

Vision, Mission and Strategic Plan

DEPARTMENT VISION

Our vision is to provide an exemplary educational experience that prepares the next generation of researchers, scholars, and leaders in the field of communication sciences and disorders.

DEPARTMENT MISSION

Our mission is to:

- Educate speech-language pathologists who are independent thinkers and problem-solvers and who are able to perform at the highest levels within the discipline, such that they can assist individuals with communication and swallowing disabilities reach their personal potential and maintain a quality of life over the lifespan.
- Educate students who are culturally competent, globally sensitive, and who can provide evidence-based clinical care for individuals they serve with communication and swallowing disorders.
- Conduct transformative research on the biological and developmental bases of communication as well as conduct research to advance treatments for individuals with communication and swallowing disorders.
- Engage in outreach activities that directly benefit and support the university community, students, as well as individuals and their families.
- We commit to maintaining a positive collaborate environment both within and beyond the discipline as a means to provide new and innovative solutions for people with communication and swallowing disorders.

DEPARTMENT VALUES

Our values are as follows:

- We commit to being good stewards of our resources by sharing our knowledge and expertise with students, our clients and their families, other professionals, the general public, and with collaborating colleagues in clinical practice and academia.
- We commit to providing an educational program that places an emphasis on the integrated connections of research, teaching, and clinical service.
- We accept the challenge and responsibility to advance scientific knowledge of communication sciences and disorders through basic and clinical research.
- We pledge to provide the highest quality of ethical clinical care to the community of individuals with communicative disorders.
- We commit to a work environment that protects academic freedom and encourages honesty, openness, and integrity.
- We commit to meeting all state and federal guidelines to ensure student and patient privacy.
- We commit to working together as a team to support, respect, and encourage one another.

Executive Summary: Department of Communication Sciences & Disorders:
Strategic Plan: 2021-2025; (Objectives, Timelines and Outcomes or Markera)

Goal 1: Establish an unmatched educational experience for all learners.

Objectives/Actions/Approaches:

1. Launch online version of the CSD minor; 2022; Number of students enrolled in the online minor
2. Launch an online minor in “American Sign Language”. 2022; Number of students in the online minor of ASL
3. Launch the online version of the Master’s degree program; Fall 2023; Number of students enrolled in the online version of the Master’s degree program; Number of graduates
4. Launch the CSD-PhD program; 2024; Number of students enrolled in the PhD program

Goal 2: Recruit, retain and graduate students with the knowledge, skills and leadership abilities to make a positive difference in the world.

Objectives/Actions/Approaches

1. Increase undergraduate enrollment to 418 (maximum headcount over the last 10 years) over the next five years; 2021-25; % increase in enrollment
2. Network with community colleges that refer students to us via emails and phone calls. 2021-25; Number of contacts made with community colleges
3. Establish a peer-tutor group in each class to assist struggling students; incentivize through NSHLA service points. 2021-25; Number of students in each class receiving peer-tutoring

Goal 3: Grow innovative, self-sustaining, interdisciplinary programs

Objectives/Actions/Approaches

1. Provide an avenue (e.g. Digital badges) for program graduates to obtain pre-professional certification in the following areas to improve efficient and high-quality clinical service delivery:
 - Lee Silverman Voice Treatment (LSVT Loud)
https://www.lsvtglobal.com/Students_Faculty#trainingAndCertification
 - Introduction to PROMPT technique Online Modules
https://promptinstitute.com/page/intro_modules
 - Flexible and rigid endoscopy (Quantify outcomes)

Three-pronged approach: Training/Current evidence/Simulation-application; 2020 – 2025; Number of graduate students who receive student certification before graduating). Outcomes recorded through e-portfolios and CALIPSO

2. Implement Mediat to provide EMR training to grad students; 2021; Percentage of graduate students receiving EMR training

3. Hire a faculty member with expertise in voice or swallowing research, 2021;
Complete/incomplete
4. Launch an enhanced version of the Memory or Alzheimer's' Café to provide valuable clinical experience to graduate students; <https://www.jfcsboston.org/Our-Services/Older-Adults/Alzheimers-Related-Disorders-Family-Support/Percolator-Memory-Caf%C3%A9-Network>; 2022; Number of students receiving clinical experience through the Memory Café
5. Launch the CSD 360 Study USA American Speech Language Hearing Association Convention and Convention Site course; 2022; Number of students registered for the course
6. Launch online learning modules for Early Interventions; 2023; Number of graduates completing the modules
7. Refine the graduate electronic portfolio development process to ensure that students have a clear understanding of related expectations and value of the electronic portfolio. (Action created in response to the 2017-2018 graduating student survey); 2023; Number of students completing e-portfolios
8. Expand training of CSD graduates in effective business communication, including oral, written, and interpersonal communication to implement educational practices that contribute to student success
 - Require all graduate students to take the following free two-hour workshops offered by the Mississippi Small Business Development Center. (Starting a Business – First Steps; How to develop a business plan)
 - Recommend all graduate students to take the following free workshops offered by the Mississippi Small Business Development Center. (Cash Flow Projections for Your Business Plan; Social Media Business Series 201)
 - Require the development of a plan for setting up a private practice for providing speech-language-swallowing services. This plan should be included in each Master's degree student's electronic portfolio. The plan could be developed as part of the requirements of clinical practica or as a part of the "CSD 690: Prof. Ethics, Licensure, and Curr Trends" course. 2023; Percentage of graduates completing business training
9. Establish collaboration with Gerontology and NHM to enhance the Memory Café Experience for graduate students and patients; 2023; Number of interprofessional graduate students participating in Memory Café
10. Revise the undergraduate CSD program to allow all graduates to become eligible for Assistant Certification; 2024; Number of graduates with assistant certification
11. Establish free services for children with speech-language and/or feeding and swallowing issues through seeking grants/awards or donations. 2023-25; Percentage of graduates enrolled in relevant clinical practicum
12. Establish interprofessional collaboration with the Child Nutrition Center along with the nutrition faculty for improving nutrition for children with feeding and swallowing difficulties; 2024; Number of graduate students from each program participating in the collaboration

13. Promote undergraduate research: Each research faculty member will mentor at least one Undergraduate Honor's thesis/2 years; 2021-25; Number of Undergraduate Honor's Thesis Completed.

14. Promote graduate research: Each research faculty member with PhD in SLP will mentor at least one Master's thesis/3 years; 2022-25; Number of Master's Thesis completed.

15. Encourage undergraduate students to attend the ASHA convention by registering for the CSD 360 Study USA American Speech Language Hearing Association Convention and Convention Site course; 2022-25; Number of undergraduate students attending the ASHA convention

16. In addition to the second-year graduate students, encourage first year graduate students to attend the annual convention of the American Speech-Language-Hearing Association (ASHA); 2022-25; Number of UM CSD students attending the ASHA conventions

17. Encourage the attendance of all students at the annual conventions of the Mississippi Speech-Language-Hearing Association (MSHA) and other state association meetings; 2022-25; Number of CSD students attending the conventions held by state associations; Number of CSD presenting at the conventions held by state associations

Goal 4: Strengthen research productivity and community engagement with integrity, compassion and the highest ethical standards

Objectives/Action/Approaches

1. The department will continue to submit multiple research grants/year for external funding till each research lab has external funding sufficient to sustain high research productivity. 2021-25; Number of grant submissions, number of funded external grants, Dollar amount of external grant funding

2. Expand the HILL program and renovate the reading assessment and intervention program. 2022-25; Number of any grant submissions, number of funded community engagement research grants, dollar amount of any grants, number of presentations and publications related to community engagement research.

Goal 5: Enhance and nurture the alliance between all learners – past, present and future (2021-25).

Objectives/Actions/Approaches

1. Increase the attendance of current undergraduate and local high-school students at the Fall Institute; 2022-25; Number of undergraduate and high school students attending the Fall Institute.

2. Increase networking opportunities during the Fall Institute; Ensure enough snack-break periods

3. Encourage students and faculty/staff members to connect with UM CSD Alumni through their social media pages; 2021-25; Number of alumni connected

Goal 6: Enrich everything we do with diversity, equity and inclusion (2021-25).

Objectives/Actions/Approaches

1. Explore ways of funding undergraduate, socio-economically disadvantaged students through scholarships or work-study opportunities; 2021-25; Number of students from poor socio-economic backgrounds receiving funding
2. Establish a pool of alumni mentors from diverse backgrounds who are willing to volunteer to mentor students from diverse backgrounds. 2021-25; Number of alumni volunteer mentors from diverse backgrounds
3. Establish and offer graduate assistantships to students from diverse backgrounds: to mentor and recruit undergrad students from diverse backgrounds; to mentor and recruit middle- and high-school students from diverse backgrounds. 2021-25; Number of undergraduate students from diverse backgrounds in the undergraduate and graduate program.
4. Infuse all academic course syllabi with diversity, inclusion and access related information. ASHA has several resources available to meet this goal. Here is an example: Cultural Competency Resources <https://caa.asha.org/wp-content/uploads/MIB-Resources-Cultural-Competence.pdf> ; 2021-25; Percentage of courses with diversity and inclusion related information
5. Require all incoming graduate students to complete the following checklists (One every month during the first five months. Student will upload each checklist to CALIPSO. Advisors will check on the completions.
 - I. ASHA Cultural Competence Awareness Tool (Developed by the American Speech-Language-Hearing Association; An interactive web-based tool: <http://www.asha.org/practice/multicultural/self.htm>; Designed to help evaluate an individual's cultural competence)
 - II. ASHA Cultural Competence Checklist: Personal Reflection (Developed by the American Speech-Language-Hearing Association. A pen-and-paper tool: <http://www.asha.org/uploadedFiles/Cultural-Competence-Checklist-Personal-Reflection.pdf>; Designed to heighten awareness of cultural and linguistic variables and their impact on clinical services.)
 - III. Cultural Competence Self-Evaluation Form (CCSE) (Developed by: Anthony J Marsella. © AJM (2009) Atlanta, Georgia. Free use with acknowledgement and citation. Based on Marsella, Kaplan, & Suarez, 2000; Yamada, Marsella, & Yamada, 1998; Yamada, Marsella, & Atuel, 2002; Hanson, Pepitone, Green (2000). Contact: marsella@hawaii.edu; A pen and paper 20-item tool: http://www.multiculturalmentalhealth.ca/wp-content/uploads/2013/10/Cultural_Compentence_Self_Evaluation.doc; Intended for related service providers working with adults, including psychology and counseling disciplines.)
 - IV. Cultural Competence Self-Assessment Checklist for Practitioners Providing Behavioral Health Services to Children, Youth and their Families (Developed by Tawara D. Goode at the National Center for Cultural Competence, Georgetown University Center for Child and Human Development; A pen and paper 40-item tool: <http://nccc.georgetown.edu/documents/ChecklistBehavioralHealth.pdf>;

Intended for providers serving school-age children and youth to self-assess awareness and sensitivity to the importance of cultural diversity and cultural competence surrounding behavioral health issues for children, youth and their families.)

- V. Cultural Competence Self-Assessment Checklist for Practitioners Providing Early Childhood Intervention (Developed by Tawara D. Goode at the National Center for Cultural Competence, Georgetown University Center for Child and Human Development; <https://nccc.georgetown.edu/documents/ChecklistEIEC.pdf>; Percentage of first year graduate students completing all of the five checklists/year)

Table 1. The alignment of the department plan with the School of Applied Sciences and University of Mississippi goals/actions. The last column shows expected outcomes or markers for completion of the objectives.

| | Timeli ne | UM Goal or Action | Outcomes/ Markers |
|---|--------------|--|---|
| School/college Goal 1. Provide an unmatched educational experience for all learners | | | |
| Launch online version of the CSD minor | 2022 | Develop and implement educational practices that contribute to student success | Number of students enrolled in the online minor |
| Launch the online version of the Master’s degree program | Fall 2023 | | Number of students enrolled in the online version of the Master’s degree program, Number of graduates |
| Launch an online minor in “American Sign Language”. | 2022 | | Number of students in the online minor of ASL |
| Launch the CSD-PhD program | 2024 | Foster excellence in graduate and professional education | Number of students enrolled in the PhD program |
| School/College Goal 2. Attract, retain and graduate students with the knowledge, skills and leadership abilities to make a positive difference in the world. | | | |

| | Timeli ne | UM Goal or Action | Outcomes/ Markers |
|---|--------------|---|--|
| Increase undergraduate enrollment by 5% over the next five years | 2021-25 | Provide bridge and immersive student experiences to help talented students transition to a university environment | % increase in enrollment |
| Network with community colleges that refer students to us via emails and phone calls. | 2021-25 | | Number of contacts made with community colleges |
| Establish a peer-tutor group in each class to assist struggling students; incentivize through NSHLA service points. | 2021-25 | | Number of students in each class receiving peer-tutoring |
| School/College Goal #3. Grow innovative, self-sustaining, interdisciplinary degree programs | | | |
| Provide an avenue (e.g. digital badges) for program graduates to obtain pre-professional certification in the following areas to improve efficient and high-quality clinical service delivery: <ul style="list-style-type: none"> • Lee Silverman Voice Treatment (LSVT Loud) <ul style="list-style-type: none"> ○ https://www.lsvtglobal.com/Students_Faculty#trainingAndCertification • Introduction to PROMPT technique Online Modules <ul style="list-style-type: none"> ○ https://promptinstitute.com/page/intro-modules • Flexible and rigid endoscopy (Quantify outcomes) <ul style="list-style-type: none"> ○ Three-pronged approach: Training/Current evidence/Simulation-application | 2020-25 | Foster excellence in graduate and professional education | Number of graduate students who receive student certification before graduating). Outcomes recorded through e-portfolios and CALIPSO |
| Implement Mediat to provide EMR training to grad students | 2021 | Foster excellence in graduate and professional education | Percentage of graduate students receiving EMR training |
| Hire a faculty member with expertise in Voice or Swallowing research | 2021 | | Complete/inc complete |
| Launch an enhanced version of the Memory or Alzheimer's' Café to provide valuable clinical experience to graduate students https://www.ifcsboston.org/Our-Services/Older-Adults/Alzheimers-Related-Disorders-Family-Support/Percolator-Memory-Caf%C3%A9-Network | 2022 | Develop and implement educational practices that contribute to student success | Number of students receiving clinical experience through the Memory Cafe |
| Launch the CSD 360 Study USA American Speech Language Hearing Association Convention and Convention Site course | 2022 | Encourage the development | Number of students |

| | Timeli ne | UM Goal or Action | Outcomes/ Markers |
|--|--------------|---|--|
| | | of experiential learning in all undergraduate academic programs | registered for the course |
| Launch online learning modules for Early Interventions | 2023 | Develop and implement educational practices that contribute to student success | Number of graduates completing the modules |
| Refine the graduate electronic portfolio development process to ensure that students have a clear understanding of related expectations and value of the electronic portfolio. (Action created in response to the 2017-2018 graduating student survey) | 2023 | | Number of students completing e-portfolios |
| Expand training of CSD graduates in effective business communication, including oral, written, and interpersonal communication to implement educational practices that contribute to student success Require all graduate students to take the following free two-hour workshops offered by the Mississippi Small Business Development Center. <ul style="list-style-type: none"> Starting a Business – First Steps How to develop a business plan Recommend all graduate students to take the following free workshops offered by the Mississippi Small Business Development Center. <ul style="list-style-type: none"> Cash Flow Projections for Your Business Plan Social Media Business Series 201 Require the development of a plan for setting up a private practice for providing speech-language-swallowing services. This plan should be included in each Master’s degree student’s electronic portfolio. The plan could be developed as part of the requirements of clinical practica or as a part of the “CSD 690: Prof. Ethics, Licensure, and Curr Trends” course. | 2023 | Foster excellence in graduate and professional education, Create a strategy or an organizational unit to support connections to businesses and other external entities that will support research programs, academic programs, and creative initiatives | Percentage of graduates completing business training |
| Establish collaboration with Gerontology and NHM to enhance the Memory Café Experience for graduate students and patients | 2023 | Foster excellence in graduate and professional education | Number of interprofessional graduate students participating in Memory Cafe |

| | Timeli ne | UM Goal or Action | Outcomes/ Markers |
|--|--------------|--|--|
| Revise the undergraduate CSD program to allow all graduates to become eligible for Assistant Certification | 2024 | Encourage the development of experiential learning in all undergraduate academic programs | Number of graduates with assistant certification |
| Establish free services for children with speech-language and/or feeding and swallowing issues through seeking grants/awards or donations. | 2023-25 | Foster excellence in graduate and professional education | Percentage of graduates enrolled in relevant clinical practicum |
| Establish interprofessional collaboration with the Child Nutrition Center along with the nutrition faculty for improving nutrition for children with feeding and swallowing difficulties. | 2024 | Foster excellence in graduate and professional education | Number of graduate students from each program participating in the collaboration |
| Promote undergraduate research: Each research faculty member will mentor at least one Undergraduate Honor's thesis/2 years; 2021-25; Number of Undergraduate Honor's Thesis Completed. | 2021-25 | Create programs to support innovative research capabilities and engagement | Number of Undergraduate Honor's Thesis Completed. |
| Promote graduate research: Each research faculty member will mentor at least one Master's thesis/3 years; | 2022-25 | | Number of Master's Thesis completed. |
| Encourage undergraduate students to attend the ASHA convention by registering for the CSD 360 Study USA American Speech Language Hearing Association Convention and Convention Site course | 2022-25 | Develop programs and opportunities to foster intellectual engagement among faculty, staff, students, and external partners | Number of undergraduate students attending the ASHA convention |
| In addition to the second-year graduate students, encourage first year graduate students to attend the annual convention of the American Speech-Language-Hearing Association (ASHA) | | | Number of UM CSD students attending the ASHA conventions |
| Encourage the attendance of all students at the annual conventions of the Mississippi Speech-Language-Hearing Association (MSHA) and other state association meetings | | | Number of CSD students attending the |

| | Timeli ne | UM Goal or Action | Outcomes/ Markers |
|---|--------------|--|--|
| | | | conventions held by state associations, Number of CSD presenting at the conventions held by state associations |
| Strategic Goal 4. Strengthen research productivity and community engagement with integrity, compassion and the highest ethical standards | | | |
| The department will continue to submit multiple research grants/year for external funding till each research lab has external funding sufficient to sustain high research productivity. | 2021-2025 | Create programs to support innovative research capabilities and engagement among faculty, staff, students and external partners. | Number of grant submissions, number of funded external grants, Dollar amount of external grant funding |
| Community Engagement Research: Expand the HILL program and renovate the Dyslexia program | | | Number of any grant submissions, number of funded community engagement research grants, dollar amount of any grants, number of presentations and publications related to community engagement research |
| School/College Goal 5. Enhance and nurture the alliance between School of Applied Science learners – past, present and future | | | |
| Increase the attendance of current undergraduate and local high-school students at the Fall Institute. | 2022-25 | Develop programs | Number of undergradua |

| | Timeli ne | UM Goal or Action | Outcomes/ Markers |
|--|--------------|---|---|
| | | and opportunities to foster intellectual engagement among faculty, staff, students, and external partners | te students attending the Fall Institute |
| Increase networking opportunities during the Fall Institute | | | Ensure enough snack-break periods |
| Encourage students and faculty/staff members to connect with UM CSD Alumni through their social media pages | | | Number of alumni connected |
| School/College Goal 6. Enrich everything we do with diversity, equity and inclusion | | | |
| Explore ways of funding undergraduate students from socio-economically disadvantaged backgrounds through scholarships or work-study opportunities. | 2021-25 | Provide bridge and immersive student experiences to help talented students transition to a university environment | Number of students from diverse backgrounds receiving funding |
| Establish a pool of alumni mentors from diverse backgrounds who are willing to volunteer to mentor students from diverse backgrounds. | | | Number of alumni volunteer mentors from diverse backgrounds |
| Establish and offer graduate assistantships to students from diverse backgrounds, <ul style="list-style-type: none"> To mentor and recruit undergrad students from diverse backgrounds. To mentor and recruit middle- and high-school students from diverse backgrounds. | | | Number of undergraduate students from diverse backgrounds in the undergraduate and graduate program |
| Infuse all academic course syllabi with diversity and inclusion related information. ASHA has several resources available to meet this goal. Here is an example: Cultural Competency Resources https://caa.asha.org/wp-content/uploads/MIB-Resources-Cultural-Competence.pdf | 2021-25 | Provide bridge and immersive student experiences to help talented students transition to a university environment | Percentage of courses with diversity and inclusion related information |
| Require all incoming graduate students to complete the following checklists (One every month during the first five months. Student will upload each checklist to CALIPSO. Advisors will check on the completions.) | | | Percentage of first year graduate students completing all of the five checklists/year |
| ASHA Cultural Competence Awareness Tool <ul style="list-style-type: none"> Developed by the American Speech-Language-Hearing Association | | | |

| | Timeli ne | UM Goal or Action | Outcomes/ Markers |
|---|--------------|----------------------|----------------------|
| <ul style="list-style-type: none"> An interactive web-based tool: http://www.asha.org/practice/multicultural/self.htm Designed to help evaluate an individual's cultural competence <p>2.ASHA Cultural Competence Checklist: Personal Reflection</p> <ul style="list-style-type: none"> Developed by the American Speech-Language-Hearing Association. A pen-and-paper tool: http://www.asha.org/uploadedFiles/Cultural-Competence-Checklist-Personal-Reflection.pdf Designed to heighten awareness of cultural and linguistic variables and their impact on clinical services. <p>3. Cultural Competence Self-Evaluation Form (CCSE)</p> <ul style="list-style-type: none"> Developed by: Anthony J Marsella. © AJM (2009) Atlanta, Georgia. Free use with acknowledgement and citation. Based on Marsella, Kaplan, & Suarez, 2000; Yamada, Marsella, & Yamada, 1998; Yamada, Marsella, & Atuel, 2002; Hanson, Pepitone, Green (2000). Contact: marsella@hawaii.edu A pen and paper 20-item tool: http://www.multiculturalmentalhealth.ca/wp-content/uploads/2013/10/Cultural_Compentence_Self_Evaluation.doc Intended for related service providers working with adults, including psychology and counseling disciplines. <p>4. Cultural Competence Self-Assessment Checklist for Practitioners Providing Behavioral Health Services to Children, Youth and their Families</p> <ul style="list-style-type: none"> Developed by Tawara D. Goode at the National Center for Cultural Competence, Georgetown University Center for Child and Human Development <p>A pen and paper 40-item tool: http://nccc.georgetown.edu/documents/ChecklistBehavioralHealth.pdf</p> <ul style="list-style-type: none"> Intended for providers serving school-age children and youth to self-assess awareness and sensitivity to the importance of cultural | | | |

| | Timeli ne | UM Goal or Action | Outcomes/ Markers |
|--|--------------|----------------------|----------------------|
| diversity and cultural competence surrounding behavioral health issues for children, youth and their families. 5. Cultural Competence Self-Assessment Checklist for Practitioners Providing Early Childhood Intervention <ul style="list-style-type: none"> • Developed by Tawara D. Goode at the National Center for Cultural Competence, Georgetown University Center for Child and Human Development • https://nccc.georgetown.edu/documents/ChecklistEIEC.pdf | | | |

Schedule for review and evaluation of the strategic plan

The strategic planning committee or the department reviews the plan at the beginning of the fall or spring semester of every academic year and revises it as needed. The goals and objectives in the strategic plan are discussed in the departmental faculty/staff meetings on an on-going bases and strategies are developed to achieve the goals. Other committees participate in achieving the goals as needed. The plan is evaluated at least once during each fiscal year. The latest review and evaluation for this plan was completed on February 10, 2021.