

University of Kansas (KU) Intercampus Program in Communicative Disorders (IPCD)

Strategic Plan (2021-2025)

Mission Statement

The mission of the KU IPCD is to provide exemplary education in communication sciences and disorders through excellence in teaching, research, and clinical service. Undergraduate curricula provide students with an understanding of basic speech-language-hearing processes and an introduction to communicative disorders. The M.A. (SLP) and Au.D. curricula build on that base and prepare the student for application of knowledge by examining the nature, etiology, diagnosis, remediation and prevention of communicative disorders, and the basic techniques for scientific inquiry. These curricula also are designed to meet the academic and clinical requirements for the Certificate of Clinical Competency in SLP or Audiology. In the Ph.D. curricula, students develop research and teaching expertise and apply this knowledge to specific areas of speech, language, and hearing.

Undergraduate Program			
Outcome Statement	Indicator of Success	Strategy Statement	Timeline for Review
Ensure BA/BGS provides foundational knowledge preparing students for graduate education or other careers including an SLPA.	<p>Potential gaps in course content, sequencing, and student learning outcomes will be identified.</p> <p>Curriculum changes will be proposed accordingly and reported to the IEC faculty.</p> <p>Student and faculty surveys will show favorable responses to these curriculum changes.</p>	The undergraduate curriculum committee will meet annually to review the BA/BGS curricula and student and faculty feedback on curriculum surveys. Based on the review, they will identify gaps in foundational knowledge and propose changes to the existing curricula along with measurable learning outcomes to minimize these gaps.	Annual meeting, review and implementation plans.
Increase access to high impact experiential learning opportunities.	Through the study abroad program, students will develop increased confidence, independence, collaboration, and interpersonal skills as well	The undergraduate curriculum committee will meet annually to discuss and identify potential issues and new needs arising from the existing experiential learning opportunities offered by the SPLH department, including the faculty-lead	Annual review

	<p>as cultural responsiveness and social awareness.</p> <p>Through the departmental honors research program, students will enhance their critical thinking, analytical reasoning, oral and written communication, and skills to identify, evaluate, and synthesize sources of information/evidence to solve clinical problems and/or research questions.</p> <p>Through the clinical practicum, students will gain hands-on experience with clinical practice with individuals having speech, language, and/or hearing disorders across the life span to enhance their ethical and professional responsibility, leadership and collaboration, communication, and problem-solving skills.</p>	<p>study abroad program, the departmental honors research program, and the clinical practicum.</p> <p>Partnered with KU student associations (e.g., KU-NSSLHA), the SPLH department will organize social events such as research night every semester to facilitate student-faculty connection and inform students about these experiential learning opportunities.</p>	
<p>Monitor advising practices to ensure timely graduation.</p>	<p>The rates of timely graduation and the number of successful graduate school applications will be increased.</p>	<p>The director of undergraduate studies will meet with the college advising staff annually or when needs arise (e.g., new changes to undergraduate curricula) to ensure the designated SPLH advisor and the SPLH faculty mentor provide consistent and up-to-date information to students.</p>	<p>Annual review</p>

		The designated SPLH advisor will attend the SPLH faculty meetings to participate in discussions about undergraduate student advising.	
MA SLP Program			
Outcome Statement	Indicator of Success	Strategy Statement	Timeline for Review
Create an environment in which all students receive respect and work together to understand the complexities of our histories, cultures, and experiences.	Students will report high levels of satisfaction on mid and end of program surveys on questions related to respect, belonging and equity.	<p>Program will designate faculty liaisons for the student groups to hear feedback and respond to concerns.</p> <p>Program director will hold regular cohort meetings to talk through issues and topics as students move through the program.</p> <p>Faculty will evaluate syllabi and course activities for diverse experiences, hold regular conversations and explore for ways to honor neurodiversity throughout the curriculum.</p> <p>Faculty will participate in programs and events offered at the university to equip them with the skills to support students, such as Office of DEIB, Center for Teaching Excellence, Counseling and Psych Services etc.</p> <p>Program will respond to student concerns through its annual degree assessment process and include short term goals to address issues.</p>	Annual review

<p>Create an innovative curriculum responsive to changing healthcare and education landscape.</p>	<p>Student survey results will report favorable course options and preparation for the workforce though positive comments.</p> <p>Annual degree assessment report will include a program response to student feedback and concerns.</p> <p>Develop system for gathering alumni feedback by 2025.</p>	<p>The MA SLP Curriculum committee will review course content and availability each fall. They will entertain proposals for new or updated courses as well as student feedback on annual surveys.</p> <p>Yearly goals will be established based on student and faculty feedback.</p> <p>Curriculum committee will build IPE opportunities for students.</p>	<p>Annual review</p>
<p>Develop innovative clinical education experiences.</p>	<p>Based on survey data students will report high value of the diversity of clinical placement options & quality of learning.</p>	<p>Clinical Faculty will evaluate clinical experiences each year through review of student evaluations of supervisors and sites and surveys (mid and exit).</p> <p>Clinic Directors will organize an annual Intercampus Clinical Faculty Retreat to develop and reflect on short-term and long-term objectives for clinical experiences.</p> <p>Clinic directors will meet monthly to discuss clinical placement successes and challenges across campuses.</p> <p>Clinical Processes will include assigned readings and discussion topics to promote discussion on current innovations and professional best practices.</p>	<p>Annual review</p>
<p>Continue to refine existing approaches to formative and summative</p>	<p>All students will pass summative exams.</p>	<p>Learner outcomes will be assessed at student exit and mid-program. Data reviewed by Curriculum</p>	<p>Annual review</p>

assessment, tying learner outcomes to curriculum.	<p>Mid program and exit surveys will show students are meeting learner outcomes and satisfied with the assessment process.</p> <p>Summative exam process will be redesigned by 2025.</p>	<p>committee and program changes included in degree assessment report each fall.</p> <p>MA Curriculum committee will redesign the summative assessment to focus on presentation of case studies and addition of a written component to better assess depth of knowledge and provide more consistency in committee questions.</p> <p>Committee will make improvements in portfolio and formative assessment to better prepare students for final assessment, including updated reflection forms, opportunities to practice oral presentations and support from graduate teaching assistant.</p>	
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AuD Program

Outcome Statement	Indicator of Success	Strategy Statement	Timeline for Review
Create an environment in which all students receive respect and work together to understand the complexities of our histories, cultures, and experience.	Student surveys of multicultural class and Advancement for Minority Students in Communication Sciences & Disorders (AMSCSD) student group recommendations will be reviewed and implemented.	<p>Student surveys for our multicultural class will be reviewed by the instructor(s) each semester.</p> <p>The faculty advisor will meet at least once a semester with AMSCSD group. Instructor(s) and AMSCSD advisor will share recommendations with IEC for suggested modifications. Modifications will be made based on committee and instructor decisions. Class reviews and AMSCSD meetings will continue to be monitored each semester to evaluation success of implementations of plan.</p>	Each semester and annually
Create an innovative curriculum responsive to	AuD curriculum continues to develop coursework consistent with standards and	The AuD curriculum committee will continue to meet at least twice/semester in addition to an	Annual review

<p>changing healthcare and education landscape.</p>	<p>recommendations of current healthcare and education.</p>	<p>annual summer retreat to review and assess curriculum.</p> <p>Changes to coursework will be implemented. Courses/coursework will be added or removed, as needed based on committee recommendations.</p>	
<p>Develop innovative clinical education experiences.</p>	<p>AuD student clinical experiences will be updated as new innovative techniques and technologies become available.</p>	<p>Simulation clinic will be reviewed each semester year it is offered.</p> <p>The clinical faculty will meet at least once a year to evaluate the simulation clinic curriculum and modify the coursework as needed given feedback and new, innovative simulation options that have become available.</p> <p>In-house and external clinical placements surveys will be completed each semester by clinical students as well as supervisors in CALIPSO.</p> <p>Modifications to clinic sites and experiences will be adjusted as needed.</p> <p>Technology and equipment will be evaluated on a continuous basis and replaced as newer technologies become available.</p>	<p>Each semester and annually</p>
<p>Continue to refine existing approaches to formative and summative assessment, tie outcomes to curriculum and ASHA guidelines.</p>	<p>Formative and summative assessments will continue to evolve to reflect curriculum and be used to modify feedback to students.</p>	<p>Formative assessments are given during the summer of the first year of study. Students will be evaluated on foundational skills learned during their first year and given feedback on areas of deficit.</p> <p>Summative assessments are given during the summer of the second year of study. Students will</p>	<p>Review and revision will be completed annually.</p>

		<p>be evaluated on clinical decision-making skills and given feedback on areas of deficit.</p> <p>The AuD curriculum committee will identify needed changes to rubrics and questions and revise as needed.</p>	
PhD Program			
Outcome Statement	Indicator of Success	Strategy Statement	Timeline for Review
Achieve a high graduation rate within 5 years for full time students	90% full time students graduate	To ensure high-quality education and professional development within a reasonable timeframe.	Evaluate progress toward goal annually.
Increase student involvement in research projects and publications	80% students will complete at least one presentation or publication co-authored with a faculty member	Ph.D. students will work towards publishing research findings in reputable journals and at conferences by collaborating with their mentors and peers.	Evaluate progress toward goal annually.
Develop strong research and methodological skills	100% students Ph.D. dissertation rubrics will indicate at least satisfactory understanding of appropriate research methodology	Students will demonstrate expertise in various research methods (qualitative, quantitative, mixed methods) in their research projects.	Evaluate progress toward goal annually.
Increase the recruitment and retention of students from underrepresented groups in academia.	20% increase in the percent of students from under-represented groups	To foster a diverse, equitable, and inclusive academic environment, the program is committed to increasing the numbers of students and faculty mentors from diverse backgrounds.	Evaluate progress toward goal annually.
Implement DEIB training programs within Ph.D. curriculum	100% students completing training	Workshops will be offered either as part of the required Ph.D. proseminar or as stand alone workshops to promote students preparedness for teaching and conducting research in a diverse world	Evaluate progress toward goal annually.
Obtain feedback from students regarding inclusivity and how to	100% students completing annual survey DEIB climate within our department and University.	We will obtain feedback from students regarding inclusivity and how to improve DEIB, and then review suggested improvements as a faculty annually.	Review surveys annually

improve DEIB within our programs.			
Interdisciplinary Collaboration	90% students indicate an interdisciplinary collaboration on their annual progress reports	Faculty will foster collaborations between Ph.D. students and researchers from other disciplines by promoting interdisciplinary seminars, conferences and joint research projects with scholars from related fields and professionals outside of academia (e.g., clinicians, policymakers)	Review of annual progress reports for indices of collaborations
Teaching and Mentorship	100% Ph.D. students complete at least one Directed teaching experience during their program with satisfactory feedback from their mentor	Ph.D. students will develop effective teaching and mentorship skills by completing directed teaching, participating in teaching workshops offered by CTE and student teaching.	Review of annual progress reports
Uphold high ethical standards in research	100% students complete a course in ethical conduct of research during their program	Ph.D. students familiarize themselves with ethical guidelines and principles, ensure the ethical treatment of human and animal subjects in research and participate in the institutional review requirements for their research projects	Review of annual progress reports

SLPD Program			
Outcome Statement	Indicator of Success	Strategy Statement	Timeline for Review
Evaluate SLPD program from perspectives of faculty and students and modify as indicated.	Student and faculty program surveys will be reviewed. Suggested modifications will be considered by the SLPD Committee, with recommendations shared with the faculty (IEC) accordingly for possible implementation.	The SLPD Committee will review student and faculty surveys and consider recommendations. Those recommendations receiving consensus from the SLPD Committee will be presented to the faculty (IEC) for consideration. Decisions made by the IEC regarding program requirements will be implemented.	Evaluation will be completed annually, with modifications to the program made for the upcoming cohort of SLPD students

	Modifications will be made based on IEC decision.		
Revise Capstone written and final oral examination grading rubrics.	Rubrics will be revised.	The SLPD Committee will identify needed changes on the SLPD Capstone grading rubrics and revise accordingly.	Review and revision will be completed bi-annually
Investigate possibilities for ongoing SLPD student financial support.	The SLPD Program website will be updated with current information for funding resources.	The SLPD Committee will identify potential funding sources through internal sources and through internet searching and through local/national contacts for external sources. Funding search updates will be added to the SLPD page of the program website annually.	Annual review

Research			
Outcome Statement	Indicator of Success	Strategy Statement	Timeline for review
Provide support for faculty and student research through externally funded research projects.	Maintain active and productive research programs for tenure stream faculty through external funding.	To promote a vibrant research and teaching community within the program, faculty will continue to apply for externally funded projects. Faculty will have access to and participate in grant development and mentorship programs on each campus. Departmental support provided through faculty discussion groups and grant review meetings.	Annual review

Excellence in Faculty and Staff			
Outcome Statement	Indicator of Success	Strategy Statement	Timeline for Review

<p>Create an environment in which all faculty and staff receive respect and work together to understand the complexities of our histories, cultures, and experiences.</p>	<p>Develop faculty and staff satisfaction surveys by 2025</p> <p>Achieve favorable survey responses once surveys in place.</p>	<p>Respond to needs of faculty and staff through allocation of resources and use of faculty meeting time and activities.</p> <p>Participate in campus wide DEI activities.</p> <p>Hold monthly faculty meetings on focused topics.</p> <p>Designate IEC meeting time for topical discussions and sharing of resources.</p>	<p>Annual review</p>
<p>Maintain faculty and staffing levels in Lawrence & KUMC</p>	<p>As faculty & staff transition, we receive approval for new hires and secure high-quality individuals in areas of need that complement existing faculty.</p>	<p>Advocate for new hires each spring and as needed.</p> <p>Determine program needs annually during IEC meetings.</p>	<p>Annual review</p>