CMD Strategic Plan

2018-2022

All program strategic goals presented are nested within the overall goals of the academic strategic plan of the university as follows.

URI ACADEMIC PLAN GOAL 1: Enhance student success. This includes transforming undergraduate and graduate student learning and academic support through pedagogical approaches focused on student engagement, experiential learning opportunities, and timely completion of undergraduate and graduate degrees.

Strategic Goal 1: Expand problem-based learning activities for undergraduate and graduate students

Action Step 1: Incorporate Simucase (and, potentially, other Internet programs for problem-based learning) into the CMD undergraduate and graduate curricula

Action Step 2: Utilize audio-visual recording and server storage technologies available to the URI Speech & Hearing Center to record clinical sessions that undergraduate and graduate students can access to help them develop frameworks for clinical assessment and intervention

Action Step 3: Continue to support and develop undergraduate and graduate student training in state-of-the art technologies (such as the LENA lab for language sample capture, transcription and analysis) for understanding communication disorders and better preparing students for professional service delivery

Strategic Goal 2: Increase opportunities for inter-professional education (IPE)

Action Step 1: Provide IPE opportunities by actively pursuing collaboration with Kinesiology, Physical Therapy, Psychology, Nutrition & Food Sciences, Human Development & Family Studies, and other departments/programs outside of CHS through the development of on-campus, specialty clinics for graduate students that can be organized in a vertical structure to include undergraduate students—this will enhance opportunities for graduate students to earn clinical hours in IPE contexts

Action Step 2: Work with the Academic Health Collaborative at URI to identify IPE opportunities for both graduate and undergraduate students across the state of Rhode Island
Action Step 3: Work with the College of Health Sciences as well as the Academic Health Collaborative to develop and implement IPE coursework experiences for both undergraduate and graduate students

Strategic Goal 3: Expand the number and variety of external clinical placement sites in both schools and medical settings and their timely access for graduate students in CMD

Action Step 1: Continue to develop and recruit external placement sites

Action Step 2: Develop a process whereby graduate students are notified of their external placements at least one month before the end of the previous semester to provide them with the opportunity to adequately prepare for the experience

Strategic Goal 4: Enhance infrastructure to support and enhance clinical training of students

Action Step 1: Develop the hardware and software resources of the CMD department to train students in the provision of telehealth service delivery for populations with communication disorders

Strategic Goal 5: Increase the variety of learning experiences offered to expand workforce opportunities

Action Step 1: Develop certificate programs and/or CE opportunities to prepare both graduate students and others already out in the workforce by enlisting supports from the College of Health Sciences, the Shared Services Office and the Academic Health Collaborative

Action Step 2: Determine the feasibility of developing a training program for undergraduates to prepare them as hearing aid specialists in the private sector; if feasible, then implement

URI ACADEMIC PLAN GOAL 2: Expand research, scholarship and creative work that addresses state, regional, and world challenges to improve health, environmental sustainability, economic development, and the human experience.

Strategic Goal 1: Support faculty efforts to generate and disseminate new knowledge with respect to the nature of communication disorders and the effectiveness of clinical assessment and intervention practices

Action Step 1: Provide faculty with funds to support workload reassignment time to conduct research, submit grants and disseminate the findings of their work
Action Step 2: Provide faculty funding for travel that supports research, grant submission and the dissemination of their scholarship

Action Step 3: Determine the feasibility and potential effectiveness of developing a human subjects registry of both neurotypical and communicatively impaired populations; if feasible, implement the register

Strategic Goal 2: Provide adequate student research assistance to support faculty scholarship needs

Action Step 1: Provide faculty with funds to support student research assistants and track the outcomes of this support for evidence of efficacy

Strategic Goal 3: Foster development of doctoral student pool to support the research productivity of the faculty

Action Step 1: Support doctoral training through collaboration with Interdisciplinary Neuroscience Program (INP)—determine feasibility of housing the INP in the College of Health Sciences where CMD is currently located

Action Step 2: Participate in the planning and implementation of an interdisciplinary PhD in Health Sciences to be housed within the College of Health Sciences that would attract doctoral students in communication disorders

URI ACADEMIC PLAN GOAL 3: Grow a global presence by advancing the internationalization of the university, developing students as engaged global citizens, and creating meaningful strategic partnerships

Strategic Goal 1: Create international learning opportunities for graduate and undergraduate students that enhance the understanding of cultural and linguistic diversity in relation to the field of communication disorders

Action Step 1: Increase international opportunities for graduate and undergraduate students to study communication disorders and assessment and intervention practices by building upon pre-established relationships already developed within the university (e.g., Guatemala, Indonesia, etc.)

Action Step 2: Develop bilingual opportunities for graduate and undergraduate students in CMD through coursework (e.g., a special seminar in bilingual assessment/intervention) and research.
Strategic Goal 2: Increase program visibility at state, national and international levels

Action Step 1: Disseminate written materials highlighting CMD and individual programs (e.g., Gateway Cafe, LOUD CROWD, Aphasia Reading Group, Dyslexia clinic, LENA lab) at local, state, regional, national, and international levels. This will be accomplished through the development of a community webpage (through our departmental website), and through the development and dissemination of an electronic newsletter that highlights programs and activities of faculty and students.

Action Step 2: Create programs that highlight the department (e.g., programs for [a] reading, dyslexia and communication disorders, [b] Autism Spectrum Disorders, [c] hearing aid specialists, and/or [d] online delivery of prerequisite undergraduate courses needed to earn a Master’s degree in speech-language pathology)

Action Step 3: Create opportunities for international students, officials and service providers to observe our program in communication disorders, including the operation of the Speech & Hearing Center as well as didactic classes

Action Step 4: Consult with appropriate international stakeholders, identified through relationships already established with URI, with respect to implementing various aspects of the program in communication disorders if feasible and appropriate

URI ACADEMIC PLAN GOAL 5: Streamline processes to improve institutional effectiveness

Strategic Goal 1: Streamline the process for applying to CMD’s graduate program to increase the pool of viable applicants

Action Step 1: Determine feasibility of interfacing URI’s graduate school application process with the Central Application System process used nationally by the majority of programs in communication disorders

Action Step 2: If feasible, then move to using the CAS application system for students interested in the speech-language pathology graduate program

Strategic Goal 2: Continue to enhance ability of undergraduates to earn their degrees in 4 years or less
Action Step 1: Develop additional courses as grand challenge/gen ed offerings within the CMD curriculum (e.g. CMD 160, CMD 465, and a new course at 200-level addressing the neuroscience of communication)