

Graduate Program in Communication Disorders

Strategic Plan 2019-2021

Vision Statement

The graduate program in Communication Disorders aims to provide excellent academic and professional preparation and training for students to become competent, independent, critically thinking speech-language pathologists who can prevent, diagnose and treat disorders and differences within the scope of practice.

Mission Statement

The mission of the graduate program is to:

- Provide outstanding, affordable graduate preparation in SLP for a diverse cohort of students who demonstrate academic and clinical promise.
- Engage students intellectually through innovative teaching, mentoring, and collaboration with faculty in coursework, clinical practica, and research experiences.
- Immerse graduate students in an enriching environment that encourages participation in professional development activities and service.
- Serve individuals and organizations in the Hudson Valley region through the activities of graduate students in educational and outreach programs as well as the provision of clinical services through the SUNY New Paltz Speech-Language and Hearing Center and at off-campus sites.

Focus Area 1: Clinical Education

Priorities:

- Provide clinical training that integrates classroom and clinic.
- Emphasize problem-based learning.
- Provide consistency in clinical and supervisory experiences for on-site and off-site students.
- Utilize EBP for all clinical goals and interventions.
- Provide appropriate services to diverse populations of individuals with communication disorders and differences.

Outcomes:

- Graduate students will master clinical skills and develop independence in applying theoretical knowledge in clinical contexts.
- Graduate students will consistently demonstrate curiosity and critical thinking in applied practice.
- Graduate students will master clinical reasoning and demonstrate understanding of the flow of clinical information.
- Graduate students will demonstrate a culture of clinically applied evidence-based practice (EBP).
- Graduate students will attain experience across clinical populations (age, diagnosis, setting, etc.).

Focus Area 2: Scholarship

Priorities:

- Support the development of an ingrained and self-sustaining culture of varied scholarship with widespread involvement of faculty and students.
- Increase emphasis on the research bases of the profession, both through coursework and through student involvement in faculty research.
- Develop a culture of good consumers of research and graduate students who have self-efficacy for EBP.
- Emphasize ASHA ethical considerations in all research work.

Outcomes:

- Students will utilize research-based rationales on all lesson plans and for all intervention activities.
- Faculty will increase involvement in scholarship activities that may result in presentations and publications.
- Graduate students will increase involvement in faculty-led research projects.
- Graduate students will initiate student-led research projects.

Focus Area 3: Admissions

Priorities:

- Attract a strong, competitive, diverse cohort of graduate students.
- Attract applicants specifically from underrepresented groups.
- Increase regional awareness of our program.
- Continue to improve and update facilities and technologies to enroll quality students.
- Develop new procedures and streamline existing procedures to encourage an efficient process for applicants.

Outcomes:

- Maintain incoming cohort statistics.
- Enroll a cohort that represents diversity in geography and demographics.
- Increase regional awareness of the availability of our graduate program.

Focus Area 4: Teaching Innovations including Pedagogy

Priorities:

- Improve teaching innovations for maximum student outcomes.
- Incorporate use of simulation technology and hybrid courses to improve flexibility for students and faculty.
- Develop opportunities for inter- and intra-professional education (IPE).
- Promote development in the area of pedagogy.
- Continue explicit classroom to clinic connections.
- Continue initiatives to support student writing.

Outcomes:

- Faculty will teach in innovative ways.
- Students will improve critical thinking and writing skills.
- Faculty and students will participate in IPP (inter- and intra-professional practice) opportunities.

Focus Area 5: Outreach

Priorities:

- Maintain and strengthen local (regional) affiliations.
- Increase SLHC presence in the community.
- Expand clinical offerings to meet regional and local needs.
- Provide continuing education for supervisors and affiliate professionals.

Outcomes:

- Increased diversity of on-campus clients.
- Strengthen affiliations off-campus.
- Establish an advisory board consisting of patients, professionals and community leaders.
- Increased philanthropic support for the SLHC.
- Establish professional education series and/or regular offerings.