

Department of Communication Sciences and Disorders

Our Mission

The Department of Communication Sciences and Disorders trains highly competent professionals in the fields of speech-language pathology and audiology by providing a rigorous scientific background and diverse clinical experiences while fostering a dedication to lifelong learning and community service.

Our Vision

The Department of Communication Sciences and Disorders will be widely recognized as a leader in the innovative education of speech-language pathologists and audiologists.

2018-2023 Strategic Plan

Our Values

- Student Success
- Community Engagement and Service
- Well-Being
- Diversity
- Inclusion and Access
- Leadership
- Professional Ethics
- Excellence in Teaching, Service, and Scholarship
- Social Responsibility
- Collaboration and Interprofessional Education
- Innovation
- Global Engagement

Our Goals

Our 2018-2023 Strategic Goals, which have specific, tracked objectives, are grouped into four broad categories:

1. Encourage Innovative Teaching
2. Provide Opportunities for Research, Scholarly, and Creative Activities for Faculty and Students
3. Enhance Community Partnerships to Promote Student Success
4. Provide Sequenced, Integrated Academic and Clinical Training

1. Encourage Innovative Teaching

Objectives	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Hire 6 additional faculty to support the developing AuD program and enhance the existing Communication Sciences and Disorders Undergraduate and Graduate programs.	Hired 1, start date Fall 2019	Audiology search suspended due to hiring freeze.	Audiology search was completed; failed to secure 2 new faculty		
Offer Bi-Annual Continuing Professional Development (CPD) workshops to all Full and Part- time didactic faculty, preceptors, clinical instructors, and master clinicians on innovative pedagogy.	Completed and Continuing	Completed and Continuing	Completed and continuing		
Support faculty participation in receiving College of Health and Human Services (CHHS) Interprofessional Education (IPE) center training (a minimum of 1 faculty per year) in order to increase the number and quality of existing IPE events and activities embedded in the curriculum.	1 completed	Met and exceeded	No IPE training took place this year due to COVID-19		
Convert current CSAD 199 Special Problems courses containing experiential and service learning pedagogies into 10 or more specific CSAD electives that enhance or promote pre-professional and pre-clinical skills.	In development	In development	One class converted; in development		

2. Provide Opportunities for Research, Scholarly and Creative Activities for Faculty and Students.

Objectives	2018- 2019	2019- 2020	2020-2021	2021-2022	2022-2023
Annually, 100% of students completing the CSAD undergraduate degree program will have participated in one or more campus research symposiums.	Met	Due to COVID-19, CSAD symposiums were cancelled however all students participated in a class research presentation. Students participated in Sac State and CSU level symposiums.	Due to COVID-19, CSAD symposiums were cancelled however all students participated in a class research presentation. Students participated in Sac State and CSU level symposiums.		
Annually, 100% of full-time faculty will engage undergraduate and/or graduate students in faculty- mentored research, scholarly and/or creative activities.	Met: podium presentations, poster presentations, research involvement, thesis	Met	Met and continuing		
Annually, 100% of students receive information through multiple modalities (e.g., annual presentation, website, social media, email campaigns, in-class announcements, etc.) about existing opportunities for participating in regional, state and/or national professional conferences.	Met and continuing	Met and continuing	Met and continuing		
Annually, 100% of students and faculty receive information through multiple modalities (e.g., bi- annual presentation, website, social media, email campaigns, in-class announcements, etc.) about existing opportunities for university and/or outside funding and grants to support student and faculty participation in research, scholarly and creative activities.	Met and continuing	Met and continuing	Met and continuing		

3. Enhance Community Partnerships to Promote Student Success

Objectives	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Annually, provide a minimum of one Continuing Professional Development (CPD) event for Speech-Language Pathologists and/or Audiologists in the community.	Provided 3	Provided 1. Additional events cancelled due to COVID restrictions.	Exceeded and continuing		
Annually, 100% of students receive information through multiple modalities (e.g., website, social media, email campaigns, in-class announcements and presentations, etc.) about existing opportunities for participation in community based programs.	Met and continuing	Met and continuing	Met and continuing		
Annually, faculty and staff will provide information about our academic and clinical programs to existing and prospective community partners through multiple modalities (e.g., brochures, emails, social media, CPD opportunities, internship and externship liaison site-visits, etc.)	Met and continuing: Social media, CPD opportunities, internship liaison site visits, brochures	Met and continuing	Met and continuing		
Annually, conduct two Advisory Board meetings with community stakeholders in order to share information and provide the faculty and curriculum committee with suggestions for curriculum enhancement.	Met and continuing	1- Fa11 2019, Spring 2020 meeting cancelled due to COVID restrictions	Met and continuing		

4. Provide Sequenced, Integrated Academic and Clinical Training

Objectives	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
100% of clinical faculty will integrate evidence-based practice with clinical decision making by using the Clinic Lesson Plan/SOAPS form	Codified in handbook	Met and continuing	Met and continuing		
100% of methods class syllabi will include a Reflection on Action assignment.	Met and continuing	Met and continuing	Met and continuing		
100% of graduate students will participate in sequenced, hierarchical Interprofessional Educational activities that are embedded in the graduate curriculum.	Met and continuing	Met and continuing, with addition of simulated mock IEP across disciplines.	Met and continuing		
100% of graduate students will participate in pre-clinical and clinical services to groups of clients in addition to the existing 1:1 therapy services across the clinical sequence prior to beginning internship placements.	Met and continuing	Met and continuing	Met and continuing		
Increase the department's teaching, clinical and research space to provide labs, classrooms and work areas that will support the existing CSAD program and the developing doctorate of audiology program.	Construction will begin in August 2019 on ~1,000 square feet adjacent to the current department and clinic: One computer classroom, one Advanced Smart Teaching Classroom, and three audiology labs	Construction of second floor space completed, First floor construction was delayed but is slated for completion late spring/summer 2021.	First floor construction initiated Spring 2021 and is expected to be completed by end of Fall 2021.		

5. Engage/Support/Embrace development in the areas of anti-racism, diversity, inclusion, cultural humility and equity.

Objectives	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<p>Student</p> <p>Support student participation in pre-professional development in the areas of anti-racism, diversity, inclusion, cultural humility and equity.</p>			NSSLHA student association held a conference on diversity and inclusion in CSAD (Theme: <i>Representation, Inclusivity, and Intersectionality: The Foundation of Effective Communication</i>); course redesign to support appreciation for diversity in CSAD 199		
<p>Faculty</p> <p>Support faculty participation in professional development in the areas of anti-racism, diversity, inclusion, cultural humility and equity.</p>			In progress and continuing. All FT faculty attended Convocation in Fall 2020. All FT faculty attended at least one additional training		
<p>Curriculum</p> <p>increase content in the area of racial disparities and ablism in healthcare & education marginalized groups</p> <p>Reduce othering</p> <p>Increase/improve culturally responsive pedagogy in the areas of healthcare and educational disparities.</p> <p>In order to decrease marginalizing, dehumanizing, ablism, othering, supporting marginalized individuals and increase a sense of belonging in curricular content, assignments, and assessment in the areas of</p>			In progress and continuing. FT and PT didactic faculty reviewed Duke Accessible Syllabus project on 12/4/20. FT faculty discussed Division of Social Work's <i>Addressing Race, Racism, Anti-Blackness, and Other Oppressions</i> curriculum review strategies on 1/20/21. Significant modifications have been made to the following undergraduate courses: CSAD 125, 143, 147, 148.		
<p>Community</p> <p>Support marginalized individuals (change) in building communities within our department and field.</p>			Undergraduate students developed R.A.I.N.B.O.W to provide a safe space for students within our department to communicate regarding issues of diversity and inclusion.		