

Communication Disorders and Sciences: Distance Learning Program

5-Year Strategic Plan

2017 – 2022

OUR MISSION

The Department of Communication Disorders and Sciences has a three-dimensional mission of teaching, research and service for the advancement of human potential in speech, language and hearing. As part of a comprehensive university system dedicated to undergraduate and graduate instruction, teaching is always regarded as the first priority.

PROGRAM MISSION

The Distance Learning Program strives to be the solution for students needing to take graduate and prerequisite coursework in an alternative manner to increase the number of qualified candidates for programs in Communication Disorders and Sciences and thus impact the nationwide shortage of Speech-Language Pathologists and Audiologists.

Goal #1: Development of a Clinical Educator Position

Objective	Strategy	Status
Develop a Clinical Educator Position to manage the Clinical Education process for the program	<ul style="list-style-type: none"> ▪ Develop job duties and responsibilities ▪ Interview and hire 	<p style="text-align: center; color: red;">Completed</p> <ul style="list-style-type: none"> ▪ 2018 - position approved and job posted. ▪ Clinical Educator hired and began working at the start of the 2018/2019 academic year

Goal #2: Program Development

Objective	Strategy	Status
A. Pre-AuD Program	Develop post-baccalaureate program for students interested in pursuing the AuD that do not have an undergraduate degree in Speech Pathology or Audiology.	<p style="text-align: center; color: red;">Target Implementation = Fall 2022</p> <ul style="list-style-type: none"> ▪ 2019 - Program proposal developed ▪ Working with the Audiology Program Director to finalize the curriculum for the program. <p>Once finalized, the program will work with the Tseng College on the implementation process.</p>

<p>B. Bilingual Certificate Program</p>	<p>Develop a Bilingual Certificate Program that addresses the competencies necessary to identify as a bilingual practitioner and provide a framework for bilingual professionals to meet these competencies.</p>	<p>Target Development of proposal in 2021/2022</p> <ul style="list-style-type: none"> ▪ The idea for the Bilingual Certificate was presented to the Tseng College in October 2019 and approval to move forward with the development of a proposal was granted. ▪ Initiation of the development process was put on hold due to the challenges brought about by the pandemic during the 2020/2021 academic year.
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Goal #3: Program Evaluation/Improvement

Objective	Strategy	Status
<p>A. Best Practices for Online Education</p>	<p>Work with the instructional design team from the Tseng College to review:</p> <ul style="list-style-type: none"> • Course structure - best practices in online education • Provide faculty with education on best practices re: course design, online teaching 	<p>Ongoing</p> <p>Tseng College has provide a series of workshops throughout the year that have been made available to the CDS faculty. All program faculty work with an instructional designer in developing and refreshing courses.</p>

<p>B. Clinical Practicum Course Review and Redesign - Student Teaching</p>	<p>Review and update the student teaching process.</p>	<p style="text-align: center;">Ongoing</p> <p>a) Created a Canvas site for each cohort containing modules and submission links so that all student teaching requirements are stored in one place b) Worked with the residential program student teaching coordinator to ensure that all requirements are being met by the distance learning students c) Consolidated information so that all students, regardless of state, complete the same requirements. d) Recruited clinical instructors working in the public schools, private practice and hospital settings to serve as co-instructors for the clinical practicum courses. Each course now includes the Clinical Educator as the primary instructor with 1-2 co-instructors (community practitioners or faculty).</p>
<p>B. Clinical Practicum Course Review and Redesign - Clinical Course Restructuring</p>	<p>Restructure the clinical courses (CD 565, 566, 567, 672A and 672C) to include lecture, discussion, case studies, assignments focused on improving clinical reasoning skills.</p>	<p style="text-align: center;">Ongoing</p> <p>a) All clinical practicum courses have been restructured to include lectures, discussion, case studies and assignments focused on improving clinical reasoning skills. b) Lectures for these classes are live and are attended by students in real time. The sessions are recorded for those who cannot attend. c) In addition to the clinical hours and competencies obtained at their practicum site, students have the opportunity to participate in assessment and treatment sessions with virtual and simulated clients. o Simulated clients provide experiences and competencies that are often challenging to meet for many students. Simulations are used to assess, complete diagnostic findings, make recommendations, and provide intervention for virtual patients. Students must achieve a score of 90+ to obtain competency in the diagnostic category addressed by the case. d) Students also participate in case study assignments and discussions. The goal is ongoing as we continue to evaluate and make changes based on supervisor and student feedback.</p>

<p>B. Clinical Practicum Course Review and Redesign - Supervisor Mentoring</p>	<p>Provide mentoring and information regarding supervision to the onsite clinical supervisors.</p>	<p style="text-align: right;">Ongoing</p> <p>a) Program has made the CAPCSD supervision CEU courses available to the on-site supervisors b) Revised the Clinical Practicum Manual that is provided to the supervisors c) In the process of developing information on focus areas for each clinical practicum experience and how the supervisor plays a role in assisting the student to meet the identified competencies.</p>
<p>B. Clinical Practicum Course Review and Redesign - Clinical Instructors</p>	<p>Expand pool for clinical instructors</p>	<p style="text-align: right;">Ongoing</p> <ul style="list-style-type: none"> • Added 3 clinical instructors to pool
<p>C. Admissions Process - Update to electronic processes</p>	<p>Review and improve the application process in conjunction with the Tseng College to include electronic vs. paper recommendation forms and process.</p>	<p style="text-align: right;">Completed</p> <ul style="list-style-type: none"> • The current applications for Cohort 22 (spring 2022 start) now include an electronic recommendation form. Recommenders will no longer need to submit paper letters/forms via mail to the program.

<p>C. Admissions Process - Holistic Admissions</p>	<p>Implement a holistic review process for admissions</p>	<p style="text-align: right;">Ongoing</p> <ul style="list-style-type: none"> • Distance Learning Program staff attended workshops and seminars on holistic admission processes, in addition to reviewing literature on best practices in the area. Changes in the process were made based on this information and training. • The admission process for Cohort 21 was revised to include additional focus in the following areas when reviewing applications: <ul style="list-style-type: none"> o Student’s background and life experience, including leadership skills o Unique perspectives o Evidence of persistence and motivation o Initiative in seeking out opportunities for learning & growth o Compelling background/story (e.g. first in family to attend college, had to help support family, etc.) o Professional and volunteer experience o Candidate will contribute to the diversity of the program • Beginning with the Cohort 20 applications, students ranked in the top 80 have been required to submit an interview video addressing specific questions to provide additional information for the faculty review committee to assist in admission decisions. • Revised the Statement of Intent questions for the Cohort 22 application process to provide additional information about the applicants that will assist faculty reviewers to incorporate holistic factors in the review process.
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