
College of Education and Allied Studies
Department of Communication Sciences and Disorders

CSD Graduate Program
STRATEGIC PLAN
2015-2025

90 Burrill Avenue (Room 220 Hart Hall)
Bridgewater MA 02325
Phone: (508) 531-1226 • Fax: (508) 1013-1771

Table of Contents

SWOC Analysis	3-4
Envisioned Future.....	5-6
Future Challenges.....	6
Program Administration and Governance.....	6-7
Priority Areas of Focus	7
Strategic Planning process	7-8
Vision, Mission, and Values	9
Strategic Goal 1, Outcomes & Action Steps.....	10-11
Strategic Goal 2, Outcomes & Action Steps	12-13
Strategic Goal 3, Outcomes & Action Steps	14-15
Strategic Goal 4, Outcomes & Action Steps	16-17
Strategic Goal 5, Outcomes & Action Steps	17-18
Strategic Implementation.....	18-19
Strategic Assessment	19
Contingencies	19
References	19

SWOC Analysis: Strengths, Weaknesses, Opportunities & Challenges

Program and Students: The Communication Sciences and Disorders Department at Bridgewater State University offers a Master of Science in Speech Language Pathology; a Bachelor of Science in Communication Sciences and Disorders- CSD; and a Minor in CSD. The department is housed within the College of Education and Allied Studies (CEAS).

The department's Speech-Language-Hearing Center (SLHC) enables graduate students to complete their initial practicum work before they go to external site placements. The center also provides opportunities for undergraduate students to complete practicum course work on the undergraduate level, and to obtain the 25 observation hours required for admission into the Master's program. The SLHC provides diagnostic and treatment services to children and adults under the supervision of ASHA certified and state licensed speech language pathologists.

Student graduating with a Bachelor of Science degree from the department have been accepted at graduate schools throughout the nation, and graduate to be very successful clinicians. Students who are not accepted in graduate programs, or choose to pursue different career paths, find jobs as speech language pathology assistants, mostly in Southeastern MA, or pursue related professions, such as education, special education, social work, psychology, nursing, assistive technology, etc.

The BSU Communication Sciences and Disorders Graduate Program was founded in 2015. In August 2015 the department submitted an application for Candidacy for Accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language Hearing Association (ASHA). The CAA approved the program's application during its Level-1 Readiness Review that was held December 2015.

The CAA conducted its site visit in April of 2016. In July of 2016 (during its July 20-23 meeting), the CAA conducted its Level II review of the program, and voted to award it Accreditation Candidacy Status, which permitted the program to begin enrolling students. The Candidacy cycle continues through July 30, 2021. During this cycle the program is evaluated annually by the CAA, in order to ensure that it continues to meet all accreditation standards.

Accordingly, the CSD Graduate Program selected its first graduate student cohort in the spring of 2017, and students were registered for the fall 2017 courses. This is a full-time program designed for completion within 2 years. The initial cohort included 15 students. Over the next 3-5 years, the program will incrementally increase the number of admitted students to 25. In 5 years, the program will re-evaluate its resources and decide on whether this number should remain the same or increased further.

BSU CSD GRADUATE PROGRAM STRATEGIC PLAN

Faculty and Staff: By September 1st, 2017 the Department of Communication Sciences and Disorders will have 5 F/T faculty members. As of May 2017, the department has 4 F/T faculty members with doctoral degrees in speech language pathology and related fields (1 tenure-track assistant professor, 2 associate professors, and 1 full professor). In September 2016 the department started the search to fill the 5th F/T faculty position that was initially approved in June 2016. On May 9, 2017 the search committee ended its search successfully, and the new faculty member will officially start her full duties during the first week September 2017. In addition to the 5 F/T faculty members, the Department also relies on part-time faculty members to teach 1 or more undergraduate courses as needed.

As of April 2017, the department's Speech-Language-Hearing Center (SLHC) had 1 F/T clinic director, who also serves as a clinical educator, 1 part-time clinical educator; and 1 F/T administrative assistant. The department had launched a search to fill a F/T clinical educator position that was initially approved in June 2016. The search committee ended its search successfully in April 2017, and the new clinical staff will begin her duties during the summer of 2017.

With these new additions to the department's faculty and staff, the graduate program now has enough faculty members to run it for at least the next 4-5 years. The program also has enough clinical staff to provide graduate students with clinical supervision over the next 4-5 years. The department aims to continue providing practicum experience to qualified undergraduate students; therefore, it will seek approval for a new P/T clinical educator, which will bring the number of clinical educator positions to a total of 3. If such position is not filled for any reason, the undergraduate practicum will be reconsidered, whereby priority will be given to the graduate students. In any case, the graduate program has enough clinical educators to provide in-house clinical supervision, and to coordinate external site placements for at least the next 4 years.

Environment: In the fall of 2016 the then "communications disorders program," which was part of the Department of Special Education and Communication Disorders for many years, was officially separated from Special Education (in September 2016) to become its own department. The Department of Communication Sciences and Disorders continues to be housed within the College of Education and Allied Studies.

Transforming the communication disorders program into a department has opened many exciting possibilities for growth. Since that time, many major changes have been implemented. Previously, students graduated from the program with a concentration in communication disorders. Now students graduate with a Bachelor of Science in Communication Sciences and Disorders from the Department of Communication Sciences and Disorders. This has made it easier for students who earn the degree to be accepted in graduate programs around the country, and to find jobs. This change has also helped the program become more visible and accessible to students locally, regionally and nationally. Ultimately, this is expected to increase student enrollment.

BSU CSD GRADUATE PROGRAM STRATEGIC PLAN

The university provides students with numerous opportunities to grow as individuals and as learners. Students are engaged in various curricular and extracurricular activities throughout the University. They have access to undergraduate research funding, mentoring and advising by faculty within and outside of the department. Many students have minors in related areas (e.g., special education, health, biology, psychology, just to mention a few).

Students have the opportunity to participate in internships that are coordinated by faculty members. The program also has a student volunteer program, where interested students can develop their leadership skills, professional skills, and expand their knowledge in the field of communication disorders. Two of these opportunities are coordinated with the BSU Center for Educational Neuroscience Applications, and the Massachusetts Eye and Ear Infirmary in Boston MA. The University also offers students study abroad opportunities throughout the year, whereby interested students can travel and spend a semester studying overseas.

The department's faculty actively contribute to the university and community through committee participation, volunteering, mentoring, and advising, as well as presenting research locally, nationally, and internationally.

The Speech-Language-Hearing Center offers a full range of speech-language services to the university community and the public at a nominal fee. They SLHC works closely with various centers on campus and within the community including the Academic Achievement Center, the Wellness Center, and local public schools.

Beginning September 2017, the services graduate CSD students will provide as part of their clinical practicum experience will directly benefit the campus community and the surrounding communities. In addition to providing clinical services to campus community members and their children, the students will provide services at public schools, rehab centers, hospitals, and private clinics throughout Southeastern Massachusetts. Some may also volunteer at local hospitals and at major academic medical centers in Boston. Thus, graduate CSD will contribute to the development of the community in various ways, and will directly enhance the lives of the citizens across the region.

The program's faculty provide allied health professionals and educators with professional development opportunities to obtain continuing education units. As such, the CSD graduate program contributes to the University's mission and its strategic goal to "serve as a regional catalyst for economic, cultural and intellectual engagement" in Southeastern MA communities.

Opportunities: Over the past decade, Bridgewater State University has undergone dramatic growth. In 2010 the then Bridgewater State College was granted university status and as a

BSU CSD GRADUATE PROGRAM STRATEGIC PLAN

university. As stated in its Draft Institutional Strategic Plan (May, 2017), the University is the 10th largest public or private higher education institution in the state of Massachusetts. It now has six colleges, with nearly 11,000 undergraduate and graduate students and 358 full-time faculty members. It is ranked by the Education Trust as the 9th in the nation in increasing 6-year graduation rates, while at the same time closing the race/ethnicity achievement gap. In terms of employment, 91% of 2015 graduates reported that they are working in jobs that are in or related to their field or are attending graduate school.

The BSU endowment offers students, faculty, and librarians avenues for research funding and professional growth. Interdisciplinary research is encouraged, and the University has relationships & partnerships with more than 40 universities around the globe, enabling faculty and students to collaborate with researchers from around the world. The University administration supports initiatives (programs, centers, etc.) that expand engagement for local and global impact. (<https://my.bridgew.edu/departments/CIE/SitePages/Home.aspx>).

This favorable environment provided the fertile grounds for establishing the graduate program in speech-language pathology. The graduate program will contribute, both directly and indirectly, to the University's achievement of its mission and its 5 strategic goals: to “focus resources and decisions on the overarching priority of student success; provide a teaching and learning environment with exceptional educational opportunities for intellectual, creative and professional growth;” provide opportunities for professional growth for faculty and staff in support of organizational progress; serve as a regional catalyst for economic, cultural and intellectual engagement; and advance diversity and social justice with impact in the region and beyond.”

In addition to the favorable University climate, the local and national environments have created a significant need for new graduate CSD programs. There is a nationwide shortage of qualified communication sciences and disorders clinicians and faculty members, especially because the country has been witnessing the aging of the Baby Boom Generation. Many organizations have had difficulty filling speech language pathology positions, and the ratio of students being accepted in graduate programs has been significantly less than the number of students applying. The BSU graduate CSD programs is only program of its kind in the entire Southeastern Massachusetts. This enables it to attract students from four major counties that previously had no such program.

The feasibility study completed in 2012 showed that the new program would attract a significant pool of student applicants, and that, upon graduation, graduates would have many local employment opportunities. Upon close of the graduate application process on March 2017, the program had an applicant pool of 61 students, which is 4 times the number of

students needed for the first cohort. As the program continues to grow and gain more visibility, the applicant pool is expected to grow significantly every year.

Envisioned Future

As is the case with all health professions, the field of communication sciences and disorders has been witnessing momentous changes over the past decade. These changes are driven primarily by technological advancements, globalization, rising healthcare costs, an increasingly diverse client population, and the ongoing aging of the Baby Boom Generation. Over the next two decade there will be more technologically advanced diagnostic and therapeutic instruments and techniques, and an increased emphasis on alternative methods of service delivery (e.g., telepractice). The current shortages in qualified CSD professionals will intensify as the demand for services continues to rise. Programs will rely more and more on the technology and social media to expand their recruitment efforts, and to increase their online graduate and undergraduate course offerings. The increasing diversity of the population will make it necessary for CSD programs to more actively recruit students and faculty from minorities and disadvantaged populations. The changes in the healthcare industry will lead to more scrutiny and accountability. These issues will have a direct impact on CSD graduate as well as undergraduate programs.

According to the American Speech Language Hearing Association *Trends and Forecasts* document (2012), future CSD programs are projected to be longer in duration, with “basic entry-level competencies plus a selected specialty.” There will be an increased collaboration and resource sharing among various CSD programs around the country. There will be a greater focus on interdisciplinary research and collaboration, and a greater reliance on technology and simulations for diagnosing and treating communication and swallowing disorders. There will be an expansion of online learning and grand rounds. There will be less interest in traditional didactic activities, and more focus on modeling, mentoring and experiential learning. Programs will be incorporating financial and reimbursement topics and regulations into the curriculum. Undergraduate programs will put a greater focus on linguistics, the sciences, second language acquisition, and critical thinking. (<http://www.asha.org/Events/SLP-Summit-Prepare-Future/>). Within this context, the vision the CSD Graduate Program over the next 4 years is for it to:

- Continue to successfully meet CAA requirements for Candidacy Status, and to obtain Accreditation by July 30, 2021.
- Move into a larger space that accommodates all faculty offices, the department’s Speech-Language-Hearing Center, and clinical staff by the end of August 2018.
- Increase number of students admitted each year to 25 by 2021.

BSU CSD GRADUATE PROGRAM STRATEGIC PLAN

- Establish an interdisciplinary partnership in partnership with the University's Academic Achievement Center to provide diagnostic and therapy services to BSU students with communication or learning disabilities
- Establish and accent modification program at the department's SLHC to support community needs
- Apply for external grants from local and national foundations
- Establish a voice and speech hearing lab, with analysis and diagnostic instrumentation by September 2017, and continue developing it over the next 3 years.
- Purchase all required diagnostic and therapy resources for the SLHC, and have them available for students by September 2017.
- Develop resources for faculty and graduate students to conduct research within the SLHC, the campus, and through community partnerships.
- Maintain strong and meaningful community partnerships with local school districts, hospitals, long-term care facilities, private practices, nonprofit organizations, etc.
- Establish Support groups for patients and their families
- Expand the BSU NSSLHA Chapter activities and initiatives to promote awareness about communication sciences and disorders on campus and beyond.

Future Challenges

- Continuing to recruit qualified full-time CSD faculty members
- Securing external funding for research, academic, and clinical initiatives
- Acquiring and maintaining state of the art technology resources
- Moving the department into a larger space that can sustain the program's growth over the next 10-15 years.

Graduate Program Administration and Governance

The Graduate CSD Program is part of the Department of Communication Sciences and Disorders, and is administered by the Graduate Program Director, in coordination with the Department Chair, who has the final responsibility of for all matters pertaining to the graduate program. The Department Chair is nominated by the department's faculty and appointed by the University President for a 3-year term. Responsibilities for this position include overseeing the undergraduate program curriculum, undergraduate course assignment and schedule, and running the day-to-day operations of the undergraduate program. In addition, the Department Chair coordinates and conducts undergraduate faculty evaluations for tenure, promotion, and post-tenure review; manages the department's budget and allocates its resources. The Graduate Program Director/Coordinator is appointed for a 3-year term by the Dean of the College of Graduate Studies, in consultation with the academic dean. Based on the policies and guidelines of the College of Graduate Studies, Responsibilities of the Graduate Program Director include:

BSU CSD GRADUATE PROGRAM STRATEGIC PLAN

- Draft the Graduate Program schedule
- Recruit, interview, and orient Visiting Lecturers and make recommendations to the college dean and the dean of the College of Graduate Studies for appointing of graduate teaching staff for fall, spring, and summer terms.
- Coordinate student evaluations of graduate-level courses offered through the College of Graduate Studies for the fall, spring, and summer terms.
- Evaluate teaching staff for all graduate courses offered through the College of Graduate Studies in accordance with the provisions of the DGCE contract.
- Annually review, develop, and update materials describing courses and the program being coordinated.
- Provide information about courses and programs to prospective students.
- Coordinate the appointment of graduate advisers and maintain an effective graduate program advising system.
- Coordinate comprehensive examinations, thesis defenses, and other specialized graduate examinations.
- Coordinate waivers, appeals, and course substitutions.
- Coordinate the development and evaluation of programs, such as Graduate Program Review
- Certify that students have satisfactorily completed graduate program requirements.
- Attend scheduled coordinators' meetings.
- Attend/host information sessions scheduled by the College of Graduate Studies and the Office of University Admissions
- Conduct site visits to off-campus locations as appropriate
- Perform any other work that is necessary to insure that the students in the graduate programs receive appropriate professional attention.
- Graduate coordinators will submit an annual written report addressing the fulfillment of responsibilities and the setting of program goals and objectives for the next year. Reports are due at the end of August of each year
- The position of graduate coordinator covers a twelve-month period, and as such coordinators provide services during the summer. Coordinators are responsible for providing the Dean of the College of Graduate Studies with a schedule of their office hours and contact information for the summer. Maintaining regular email contact with graduate students during the summer is important.
- Coordinating student recruitment process and developing recruitment resources
- Resolving graduate student complaints
- Managing the day-to-day operations of the graduate program

The Graduate Program also has a Graduate Committee that is responsible for discussing matters pertaining to the Program, and making recommendations to Program Director, Department Chair and Dean.

The Speech-Language-Hearing Center Director reports directly to the Department Chair. Clinical staff report to the Clinic Director. The Department's Administrative Assistant reports directly to the Department Chair.

Bridgewater State University is a shared governance system. Consistent with the Standard 1.6 of the CAA 2017 Standards for Accreditation of Graduate Education Programs in Audiology and Speech-Language Pathology, the Bridgewater State University CSD Graduate Program faculty have "the authority and responsibility for the program," and are recognized as such by the University Administration. The faculty are "recognized as the body that can initiate, implement, and evaluate decisions affecting all aspects of the professional education program, including the curriculum" (CAA, 2017). The CSD Graduate Program faculty have sufficient access to higher levels of administration; and

participate in the Graduate Program' Committee, Search Committee, and the strategic planning and implementation process.

Priority Areas of Focus

In August 2016, the Program was awarded Candidacy Status for a 5-year cycle, whereby it will file an annual report. At this point in time, the Program's top priority is to maintain Candidacy Status and obtain full accreditation by August 2021, which marks the end of the 5-year Candidacy Status Cycle. Additional priorities include:

- Obtaining an adequate space to house the entire department, SLHC, faculty and staff.
- Developing the necessary human and material resources to support program growth and effectiveness
- Expanding access to external placement sites, and establishing strong ties with these sites
- Ensuring that the SLHC continuing to have the most up-to-date diagnostic and treatment materials and instrumentation necessary

Strategic Planning Process

The Graduate Program leadership bears the ultimate responsibility for the strategic planning process, and ensures that the Program's strategic plan is comprehensive and congruent with the missions and goals of the University's and the academic college that houses the program. As such, the program's strategic plan supports the University's mission of "providing access to a high-quality education for all students, promoting social justice and enhancing the quality of life for the residents of Southeastern Massachusetts through its position as a vital intellectual, economic and cultural resource in the region" (May 2017 Draft Institutional Strategic Plan).

The strategic planning process involves reviewing available data pertaining to accreditation, admission rates, certification standards, and future trends in the field of speech language pathology. In May of every academic year, the Graduate Program Director initiates the strategic planning process by reviewing the existing strategic and implementation plans and updating them to reflect what was achieved during the previous academic year. The drafts of the plans are shared with the program's faculty and clinical staff via email, and are discussed in depth during the Annual Graduate Program Review, which is conducted annually during the last two weeks of May. The plans are displayed on a projector screen, and each segment is discussed and updated in accordance with the most recent data from ASHA, the university, and the program.

BSU CSD GRADUATE PROGRAM STRATEGIC PLAN

Input will also be collected from the academic dean and the graduate dean, and from the Provost and the President. Beginning in September 2017, when the first graduate student cohort begin their program of study, the Graduate Program Director will share the strategic plan with graduate students and will seek their input. This input will be integrated within the plan by the end of September 2017, which will mark the end of the planning phase for the 2016-2017 academic year.

This strategic plan was initially developed in the summer of 2015, in support of the program's application for Candidacy Status. The planning process for that year completed in the fall of 2015. A planning committee of 2 program faculty members was formed to lay the groundwork for strategic planning and draft an outline of a plan that could provide the planning team with a starting point. The committee held a number of consecutive planning sessions during the summer of 2015 and developed a draft plan. Throughout this initial process the committee consulted with the dean, the chair of the then Department of Special Education and Communication Disorders, and the faculty on the various issues included in the plan. The draft was then emailed to the dean, department chair, and the program's faculty and staff for their initial input. The committee implemented all suggestions. Team's official planning sessions were held during the first half or the fall of 2015, and ended with production of the final document. These strategic meetings were attended by the program's faculty members, director of the Speech-Language Hearing Center, department chair and associate dean. The implementation team, consisting of program faculty and staff, was charged with implementing and monitoring the plan and with conducting annual assessments during the next 5 years.

Vision

The vision for the next 10 years is to:

Develop into a strong sustainable CSD graduate program that prepares graduates to earn ASHA certification, certification from the Massachusetts Department of Education, and licensure from the Massachusetts Board of Professional Licensure; and to grow into an indispensable community partner contributing to the health and well-being of citizens by providing diagnostic, treatment, preventative, and outreach services to Southeastern Massachusetts communities and beyond.

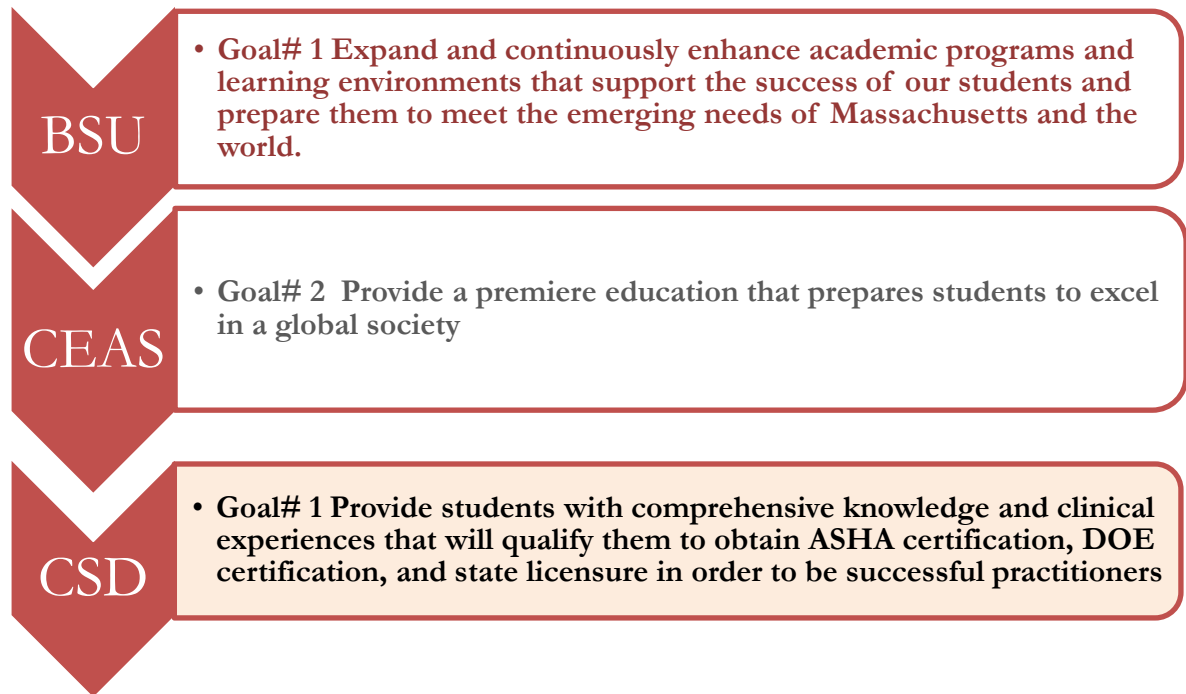
Mission

The mission of the BSU Communication Sciences and Disorders Graduate Program is to prepare highly qualified speech language pathologists equipped with a thorough understanding of typical and atypical communication and swallowing processes and prevention, diagnostic and treatment practices; and to serve as an indispensable resource to communities in Southeastern Massachusetts.

Values

The Program strives to foster an innovative, intellectually stimulating student-centered learning environment, both academically and clinically, founded upon active learning, critical thinking, problem-solving, self-analysis, research-based discovery, the highest ethical and professional standards, accountability, community engagement, commitment to social justice, diversity and global awareness, and commitment to evidence-based life-long learning. It is committed to providing excellence in academic and clinical education to prepare students to meet the challenges of the 21st century.

Strategic Goals



Outcomes

- **1.1** Students will develop in-depth knowledge of the various sciences and disorders of communication, swallowing and cognition, through rigorous and up-to-date curricula that challenge their thought processes and enable them to develop strong analytical skills.
 - **Action Steps**
 - When designing and teaching courses, faculty members will utilize the most recent textbooks, clinical tools, technology-based resources, and supplementary materials in order to provide the most effective curriculum possible.
 - The Program will ensure that the resources in its clinic are current, in functional order and reflect best practices in the field.
 - Clinical staff will provide students with sufficient time and opportunities to learn how to access and use the resources available in the clinic.
 - Clinical staff will meet with students prior to diagnostic and therapy sessions in order to provide guidance with planning and ensure students fully understand how to use the diagnostic and therapy materials and instruments.
 - Clinical staff will meet with the students shortly after diagnostic and treatment sessions, to provide effective and sufficient feedback.

- The Program's faculty will review curricula annually in order to ensure that they are up to date and consistent with best practices in the field
- **1.2** Students will develop strong clinical skills grounded on evidence-based experiential learning that enables them to integrate communication sciences and clinical practice.

Action Steps

- When teaching disorders courses, faculty members will provide assignments that directly integrate course content into clinical practice by providing hands-on practice in the diagnosis or treatment of the specific disorder being studied (e.g., identify and diagnose/treat a patient with a specific communication, cognitive or swallowing disorder).
- Before students begin working with clients, they will write a paper demonstrating adequate theoretical knowledge; and diagnostic and therapeutic approaches pertaining to the specific disorder(s) they will diagnose/treat.
- **1.3** Upon successful completion of graduate academic and clinical work, students will have the credentials to apply for ASHA certification, state licensure, and certification by the MA Department of Education

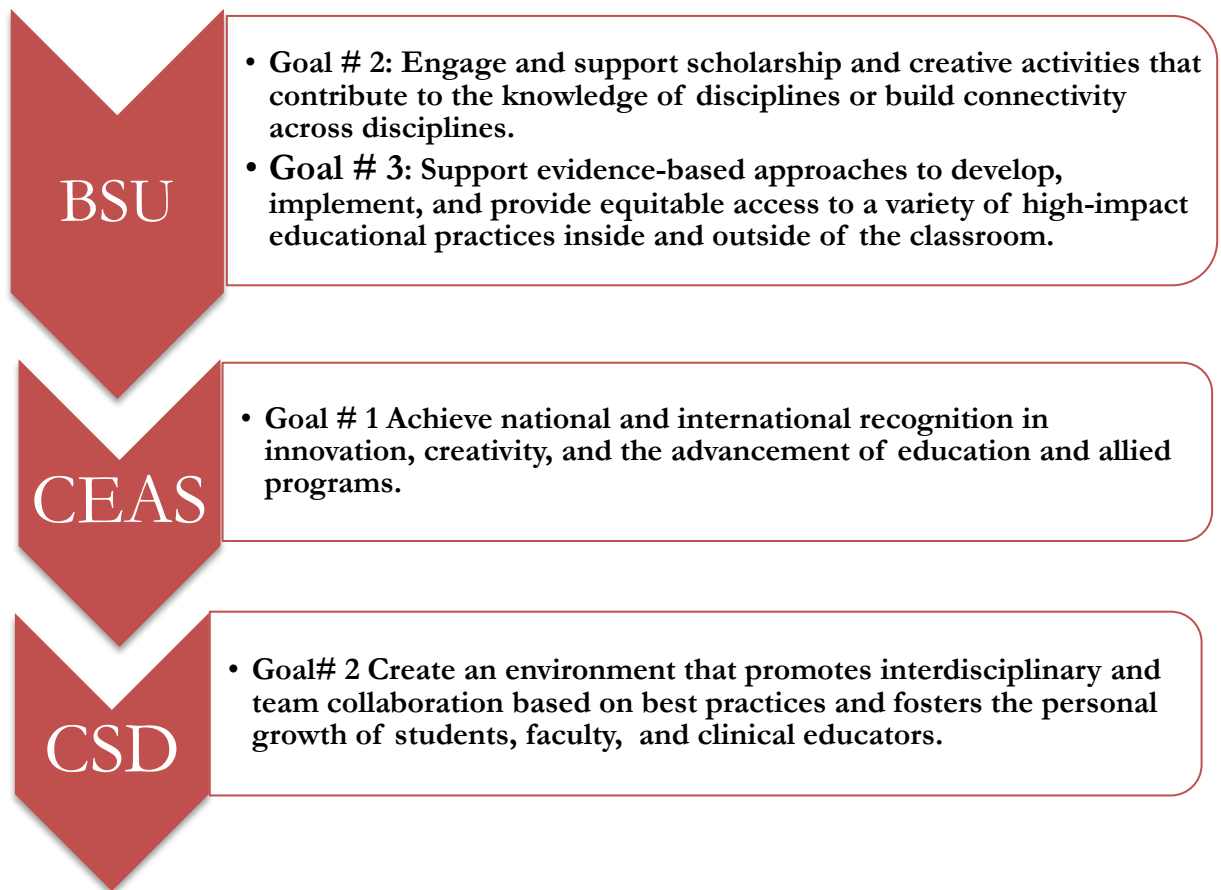
Action Steps

- Clinic staff will assist students in keeping track of all their practicum hours, and will retain the completed forms documenting adequate completion of practicum hours and have them ready to submit to ASHA.
- Faculty advisers will work with students to assist them in preparing and submitting the documents necessary for ASHA certification, MA state licensure, and MA DOE certification.
- **1.4** By the end of their program of study, students will have developed extensive portfolios of evidence-based ready-to-use clinical resources including: screening, diagnostic and therapeutic tools, and networking resources.

Action Steps

- At the beginning of their program of study, students will be required to initiate building a resource binder containing adequate diagnostic and therapeutic resources for individual communication, cognitive and swallowing disorders.
- Every academic and practicum course will require students to develop an extensive list of diagnostic and/or treatment resources including: instruments, tests, test batteries, treatment materials and programs, and web-based resources.

Strategic Goals



Outcomes

- **2.1** The program will provide the necessary support to faculty members interested in pursuing interdisciplinary teaching and research initiatives with BSU faculty from related departments and centers (e.g., Departments of Counseling, Psychology, Biology, English, English as Second Language, Children’s Physical Development Clinic; Center for Educational Neuroscience Applications, etc.

Action Steps

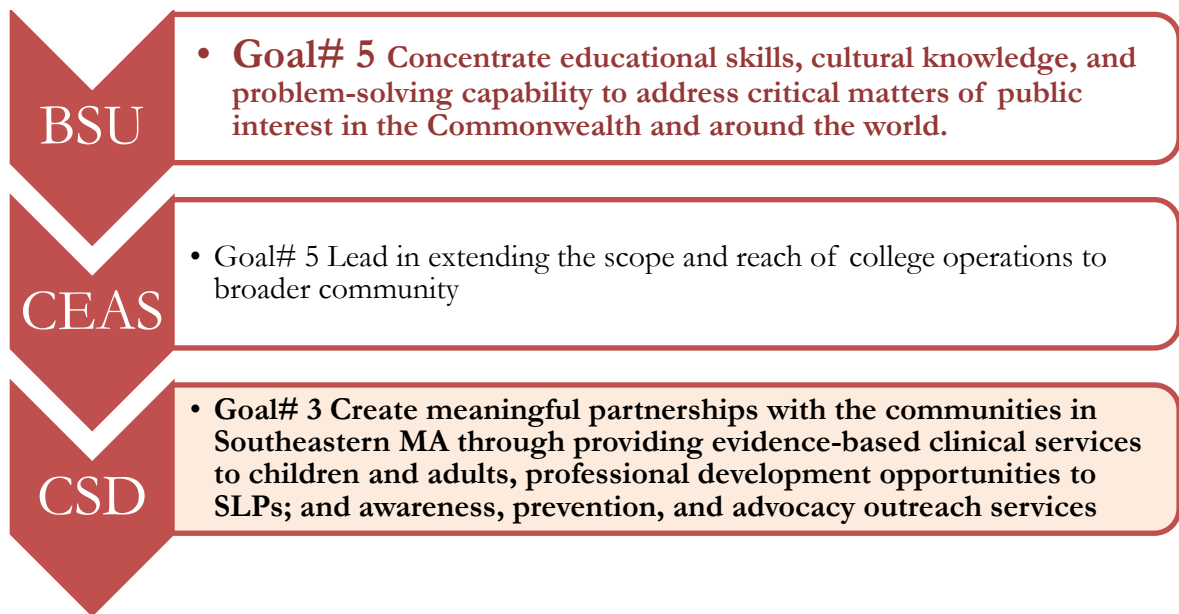
- The program will encourage faculty members to engage in interdisciplinary research with colleagues from related disciplines. The program will provide the necessary supports to facilitate interdisciplinary collaboration, and will provide any necessary documents to facilitate access of program’s faculty to research grants and university funding opportunities.

BSU CSD GRADUATE PROGRAM STRATEGIC PLAN

- Faculty members will be encouraged to assign team-based assignments to students that involve collaboration with colleagues from related disciplines at and/or outside the University.
 - The program will provide students who are interested in conducting research with the necessary advising and mentoring to enable them to conduct interdisciplinary research; and will inform them about research grants and awards available at and outside the University.
 - The program will facilitate networking opportunities for students interested in pursuing interdisciplinary research with other disciplines at and/or outside the University.
- **2.2** In their teaching and research, faculty members will utilize the most current technology, in order to create an optimal teaching and learning environment.
- Faculty members are encouraged to use technology that is already available on campus, and to explore new devices and instruments that have the potential of enhancing teaching-learning experiences in the classroom.
 - The office of the Dean will provide the required financial and logistic supports for faculty members who want to purchase specific technological devices, apps, etc., with the purpose of using them for teaching-learning purposes.
 - The office of the Dean will provide (individual and/or small-group) technology training sessions, as needed, for faculty members wanting to learn about availability and/or use of specific tools. Individual faculty members are responsible for requesting such training.
- **2.3** Wherever feasible, graduate courses will include group projects aimed at enabling students to develop collaborative and Team-based skills.
- Faculty members are encouraged to design team-based assignments that enable students to work with their colleagues within the course and/or within the program. Assignments may involve collaboration among graduate and undergraduate students.
- **2.4** Students will pursue extracurricular activities, including NSSLAH, & Operation Smile
- During the program's annual orientation, new students will be informed about extracurricular activities (including NSSLAH and Operation Smile), and will be encouraged to participate in these activities.
 - All students will be reminded on an ongoing basis to join and support extracurricular activities.

- The program will facilitate the necessary logistics, mentoring and supervision of extracurricular activities.
- **2.5** Clinical staff will have opportunities and resources to pursue professional development in their areas of expertise
 - Clinic staff are required to maintain current ASHA certification and State licensure
 - The program will provide clinic staff with release time to enable them to participate in professional development opportunities toward maintaining their ASHA certification, State licensure, and improving their supervisory skills.
 - The program will facilitate for clinic staff access to University resources available for professional development.
 - The office of the Dean will support individual and/or small group training sessions on the use of various types of technology that are either already available in the SLHC or may be purchased, to provide students with an optimal clinical experience.

Strategic Goals



Outcomes

- **3.1** The program will contribute to improving the lives of children and adults who have communication, cognitive or swallowing disorders

Action Steps

- The program's clinic will provide free-of-charge exemplary diagnostic and treatment services to children and adults with communication, cognitive and/or swallowing disorders.
 - The program's clinic will counsel clients and their caregivers about the clients' perspective disabilities; enable them to understand the nature and prognosis of these disabilities; and help them access support groups and available community resources.
- **3.2** The program will contribute to improving the health, and intellectual and academic performance of school-age children in the surrounding communities.

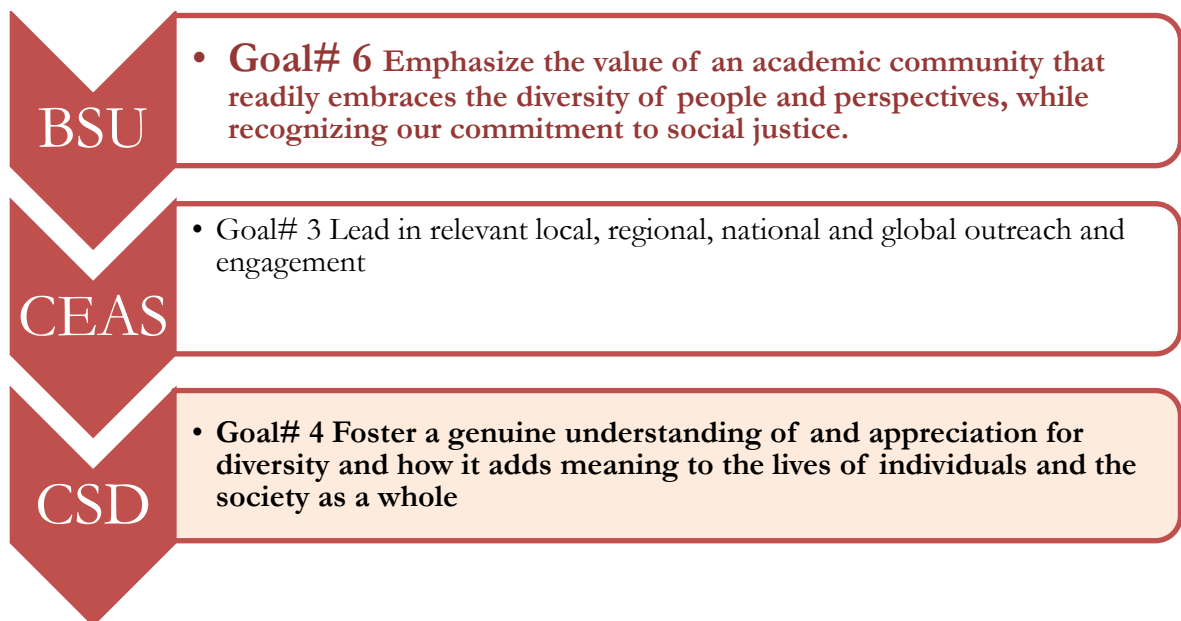
Action Steps

- In coordination with public in surrounding communities, the program's graduate students will participate in the annual kindergarten screenings held by the school districts.
 - The program will offer periodic screenings of communication and cognitive skills within the campus, with the purpose of identifying and counseling individuals with communication and/or cognitive disabilities.
 - The Program will provide an annual community event for the public to raise awareness about various prevention of communication and cognitive disabilities in children and adults.
 - The Program will provide periodic events on campus for raising awareness about various communication, cognitive and swallowing disorders and their causes; and will provide recommendations for prevention.
- **3.3** The Program will contribute to improving the lives of individuals with limited English proficiency by improving their intelligibility, which will expand their access to career opportunities.
- In coordination with the BSU Second Language Services office, Foreign Languages Department, and English as a Second Language Department, the CSD program will develop a referral system to facilitate bilingual individual's access to language support and accent modification services offered at the program's clinic.
 - Whenever feasible, CSD graduate students (under supervision) will collaborate with students from other departments (e.g., Foreign Languages, English as a Second Language Department, and the English Department) to provide language support services at the Second Language Services office.
- **3.4** The program will contribute to improving the skills and performance of educators and speech language pathologists throughout Southeastern MA.

Action Steps

- Faculty members will provide conferences, workshops, seminars, and other professional development opportunities to speech language pathologists throughout Southeastern MA and beyond.
- The program will maintain meaningful partnerships with school districts (particularly Special Education Departments) of neighboring communities, whereby faculty and graduate students can collaborate with school teachers, clinicians, and administrators on training, research and clinical initiatives.
- The program will form partnerships with educational collaboratives within Southeastern MA, whereby faculty members can provide professional development opportunities at these collaboratives or on campus.

Strategic Goals



Outcomes

- **4.1** Students will develop cultural and global awareness within the context of their program of study.

Action Steps

BSU CSD GRADUATE PROGRAM STRATEGIC PLAN

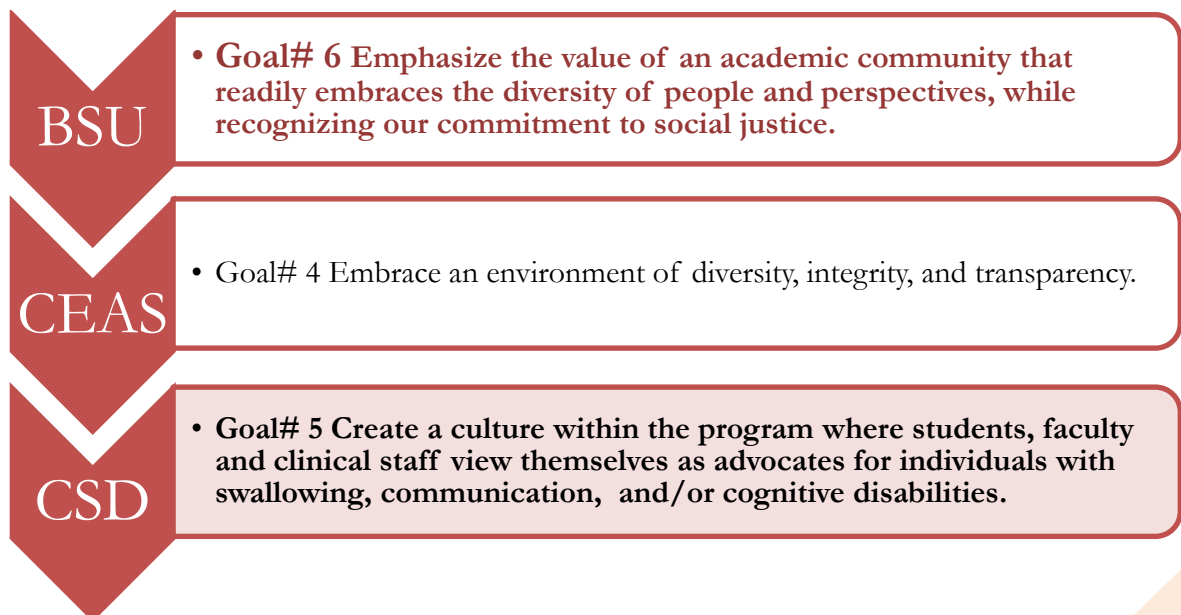
- The syllabus of every undergraduate and graduate course will include one or more culturally-based outcomes, and will outline how these outcomes will be accomplished within the context of the course.
 - When possible, faculty members will identify and invite expert speakers to provide students with first-hand knowledge about specific cultures and/or religious practices as they relate to course content.
 - The program will encourage graduate and undergraduate students to participate in international study tours (facilitated by the Office of Study Abroad and Center for International Engagement) in order to develop cultural and global awareness.
- 4.2 Students will demonstrate cultural competence as it pertains to the client populations they service.

Action Steps

Clinic staff will ensure that prior to servicing bicultural clients, students will conduct an in-depth study of the culture of those clients and use the information they gather to provide culturally sensitive services.

- Whenever relevant, faculty members will give assignments aimed at increasing students' knowledge about relevant cultural aspects and their implications for diagnosis and treatment.

Strategic Goals



Outcomes

- **5.1** Students will demonstrate adequate understanding of ethical standards and clients' rights.

Action Steps

- When teaching, faculty members will address ethical issues (with reference to the ASHA Code of Ethics) on an ongoing basis as the context calls for it.
 - Whenever relevant, faculty members will teach specific parts of the ASHA Code of Ethics and include in course exams/quizzes questions pertaining to these standards. Faculty members will specifically analyze students' responses to these questions and retain the data for goal-assessment purposes.
 - Clinic staff will develop the necessary assessment forms to document students' implementation of ethical standards throughout the academic semester. These forms will be developed clinic staff, and will be shared with outside clinical practicum facilities. Students not demonstrating competence in these areas will receive the necessary support to develop their knowledge and skills in this area.
- **5.2** Faculty, clinic staff, and graduate students will demonstrate client advocacy skills
 - Program's faculty, clinic staff, and students will demonstrate understanding of ethical and privacy regulations.
 - It is the responsibility of all faculty members, clinic staff, and students to report to the Graduate Program Director and/or the Department Chair any incidents where any aspect of a client's rights is violated. A form will be developed by the program faculty for reporting such incidents.
- **5.3** The faculty, clinic staff and graduate students will counsel clients, caregivers and families about their rights and the community resources available to them; and (when feasible) connect them with these resources.

Action Steps

- Posters and brochures outlining clients' rights, support groups, and other community resources will be posted at the clinic, on the program's website, and other locations of the program.
- If a client and/or the client's family are unable to communicate in English, the program will coordinate with the Department of Foreign Languages to provide the necessary translation services (if available in the client's language).
- Whenever needed, clinic staff or students will take the necessary measures to connect clients with support groups, BSU programs or outside services that are of potential benefit to the client and/or client's family. Examples include (but are not limited to):

Autism Making Strides; Head Start; Aphasia Support Groups; Craniofacial Teams; Cultural Centers; Welfare Organizations; etc.

Strategic Implementation

The Strategic Implementation (SI) Team, led by the Graduate Program Director, will include all CSD tenured and tenure-track faculty, as well as clinical staff. Data and information pertaining to progress toward goals will be shared and discussed during the monthly Graduate Committee meeting. In his/her role, each team member is responsible for implementing the action steps within the perimeter of his/her position, for documenting all required data/information, and reporting this data/information to the Graduate Program Director. By the end of February each year each team member will submit a Strategic Implementation Report detailing the specific areas of progress, the areas in need of improvement and the areas in need of updating. The information in these reports will be discussed during a special planning meeting to be convened by the Graduate Program.

To ensure that the CSD Program Strategic Plan is consistent with the strategic plans of both Bridgewater State University and the College of Education and Allied Studies, members of the CSD Strategic Implementation Team will conduct a review of its plan within three months of the dissemination of the latter two strategic plans. This timely review will enable the CSD Program's Planning Committee to integrate any necessary revisions into its current Strategic Plan.

Strategic Assessment/ Indicators of Success

The following tools will be utilized to assess progress:

- ✓ Face-to-face interviews with students, faculty, and clinic staff
- ✓ Exit interviews with graduate and undergraduate students
- ✓ Online and hard-copy questionnaires: for students in the program, alumni, campus community, affiliated organizations and school districts
- ✓ Analysis of the data collected by the Strategic Planning Committee
- ✓ Analysis of action steps achieved, and determining how many steps have been achieved within the planned time-frame
- ✓ Feedback from external internship clinical supervisors; and surveys by community partners
- ✓ Self-assessment, peer-assessment, review of syllabi, and achievement of student outcomes

Contingencies

In the event that the CSD Program Director is unavailable, such as when taking a sabbatical leave, the Department Chair will execute the responsibilities of directing the Graduate program; and the CSD graduate faculty and clinical staff members will report directly to the Department Chair or Deputy Chair. Under such circumstances, the Department Chair or Deputy Chair will consult with faculty and staff members and/or select a specific faculty member to execute specific tasks and duties that are assigned a high priority.

References:

BSU CSD GRADUATE PROGRAM STRATEGIC PLAN

CAA (2017). Standards for Accreditation of Graduate Education Programs in Audiology and Speech-Language Pathology. Retrieved from: www.asha.org

ASHA (2012). Trends and Forecasts. Retrieved from: <http://www.asha.org/Events/SLP-Summit-Trends-Forecasts/>

Bridgewater State University (N.D.). <http://strategy.bridgew.edu/node/4?page=11>

College of Education and Allied Studies Strategic Plan:

<https://my.bridgew.edu/departments/CoED/Shared%20Documents/Strategic%20Plan/Strategic%20Plan%20Draft%20S15.pdf>