

**Department of Communication Disorders  
Five Year Strategic Plan  
2006 – 2011**

**Preface:**

In the fall term of 2006, faculty members in the Communication Disorders Program (now called the Department of Communication Disorders) convened the first program strategic planning meeting. Constituency groups representing the entire Arkansas State University campus completed a campus-wide strategic plan in January of 2005. Given the psychological momentum associated with that campus-wide activity and in anticipation of the new accreditation standards to become effective in January of 2008, the Communication Disorders Program faculty members were motivated to begin the strategic planning process. We began by comparing the CD Program's mission statement to the mission statements of the University and the College of Nursing and Health Professions. We also developed a set of "core values" statements that would be used in the preparation of long-term goals for the strategic plan. The goals, objectives, and strategies articulated in this strategic plan were designed to be a dynamic document that will be revised as program needs, aspirations, resources, and assets change.

**Arkansas State University's Mission:**

Arkansas State University *educates* leaders, *enhances* intellectual growth, and *enriches* lives. (ASU =  $e^3$ )

**CNHP Mission:**

The mission of the College of Nursing and Health Professions is to provide quality education to students, graduates and health care providers in a variety of health disciplines. Recognizing its unique position in the lower Mississippi Delta region, the College provides educational programs that are designed to promote lifelong learning based on the expressed needs of its varied constituencies.

**Department of Communication Disorders Mission:**

The mission of the Department of Communication Disorders is to prepare competent speech-language pathologists to provide ethical, professional services to a broad spectrum of individuals with communication disorders.

**Department of Communication Disorders Core Values:**

- **Student-Centered:** We are committed to education, inquiry and service in order to meet students' changing needs.
- **Learning-Centered:** We nurture the acquisition of knowledge and skills by integrating teaching, research, assessment and learning to promote continuous student improvement.
- **Excellence:** We pursue excellence within the classroom, laboratory, and clinical setting.
- **Diversity:** We embrace diversity in all of its dimensions realizing that mutual respect for individuality and the inclusion of all are vital for both personal and program success.
- **Integrity:** We hold high standards of character and integrity as the foundations for success as an ethical professional in communication disorders.

**Goal 1: Increase the quality and quantity of space allocated to ASU Speech and Hearing Center.**

**Objectives:**

1. Pursue new clinic space in the plans for “retrofitting” the Chickasaw Building.
2. Explore the options of procuring grants funds from prominent foundations to cover the cost of constructing and furnishing a “state of the art” clinical space for the ASU Speech and Hearing Center.

**Strategies:**

1. Procure permission from ASU to develop sketches of floor plans for dedicated clinical space in the Chickasaw remodeling project to begin in the fall of 2007. If possible, schedule a planning meeting with the architect firm retained to develop comprehensive plans for the renovation to this building.
2. Collaborate with Dean Hanrahan in the development of a grant application to be submitted to the Donald W. Reynolds Foundation.
3. If the Reynolds Foundation invites a full application, collaborate with the architects in the design of the clinical space to be located in the proposed new building.

**Goal 2: If new clinical space is obtained, develop new opportunities for student clinicians to provide expanded clinical services afforded by the space.**

**Objectives:**

1. Add an adult functional therapy program to the ASU Clinic schedule that could utilize both individual and group therapy options.
2. Add an after-school program to target a public school-aged population determined to be at-risk in the areas of language, executive functioning, and organization skills.
3. Explore the feasibility of implementing a series of intensive therapy camps during the summer terms.
4. Develop a multidisciplinary Resource Center for Autism Spectrum Disorders.

**Strategies:**

1. Tour existing programs to determine plausible paradigms for implementing functional adult therapy programs on an individual and group basis,

2. Procure functional therapy space and materials for adult groups, after-school programs, summer camps, and the Autism Resource Center.
3. Poll campus faculty members with expertise in nutrition, behavioral intervention, special education, physical therapy, language development, augmentative communication to determine their interest in joining a collaborative team to serve clients with autism and their families.
4. Explore University policies on the operation of intensive summer camps on campus.

**Goal 3: Fill current faculty vacancy and add additional full-time clinical faculty line to the budget.**

**Objectives:**

1. Get approval for initiating a national search to fill the faculty position vacated by Dr. Margie Gilbertson.
2. Add an additional faculty line in the Communication Disorders budget to employ a full-time clinical faculty member.

**Strategies:**

1. Submit all forms to Academic Affairs seeking permission to organize a national search for the faculty position vacated by Dr. Margie Gilbertson.
2. If approved, organize a search committee and select a chair.
3. Advertise the position nationally and send a faculty position notice to all HBCU's.
4. Develop a prospectus illustrating that the addition of a full-time clinical faculty member can improve the quality and quantity of clinical teaching episodes for graduate students.

**Goal 4: Continue to provide quality teaching in the undergraduate and graduate programs.**

**Objectives:**

1. Review undergraduate and graduate syllabi to insure that the Department of Communication Disorders is in compliance with 2008 CAA accreditation standards.
2. Provide a system of "peer evaluation" for all CD faculty members.
3. Continue to allow students to evaluate all faculty members and all courses each term.

**Strategies:**

1. Organize a faculty retreat during which all faculty will review all syllabi with regard to student acquisition of knowledge and skills necessary for ASHA certification.
2. Provide instruction to CD faculty regarding the value of peer evaluation of teaching.

**Timeline for Assessment of Strategic Plan Goals:**

This strategic plan was developed on a five-year time frame. The faculty and staff of the Department of Communication Disorders will collect assessment data of each of these goals on an annual basis to determine overall progress toward the accomplishment of the plan.

**Periodic Revisions of the Strategic Plan:**

This strategic plan was revisited and revised by CD faculty members in the summer of 2008 to reflect the organizational change within the College of Nursing and Health Professions. The restructuring approved by the Chancellor and the ASU Board of Trustees altered the status of the Communication Disorders Program to the Department of Communication Disorders. That change is now reflected throughout this plan.