

**University of Kansas (KU) Intercampus Program in Communicative Disorders (IPCD)
Strategic Plan (2021-2025)**

Mission Statement

The mission of the KU IPCD is to provide exemplary education in communication sciences and disorders through excellence in teaching, research and clinical service. Undergraduate curricula provide students with an understanding of basic speech-language-hearing processes and an introduction to communicative disorders. The M.A. (SLP) and Au.D. curricula build on that base and prepare the student for application of knowledge by examining the nature, etiology, diagnosis, remediation and prevention of communicative disorders, and the basic techniques for scientific inquiry. These curricula also are designed to meet the academic and clinical requirements for the Certificate of Clinical Competency in SLP or Audiology. In the Ph.D. curricula, students develop research expertise and apply this knowledge to specific areas of speech, language and hearing.

Program	Program Objectives	Program Accomplishments To Date (Updated: August 2024)
<p>Undergraduate education (Lawrence campus)</p>	<ol style="list-style-type: none"> 1. Ensure BA/BGS provides foundational knowledge preparing students for graduate education or other careers including an SLPA 2. Increase access to high impact experiential learning opportunities. 	<ol style="list-style-type: none"> 1. With support from a grant from our University’s Center for Teaching excellence, we re-evaluated our undergraduate curriculum beginning in 2019. We invited review by an expert at University of Nebraska and interviewed faculty about our current curriculum. Based on results, we changed the sequencing of early courses and the corresponding course numbers. We identified deficiencies in student learning of language sample collection and analysis and phonetic transcriptions. To address these deficiencies, we developed “boot camp modules” that we provide to students as they begin graduate school. We are investigating further changes aimed at improving foundational knowledge. We have continued curriculum re-development to identify proper capacity and frequency of course offerings. The result of this analysis found that our open structure permitted students to take courses out of sequence, which was not helpful toward student success. In response, we have identified certain courses (primarily our 400-level coursework) that will be offered once per year to help ensure optimal course sequencing. At the same time, faculty will now be able to offer additional elective coursework in their areas of expertise. 2. Developed a short-term faculty-lead study abroad in Peru. Students and faculty participated in 2016, 2018, 2019, suspended in 2020 and 2021 due to COVID19. Additional semester long programs are available in Australia and England. Internships are also available in Ireland, Shanghai, and Costa Rica. See: Study Abroad Opportunities We continue to provide research opportunities to over half

	<p>3. Monitor advising practices to ensure timely graduation.</p>	<p>undergraduates. Students participate in faculty research or research of their own design and earn credit towards research experience and honors programs.</p> <p>Participated in a workgroup focused on research across the curriculum and completed a curriculum mapping exercise to determine how and when students achieve academic and research goals in our curriculum. Curriculum mapping revealed opportunities in our regular coursework to increase early levels of research learning that can support experiential learning in later academic years.</p> <p>3. Partnered with the College Advising staff to have a designated SPLH advisor for academic course selection and an SPLH faculty mentor for co-curricular and graduate school application process advising. As the College staff frequently changes, educating new staff and monitoring advising is needed to ensure we are meeting this objective.</p>
<p>Graduate student education: MA SLP</p>	<p>4. Create an environment in which all students receive respect and work together to understand the complexities of our histories, cultures, and experiences.</p> <p>5. Create an innovative curriculum responsive to changing healthcare and education landscape.</p>	<p>4. Graduate students formed a student group: Advancement for Minority Students in Communication Sciences and Disorders (AMSCSD). Faculty members meet regularly with representatives of AMSCSD to discuss improvements by the department in response to world events. Faculty participate in campus-wide diversity committees and departmental meetings. We utilize holistic admissions and launched an Accelerated MA program with the intent to attract diverse students. We hold monthly cohort meetings to support students in successfully moving through the program, continually make program improvements in response to yearly student surveys and an anonymous comment box on Canvas page.</p> <p>5. Faculty meet regularly to re-evaluate our MA curriculum as a whole, adjusting when courses are offered to create a balance in type and sequence. New courses include Advanced Dysphagia Treatment in 2021, Foundations in Early Intervention in 2021, Counseling Seminar in 2022, Bilingual Assessment and Treatment in 2023, Bilingual Practice and Research 2023, Healthcare Concepts for SLPs in 2023. Modified content in multicultural aspects of communication disorders. Several faculty participated in the Best Practices Institute and/or received Course Transformation grants through KU's Center for Teaching Excellence to redesign individual courses, redesign a series of courses, and develop online clinical modules to prepare students prior to beginning clinical work. New certificate program in Interdisciplinary Early Intervention Certificate.</p>

	<p>6. Develop innovative clinical education experiences.</p> <p>7. Continue to refine existing approaches to formative and summative assessment, tie outcomes to curriculum and ASHA guidelines.</p>	<p>6. Numerous multidisciplinary/specialty clinics at KUMC include pediatric diagnostic clinic, ALS clinic, MDA clinic, PP clinic, Cleft palate clinic, and the JayStart clinic.</p> <p>Lawrence clinic expanded to include several school contracts in early childhood, additional AAC assessments and specialized summer camp offerings in literacy, early childhood, and AAC. Lawrence clinic has a working objective to increase the diversity of our clientele/patients through collaborations with Haskell Indian Nations University's Little Nations Academic Center (early childhood center) and brainstorming with Dr. Rojas' lab to add/increase bilingual speech-language pathology services. The Lawrence Clinic and Pardee AAC Lab are working with Assistive Technology for Kansans (ATK) to expand clinic/lab's services to rural areas of Kansas.</p> <p>We have expanded IPE opportunities with MA-SLP students participating in campus-wide IPE events and CODE BLUE simulation with the KUMC Occupational Therapy and Physical Therapy departments.</p> <p>Two OSEP personnel preparation training grants aimed at increasing IPE were awarded to KU-Lawrence clinical faculty in 2020 and continue through 2025. One grant focuses on students with severe disabilities and provides stipends to students who participate in preservice education collaboratively with Special Education students. The second grant provides training and stipends to SPLH and Early Childhood Special Education students in early intervention.</p> <p>7. Learner outcomes are assessed at student exit and mid-program. Data is reviewed by Curriculum committee and program changes are included in degree assessment report each fall. MA Curriculum committee is redesigning the summative assessment to focus on presentation of case studies and addition of a written component to better assess depth of knowledge and provide more consistency in committee questions. Committee made improvements in portfolio and formative assessment to better prepare students for final assessment, including updated reflection forms, opportunities to practice oral presentations and support from graduate teaching assistant. Continue to be recognized by KU's Degree-Level Assessment.</p>
<p>Graduate student education: SLPD & other</p>	<p>8. Continue to evaluate SLPD curriculum and modify as needed, based on student and</p>	<p>8. We continue to admit a new cohort each fall of 2-5 SLPD students. We see additional IPCD faculty from the Lawrence campus agree to serve as academic and capstone mentors for SLPD students. The 2020 cohort was the first group of students required to enroll in a graduate level basis statistics course prior to</p>

<p>working professionals</p>	<p>faculty feedback. Revise and expand options for Capstone projects. Revise Capstone written and final oral examination grading rubrics. Continue to investigate possibilities for ongoing student financial support.</p>	<p>enrolling in SLPD 801 and 802 (advanced evidence-based practice courses). A survey of the 2020 and 2021 cohorts indicates that while the statistics course was challenging for some students who had completed MA degrees some years earlier, all agreed that it was very helpful for their advanced studies. We are having some discussion about having entry to the program biannually, in order to have a larger cohort and the possibility of having program tracks. Two SLPD graduates are currently pursuing PhD degrees in our program. The annual 5k Sandy and Marc Fey Clinical Scholars Award is in its fourth year.</p>
<p>Graduate student education: AuD</p>	<p>9. Create an environment in which all students receive respect and work together to understand the complexities of our histories, cultures, and experiences.</p> <p>10. Create an innovative curriculum responsive to changing healthcare and education landscape.</p>	<p>9. Graduate students formed a student group: Advancement for Minority Students in Communication Sciences and Disorders (AMSCSD). Faculty members met with representatives of AMSCSD multiple times in 2020-2021 to discuss improvements by the department in response to world events. This group will participate in orientation activities beginning in 2021. AMSCSD was recognized as the group winner for the 2023 University of Kansas (KU) Medical Center Diversity, Equity and Inclusion Award.</p> <p>10. AuD Curriculum Committee meets at least twice/semester and for a longer retreat every summer to review and assess the curriculum. Beginning in fall 2020, we offered a new Advanced Grand Rounds course for our third- and fourth-year students. This new course provides advanced clinical case analysis practice for our senior students, allowing the Grand Rounds course taken by our first- and second-year students to focus on foundational case analysis topics and fundamental skill development. This change has also allowed more time for interactions with alumni regarding different career paths in audiology, giving students exposure to the diversity of practices and skills necessary to practice audiology. In 2023, the required genetics course was changed from audiology-based to one taught in the Child Language Doctoral Program. This change provides students with interprofessional opportunities for hands on experience with several laboratory procedures used in genetics research. In addition to skill development in pedigree analysis, students also explore in-depth study of the genetics of hearing loss and speech and language disorders. In 2023, adjustments were made to the research-skills training components of the program to standardize the process by which students are matched with mentors for their capstone projects and to provide more structure to the capstone experience to facilitate students moving through the project.</p>

	<p>11. Develop innovative clinical education experiences.</p> <p>12. Continue to refine existing approaches to formative and summative assessment, tie outcomes to curriculum and ASHA guidelines.</p>	<p>11. During the 2020-2021 academic year, we opened a new clinical simulation training lab within the IPCD on the KUMC campus. All first-year students spend a semester in a clinical simulation rotation and receive intensive experience with foundational assessment and amplification skills prior to their first practicum with clinic patients. Student, faculty, and preceptor feedback suggest this experience has resulted in substantial gains in foundational skills. Students utilize this training lab for both hearing aids courses, diagnostics coursework, and for independent practice throughout the program. In 2023, the clinical simulation training lab space was completely remodeled, and additional simulation stations were added. The business operations of our in-house audiology clinic were merged with The University of Kansas Health System in 2022, with our Neuroaudiology Clinic operating under the Department of Neurology. This new partnership has expanded interdisciplinary practice opportunities for our students through our involvement with the Center for Concussion Management, Developmental and Behavioral Pediatrics, and other specialty clinics on campus. Our new vestibular-focused, in-house clinic became fully functional in Spring 2023 with a new state-of-the art clinical suite. Dr Mallory Miller, a vestibular audiologist, joined the faculty in 2022, to staff this clinic. Clinical opportunities in auditory processing disorders were added in 2022-2023, with interdisciplinary opportunities in auditory processing disorder treatment planned for 2023-2024.</p> <p>12. Effective with the cohort admitted in 2021, we have added a new formative exam at the end of the first year to provide students with clear feedback regarding mastery of foundational skills so that areas of deficit can be addressed early in the program. In 2022 and 2023, instructors have added content to multiple courses that expand and reinforce DEI standards throughout the curriculum. In 2023, new content related to DEI awareness and responding to identity-based patient bias was added to the Grand Rounds course taken by all first and second-year students. Additional study-abroad options were also implemented providing students with new opportunities for cross-cultural immersion while providing audiology services to diverse, global populations.</p>
<p>Graduate student education: PhD</p>	<p>13. Create a process for tracking student funding and progress through the program</p>	<p>13. In 2020 an administrative assistant from the College of Liberal Arts and Sciences' Office of Graduate Affairs began working with our office, resulting in better services to graduate students and faculty. Ongoing – faculty complete annual funding survey, an annual formal review of each student by their faculty committee, and a tracking system for time to degree</p>

	<p>14. Enhance ability to attract top PhD applicants to the program.</p> <p>15. Enhance PhD training as a foundation for career success</p>	<p>14. Maintaining student visit day, actively sought out university funding for PhD students (earning a Chancellor's Doctoral Fellowship in 2021). Continue to obtain external funding and use these funds to support Ph.D. students.</p> <p>15. Ongoing career preparation activities, including a proseminar addressing career preparation topics, a directed teaching experience, and a grant writing experience. Also, revised the comprehensive exam process to include activities valued in the field (e.g., grants, publications, teaching portfolios). Ongoing.</p>
Research	<p>16. Increase externally funded research projects.</p>	<p>16. Newly hired tenure-track faculty are provided with protected time to develop their research program, with competitive start-up packages to equip and staff their labs. The School of Health Professions has developed a robust research development program that includes monthly grantsmanship meetings where faculty can receive feedback on grant proposals prior to submission.</p>
Excellence in faculty and staff	<p>17. Create an environment in which all faculty and staff receive respect and work together to understand the complexities of our histories, cultures, and experiences.</p> <p>18. Maintain faculty and staffing levels in Lawrence</p> <p>19. Maintain faculty and staffing levels at KUMC</p>	<p>17. In 2018, we initiated an annual lecture series on the topic of multiculturalism named after retired professor, Betty Bunce. As noted above, faculty meet with the newly formed AMCSD group to identify and implement specific plans for supporting needs of minority students within the IPCD. In fall 2020, all faculty, staff, and students within the IPCD participated in a program-level moderated discussion on race with the KUMC Vice Chancellor for Diversity, Equity, and Inclusion. In January 2021, all IPCD faculty and staff participated in unconscious bias training. Lawrence faculty meets monthly to discuss DEI and other topics supportive of our teaching, mentoring and research, including discussion of books, articles, and other teaching resources.</p> <p>18. Lawrence campus hires: Clinical assistant professor Kate DeJarnette in 2021 and Full Professor Raul Rojas in 2022</p> <p>19. KUMC campus hires: Strecker (Staff – Clinical Education Coordinator, 2021); Berry (Clinical Asst Prof, 2021); Dozar (Clinical Education Coordinator, 2022); Pearson (Clinical Asst Prof, 2022); Miller (Clinical Asst Prof, 2022); Koerner (Clinical Asst Prof, 2022); Jamos (Assistant Professor, 2023).</p>