



DEPARTMENT OF COMMUNICATION DISORDERS  
LONG-TERM STRATEGIC PLAN  
FISCAL YEARS 2015 – 2021

## UNIVERSITY MISSION

Governors State University is committed to offering an exceptional and accessible education that imbues students with the knowledge, skills, and confidence to succeed in a global society.

## UNIVERSITY VISION

GSU will create an intellectually stimulating public square, serve as an economic catalyst for the region, and lead as a model of academic excellence, innovation, diversity and responsible citizenship.

## COLLEGE OF HEALTH AND HUMAN SERVICES MISSION

The mission of the College of Health and Human Services is to provide accessible and quality health and human services professions education; foster a commitment to lifelong learning, scholarship, professional ethics, diversity, and social justice; and infuse its programs into the community partnerships for the health and well-being and economic development of the region.

## BHS PROGRAM IN CDIS MISSION

The mission of the undergraduate program in Communication Disorders is to prepare students for successful entry into professional preparation programs in communication sciences and disorders and related fields, and to provide a high-quality foundation for careers in health sciences and education. The program provides undergraduates and post-baccalaureate students with an exceptional education in an environment of civic engagement, community service, and diversity.

## MHS PROGRAM IN CDIS MISSION

The mission of the graduate program in Communication Disorders is to prepare confident, critically-thinking, clinically proficient and culturally competent speech-language pathologists to work in health care, education, and private practice environments. Through an innovative, community-focused model of clinical and academic training, a foundation in evidence-based practice, and a diversity-infused curriculum, the program aims to develop civic-minded and engaged clinician-researchers.

The program provides rigorous coursework and clinical practicum experiences necessary to obtain the Certificate of Clinical Competence in Speech-Language Pathology from the American Speech-Language-Hearing Association, the Professional License from the Illinois Department of Financial and Professional Regulation, and the Professional Educator License from the Illinois State Board of Education.

## ENVIRONMENTAL SCAN AND INTERNAL AUDIT FOR COMMUNICATION DISORDERS

Strengths	Weaknesses	Opportunities	Threats/Challenges
A diverse faculty with respect to age, gender, race, ethnicity, culture and language.	BHS program narrowly focused on one career outcome.	Continuing demand for speech-language pathologists in Illinois public schools and medical/health settings.	Maintaining a curriculum that meets all standards and employer expectations.
A highly qualified faculty; six of eight with PhD preparation.	MHS admission process and student progression policies need revision	Large pool of well-qualified applicants to the graduate program.	Statewide changes in employment/clinical settings (e.g. EI criteria, funding, reimbursement)
Flexible programs that allow for part-time study.	Lack of diversity in applicants to MHS program, disproportionate representation of racial and ethnic diversity of the region.	College of Education collaboration – bilingual education, special education, reading; dispositions, student progress, competency assessment	Maintaining and developing the network of practicum affiliations, especially medical/health settings.
We are the only public university (i.e., low-cost) SLP program in the Chicago area.	Limited scholarship/research by students.	Technology: SimuCase, Master Clinician, MBSIMP	Changing credentialing requirements (i.e. ISBE TAP requirement)
Excellent college and university support for program needs.	Limited support for student research.	Gap in Illinois programs specializing in preparing students to serve culturally and linguistically diverse (CLD) communities.	Creating and promoting continuing education events on a regular basis.
Large and supportive network of alumni.	Limited support for instructors and advisors.	Increasing demand for bilingual SLPs and SLPs knowledgeable about and skilled in working with CLD communities.	Identifying sources of support for funding faculty scholarship and professional development.

Strengths	Weaknesses	Opportunities	Threats/Challenges
<p>Strong and extensive network of practicum affiliations.</p> <p>Graduate program supports principles of evidence-based practice.</p> <p>Clinical component of program is well organized and procedurally sound.</p> <p>Community connections are strong and continue to grow; screening and prevention activities have been expanding the scope of student pre-clinical experiences.</p> <p>Diverse areas of faculty expertise, interest, activity, include all of the major disorder categories and clinical populations.</p>	<p>Limited expansion of community-based service opportunities due to lack of staff support for supervision and organization.</p> <p>Limited coordination of department publicity with university resources (e.g., links to information sessions, pathways to existing orientations, tours, open houses, etc.)</p>	<p>Current topics and other specialty coursework show room for growth (e.g. certificate in bilingual therapy, advanced level preparation)</p> <p>Increasing potential for successful community-based clinical teaching (FDC, Glenwood, accent reduction services, etc.)</p> <p>Collaboration/partnership opportunities; Lingua Health; South Suburban College SLPA program; Moraine Valley's new program in sign language</p> <p>Scholarship and grant activity and supports becoming more available (e.g., University Research Grants, Intellectual Life Grants, OSPR training, recent applications and awards such as HCOP, P20, SDS).</p>	<p>Declining sources of financial support for students; trends toward unacceptably high debt loads.</p> <p>Changing student demographic:  – younger, full-time, traditional  – missing the non-traditional students we used to have more frequently.</p> <p>ELL/bilingual students in UG program with need for support for a variety of academic performance variables.</p> <p>State budget uncertainty.</p>

Strengths	Weaknesses	Opportunities	Threats/Challenges
<p>Consistent group of committed and long-term GSU supervisors and adjuncts.</p> <p>Support groups provide valuable student learning opportunity and community service.</p> <p>Growing collaborations across departments/disciplines are increasing student and faculty opportunities for teaching and research.</p> <p>New physical facility provides space and environment that supports student and faculty activities well.</p>		<p>Campus-wide and college initiatives supporting pipeline programs, interprofessional education, faculty development.</p> <p>Faculty expertise and interest in service learning, community education, literacy/reading, research/measurement, grant-writing, professional issues/credentialing, interprofessional education, online learning, early intervention, bilingualism, assistive technology, and essential functions.</p>	

## GOALS OF THE CDIS PROGRAMS AND DEPARTMENT

University Goals	BHS Program Goals	MHS Program Goals	Department Goals
1. Academic Excellence	1. Expand student involvement in service learning and community education.	1. Maintain CAA accreditation.	1. Explore feasibility of a clinical doctorate.
	2. Develop international education opportunities.	2. Maintain high quality clinical learning opportunities.	
	3. Redesign undergraduate curriculum to align with program goals and environmental scan.	3. Expand student involvement in service learning and community education.	
		4. Develop international education opportunities.	
		5. Redesign graduate curriculum to align with program goals and environmental scan.	
2. Student Success	4. Extend undergraduate curriculum into the freshman and sophomore levels to create a four-year program.	6. Seek out external funding to support students.	2. Develop a pipeline of qualified students from diverse ethnic, racial, and cultural backgrounds into the professions.
	5. Increase number of graduates admitted to the master's program at GSU.		3. Enhance student engagement and retention through recognition activities and campus organizations
			4. Develop interprofessional education opportunities for faculty and students

University Goals	BHS Program Goals	MHS Program Goals	Department Goals
3. High Quality Faculty and Staff	6. Increase the number of undergraduate courses taught by PhD faculty  7. Increase implementation of best practices for student recruitment, retention, and matriculation, particularly pertaining to individuals from educationally underserved and underrepresented communities.	7. Maintain PhD faculty as instructors for the majority of graduate courses  8. Build faculty knowledge of methods of assessing and addressing student dispositions.	5. Develop faculty research activities.
4. Enrollment Management	8. Increase undergraduate enrollment.	9. Sustain graduate enrollment in the face of increasing competition.	
5. Financial Growth and Resiliency			6. Apply for external funding for student support and faculty scholarship.  7. Provide high-quality continuing education opportunities on a regular basis.
6. Visibility, Outreach, and Economic Catalyst			8. Develop/enhance community collaborations and partnerships and department service to the community.  9. Develop community awareness of the unique strengths and features of CDIS programs at GSU.

University Goals	BHS Program Goals	MHS Program Goals	Department Goals
<p><b>7. Social, Ethical and Environmental Responsibility</b></p>	<p>9. Manage recruitment and enrollment of students in the major to achieve representation of community diversity.</p> <p>10. Optimize student outcomes for retention, matriculation, employment, and advanced education.</p>	<p>10. Manage recruitment and enrollment of students in the program to increase representation of community diversity.</p>	<p>10. Expand student involvement in service learning and community education.</p> <p>11. Develop international education opportunities.</p> <p>12. Develop interprofessional education opportunities.</p>
<p><b>8. Continuous Process Improvement</b></p>	<p>11. Revise admission process to better support the mission and aims of the program.</p>	<p>11. Revise admission process to better support the mission and aims of the program.</p> <p>12. Redesign graduate curriculum to align with the goals of the program.</p>	<p>13. Improve data collection and student tracking processes and data analysis</p> <p>14. Coordinate surveys with other university programs and resources.</p>