



PLAN FOR COMMUNICATION SCIENCES & DISORDERS

2011-2016 Strategic Planning Cycle

Submitted by: Lynne Hewitt, Chair

Date: December 20, 2010

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.

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.



CHARTING
OUR FUTURE
BOWLING GREEN STATE UNIVERSITY
STRATEGIC PLAN

**PLAN FOR COMMUNICATION SCIENCES &
DISORDERS**

2011-2016 Strategic Planning Cycle

Submitted by: Lynne Hewitt, Chair

Date: December 20, 2010



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

Identified Actions (In order of priority)	Related Strategies	Action Timeline	Responsible Party	Measure Index(es)	Review Feedback
<i>Example: Review and revise new student orientation process.</i>	1, 2	AY 2011-12	Chair	TBD	
1. Recruit tenure-track faculty member in area of neurogenetics/medical speech language pathology, to fill expertise gap and foster relationship with Center for Neuroscience, Mind, and Behavior.	1,2,4,6	AY 2010-2011	Dean, Dept. Chair	CDIS 01	
2. Modernize and upgrade clinic facilities and equipment.	1,3,4	Spring 2011-Spring 2013	Dept. Chair; Clinic Director	CDIS 02	
3. Develop innovative learner-centered undergraduate education experiences, with engaged learning opportunities and learning reflections documented via e-portfolios.	1,2,5,7	2011-2014	Dept. Chair; Undergraduate Studies Committee	CDIS 03	
4. Develop new advising and recruitment materials and procedures to support recruitment of a diverse pool of highly qualified undergraduate students.	1,2,5,7	2011-2012	Assoc. Dean Advising; Dept. Chair; Undergraduate Studies Committee	HHS 05; CDIS 04a, b, & c	
5. Recruit and retain doctoral students to meet enrollment targets of 10-12.	1, 2, 3, 4, 6, 7	AY 2011-2012 and Ongoing.	Dept. Chair; Graduate Coordinator	CDIS 05	
6. Complete assessment of current and projected needs for curriculum delivery and advisement for undergraduate education (in light of recent increases in numbers).	1,2,7	2011-2012	Assoc. Dean Advising; Dept. Chair; Undergraduate Studies Committee	HHS 05; CDIS 06	
7. Increase department research activity, productivity and visibility.	3,4,6	Ongoing.	Dept. Chair	CDIS 07; CDIS 08	
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	1, 2, 3, 4, 5, 7, CDIS 8		Dept. Chair; Graduate Coordinator	HHS 06	

2011-2016 Strategic Planning Cycle
Communication Sciences & Disorders

assistants to develop recitation model of introductory undergraduate classes.					
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.	2,3, CDIS 8	Ongoing.	Dept. Chair; Clinic Director	CDIS 09; CDIS 10	
10. Develop programming to support excellence in clinical training in scientifically motivated evidence-based practice.	4, CDIS 8	Review of current EBP teaching: 2010-2011; Develop and implement new guidelines and supports for clinical excellence, 2011-2013	Dept. Chair; Clinic Director; Graduate Coordinator	CDIS 11	
11. Provide a variety of opportunities for diverse student clinical and research experiences by promoting and expanding development of specialty clinics.	1, 2, 3, 4, 6, CDIS 8	Ongoing.	Dept. Chair; Clinic Director; Specialty Clinic Directors	CDIS 09	
12. Develop and implement an essential functions document that is disseminated to all M.S. applicants and matriculants in SLP.	2, CDIS 8	AY 2010-2011	Clinic Director; Graduate Coordinator	CDIS 12	
13. Participate in the University Center of Excellence for Health and Wellness Across the Lifespan.	1, 2, 3, 4, CDIS 8, HHS 8	Ongoing.	Chair; Clinic Director	CDIS 13	

** 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 neurogenetics/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 it is 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.

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

University System of Ohio Defined Measures		Related Items		Target Level	Five Year History					Other Bnchmrk
Index	Title	Strategies	Actions		2006-07	2007-08	2008-09	2009-10	2010-11	
	none									

University/College Defined Measures		Related Items		Target Level	Five Year History					Other Bnchmrk
Index	Title	Strategies	Actions		2006-07	2007-08	2008-09	2009-10	2010-11	
HHS 05	CDIS Undergrad headcount	1,2,7	4, 6	200	175	117	150	161	192	
HHS 06	CDIS Grad Student headcount	1,2,3,4,5,7, CDIS 8	8	66	50	51	61	63	63	

SCORECARD OF KEY MEASURES

Externally Defined Measures		Related Items		Target Level	Five Year History					Other Bnchmrk
Index	Title	Strategies	Actions		2006-07	2007-08	2008-09	2009-10	2010-11	
	none									

[Academic Unit] Defined Measures		Related Items		Target Level	Five Year History					Other Bnchmrk
Index	Title	Strategies	Actions		2006-07	2007-08	2008-09	2009-10	2010-11	
CDIS 01	Neurogenic/medical SLP hire	1,2	1	Yes.	No	No	No	No	In process	N/A
CDIS 02	Clinic facilities upgrade/digital video	1,3,4	2	Complete	No	No	Aud suite, Room 252 complete	Video review and analysis begun	In process	N/A
CDIS 03	E-portfolios, capstone, course CUE-related curriculum developed	1,2.5, 7	3	Yes.	No	No	No	In process.	In process	N/A

2011-2016 Strategic Planning Cycle
Communication Sciences & Disorders

CDIS 04a	New advising materials	1,2,5,7	4	Yes.	No	No	No	Analysis begun	Advising changes begun	N/A
CDIS 04b	Recruitment of male undergraduate majors	1,2,5,7	4, 6	10 %	No data	No data	No data	No data	4%	
CDIS 04c	% ACT 26 and above	1,2,5,7	4,6	18%	No data	No data	No data	No data	13%	
CDIS 05	Doctoral recruitment and retention	1,2,3,4,6,7	5	10			8	9	9	
CDIS 06	Assessment of curriculum needs	1,2,7	6	Complete	No	No	No	No	Begun	
CDIS 07	Research productivity; proposals submitted	3,4,6	7	5	3	4	4	5	Not avail.	
CDIS 08	Research productivity; national/international conference presentations, faculty & students	3,4,6	7	30					Data to be collected	
CDIS 09	Clinic census: SLP	2,3, CDIS 8	9, 11	160	103	95	103	146	Ongoing	
CDIS 10	Clinic census: Aud (reported annually, not AY)	2,3, CDIS 8	9	160	Data not avail	93	119	147	Ongoing	
CDIS 11	Evidence-based practice protocol	4, CDIS 8	10	Completed	No	No	Article citation	Grand Rounds	Grand rounds; analysis of clinical EBP	
CDIS 12	Develop Essential Functions document	2, CDIS 8	12	Completed	No	No	No	No	Proposal submitted to faculty	
CDIS 13	Participation in Center of Excellence for Health & Wellness	1,2,3,4, CDIS 8 HHS 8	13	3 activities per year	N/A	N/A	N/A	N/A	N/A	

GLOSSARY OF KEY MEASURES

Measure Index	Title	Description	Method of Measurement	Source of Data
USO 01	Access: Post-secondary enrollment	Total number of students attending the USO; includes all students enrolled in associated, bachelor's, graduate and professional degree programs.	Total students	TBD
HHS 05	Access: Comm. Sci. & Dis. Undergrad student headcount	Total # undergraduate students enrolled in CDIS degree programs or pre-major status	15 th Day fall headcount	IR report
HHS 06	Access: Comm. Sci. & Dis. Graduate student headcount	Total # graduate students enrolled in CDIS degree programs	15 th Day fall headcount	IR report
CDIS 01	Neurogenic/medical SLP position	Whether or not we are successful in hiring	Observation.	Dean, Dept. Chair
CDIS 02	Clinic facilities upgrade/digital video	Completion of project	Observation.	Chair, Clinic Director
CDIS 03	E-portfolios, capstone, course CUE-related curriculum developed	Elements in place by end of strategic plan period	Observation, report from Undergraduate Studies committee	Dept. Chair; Chair, Undergraduate Studies
CDIS 04a	New advising materials	Re-design of recruiting materials completed; new policies and procedures completed and in place	Observation; report from Undergraduate Studies committee;	Dept. Chair; Chair, Undergraduate Studies; Asst. Dean Advising
CDIS 04b	Male undergraduate headcount	Percent of undergraduate students enrolled in CDIS degree programs or premajor status	15 th Day fall headcount	IR
CDIS 04c	Percent ACT 26 and above	Percent of undergraduate students enrolled in CDIS degree programs or premajor status with ACT scores of 26 or higher	15 th Day fall headcount	IR
CDIS 05	Doctoral recruitment and retention	Total number of doctoral students enrolled.	15 th day fall headcount	IR report
CDIS 06	Assessment of curriculum needs	Tracking of waiting lists in courses; enrollment trends in new majors	CDIS Undergraduate course enrollment figures	Registrar
CDIS 07	Research productivity: Proposals submitted	External funding proposals submitted as reported by SPAR for fiscal year	Number of proposals	OSPR
CDIS 08	Research productivity; national/international conference presentations, faculty & students	Total number of conference presentations, invited or peer-reviewed, at international and national conferences, by faculty and/or students (graduate & undergraduate)	HHS Annual Update of Faculty Record	Chair & Department Secretary

CDIS 09	Clinic census: SLP	Total number of SLP clients seen annually	Clinic Census report	Clinic secretary
CDIS 10	Clinic census: Audiology	Total number of audiology clients seen annually	Clinic Census report	Clinic secretary
CDIS 11	Evidence-based practice protocol	Completed protocol for forwarding EBP in graduate training for M.S. in SLP	Clinic committee report	Clinic Director
CDIS 12	Develop Essential Functions document	Completed and approved document in M.S. Clinic Handbook and M.S. Department Handbook	Clinic committee report	Clinic Director
CDIS 13	Participation in Center of Excellence for Health & Wellness	Number of activities annually sponsored by the Center that include CDIS participation	Chair & department secretary to initiate procedure for documenting participation	Chair Data sheet on participation; College Annual Report

INDEX OF APPENDICES

None.