

FONTBONNE UNIVERSITY

Communication Disorders and Deaf Education Strategic Plan 2019-2024

**Developed Fall 2018
Implemented Fall 2019**

FONTBONNE MISSION STATEMENT

Fontbonne University, a Catholic institution sponsored by the Sisters of St. Joseph of Carondelet, is committed to the common good through the daily pursuit of transformative education, inspiring students to become global citizens who think critically, act ethically and serve responsibly. (approved by Board of Trustees February 6, 2016)

COLLEGE OF EDUCATION & ALLIED HEALTH PROFESSIONS (CEAHP)

The mission of the College of Education and Allied Health Professions (CEAHP) is to provide academic, clinical, and classroom experiences in order to continue Fontbonne University's tradition of excellence in teacher and therapist education. Programs offered in Education, Special Education, Speech-Language Pathology, Deaf Education, and Early Childhood Education are committed to enhance the personal and professional growth of individuals who will be working with children and adults in a variety of settings.

The CEAHP provides a diverse learning experience through interdisciplinary and collaborative programs. Learning opportunities extend beyond the classroom through participation in the Eardley Family Clinic for Speech, Language and Hearing, partnerships with local public and private schools and area hospitals and rehabilitation centers. Upon successful completion of our programs, students become teachers or therapists who are reflective practitioners committed to life-long learning and making professional decisions guided by evidence-based practice. Our graduates consistently assess the effects of their values and actions on others since they are a force for growth, learning, and social justice in our world.

DEPARTMENTAL MISSION STATEMENT

The mission of the Communication Disorders and Deaf Education Department at Fontbonne University adheres closely to the mission statement of the College of Education & Allied Health Professions to prepare knowledgeable, competent and caring professionals in speech-language pathology and deaf education. Through coursework and field experience, knowledge and skills are developed, professional ethics and values are formed and guided practice fosters reflective and caring therapists and educators who will have a positive impact on individuals, families, and society.

The departmental mission statement also corresponds closely with the university mission statement. Both speech-language pathology and deaf education as disciplines are certainly rooted in personal concern. Critical thinking, ethical behavior, and assuming responsibility for one's own behavior and the welfare of others are qualities included in the university, college, and departmental missions. Speech-language pathology and deaf education professionals aim to maximize inclusion of individuals served by providing supportive interventions grounded in interprofessional, collaborative practice.

DESCRIPTION OF THE DEPARTMENT

The Department of Communication Disorders and Deaf Education (CDDE) houses two disciplines: Deaf Education and Speech-Language Pathology. Undergraduate degrees are offered in deaf education and in speech language pathology. A master's degree is offered in speech-language pathology with an option to select either the general track or one of two emphasis areas: adult neurogenic communication disorders or working with children who are deaf/hard of hearing. An Office of Special Education Rehabilitation Services (OSERS) grant-funded graduate degree is offered in Interprofessional Preparation in Early Intervention (IPEI) for either speech-language pathology or for early intervention in deaf education. Additional master's degrees in deaf education include an Early Intervention in Deaf Education (EIDE), Deaf Education in Inclusive Settings as part of the Fontbonne Clarke Northeast Collaboration (FCNC) and a M.A. in Deaf Education.

The undergraduate and early intervention in deafness programs are accredited by the Council of Education of the Deaf. Reaccreditation was achieved in 2018 and will continue until the next site visit in 2024. The graduate program in speech-language pathology is accredited through 2020 by the Council on Academic Accreditation of the American Speech-Language-Hearing Association.

In CDDE there are seven full time faculty members and one .75FTE faculty member. An average of ten adjunct faculty members are utilized throughout the year. Four of the seven fulltime faculty members have release time to cover other duties. These include the Chair (6 hours), the Director of Deaf Education (4.5 hours), the Director of Graduate Studies in SLP (3 hours), and the Director of Clinical Education (3 hours). The CEAHP Dean teaches two graduate courses in addition to her fulltime administrative contract.

The department has practicum agreements with over eighty agencies, schools and hospitals. The Eardley Family Clinic for Speech-Language-Hearing is the campus clinic and serves to prepare speech-language pathologists under faculty supervision and as a community clinic. Additional clinical activities include performing augmentative communication evaluations for individuals with Amyotrophic Lateral Sclerosis through the St. Louis ALS Association, and hosting a weekend theater camp each year for children who use augmentative communication systems and their families. In addition, we offer an intensive aphasia treatment camp each summer, a summer literacy camp for children who use cochlear implants, rehabilitation groups for people with aphasia and with traumatic brain injury, and an adult auditory rehabilitation group for cochlear implant users.

Departmental Strategic Plan

This plan covers the period from 2019-2024. The purpose of the plan is to provide for actions to maintain the strengths of the programs within the CDDE department and to modify identified areas of improvement. The plan is consistent with College of Education and Allied Health Professions (CEAHP) strategic plan covering the period 2019-2024 which is drawn from the Fontbonne University Strategic Plan. Alignment with the CEAHP strategic plan goals are indicated in parentheses.

STRATEGIC GOALS, OBJECTIVES AND ACTIONS

GOAL 1: To enhance the quality of the learning environment for students

Objective 1.A: To expand authentic learning opportunities for students in CDDE

Strategy 1.A.1: To inventory current community engagement opportunities

Measurement: Current list of community partners for Undergrad and Graduate programs in SLP and Deaf Education

Responsibility: Program director of clinical education (SLP) and program director of deaf education; chair of CDDE

Timeline: annually

Strategy 1.A.2: To prioritize areas for expansion of community partners

Measurement: surveys of faculty and clinical staff; grant reports from Advancement office grant writers

Responsibility: Program director of clinical education (SLP) and program director of deaf education; chair of CDDE; grant writers

Timeline: annually

Strategy 1.A.3: To develop a departmental partnership impact council/advisory board to inform decisions regarding learning opportunities for CDDE students

Measurement: establishment of PIC or letters of intent to serve from identified participants from the community

Responsibility: Chair of CDDE, program directors; assigned faculty

Timeline: ongoing

Strategy 1.A.4: To investigate use of simulated practice and standardized patients to augment student preparation and experience

Measurements: Reports from program directors and clinical faculty

Resources: Web search of other programs that use simulated practice; input from other Fontbonne University programs that use simulated learning (EdD program, FCS); student course surveys

Responsibility: Chair of CDDE, program directors

Timeline: TBD following collection of survey data

Objective 1.B: To increase opportunities for inter-professional education

Strategy 1.B.1: To conduct a strengths, weaknesses, opportunities, and threats (SWOT) analysis for an interdisciplinary clinic within the Eardley Family Clinic for Speech, Language, and Hearing

Measurement: Input from program directors, faculty and clinical supervisors

Resources: Survey, roundtable discussion, department meetings

Responsibility: Chair, program directors, assigned faculty and/or clinical supervisors

Timeline: December 2020; updated annually

Strategy 1.B.2: To identify and document existing undergraduate and graduate CDDE courses with inter-professional learning engagements

Measurement: focused review of syllabi and curriculum guides

Responsibility: Chair, program directors, assigned faculty

Timeline: every three years, or when new course is adopted

Strategy 1.B.3: To explore external funding to promote inter-professional preparation for the undergraduate and graduate programs.

Measurements: grant applications, meetings with potential donors

Resources: Advancement office grant writers, clinic community

Responsibility: Advancement office grant writers, faculty, clinical faculty

Timeline: ongoing

Objective 1.C: To ensure that faculty and students have opportunities to develop cultural responsiveness

Strategy 1.C.1: To develop a task force to enhance faculty and student capacity for cultural responsiveness

Measurement: establish task force

Resources: Coordination with CEHP TIDE and Office of Diversity

Responsibility: Chair, program directors, assigned faculty

Timeline: December 2020

Strategy 1.C.2: To review all syllabi in the department for content related to cultural responsiveness

Measurement: focused review of syllabi and curriculum guides

Responsibility: Chair, program directors, assigned faculty

Timeline: every three years or when new course is adopted

Strategy 1.C.3: To make recommendations for professional development, changes to course learning outcomes and enhancements to course requirements to address development of cultural responsiveness

Measurement: Recommendations presented at department meetings

Resources: faculty input, results of student course evaluations,

Responsibility: Chair, program directors, faculty

Timeline: annually

Strategy 1.C.4: To assess the impact of program changes in the area of cultural responsiveness (including learning outcomes and course requirements) on student learning.

Measurements: Student course evaluation results, exit interviews of graduating students, annual report of learning outcomes

Resources: Surveys, learning outcome verification from each course, interviews

Responsibility: Chair, program director, assigned faculty

Timeline: annually

GOAL 2: To develop systems to evaluate the effectiveness and impact of CDDE programs

Objective 2.A: To maintain external program accreditation to ensure continued recruitment and retention of undergraduate and graduate students within the CDDE department

Strategy 2.A.1: To develop and maintain mechanisms to track student progress to ensure undergraduate and graduate student success with respect to accreditation standards by tracking learning outcomes and completion rates, as well as developing a remediation plan process for students who do not meet critical learning outcomes

Measurements: Learner outcome verification forms for each UG and GR course, exit interviews of graduating students

Resources: Learner outcome verification forms, remediation plans for students not meeting learning outcomes, PRAXIS passing scores,

Responsibility: Faculty teaching CDDE courses, chair, program directors

Timeline: each semester

Strategy 2.A.2: To form an ongoing working group with both department program directors and the department chair to meet monthly to delineate specific program needs to maintain program accreditation.

Measurement: scheduled meetings on department calendar

Resources: Chair, Graduate SLP program director, Deaf Education program director, and director of clinical education

Responsibility: Chair

Timeline: beginning Fall 2019

Strategy 2.A.3: To include needs identified in Strategy 2 in departmental reports and budgets.

Measurement: annual budget and department reports from chair

Resources: meeting notes from Strategy 1

Responsibility: Chair

Timeline: annually

Strategy 2.A.4: To review undergraduate and graduate program coursework

Measurement: focused review of syllabi and curriculum guides

Responsibility: Chair, program directors, assigned faculty

Timeline: every three years or adoption of new course

Strategy 2.A.5: To explore articulation agreements to expand the pool of prospective students from underrepresented backgrounds

Measurements: prospective student census provided by University Admissions office, articulation agreements from University Admissions; survey of admitted students

Resources: University Admissions, Director of Institutional Research

Responsibility: Chair collects information for annual report

Timeline: Annually

Objective 2.B: To ensure that all courses and clinical experiences integrate scientifically and evidence based practices

Strategy 2.B.1: To develop a task force to enhance content related to scientifically and evidence based practices

Strategy 2.B.2: To review all syllabi in the department for content related to scientifically and evidence based practices

Strategy 2.B.3: To make recommendations for course learning outcomes and course requirements regarding scientifically and evidence based practices

Strategy 2.B.4: To assess the impact of the scientifically and evidence based practice learning outcomes and course requirements on student learning.

Measurements: Syllabi review of all CDS course syllabi

Resources: Typhon data, Deaf Ed: CDS480/481data, SLP: CDS496 capstone project data

Responsibility: Chair, program directors, assigned faculty

Timeline: every three years or when new course is adopted

Objective 2.C: To determine professional impact of our students and alumni

Strategy 2.C.1: To collect undergraduate and graduate data using exit interviews of current students and survey data from alumni and employers

Measurements: UG and GRAD exit interview data, Smart evaluation surveys, employer surveys

Resources: Career services, Institutional research, University alumni office, department surveys and interviews

Timeline: Annually; alumni survey every three years

Responsibility: Chair, program directors

Strategy 2.C.2: To disseminate data from exit interviews and surveys to department faculty and advisory board members to inform future program reviews.

Measurements: postings to department website, annual report posted to shared drive and/or Schoology

Resources: CDDE department annual report

Timeline: annually