



Department of Communication Sciences and Disorders Action Plan – April 2016

Program Review: February 4-6, 2016

Review Team:

Cynthia O'Donoghue (James Madison University)

Nancy Poulson (Florida Atlantic University)

OVERVIEW

The team of Dr. Cynthia O'Donoghue and Dr. Nancy Poulson reviewed FAU's Department of Communication Sciences and Disorders in the College of Education on February 4-6, 2016. The team met with:

- Camille Coley, Senior Associate Vice President for Research
- Dr. Deborah Floyd, Dean of the Graduate College
- Dr. Deena Wener, Chair of the Department of Communication Sciences and Disorders
- Students – a group of 19 first year graduate students
- Department faculty:
 - Dr. Ali Danesh, Professor
 - Dr. Barbara Fries, Instructor
 - Dr. Connie Porcaro [Keintz], Associate Professor
 - Dr. Dale Williams, Professor
 - Terry Lee Clark, M.Ed., Clinic Director
- Leadership from the College of Education
- Dr. Valerie Bristor, Dean of the College of Education
- Dr. Patricia Heydet-Kirsch, Assistant Dean of the College of Education
- Dr. Don Torok, Associate Dean for Scheduling and Research, at Davie and Boca
- Dr. Deborah Shepard, Associate Dean for Academic and Student Services of OASS
- Adjunct Faculty – state licensed, ASHA certified professionals serving in clinical supervisory roles
 - Lori Bargas
 - José Lozano-Rodriguez

- Carol Lerner
- Scott Fontaine
- Dr. Russell Ivy, Associate Provost for Programs and Assessment

ACTION PLAN – ITEM #1

1. *Communication Sciences and Disorders should explore the feasibility of offering an on-line post-Baccalaureate Prerequisite Leveling Curriculum.*

At present, the CSD department offers undergraduate prerequisite courses in a rotational format. Most of these courses are delivered face-to-face with three or four offered online. All prerequisites, at present, are taught using current faculty.

The department will explore the possibility and utility of offering an online prerequisite program taking into account the following:

1. If an online program is offered will the department continue to offer the prerequisites in a face-to-face classroom setting.
2. Would it be feasible to recruit more faculty in adjunct status since proximity to campus for face-to-face meetings is no longer required. This would enable the department to recruit qualified faculty from across the country and enrich the quality of the program for students.
3. Replacing the face-to-face prerequisites with an online program taught by adjunct would alter the current faculty workload. This would help to avoid accreditation issues because of percent of time devoted to the graduate program. However, faculty could be given the option of teaching for this leveling program as an overload.
4. Removing the prerequisite courses to a completely online format would allow the department to explore adding electives or revising its graduate curriculum format.

As stated in the APR report:

An on-line leveling program would align with several initiatives within the *FAU: A Strategic Plan for the Race to Excellence*. On-line programming in CSD promotes a diverse learning community. With an on-line program there will be an increase in underrepresented student groups, first time college students, career changers, and adult learners. FAU already reports 49% of their student population as diverse and this type of programming would complement this finding.

ACTION PLAN – ITEM #2

- 2. Faculty of CSD should be actively engaged in niche research initiatives (Pillars and Platforms) with similarly minded scholars.***

Faculty in the department are currently involved in the *Pillars and Platforms* that guide administrative decisions on resource allocation. There are faculty members in CSD who have already been included in meeting and grant proposal planning in the areas of:

Healthy Aging (iHEAL)

Neuroscience (iBRAIN)

CSD has a difficult time competing in the grant world independently. Interprofessional efforts may help the department to be more successful in seeking grant funding. Interprofessional education/practice (IEP/P) is becoming a standard within accreditation practices. The CAA (Council on Academic Accreditation) has yet to include this in the program review standards, but it is anticipated that a move in this direction will be forthcoming.

ACTION PLAN – ITEM #3

- 3. Relocate or renovate the CSD Clinic and Department facilities such that they are sufficient to capitalize on the program strengths. The clinic can easily become an avenue for recognition.***

A quote from one of the interviews conducted by the reviewers stated, “I graduated from this program 17 years ago. It [the clinic] hasn’t changed any”. The department recognizes that its current location on the 4th floor of the College of Education is a barrier to its stated mission providing quality speech, language, and hearing diagnostic and rehabilitation.

Although there are two handicapped accessible rooms on the first floor of the CoE, the APR team noted that, “the current clinical spaces are inaccessible for many client populations, poorly configured, and reflect significant needs in technology upgrades (e.g., supervisors are still sitting in rooms looking through 2-way mirrors when there is technology to allow for remote observation as appropriate).

The department needs to consider and work on the following improvements to its clinical program:

1. The feasibility of renovation/relocation of the clinic. This is, of course, a monetary issue and not one that the department will be able to complete on its own.

2. The faculty will develop a list of technology needs. This list will be submitted to the college, as well as to the college's development officer.
3. The department will explore the cost and feasibility of an updated clinical supervisory system including video supervision capability.
4. The department needs to spend some time exploring and utilizing the full capabilities within the CALIPSO clinical tracking system. This could include some additional training on the system for all users.
5. The department does not have a capital equipment replacement plan. This has been an ongoing concern in this, as well as CAA reviews. This should include an exploration of tech grants within the university, as well as, a designation of a recurring additional budget amount for the repair/upgrade/purchase to meet changing technology needs.
6. Improving the CDC will assist the program in expanding its clinical base and provide greater monetary gains. This is important to supplement the departmental budget (e.g., additional faculty travel, funds for therapeutic materials, etc.).

ACTION PLAN ITEM #4

Curriculum Review

As a result of the Team's observations and recommendations, the department will undertake a comprehensive academic/clinical program review beginning in the Fall 2016 semester. The department will consider the following during their curriculum review based on the recommendations from the program review team:

- a) There are opportunities for improvement that may enhance the curriculum through innovative approaches to programming. All courses in the CSD speech-language pathology program are designated as 3-credit hours. The department will review if this structure is still appropriate.
- b) The department will review course offerings in light of the expanding scope of services in SLP practice, as well as reevaluate what constitutes 3-credit coursework.

The team stated, "...It is sound practice to frequently review courses and credit hours to parallel the practice world. It is not necessary to alter the total credit hours required for graduation if credit hours shift to more accurately align with the changes in the profession...."

Respectfully submitted by the Department of Communication Sciences and Disorders.