



**School of Arts and Sciences**

**Department of Speech Communication Studies**

**Graduate Program in Communication Sciences and Disorders**

## **STRATEGIC PLAN**

**2014 – 2018**

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## **PREAMBLE**

This Strategic Plan of the Communication Sciences and Disorders (CSD) program at Iona College is the product of collaborative discussions among the Dean of the College of Arts and Sciences, Dr. Sibdas Ghosh, and the CSD faculty. This Plan is guided by the Strategic Plan of the College, and is consistent with the Mission, Vision and Values of the College. This Plan will guide the Program during its first three years of operation, an initial growth period in which the CSD Program will continually evaluate its successes and shortcomings through self-study, and thereby improve its infrastructure and curriculum and develop its distinctiveness. A three-year plan will enable the subsequent plan to be aligned in time with the cycle of self-study of the Speech Communication Studies Department and the Strategic Plan of the College.

## **THE MISSION STATEMENT**

The mission of the CSD Program at Iona College is to graduate entry-level clinicians who will adhere to the highest personal, professional, and ethical standards, employ best evidence practices, critical thinking, and self-analysis, demonstrate empathy, altruism, and accountability in their clinical practice, appreciate the value of continuing education, and aspire to provide outstanding clinical services for a diversity of individuals of all ages with communication and swallowing problems. The Program is dedicated to promoting the field of communication sciences and disorders and serving the greater community. In striving to fulfill this mission, the Program seeks to contribute substantially to the success of Iona College.

## **THE VISION STATEMENT**

By 2018, the CSD Program will have made substantial contributions to the mission and vision of Iona College by becoming a respected graduate program of choice for motivated students seeking to better the lives of individuals with communication disorders. The success of our students will be facilitated by a dedicated faculty with strong didactic knowledge and clinical skills, and by a committed and talented staff. The faculty and staff will inspire students through a technology-rich, collaborative and student-centered learning environment to prepare for full lives and productive careers in communication sciences and disorders. The CSD Program will develop the whole person, facilitate leadership development, promote community engagement and service learning, both local and global, and encourage enrichment through diversity. The CSD Program, with ongoing support from the administration of Iona College, will secure the necessary resources, develop its distinctiveness, strengthen its infrastructure, and invest in and support the talent needed to realize this vision.

## VALUES STATEMENT

The CSD Program embraces the values of a student-centered institution rooted in the tradition of the Christian Brothers. The following are key values:

- A graduate education rich in didactics and clinical experience that enables our graduates to prepare for excellence in the field of speech-language pathology
- Devotion to integrity, diversity, and freedom of inquiry
- Individualized attention to each student
- Faculty and student collaboration in teaching, learning, and research that enhances the department's intellectual life and that meets society's needs in the widely diverse areas of communication disorders
- Commitment to compassion and innovation
- Dedication to the full integration of academic and clinical experiences
- A culture of participatory and transparent decision making within the Department of Speech Communication Studies
- Partnerships across College departments and within the greater community for the benefit of all.

## **FOCUS AREAS, GOALS, and ACTION STEPS**

### **Focus Area 1. Program Distinction**

The CSD program is dedicated to providing a culture that fosters the highest level of student learning within a caring environment, maintains a close and nurturing relationship between faculty and each of its students, and incorporates new technologies that increase learning opportunities for a diverse student body.

#### **Goal 1**

The CSD Program commits to enhancing its curriculum for greater distinctiveness and quality within the guidelines specified by ASHA and the Council on Academic Accreditation.

CSD Goal 1 aligns with Iona College's Goal II: Academic Distinction, in which the College commits to reviewing and revising its academic programs for greater distinctiveness and quality. CSD Goal 1 also aligns with Iona College's Goal III: Iona Experience, in which the College commits to providing a distinctive experience that addresses the intellectual, moral, spiritual, emotional, physical, social, leadership, and career development of students through increased student engagement and service integrated with academic programs.

#### **Action Steps:**

- 1.1 Enroll 15 students into the CSD program in each of years one and two, and 25 students in year three.

- 1.2 Explore development of additional elective courses to broaden and deepen student learning, such as early intervention and language disorders in bilingual children.
- 1.3 Establish a student advisory board to provide input regarding needed areas of improvement in the program.
- 1.4 Identify, develop and assess a selection of existing courses for distance learning.
- 1.5 Assess the feasibility of a prerequisite program for potential graduate students.
- 1.6 Integrate case-based and problem-based learning and the application of new and emerging technologies into classes to enhance the student learning experience.

## Focus Area 2. Student Distinction and Success

The CSD Program is dedicated to promoting the success of each student, and to reflecting the goals of the Department of Speech Communication Studies in which it resides, to promoting excellence in oral communication and leadership through superior interpersonal communication skills.

### **Goal 2**

The CSD Program commits to providing students with every opportunity to distinguish themselves upon graduation, to lead full lives and productive careers in communication sciences and disorders.

CSD Goal 2 aligns with Iona College's Goal I: Student Distinction, in which the College commits to identifying, recruiting, and enrolling students who have a strong likelihood of graduating, and a continuing commitment to providing access to students who may not have had the opportunity for academic achievement but who can demonstrate the potential and motivation for college success.

### Action Steps:

- 2.1 Implement the use of TaskStream, an online portfolio system, to enhance documentation of student progress, including KASA fulfillment, toward meeting the requirements for the degree and appropriate credentials.
- 2.2 Evaluate the remediation process and procedures to ensure that each student has maximal opportunity for success.
- 2.3 Provide students with frequent opportunities to make brief oral presentations in classes.



2.4 Nurture the development of student leadership skills through mentored activities such as those of the Iona Chapter of NSSLHA, service learning opportunities, and ASHA-sponsored programs.

## Focus Area 3. Diversity and Cultural Competence

The CSD Program is dedicated to promoting diversity, global perspectives, and emphasizing cultural inclusiveness in order to graduate students who are culturally competent clinicians so that they may better serve the communities in which they practice and the field of communication sciences and disorders.

### **Goal 3**

The CSD Program will provide multiple opportunities within the classroom and clinical practicum experiences that promote the cultural competence of each student.

CSD Goal 3 aligns with Iona College's Goal II: Academic Distinction, in which the College commits to reviewing and revising its academic programs for greater distinctiveness, quality, and student success, for increased interdisciplinary focus, community engagement, and global elements.

### Action Steps:

- 3.1 Examine the client/patient base of the Iona Speech and Language, Hearing Clinic at the conclusion of each semester to promote student exposure to a range of disorders and severities across the lifespan from culturally and linguistically diverse backgrounds.
- 3.2 Examine contracted external practicum placements at the conclusion of each semester to ensure sufficient client/patient base to promote student exposure to a range of disorders and severities across the lifespan from culturally and linguistically diverse backgrounds.
- 3.3 Include content related to cultural and linguistic diversity in all relevant courses.
- 3.4 Increase multicultural and international opportunities for education and research for faculty and students, and participate in ASHA and CAPCSD global initiatives.



## Focus Area 4. Community and University Engagement

The Program's new ADA compliant clinical facility, located within easy walking distance from Iona College, contains 10 therapy rooms with adjacent observation areas, integrated audio-visual equipment for recording and viewing, an audiologic booth, a reception area, a student study area, private offices for the Director and Assistant Director, workstations for the clinical faculty and staff, pantry, restrooms, and ample parking.

### **Goal 4**

The CSD Program commits to serving community needs for increased access to speech and language services that reflect our commitment to ethical conduct, accountability, evidence-based practice, and service learning in the heritage of Iona College and the Christian Brothers.

CSD Goal 3 aligns with Iona College's Goal II: Academic Distinction, in which the College commits to review and revise its academic programs for greater distinctiveness, quality, and student success; for increased interdisciplinary focus, community engagement, and global elements. CSD Goal 3 also aligns with Iona College's Goal VI: Iona Story, in which the College commits to consistently communicating the College's mission, community culture, and unique programs.

### Action Steps:

4.1 Develop a formal marketing program for the Clinic to promote the visibility of clinical services, particularly within the Westchester County, New York community.

- 4.2 Further develop communication disorder support groups and expand community screening efforts.
- 4.3 Develop new services that meet the needs of the community, such as a social communication groups, accent management, and a stuttering support group, for example, in the context of student education.
- 4.4 Use emerging technologies to develop a periodic program newsletter to inform the community and Departmental alumni about CSD Program activities and achievements.
- 4.5 Identify opportunities to use teletherapy to reach underserved populations and as a training opportunity for students.
- 4.6 Assess clinical materials and identify the need for new and/or replacement items and allocate budget accordingly.
- 4.7 Promote opportunities to develop interdisciplinary clinical experiences.
- 4.8 Insure that internal and external clinical supervisors are using best evidence-based practices.

## Focus Area 5. Faculty and Student Scholarship

The ongoing research activities and scholarly endeavors of the faculty are essential for informing classroom teaching and fostering evidence-based clinical practice. Therefore, the Program values faculty who engage actively in scientific inquiry, mentor student research and evidence-based clinical decision-making, and who contribute to the greater research community within the discipline of communication sciences and disorders.

### **Goal 5**

The CSD Program will increase the number of faculty and student publications and presentations.

This goal aligns with Goal II: Academic Distinction of Iona College, in which the College commits to supporting faculty for their intellectual curiosity, for their passion for teaching and learning, and for their innovativeness in connecting curriculum to practical experiences.

### Action Steps

- 5.1 Create and maintain an environment that supports faculty scholarship and research.
- 5.2 Engage students in faculty research and professional presentations.
- 5.3 Develop a department supported, incentive-based student travel grant program.
- 5.4 Assess instrumentation for faculty/student research laboratories and identify the need for new and/or replacement items and allocate budget accordingly.

## METRICS AND ACCOUNTABILITY

**Goal 1** The CSD Program commits to enhancing its curriculum for greater distinctiveness and quality within the guidelines specified by ASHA and the Council on Academic Accreditation.

**Action Step 1.1** Enroll 15 students in years one and two, and 25 students in year three.

<b>Person(s) Responsible:</b>	<b>Resources Needed:</b>	<b>Measurable Outcomes:</b>	<b>Strategies for Evaluation and Assessment:</b>
Director Graduate Admissions, Chair, Faculty, CSD Program	Qualified candidates	Number of students enrolled	Admissions report

**Action Step 1.2** Explore development of additional elective courses to broaden and deepen student learning, such as early intervention and language disorders in bilingual children, for example.

<b>Person(s) Responsible:</b>	<b>Resources Needed:</b>	<b>Measurable Outcomes:</b>	<b>Strategies for Evaluation and Assessment:</b>
Director and faculty, CSD Program	Flexibility of curriculum, availability of qualified faculty, approval of graduate curriculum committee	Increased number of electives	Faculty curriculum review and student feedback

**Action Step 1.3** Establish a student advisory board to provide input regarding needed areas of improvement in the program.

<b>Person(s) Responsible:</b>	<b>Resources Needed:</b>	<b>Measurable Outcomes:</b>	<b>Strategies for Evaluation and Assessment:</b>
Director, CSD Program	Interested students, faculty advisor	Written input provided	Input results in observable changes that are reviewed by faculty & students

**Action Step 1.4** Identify, develop and assess a selection of existing courses for distance learning.

<b>Person(s) Responsible:</b>	<b>Resources Needed:</b>	<b>Measurable Outcomes:</b>	<b>Strategies for Evaluation and Assessment:</b>
Chair, Director and faculty, CSD Program	Available time	One or more new DL classes are offered	Faculty and student course review

**Action Step 1.5** Assess the feasibility of a prerequisite program for potential graduate students.

<b>Person(s) Responsible:</b>	<b>Resources Needed:</b>	<b>Measurable Outcomes:</b>	<b>Strategies for Evaluation and Assessment:</b>
Chair, Director of CSD Program	Available time, adequate faculty for advising, space for classes, staff time	Report generated, including potential number of students to be enrolled and budget	Administrative feedback/decision

**Action Step 1.6** Integrate case-based and problem-based learning and the application of new and emerging technologies into classes to enhance the student learning experience.

<b>Person(s) Responsible:</b>	<b>Resources Needed:</b>	<b>Measurable Outcomes:</b>	<b>Strategies for Evaluation and Assessment:</b>
Director and faculty, CSD Program	Available time, Faculty training (possibly consultant hired)	One or more classes integrate case- or problem based learning	Faculty and student feedback and curriculum review



**Goal 2** The CSD Program commits to providing students with every opportunity to distinguish themselves upon graduation to lead full lives and productive careers in communication sciences and disorders.

**Action Step 2.1.1** Implement use of TaskStream, an online portfolio system, to enhance documentation of student progress, including KASA fulfillment, toward meeting the requirement for the degree and appropriate credentials.

<b>Person(s) Responsible:</b>	<b>Resources Needed:</b>	<b>Measurable Outcomes:</b>	<b>Strategies for Evaluation and Assessment:</b>
Chair, Director & Faculty, CSD Program, IT Dept., CELTIC	Available faculty time, faculty and student training, coordination with IT Dept.	TaskStream implemented	Faculty/IT/Student review and assessment

**Action Step 2.2** Evaluate the remediation process and procedures to ensure that each student has maximal opportunity for success.

<b>Person(s) Responsible:</b>	<b>Resources Needed:</b>	<b>Measurable Outcomes:</b>	<b>Strategies for Evaluation and Assessment:</b>
Chair, Director, CSD Program Clinic Director, Faculty	Available faculty time	Each student remediation plan is reviewed	Faculty assessment report and recommendations for changes.

**Action Step 2.3** Provide students with frequent opportunities to make brief oral presentations in classes.

<b>Person(s) Responsible:</b>	<b>Resources Needed:</b>	<b>Measurable Outcomes:</b>	<b>Strategies for Evaluation and Assessment:</b>
All faculty, CSD Program	Flexibility in course syllabi	Number of courses that include required oral presentations	Review of course syllabi, student feedback

**Action Step 2.4** Nurture the development of student leadership skills through mentored activities such as those of the NSSLHA chapter, service learning opportunities, and ASHA-sponsored programs.

<b>Person(s) Responsible:</b>	<b>Resources Needed:</b>	<b>Measurable Outcomes:</b>	<b>Strategies for Evaluation and Assessment:</b>
All faculty, CSD Program, Office of Student Life	Available faculty time,	Number of activities planned during each academic year	Review of activities and faculty and student feedback

**Goal 3** The CSD Program will provide multiple opportunities within the classroom and clinical practicum experiences that promote the cultural competence of each student.

**Action Step 3.1** Examine the client/patient base of the Iona Speech and Language, Hearing Clinic at the conclusion of each semester to promote student exposure to a range of disorders and severities across the lifespan from culturally and linguistically diverse backgrounds.

<b>Person(s) Responsible:</b>	<b>Resources Needed:</b>	<b>Measurable Outcomes:</b>	<b>Strategies for Evaluation and Assessment:</b>
Clinical Director, Assistant Clinical Director, CSD Program	Available time, clinical client/patient data	Number and demographics of clients/patients treated	Internal self-study report.

**Action Step 3.2** Examine contracted external practicum placements at the conclusion of each semester to ensure sufficient client/patient base to promote student exposure to a range of disorders and severities across the lifespan from culturally and linguistically diverse backgrounds.

<b>Person(s) Responsible:</b>	<b>Resources Needed:</b>	<b>Measurable Outcomes:</b>	<b>Strategies for Evaluation and Assessment:</b>
Clinical Director & Assistant Clinical Director, CSD Program	Available time, external patient demographic data	Number and demographics of clients/patients treated	Report from external placements.

**Action Step 3.3** Include content related to cultural and linguistic diversity in all relevant courses.

<b>Person(s) Responsible:</b>	<b>Resources Needed:</b>	<b>Measurable Outcomes:</b>	<b>Strategies for Evaluation and Assessment:</b>
All faculty, CSD Program	Curriculum flexibility	Key course syllabi include diversity content	Assessment of syllabi and recommendations for modification

**Action Step 3.4** Increase multicultural and international opportunities for education and research for faculty and students, and participate in ASHA and CAPCSD global initiatives.

<b>Person(s) Responsible:</b>	<b>Resources Needed:</b>	<b>Measurable Outcomes:</b>	<b>Strategies for Evaluation and Assessment:</b>
Chair, Director & Faculty, CSD Program	Access to relevant opportunities	Number of opportunities offered to students	Faculty and student feedback.

**Goal 4** The CSD Program commits to serving community needs for increased access to speech and language services that reflect our commitment to ethical conduct, accountability, evidence-based practice, and service learning in the heritage of Iona College and the Christian Brothers.

**Action Step 4.1** Develop a formal marketing program for the Clinic to promote the visibility of clinical services, particularly within the Westchester County, New York community of client referral sources and potential clients.

<b>Person(s) Responsible:</b>	<b>Resources Needed:</b>	<b>Measurable Outcomes:</b>	<b>Strategies for Evaluation and Assessment:</b>
Advancement/Public Relations, Chair, Clinical Director & Assistant Clinical Director, CSD Program	Available time, funding	Items of marketing plan specified and enacted	Community survey, report of clients served, including demographics

**Action Step 4.2** Further develop communication disorder support groups and expand community screening efforts.

<b>Person(s) Responsible:</b>	<b>Resources Needed:</b>	<b>Measurable Outcomes:</b>	<b>Strategies for Evaluation and Assessment:</b>
Advancement/Public Relations, Chair, Clinical Director & Assistant Clinical Director, CSD Program	Available time, staffing with specific expertise, available space	Number and type of support groups and screening efforts, increase in client numbers	Community survey, self-study review

**Action Step 4.3** Develop new services that meet the needs of the community, such as a social communication groups, accent management, and a stuttering support group, for example, in the context of student education.

<b>Person(s) Responsible:</b>	<b>Resources Needed:</b>	<b>Measurable Outcomes:</b>	<b>Strategies for Evaluation and Assessment:</b>
Clinical Director & Assistant Clinical Director, CSD Program	Available time, trained staff and available space	Number and type of support groups	Report of new services, self-study of quality and outcomes, participant and community feedback

**Action Step 4.4** Use emerging technologies to develop a periodic program newsletter to inform the community and Departmental alumni about CSD Program activities and achievements.

<b>Person(s) Responsible:</b>	<b>Resources Needed:</b>	<b>Measurable Outcomes:</b>	<b>Strategies for Evaluation and Assessment:</b>
Advancement/Public Relations, Program Director, Clinical Director, CSD Program	Available time, IT and marketing resources and support	Number of newsletters produced and type/size of recipients	Departmental and recipient feedback and assessment

**Action Step 4.5** Identify opportunities to use teletherapy to reach underserved populations and as a training opportunity for students.

<b>Person(s) Responsible:</b>	<b>Resources Needed:</b>	<b>Measurable Outcomes:</b>	<b>Strategies for Evaluation and Assessment:</b>
Clinical Director & Assistant Clinical Director, CSD Program	Available time, available technology, key faculty training/consultant	Number of teletherapy sessions provided	Report of number & assessment of therapy quality by faculty, student clinicians, and clients/patients involved

**Action Step 4.6** Assess clinical materials and identify the need for new and/or replacement items and allocate budget accordingly.

<b>Person(s) Responsible:</b>	<b>Resources Needed:</b>	<b>Measurable Outcomes:</b>	<b>Strategies for Evaluation and Assessment:</b>
Chair, Clinical Director & Assistant Clinical Director, CSD Program	Budget allocated	List of new and replacement materials needed	Items purchased/repaired

**Action Step 4.7** Promote opportunities to develop interdisciplinary clinical experiences.

<b>Person(s) Responsible:</b>	<b>Resources Needed:</b>	<b>Measurable Outcomes:</b>	<b>Strategies for Evaluation and Assessment:</b>
Clinical Director & Assistant Clinical Director, CSD Program	Available time, curricular flexibility, interest & participation of other departments	One or more interdisciplinary opportunities developed	Report of opportunities and feedback/review of experiences from participants and supervisor(s)

**Action Step 4.8** Assure internal and external clinical supervisors are using best evidence-based practices.

<b>Person(s) Responsible:</b>	<b>Resources Needed:</b>	<b>Measurable Outcomes:</b>	<b>Strategies for Evaluation and Assessment:</b>
Clinical Director & Assistant Clinical Director, CSD Program	Available time of supervisors for training	Good attendance of supervisors at training sessions, documented use of good evidence in clinical paperwork	Positive feedback from students, senior clinical faculty

**Goal 5** The CSD Program will increase the number of faculty and student publications and presentations.

**Action Step 5.1** Create and maintain an environment that supports faculty scholarship and research.

<b>Person(s) Responsible:</b>	<b>Resources Needed:</b>	<b>Measurable Outcomes:</b>	<b>Strategies for Evaluation and Assessment:</b>
Dean, Chair, Director, CSD Program, and faculty	Available time, increased travel budget	At least one publication and presentation per year per faculty member, at least one external grant application per department per year	Report of publications and presentations and self-study by faculty of how these activities inform their teaching

**Action Step 5.2** Engage students in faculty research and professional presentations.

<b>Person(s) Responsible:</b>	<b>Resources Needed:</b>	<b>Measurable Outcomes:</b>	<b>Strategies for Evaluation and Assessment:</b>
Director and faculty, CSD Program	Available faculty time, lab resources	Publications and presentations	Report of activities and self-study by students involved of experience and benefits.

**Action Step 5.3** Develop a department supported, incentive-based student travel grant program.

<b>Person(s) Responsible:</b>	<b>Resources Needed:</b>	<b>Measurable Outcomes:</b>	<b>Strategies for Evaluation and Assessment:</b>
Dean, Chair, Director and faculty, CSD Program	Departmental budget allocation, incentive plan	Allocated funds and clear, incentive system	Report of student awards, survey of student awareness and understanding of incentive system

**Action Step 5.4** Assess instrumentation for faculty/student research laboratories, and identify the need for new and/or replacement items and allocate budget accordingly.

<b>Person(s) Responsible:</b>	<b>Resources Needed:</b>	<b>Measurable Outcomes:</b>	<b>Strategies for Evaluation and Assessment:</b>
Dean, Chair, Director and faculty, CSD Program	Itemized list of required instrumentation and/or repairs, budget allocation	Repairs and purchases of instrumentation	Report of instrumentation