

CSD STRATEGIC PLAN 2013-2020

The Department of Communication Sciences and Disorders provides undergraduate degrees (BA and BS) in Communication Disorders, the master’s degree (MA) in speech-language pathology, and the doctoral degree (AuD) in audiology. The undergraduate program is a pre-professional blend of a strong liberal arts foundation and a general core curriculum in normal and disordered communication processes. The graduate programs are accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association. The mission of the department is to prepare forward-thinking professionals in the discipline of speech, language, and hearing who promote the highest standards of professional conduct in a variety of clinical settings. Therefore, a primary goal of the department is to develop critical thinkers who are able to evaluate and apply existing and future information, methodologies, and technologies so as to meet the needs of individuals with communicative disorders in a rapidly changing world.

The Department of Communication Sciences and Disorders Strategic Plan focuses on the primary ways in which we as a unit plan to contribute to the five strategic issues identified as priorities in the Strategic Plan of the University of South Dakota: (1) Undergraduate, graduate, and professional student experience; (2) Research, scholarship, and creative work; (3) Liberal arts and learning; (4) Diversity and inclusiveness; and (5) Community and University relations.

UNDERGRADUATE, GRADUATE, AND PROFESSIONAL STUDENT EXPERIENCE	
Progress/Action as of December, 2016	
Goal 1: Enhance student engagement through interaction with faculty and staff.	
The Department of Communication Sciences and Disorders commits to:	
1. Fostering social and learning opportunities between students and faculty outside of the classroom by developing dinner and a movie or dinner and book discussion events on topics related to SLP and Audiology. The department will also continue to have strong connections with undergraduate and graduate students through individual advising sessions.	Advising continues every semester and at other times as needed. The University has moved to once/year advising; however, CSD believes strongly in the connection of more frequent advising. With the local NSSLHA chapter there are social events planned with faculty as well as learning sessions during meetings
Goal 2: Enrich academic experiences for graduate and professional students.	
The Department of Communication Sciences and Disorders commits to:	
1. Increasing the number of audiology and speech-language pathology screenings in the Vermillion community in order to target	Both Audiology and Speech-Language Pathology have increased screenings. Sites include Austin Preschool and Early Childhood Classroom, St. Agnes, Centerville,

additional clinical experiences to enhance academic and professional learning.	SESDAC, Vucurevich Children’s Center, Vermillion Head Start, Sanford Community Health Fair, and a Departmental Screening for undergraduate students in certain classes.
2. Exploring the feasibility of an additional clinical supervisor in speech-language pathology, audiology, or both for the Vermillion clinic.	Audiology has added an adjunct supervisor, off-site. Finances are periodically reviewed as part of the exploration.
3. Investigating changing Advanced Language Disorders, currently a dual-listed course, to graduate only.	No progress, to date.
4. Strive to increase the number and dollar amounts of graduate assistantships in the department, particularly for students in speech-language pathology, in order to lessen financial pressures and increase student satisfaction.	Due to budgetary constraints, this has not yet been possible, although the department currently supports several of the assistantships beyond the institutional funding.

Goal 3: Develop and support a vibrant campus community that engages students and fosters their ongoing connection with USD.

The Department of Communication Sciences and Disorders commits to:

1. Engaging and supporting students in their connection with the Department and the University, by encouraging graduate and undergraduate students’ participation in general on-campus activities and increased involvement in NSSLHA. Posting of campus and departmental activities will be located throughout the department.	Ongoing efforts for NSSLHA and department. There is increased participation in IdeaFest, participation in LGTBQ forums, and dedicated space within the department for posting of campus-wide activities.
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RESEARCH, SCHOLARSHIP, AND CREATIVE WORK

Goal 1: Expand interdisciplinary research, scholarship, and creative work.

The Department of Communication Sciences and Disorders commits to:

1. Establishing and/or maintaining our place as a leader in research and/or clinical interdisciplinary	Recent efforts in these areas include grants by faculty and on-going services and scholarship in the following areas:
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<p>research and scholarship in areas we are already uniquely qualified/positioned to do so. Further expanding current interdisciplinary research to include other faculty from a variety of specialties which could improve clinical/research endeavors. Areas include: Auditory Neuroscience, Auditory Rehabilitation, Autism Spectrum Disorder, Fetal Alcohol Spectrum Disorder, Augmentative/Alternative Communication, Cochlear Implants, Dyslexia/Literacy, Fluency Disorder, Hearing Assistive Devices, Language, Speech Sound Disorders, and other areas.</p>	<p>Interdisciplinary telehealth, standardization of hearing screening protocols across South Dakota, EHDI, Traumatic Brain Injury, Autism Spectrum Disorder, Fetal Alcohol Spectrum Disorder, LEND projects in a variety of areas, stuttering, AAC, students with visual impairment, technology, early literacy intervention, and other faculty specialty areas.</p>
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Goal 2: Increase national-level recognition in a select number of research and creative areas.

The Department of Communication Sciences and Disorders commits to:

<p>1. Establishing and/or maintaining our place as a leader in research and/or clinical services and provide service provision in those “niche” areas for which we are already uniquely qualified/positioned via specialized expertise of our faculty members. Areas include: Auditory Neuroscience and Central Auditory Processing Disorders, Auditory Rehabilitation, Augmentative/Alternative Communication, Cochlear Implants, Dyslexia/Literacy, Fluency Disorders, Hearing Assistive Devices, Language (including – 0-3 and adolescent language), Speech Sound Disorders, and other areas.</p>	<p>Specialized areas include: Central Auditory Processing Disorders, AAC, Cochlear implants (audiology and speech/language pathology services), Hearing Aids, Camperdown Stuttering Treatment Program Training Consortium (upon completion of the training, Dr. Williams will be the only trainer for this program in the United States.), adult literacy.</p>
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LIBERAL ARTS AND LEARNING

Goal 1: Maintain and enhance critical components of the liberal arts in both curricular

and co-curricular arenas.	
The Department of Communication Sciences and Disorders commits to:	
1. Include in the curriculum, classroom-based discussion of the overriding principles of liberal education and its value in today's world.	All faculty are committed to the principles of liberal education and include it in approaches to learning and classroom-based values.
2. Emphasize citizenship and social responsibility through service-based learning activities in the community, particularly focusing on speech-language-hearing activities but including service to other organizations and endeavors, as well.	Examples of this include the expansion of services to clients served by SESDAC, screenings of a variety of ages, outreach trips to Rapid City, service learning experience project in Aural Rehabilitation.
Goal 3: Graduate broadly informed students who are capable of complex reasoning, critical thinking, and effective self-expression.	
The Department of Communication Sciences and Disorders commits to:	
1. Emphasize critical thinking and lifelong learning across the curriculum through the use of problem-based learning, integration of knowledge, and training in methods of finding resources to ask and answer questions.	Faculty have made numerous adjustments, development of classes to incorporate and increase these principles.
2. Offering at least one course that meets the BOR requirements for an upper-division, writing-intensive course requiring original thought, integration, and a substantive research paper.	As of December, 2016, American Sign Language I was an upper-division, writing-intensive course. This requirement will no longer be part of the USD undergraduate degree program, effective fall, 2017 as the South Dakota Board of Regents has removed the writing intensive requirement for general education requirements.
3. Requiring all graduate students to engage in some level of research project (e.g., evidence-based projects, audiology capstone projects) requiring independent, original, and critical thinking.	All graduate students currently do at minimum a project specifically using evidence-based procedures. Speech-Language Pathology students have research papers in Voice and Acquired Disorders of Language and Cognition, and all Audiology students are required to complete capstone

	projects akin in scope to doctoral dissertations.
DIVERSITY AND INCLUSIVENESS	
Goal 1: Commit to a systematic, intentional, comprehensive, and holistic approach to diversity and inclusive excellence.	
The Department of Communication Sciences and Disorders commits to:	
1. Increasing Faculty and Staff training participation in diversity related topics (e.g., FIDES, CTL sessions, ASHA sessions, AAA presentations).	Since establishing this as part of the strategic plan, faculty have completed approximately 2-4 trainings specifically in diversity. This has included sessions at ASHA Convention, AAA, and ones offered on campus.
2. Engaging in recruitment efforts of students from underrepresented diverse populations.	Faculty in the department participate in general USD recruitment efforts. Nothing, to date, has been done specifically related to underrepresented diverse populations.
Goal 2: Integrate diversity and inclusive excellence into all areas of university life.	
The Department of Communication Sciences and Disorders commits to:	
1. Conducting a curriculum review to determine how and where diversity and inclusiveness is covered within CSD courses. <ul style="list-style-type: none"> a. Identify courses where diversity and inclusiveness topics are covered. b. Increase content about diversity and inclusiveness where gaps in the curriculum are identified. 	One of our faculty members serves on the President’s Task Force for Diversity and the department has undergone an in-depth study addressing diversity across the curriculum. Each faculty member has looked at their individual courses. The data have not been compiled fully at present; however, efforts to increase these topics are ongoing. Statements regarding diversity and inclusiveness are included in all syllabi.
2. Identifying the diverse and inclusiveness patient population to which our students are exposed.	Clock hour forms indicate whether the student had culturally/linguistically diverse clients during the semester. Specific patient population types have not been compiled at this time; however, clinical activities that specifically address diverse populations have been added to the curriculum (e.g., outreach clinics to West River areas that serve underrepresented populations).

<p>3. Expanding student enrichment series to include diversity and inclusiveness related topics.</p>	<p>The enrichment series is on a three-semester rotation. Two specific sessions are on Native Americans and Intercultural Communication. In addition, during grand rounds, students/faculty occasionally present on situations where diversity may have been a factor in the service delivery.</p>
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COMMUNITY AND UNIVERSITY RELATIONS

Goal 1: Create a welcoming atmosphere and a positive and constructive relationship for the community and USD.

The Department of Communication Sciences and Disorders commits to:

<p>1. Holding a “Get to know DCOM” day where local community members would be invited into the department.</p>	<p>Not started</p>
<p>2. Holding community screening events to increase our department’s interaction with community members.</p>	<p>We participate in the Sanford Health Fair each Winter.</p>
<p>3. Providing clinical services to the region, such as at our Sioux Falls clinic and through outreach services.</p>	<p>On-going</p>
<p>4. Increasing community knowledge of the services available through our clinic.</p>	<p>During activities such as the Sanford Health Fair and through contact with parents after preschool screenings, our contact information is distributed. In addition, word of mouth has increased through clients who have been or are being served by the community.</p>
<p>5. Supporting student organizations related to the field of communication sciences and disorders.</p>	<p>Active chapter of NSSLHA Student AAA</p>

Goal 3: Explore and attempt to increase partnerships between USD and local school districts.

The Department of Communication Sciences and Disorders commits to:

<p>1. Working with other health science professions to hold a health sciences career day at local high schools.</p>	<p>In progress</p>
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<p>2. Forming a mentoring program where students within the department would go into local schools to read to or do science or art projects with students.</p>	<p>Not started</p>
<p>3. Providing professional consultation to professionals in local school districts</p>	<p>On-going including consultation with Vermillion Public Schools, St. Agnes (Vermillion), South Dakota School for the Deaf, Sioux Falls and surrounding schools.</p>
<p>4. Providing clinical services to the local community and regional schools.</p>	<p>Services provided to a private school in Yankton SD, numerous clients who are also seen at the Vermillion Public School, SESDAC.</p>
<p>5. Conducting service based learning projects through course offerings.</p>	<p>Aural Rehabilitation each spring has a service learning component.</p>