University Vision
Bowling Green State University (BGSU) aspires to be a premier learning community, and a national model, for developing individuals and shaping the future through learning, discovery, collaboration and personal growth.

Mission
Bowling Green State University (BGSU) provides educational experiences inside and outside the classroom that enhance the lives of students, faculty and staff. Students are prepared for lifelong career growth, lives of engaged citizenship and leadership in a global society. Within our learning community, we build a welcoming, safe and diverse environment where the creative ideas and achievements of all can benefit others throughout Ohio, the nation and the world.

PLAN FOR COMMUNICATION SCIENCES & DISORDERS
2011-2016 Strategic Planning Cycle
Submitted by: Lynne Hewitt, Chair
Date: December 20, 2010

Communication Sciences & Disorders Vision
The Department aspires to develop programs that have national impact in the field of communication sciences and disorders in three areas:

- developing and implementing a superior undergraduate experience that emphasizes learner-center pedagogies, scientific foundations, and service learning;
- preparing speech-language pathologists who demonstrate excellence in both the art and science of clinical work;
- conducting research to improve the lives of individuals affected by communication disorders;

In addition, the department aspires to:

- be well-known throughout the region and the state for superior clinical services, including providing unique service models via specialty clinics.

Communication Sciences & Disorders Mission
The Department of Communication Sciences & Disorders has four interrelated programs with distinctive yet integrated missions:

- The mission of the bachelor’s degree program is to graduate students who demonstrate competence in the university learning outcomes for undergraduate students, and knowledge and skills needed for entry-level success in graduate work in communication disorders and other allied health fields. In addition to developing critical thinking, and oral and written communication abilities as engaged learners and members of the BGSU community, undergraduate students in communication sciences and disorders develop basic competence in the foundations of the discipline of human communication sciences, in the areas of speech, language, and hearing, as well as a beginning knowledge of communication disorders in children and adults.
PLAN FOR COMMUNICATION SCIENCES & DISORDERS
2011-2016 Strategic Planning Cycle
Submitted by: Lynne Hewitt, Chair
Date: December 20, 2010
University Strategies

1. Create distinctive coherent undergraduate learning experiences that integrate curricular and co-curricular programs.
2. Expand the student populations for BGSU enrollment and implement programs to recruit and retain them to successful program completion.
3. Identify and pursue economic development and curricular engagement opportunities.
4. Enhance institutional capabilities for research and creative achievements.
5. Realign individual and institutional incentives and resources to support institutional priorities.
6. Adapt institutional processes and resources for attracting new faculty and staff and for promoting the development of their talent and contributions.
7. Increase institutional diversity and inclusion through communication of benefits.

- The mission of the master’s of science with a concentration in speech-language pathology is to provide superior academic and clinical preparation for entry into the profession. Students are prepared with the knowledge and skills necessary to demonstrate entry level practitioner competence in speech-language pathology, across the scope of practice.

- The mission of the doctoral program in Communication Sciences and Disorders is to foster in students the scientific and cognitive skills needed to identify and independently study important questions concerning human communication. In pursuit of these goals, students engage actively in research and teaching. The doctoral program emphasizes a student-centered approach to doctoral education.

- The mission of the BGSU Speech and Hearing Clinic is to provide diagnostic and remedial clinical experiences for students in Communication Disorders, consistent with the standards of the American Speech-Language-Hearing Association (ASHA) and the State of Ohio Licensure Board of Speech-Language Pathology and Audiology. Its mission is also to provide diagnostic and remedial speech, language and hearing services to the general public, and to the University community, consistent with the ASHA and Ohio OLBSLPA standards.

Communication Sciences & Disorders Strategies

8. Create distinctive graduate clinical educational experiences in speech-language pathology, grounded in scientifically-based practice.
## SUMMARY OF PLANNED ACTIONS

<table>
<thead>
<tr>
<th>Identified Actions (In order of priority)</th>
<th>Related Strategies</th>
<th>Action Timeline</th>
<th>Responsible Party</th>
<th>Measure Index(es)</th>
<th>Review Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Review and revise new student orientation process.</td>
<td>1, 2</td>
<td>AY 2011-12</td>
<td>Chair</td>
<td>TBD</td>
<td></td>
</tr>
<tr>
<td>1. Recruit tenure-track faculty member in area of neurogenics/medical speech language pathology, to fill expertise gap and foster relationship with Center for Neuroscience, Mind, and Behavior.</td>
<td>1, 2, 4, 6</td>
<td>AY 2010-2011</td>
<td>Dean, Dept. Chair</td>
<td>CDIS 01</td>
<td></td>
</tr>
<tr>
<td>2. Modernize and upgrade clinic facilities and equipment.</td>
<td>1, 2, 3, 4</td>
<td>Spring 2011-Spring 2013</td>
<td>Dept. Chair; Clinic Director</td>
<td>CDIS 02</td>
<td></td>
</tr>
<tr>
<td>3. Develop innovative learner-centered undergraduate education experiences, with engaged learning opportunities and learning reflections documented via e-portfolios.</td>
<td>1, 2, 5, 7</td>
<td>2011-2014</td>
<td>Dept. Chair; Undergraduate Studies Committee</td>
<td>CDIS 03</td>
<td></td>
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<tr>
<td>4. Develop new advising and recruitment materials and procedures to support recruitment of a diverse pool of highly qualified undergraduate students.</td>
<td>1, 2, 5, 7</td>
<td>2011-2012</td>
<td>Assoc. Dean Advising; Dept. Chair; Undergraduate Studies Committee</td>
<td>HHS 05; CDIS 04 (a, b, c)</td>
<td></td>
</tr>
<tr>
<td>5. Recruit and retain doctoral students to meet enrollment targets of 10-12.</td>
<td>1, 2, 3, 4, 6, 7</td>
<td>AY 2011-2012 and Ongoing</td>
<td>Dept. Chair; Graduate Coordinator</td>
<td>CDIS 05</td>
<td></td>
</tr>
<tr>
<td>6. Complete assessment of current and projected needs for curriculum delivery and advisement for undergraduate education (in light of recent increases in numbers).</td>
<td>1, 2, 7</td>
<td>2011-2012</td>
<td>Assoc. Dean Advising; Dept. Chair; Undergraduate Studies Committee</td>
<td>HHS 05; CDIS 06</td>
<td></td>
</tr>
<tr>
<td>7. Increase department research activity, productivity and visibility.</td>
<td>3, 4, 6</td>
<td>Ongoing</td>
<td>Dept. Chair</td>
<td>CDIS 07; CDIS 08</td>
<td></td>
</tr>
<tr>
<td>8. Maintain a diverse and high quality cadre of M.S. students in SLP in our accredited clinical training program, at current enrollment levels; utilize highly qualified master’s students as teaching</td>
<td>1, 2, 3, 4, 5, 7, CDIS 8</td>
<td></td>
<td>Dept. Chair; Graduate Coordinator</td>
<td>HHS 06</td>
<td></td>
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<tr>
<td>assistants to develop recitation model of introductory undergraduate classes.</td>
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</tr>
<tr>
<td>9. Increase clinic visibility and reputation in the community; increase clinic census as well as the variety and number of clinic contracts; maintain adequate staffing to support these goals.</td>
<td>2,3, CDIS 8</td>
<td>Ongoing.</td>
<td>Dept. Chair; Clinic Director</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>CDIS 09; CDIS 10</td>
<td></td>
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</tr>
<tr>
<td>10. Develop programming to support excellence in clinical training in scientifically motivated evidence-based practice.</td>
<td>4, CDIS 8</td>
<td>Review of current EBP teaching: 2010-2011; Develop and implement new guidelines and supports for clinical excellence, 2011-2013</td>
<td>Dept. Chair; Clinic Director; Graduate Coordinator</td>
<td></td>
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<td></td>
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<td>CDIS 11</td>
<td></td>
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</tr>
<tr>
<td>11. Provide a variety of opportunities for diverse student clinical and research experiences by promoting and expanding development of specialty clinics.</td>
<td>1, 2, 3, 4, 6, CDIS 8</td>
<td>Ongoing.</td>
<td>Dept. Chair; Clinic Director; Specialty Clinic Directors</td>
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<td></td>
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<td>CDIS 09</td>
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<tr>
<td>12. Develop and implement an essential functions document that is disseminated to all M.S. applicants and matriculants in SLP.</td>
<td>2, CDIS 8</td>
<td>AY 2010-2011</td>
<td>Clinic Director; Graduate Coordinator</td>
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<td></td>
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<td>CDIS 12</td>
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<tr>
<td>13. Participate in the University Center of Excellence for Health and Wellness Across the Lifespan.</td>
<td>1, 2, 3, 4, CDIS 8, HHS 8</td>
<td>Ongoing.</td>
<td>Chair; Clinic Director</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>CDIS 13</td>
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</table>

*If more than ten actions are planned, create more lines and use additional pages.*
NOTES ON PLANNED ACTIONS

Action 1
Recruit tenure-track faculty member in area of neurogenics/medical speech language pathology, to fill expertise gap and foster relationship with Center for Neuroscience, Mind, and Behavior. This position was frozen four years ago and we were not able to fill it last year; this position is a key to maintaining accreditation for our Master’s program in SLP, important for promoting increased research and diversity of undergraduate course offerings.

Action 2
Clinical equipment and furniture upgrades. 1) Our technical consultant has informed us that analog video support and repair parts are rapidly vanishing in the conversion to digital. Therefore is it urgent to upgrade from our current system to a digital one. A plan to do so was developed in Fall 2010 with the consultant, and costs projected. Installation of the new system over the winter break between Dec. 2010 and January 2011 is projected. 2) Owing to the expanded size of our graduate class, pressure on our dedicated HIPPA-compliant clinical workroom has resulted in crowding and difficulty finding storage space. Therefore we need new storage space for clinical materials, along with secure storage for student valuables (since they cannot keep them in the room owing to space limitations), and furniture that can maximize the utility of the limited space available. Design ideas have been solicited and quotes requested; we project completion of this project by the end of spring or possibly early summer 2011. Recent successes in increasing clinic revenues will allow us to use clinic funding for these projects.

Action 3
Undergraduate education initiatives. Continuing the work of the Undergraduate Studies Committee and the Department Chair to develop key assessments of university and department learning outcomes, using learner-centered teaching paradigms, CDIS will develop and implement a system of e-portfolios for student assessment and self-reflection, as well as reviewing departmental courses, especially pre-major courses, for inclusion of newer pedagogies in learner-centered models.

Action 4
New advising and recruitment materials. As the number of majors has increased, the urgency of the need for careful and consistent advisement has grown; hence we are working on new models of advising that will meet these needs. There is increasing competitiveness for graduate admissions in SLP, and therefore it is imperative we recruit students most likely to be successful. This will also support our initiatives in regards to research by attracting students interested in research opportunities. We also are interested in diversifying our undergraduate population and aligning ourselves with national priorities in the profession by attracting diverse individuals, including males, to the major. Thus designing recruitment and informational materials for prospective students and conducting outreach to underrepresented groups, including males, will support these initiatives.

Action 5
Doctoral program. The doctoral program in CDIS is a key element in almost all of our initiatives; it supports undergraduate education by supplying qualified instructors as teaching assistants; it supports clinical training and clinical research initiatives by supplying qualified clinical supervisors, especially in specialty areas where it would otherwise be difficult to recruit, such as stuttering and literacy; it supports faculty research and helps with faculty recruitment and
retention, owing to the attraction of having doctoral support for research programs. Therefore maintaining the present cadre and slightly increasing it to 12 students is a critical priority for the department. The program itself is strong and healthy in terms of outcomes; students are productive and successful during their program, and all our graduates have been employed in either clinical or tenure-track positions over the last several years.

Action 6
Assessment of undergraduate education needs. Owing to the increase in undergraduate majors, a reassessment of enrollment patterns in undergraduate coursework is needed, in order to ensure adequate sections and appropriate advisement (this latter aspect also relates to Action 4).

Action 7
Increasing department research and visibility of efforts. Initiatives of faculty to recruit doctoral students, seek external funding, and present their work at national conferences will be supported as part of this initiative. Resources will be strategically aligned to support faculty making strides in these areas. In addition, doctoral student research and its dissemination will be fostered and supported under this initiative.

Action 8
Maintain a diverse and high quality cadre of M.S. students in SLP. Our M.S. program is in high demand with record numbers of applicants; this assists us in selecting highly qualified candidates. We seek to continue this, and propose to enroll as diverse a class as possible, including a target of two to three males per class. High quality graduate students can help support undergraduate education initiatives in the newer models of pre-major classes to be developed, with recitation sections and/or break-out groups used to enable more individualized instructional experiences for pre-majors in large classes.

Action 9
The BGSU Speech and Hearing Clinic has been working for the last 2 years to raise its profile and increase its income; this is critical to ensure its long-term viability and finance needed upgrades and clinical research initiatives. This initiative has yielded results, and enabled the funding of critical initiatives as listed in Action 2. Going forward, a healthy bottom line will allow us to continue to hire out of clinic budget funds needed personnel to supervise our expanded graduate class and to increase our specialty clinic offerings.

Action 10
The department has been working for several years to ensure clinical education challenges students and instructors to use scientific principles of evidence-based practice (EBP) in a systematic manner. To this end, requirements for EBP have been developed and models of education that challenge students to engage in EBP in a public forum (Grand Rounds) implemented. This process will continue and be improved upon as part of this initiative, including a review of the Grand Rounds model currently in place, as well as determining how EBP is taught in class and via clinical experiences.
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Action 11

Currently, there is a long-standing specialty clinic for children and adults who stutter; in the last two years, a specialty clinic in Reading, Organizing and Writing for students with language-based learning disabilities has rapidly taken shape and grown. A clinic hoping to serve the needs of college students on the autism spectrum is also under development; one new faculty member has plans to develop a specialty clinic for infants and toddlers at risk for developmental language problems owing to low-income family circumstances. These clinics support research initiatives, provide unique training opportunities for BGSU students, expand clinical offerings, and contribute to needs in the community, including the campus as well as the region.

Action 12

As a professional training program, our M.S. in SLP is accredited to train students across the scope of practice and across the age span. Because of this, it is imperative that we recruit students capable of completing the totality of program requirements; as more students with disabilities seek to enroll in professional training programs, the need for outlining essential functions to communicate to current and prospective students basic expectations becomes critical. Despite reasonable accommodations, not every prospective student can fulfill essential functions. Therefore, following the lead of the leading national association for graduate programs in communication disorders, we will develop a document that is in compliance with the guidelines provided by the BGSU Office of Disabilities Services, and disseminate it to incoming classes.

Action 13

The mission of the department is closely aligned with the ideals of the new BGSU Center of Excellence for Health and Wellness Across the Lifespan, therefore we seek to participate in shaping the direction of the Center and participate in its initiatives as it grows and develops, to our mutual benefit.

SCORECARD OF KEY MEASURES

<table>
<thead>
<tr>
<th>University System of Ohio Defined Measures</th>
<th>Related Items</th>
<th>Target Level</th>
<th>Five Year History</th>
<th>Other Bnchmrk</th>
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<td>Actions</td>
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<td>Title</td>
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<td>Actions</td>
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<td>HHS 05</td>
<td>CDIS Undergrad headcount</td>
<td>1,2,7</td>
<td>4, 6</td>
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<td>CDIS Grad Student headcount</td>
<td>1,2,3,4,5,7,</td>
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**SCORECARD OF KEY MEASURES**

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<td>Title</td>
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<td>Actions</td>
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<tr>
<td>Index</td>
<td>Title</td>
<td>Strategies</td>
<td>Actions</td>
<td>2006-07</td>
</tr>
<tr>
<td>CDIS 01</td>
<td>Neurogenic/medical SLP hire</td>
<td>1,2</td>
<td>1</td>
<td>Yes.</td>
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<tr>
<td>CDIS 02</td>
<td>Clinic facilities upgrade/digital video</td>
<td>1,3,4</td>
<td>2</td>
<td>Complete</td>
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<tr>
<td>CDIS 03</td>
<td>E-portfolios, capstone, course CUE-related curriculum developed</td>
<td>1,2,5, 7</td>
<td>3</td>
<td>Yes.</td>
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<td>CDIS 04a</td>
<td>New advising materials</td>
<td>1,2,5,7</td>
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<td>Yes.</td>
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<tr>
<td>CDIS 04b</td>
<td>Recruitment of male undergraduate majors</td>
<td>1,2,5,7</td>
<td>4, 6</td>
<td>10 %</td>
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<td>CDIS 04c</td>
<td>% ACT 26 and above</td>
<td>1,2,5,7</td>
<td>4,6</td>
<td>18%</td>
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<td>CDIS 05</td>
<td>Doctoral recruitment and retention</td>
<td>1,2,3,4,6,7</td>
<td>5</td>
<td>10</td>
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<tr>
<td>CDIS 06</td>
<td>Assessment of curriculum needs</td>
<td>1,2,7</td>
<td>6</td>
<td>Complete</td>
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<tr>
<td>CDIS 07</td>
<td>Research productivity; proposals submitted</td>
<td>3,4,6</td>
<td>7</td>
<td>5</td>
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<tr>
<td>CDIS 08</td>
<td>Research productivity; national/international conference presentations, faculty &amp; students</td>
<td>3,4,6</td>
<td>7</td>
<td>30</td>
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<td>CDIS 09</td>
<td>Clinic census: SLP</td>
<td>2,3, CDIS 8</td>
<td>9, 11</td>
<td>160</td>
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<td>CDIS 10</td>
<td>Clinic census: Aud (reported annually, not AY)</td>
<td>2,3, CDIS 8</td>
<td>9</td>
<td>160</td>
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<td>CDIS 11</td>
<td>Evidence-based practice protocol</td>
<td>4, CDIS 8</td>
<td>10</td>
<td>Complete</td>
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<td>CDIS 12</td>
<td>Develop Essential Functions document</td>
<td>2, CDIS 8</td>
<td>12</td>
<td>Complete</td>
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<td>CDIS 13</td>
<td>Participation in Center of Excellence for Health &amp; Wellness</td>
<td>1,2,3,4, CDIS 8</td>
<td>13</td>
<td>3 activities per year</td>
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## GLOSSARY OF KEY MEASURES

<table>
<thead>
<tr>
<th>Measure Index</th>
<th>Title</th>
<th>Description</th>
<th>Method of Measurement</th>
<th>Source of Data</th>
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<tbody>
<tr>
<td>USO 01</td>
<td>Access: Post-secondary enrollment</td>
<td>Total number of students attending the USO; includes all students enrolled in associated, bachelor’s, graduate and professional degree programs.</td>
<td>Total students</td>
<td>TBD</td>
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<tr>
<td>HHS 05</td>
<td>Access: Comm. Sci. &amp; Dis. Undergrad student headcount</td>
<td>Total # undergraduate students enrolled in CDIS degree programs or pre-major status</td>
<td>15th Day fall headcount</td>
<td>IR report</td>
</tr>
<tr>
<td>HHS 06</td>
<td>Access: Comm. Sci. &amp; Dis. Graduate student headcount</td>
<td>Total # graduate students enrolled in CDIS degree programs</td>
<td>15th Day headcount</td>
<td>IR report</td>
</tr>
<tr>
<td>CDIS 01</td>
<td>Neurogenic/medical SLP position</td>
<td>Whether or not we are successful in hiring</td>
<td>Observation</td>
<td>Dean, Dept. Chair</td>
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<tr>
<td>CDIS 02</td>
<td>Clinic facilities upgrade/digital video</td>
<td>Completion of project</td>
<td>Observation</td>
<td>Chair, Clinic Director</td>
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<tr>
<td>CDIS 03</td>
<td>E-portfolios, capstone, course CUE-related curriculum developed</td>
<td>Elements in place by end of strategic plan period</td>
<td>Observation, report from Undergraduate Studies committee</td>
<td>Dept. Chair; Chair, Undergraduate Studies</td>
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<tr>
<td>CDIS 04a</td>
<td>New advising materials</td>
<td>Re-design of recruiting materials completed; new policies and procedures completed and in place</td>
<td>Observation; report from Undergraduate Studies committee;</td>
<td>Dept. Chair; Chair, Undergraduate Studies; Asst. Dean Advising</td>
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<td>CDIS 04b</td>
<td>Male undergraduate headcount</td>
<td>Percent of undergraduate students enrolled in CDIS degree programs or premajor status</td>
<td>15th Day headcount</td>
<td>IR</td>
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<td>CDIS 04c</td>
<td>Percent ACT 26 and above</td>
<td>Percent of undergraduate students enrolled in CDIS degree programs or premajor status with ACT scores of 26 or higher</td>
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<td>Doctoral recruitment and retention</td>
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<td>IR report</td>
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<td>CDIS 06</td>
<td>Assessment of curriculum needs</td>
<td>Tracking of waiting lists in courses; enrollment trends in new majors</td>
<td>CDIS Undergraduate course enrollment figures</td>
<td>Registrar</td>
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<tr>
<td>CDIS 07</td>
<td>Research productivity: Proposals submitted</td>
<td>External funding proposals submitted as reported by SPAR for fiscal year</td>
<td>Number of proposals</td>
<td>OSPR</td>
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<td>CDIS 08</td>
<td>Research productivity; national/international conference presentations, faculty &amp; students</td>
<td>Total number of conference presentations, invited or peer-reviewed, at international and national conferences, by faculty and/or students (graduate &amp; undergraduate)</td>
<td>HHS Annual Update of Faculty Record</td>
<td>Chair &amp; Department Secretary</td>
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</tbody>
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Communication Sciences & Disorders
<table>
<thead>
<tr>
<th>CDIS 09</th>
<th>Clinic census: SLP</th>
<th>Total number of SLP clients seen annually</th>
<th>Clinic Census report</th>
<th>Clinic secretary</th>
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<tbody>
<tr>
<td>CDIS 10</td>
<td>Clinic census: Audiology</td>
<td>Total number of audiology clients seen annually</td>
<td>Clinic Census report</td>
<td>Clinic secretary</td>
</tr>
<tr>
<td>CDIS 11</td>
<td>Evidence-based practice protocol</td>
<td>Completed protocol for forwarding EBP in graduate training for M.S. in SLP</td>
<td>Clinic committee report</td>
<td>Clinic Director</td>
</tr>
<tr>
<td>CDIS 12</td>
<td>Develop Essential Functions document</td>
<td>Completed and approved document in M.S. Clinic Handbook and M.S. Department Handbook</td>
<td>Clinic committee report</td>
<td>Clinic Director</td>
</tr>
<tr>
<td>CDIS 13</td>
<td>Participation in Center of Excellence for Health &amp; Wellness</td>
<td>Number of activities annually sponsored by the Center that include CDIS participation</td>
<td>Chair &amp; department secretary to initiate procedure for documenting participation</td>
<td>Chair Data sheet on participation; College Annual Report</td>
</tr>
</tbody>
</table>

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None.