



Mission

Our mission is to educate students to facilitate improvement in the quality of human communication. We accomplish this through leadership, excellence, and innovation in:

1. delivering baccalaureate, master's, doctoral and continuing education
2. providing and participating in professional and clinical service
3. conducting basic, clinical and applied research in communication sciences and disorders
4. entrepreneurship and economic development

Our 2019-2024 Strategic Plan for CSDI is aligned with the College of Allied Health Sciences and the three University Commitments including:

Commitment 1: Maximize Student Success

We will foster a positive environment and culture that promotes the development of independence of thought, leadership skills, and an appreciation for service needs within the profession.

Actions:

1. Expand outreach to the local community through student ambassadors and student associations in speech-language pathology and audiology.
2. Establish student organizational leadership principles within the department through the student ambassador group and respective cohorts.
3. Encourage and promote student involvement in on-campus student associations in speech-language pathology and audiology and state and national organizations activities (e.g., membership, participation/attendance in conferences, etc.)
4. Explore options for the development of international partnerships or opportunities to expand study abroad or service-learning overseas activities for students in CSDI.

We will increase the number of students from traditionally underrepresented populations in clinical speech-language pathology and audiology, as defined by the American Speech Language Hearing Association.

Actions:

1. Establish a process for recruiting and retaining high performing students who are from underrepresented populations to CSDI at ECU.

2. Establish pipelines or pathways that promote the growth of student applicants that are high performing students who are from underrepresented populations to CSDI at ECU.

We will maintain our high retention (95% or higher) and graduation rates (95% or higher) across all four degree programs in CSDI.

Actions:

1. Ensure a 90% first-time and 100% second attempt praxis pass rate for students across clinical degree programs
2. Ensure timely completion (under 5 years) for students within the doctoral degree program
3. Establish student-student and student-faculty mentorship programs for students within the CSDI department.
4. Ensure timely and accurate communications between program directors and students related to opportunities (scholarships, awards, etc.), curriculum/program changes, career planning, and access to student resources.

We will ensure the delivery of a high-quality curriculum and excellence in instruction that offers courses and clinical training which allow each student to acquire knowledge and skills in sufficient breadth and depth to enable the student to function as an effective, well-educated, and competent clinical audiologist or speech-language pathologist (i.e., one who can practice within the full scope of the respective field).

Actions:

1. Complete routine program curriculum review to ensure alignment with accreditation requirements and modify the curriculum as needed.
2. Regularly evaluate the use of the training programs in the use of EBP to ensure the highest quality of instruction using most up-to-date evidence.
3. Ensure students' success in the successful demonstration of clinical competencies (e.g., 90% of students passing clinical benchmark or leveling courses and/or meeting criteria for proficient clinical skills across rating tool, CALIPSO)
4. Create evaluation tools that can effectively measure excellence in classroom and clinical instruction.
5. Ensure students have three or more distinct practice area sites before graduation.
6. Ensure excellence in teaching across the curriculum based on peer evaluations (teaching and supervision evaluations), and formal and informal student feedback.

Commitment 2: Serve the Public

We will inspire our students to be engaged in service to the community, region, and state through involvement in leadership activities and programs, pre-professional student organizations, and community service activities.

Actions:

1. 80% of CSDI students will be involved in leadership through student ambassadors (department, college, and/or university level), CSDI student organizations, or other campus initiatives that aim to serve the local community.
2. During their academic program, at least 80% of CSDI clinical/graduate students will be engaged at least once in service through involvement (e.g., attendance, volunteering, etc.) at state, national, and/or international conferences/conventions within the discipline.
3. We will provide undergraduate students with opportunities for engagement and participation in state, national, and/or international conferences/conventions within the discipline.
4. All CSDI faculty will be engaged in service to their respective state, national, and/or international organizations. As a result, students will learn the importance of professional involvement and leadership.

We will highlight issues related to health disparities as well as methods for reaching rural healthcare needs as a means to sustain access to quality trained professionals in communication sciences and disorders.

Actions:

1. Within 6 months of graduation, 25% of our graduates will provide clinical services to residents of rural communities.
2. We will offer education (through seminars, electives, and/or courses) which specifically targets the needs of rural communities.

We will continue to offer and promote specialty clinical training programs that serve the needs of patients in Eastern North Carolina.

Actions:

1. We will continue to pursue internal and external funding to support specialty programs offering free and/or reduced clinical services in speech pathology and audiology.
2. Our clinical providers will be leaders in the region by offering specialty services in speech pathology and audiology that are not otherwise available in the eastern NC region.

We will promote the development of skills and expertise in the areas of mentorship and supervision to our students and internship partners, and to speech-language pathologists and audiologists practicing in our region.

Actions:

1. Through collaborative resource exchanges (e.g., SHARE, Eastern AHEC), we will offer at least one annual CE training on clinical supervision and mentorship to regional partners in clinical education.
2. We will make available resources and opportunities (e.g., adjunct status, trainings, etc.) to continue to engage our current clinical preceptors.

Commitment 3: Lead Regional Transformation

We will double our current yearly grant expenditures (2017 baseline) research expenditures by 2022.

Actions:

1. We will increase the number of external grant submissions from research faculty.
2. We will increase research productivity and competitive external funding proposals
3. We will expand collaborative research projects within the college and across the campus.

We will diversify the CSDI funding portfolio over the next three years to expand our resources to include training grants, foundation grants, NIH, and donor-supported research endeavors.

We will continue to expand our national and international presence through excellence in basic, clinical, and translational research that aims to prevent, detect, diagnose, and improve treatment of diseases, disabilities, and health related to speech-language and hearing issues.

Actions:

1. With new positions added, increase department publications in peer-reviewed journals by 20% across the next 3 years.
2. Demonstrate balanced contribution of scholarship across research faculty of similar rank.
3. Ensure financial resources to facilitate national and international presence for researchers to disseminate research at distinguished conferences, symposiums, and conventions.

We will strengthen the department infrastructure (mentors, networks, identification of funding opportunities, etc.) necessary to ensure the success of tenure track faculty in their pursuit of a distinguished programmatic line of research.

Actions:

1. Develop mentorship plans for newly hired faculty that include a grant advisory panel, teaching mentor, and mentor for establishing internal and external partnerships and collaborations.
2. Ensure the involvement of junior faculty in department, college, and university programs that promote the expansion of skills in scholarship.