.3 will be assessed in May 2025</li> <li>• Objective 4.4 will be assessed in May 2025</li> <li>• Objective 4.5 will be assessed in May 2026</li> </ul>