Stockton University
Master of Science in Communication Sciences and Disorders Program
July 1, 2020 to June 30, 2026

Executive Summary

Note: *Stockton University notified all programs of a new strategic plan to be implemented during the 2025-26 academic year. Since the program's strategic plans must align with the university plan, the MCSD faculty unanimously voted to continue the current plan for one more year. The new program strategic plan will be developed and implemented by June 30, 2026.*

Stockton University's Strategic Plan addresses six key areas of focus, each of which builds on the institutional commitments articulated in the University's Mission, Vision, and Values statements. The MCSD faculty along with input from staff, students, alumni, and Advisory Board Members have prepared the Communication Sciences and Disorders Program Strategic Plan which aligns with the University's Strategic Plan and the mission and values of the Communication Sciences and Disorders Program.

The mission of the Master of Science in Communication Sciences and Disorders Program is to prepare students for New Jersey Licensure and for certification by the American Speech-Language-Hearing Association in speech-language pathology, as well as for certification as Speech-Language Specialists by the New Jersey Department of Education; to demonstrate the principles of evidence-based practice; to provide opportunities for continuing education; and to provide direct clinical services to the surrounding community.

<u>The vision of the Master of Science in Communication Sciences and Disorders Program is to be the premiere program for the study of communication sciences and disorders in Southern New Jersey.</u>

The core values of the Master of Science in Communication Sciences and Disorders Program align with those of the University and ASHA
   •   Excellence in teaching and dedication to learning;
   •   Inclusion and Diversity;
   •   Integrity and Respect;
   •   Community Engagement;

The Strategic Plan for the Communication Sciences and Disorders Program aligns specifically with the following key areas and associated outcomes of the University Strategic Plan: Teaching and Learning; Diversity and Inclusion.

Master of Science in Communication Sciences and Disorders Program
Strategic Plan
July 1, 2020 to June 30, 2026

Key Area I: Teaching and Learning

University Goals	Program Goals	Periodic Reporting of Progress
Advance Academic Assessment: Develop, execute, and evaluate an academic assessment plan that aligns institutional goals with program learning objectives and provide data about student outcomes.	1. Continue to conduct assessment activities at least annually measuring and reporting student outcomes (e.g. Praxis pass rate, employment rate within 12 months of graduation, program completion rate)	1. Ongoing: June 2026: Most recent student outcome data posted to program website. Updated again on July 17, 2022 Updated July 1, 2023 Updated April 27, 2024 Updated July 16, 2025
	2. Continue to align learning outcomes at the course level with University ELOs, as appropriate, for 100% academic courses.	2. <u>Achieved</u>: June 2021: ELOs listed in course syllabi. (achieved) Collaborate with the University's plan for continuing ELOs. Updated: June 9, 2023 Updated: May 14, 2025. <u>Achieved</u>: May 2025: Continue to collaborate with the University's future plan for ELOs.
University Strategies Reinforce our Essential Learning Outcomes (ELOs) with students and encourage faculty to align curricular and co-curricular activities to create a well-rounded education, relevant to a changing world.		

Strengthen Academic Programming: Consistently review existing curricula and experiment with new academic programs to respond to emerging fields and pedagogical opportunities.	3. Conduct an "assessment loop" process each year to include: a. Review program assessment data including outcome data, and measures obtained from clinical educators and employers. b. Coordination between curriculum and assessment committee for data-driven curriculum revisions c. Incorporate input from Advisory Board Members	3. Ongoing a. June 2021: Assessment data distributed to faculty. June 2022: Assessment data for AY 2021-2022 distributed to faculty. June 2023: Assessment data for AY 2022-2023 ed to faculty. May 2024: Assessment data for AY 2023-2024 distributed to faculty. May 2025: Assessment data for AY 2024-2025 distributed to faculty.
University Strategies Support faculty in research about, and participation in, professional development opportunities that strengthen the classroom experience, including effective pedagogical approaches for a particular program and its core courses.		b. Ongoing Curriculum committee reviewed data and commendations for changes to the Diagnostics Application (DMA) course (implemented Spring 2021) June 2022: Curriculum and Assessment Committees will focus on implementation of new Social Justice Curriculum for AY 2022-2023

			Social Justice Curriculum continued for AY 2023-2024 and AY 2024-2025
			May 2025: DMA curriculum changes implemented during spring 2025.
			Ongoing for AYs 2023-2026: • Data distributed from assessment committee (employer survey, externship supervisor survey, graduate exit survey). • Student capstone projects reflected deep learning in Social Justice Curriculum (first class to complete the 2-year sequence, Spring 2024).
			c. Ongoing
			<u>Completed</u> AY 2020-2021: Data distributed to Advisory Board Chair. Possible new opportunities for adult clinical experiences as result of sharing with Advisory Board. (6/2021)
			<u>Completed</u> AY 2022-2023: Data distributed to Advisory Board Chair for dissemination to Board members. (6/2023)

		<u>Completed</u> AY 2024-2026: Data distributed to Advisory Board Chair for dissemination to Board members. (6/2025)
Embrace Diverse Teaching and Learning Styles: Diversify course delivery methods and scheduling, including online and hybrid formats, programming for summer and adult learners, and professional development opportunities, to ensure that academic offerings are broadly available to a diverse range of learners.	4. Increase the use of clinical simulations (at least one during the first-year coursework; at least one during the second-year coursework) in addition to ongoing use of Simucase. 5. Continue to offer continuing education activities for professionals (one each fall; one each spring) 6. Work with the Center for Teaching and Learning Design (CTLD) on integrating a variety of instructional methods into CMDS coursework (as indicated by collective program faculty participating in at least one learning opportunity per academic year).	4. AY 2020-2026. Clinical simulations (e.g. standardized patients, Anatomage, Simulation Lab, Simucase) were completed in the following first-year courses: DMA, Language Disorders in Young Children- Application, Neurological Bases, Acquired Adult Language Disorders, Dysphagia. Dr. Cassel included simulations (Amatomage Lab) in the following second-year courses: Motor Speech Disorders, Advanced Topics in Medical Speech Pathology. Dr. Cassel and Professor Maslanik are exploring resources for additional simulations.

University Strategies		
University Strategies Embrace new academic programs and approaches that enhance teaching and learning, respond to changing social and economic conditions, and prepare students for emerging fields.		5. Ongoing: One CE event was held in fall 2020 and two were held in the spring of 2021. For AY 2021-2022. One CE event held in fall and one held in spring. AY 2022-2023: IPE Early Intervention Event at Kramer Hall organized by MSCD. Spring CE event on Gestalt Learners. AY 2023-2024: One event held in fall 2023. Possibly one in the planning stages for summer 24. AY 2024-2025: One event held in the spring 2025. One planned for fall 2025. 6. Ongoing AY 2020-2021. Select faculty used the CLD syllabus template. Faculty also attended workshops on new features of ZOOM and Blackboard. AY 2021-2022. One faculty member completed the online

		teaching certificate modules through CTLD. AY 2022-2023. Multiple faculty members participated in CTLD trainings. AY 2023-2024: Faculty members attended sessions on AI and "Jamboards" for online courses. AY 2024-2025: Faculty members participated in CTLD Training.
Enhance the Scholarship of Teaching and Learning (SoTL): Promote a culture of teaching and learning supported by the promotion and tenure process that supports systematic inquiry into student learning, builds an institutional resource repository and makes inquiry findings public.	7. Continue to support program faculty in a research agenda that includes SoTL (at least 3 peer-reviewed presentations/5yrs by the collective program faculty) 8. Continue to support faculty-student collaboration in research as evidenced in the dissemination of results of at least one collaborative project every two years.	7. Ongoing AY 2020-2021.Two faculty members collaborated with a student in the Hispanic Emphasis Specialization and presented research findings at a state and a national conference. AY 2021-2022. Dr. Copes published a dissertation on supervision, published an article

University Strategies		
University Strategies Support faculty in research about, and participation in, professional development opportunities that strengthen the classroom experience, including effective pedagogical approaches for a particular program and its core courses.		on supervision, and presented at a regional conference on supervision. AY 2023-2024 Several faculty members co- resented on the Development of a Social Justice Curriculum, ASHA Convention 11/2023. Dr. Hernandez also co-presented on Allies and Allyship. Dr. Cassel presented on RMST at NJSHA Annual Conference. AY 2024-2025 Dr. Swartz presented on CAS at ASHA Convention 11/24 and NJSHA 2025; Dr. Hernández published in ASHA Perspectives 1/2025. Dr. Pawlowska presented with Dr. Priti Haria on interprofessional student collaboration activities at ASHA Convention (2024) and at Council for Exceptional Children Convention (2025). 8. Ongoing AY 2020-2021. Two students had posters accepted for the Fall 2020 ASHA Convention that was canceled due to COVID-19.

		AY 2021-2022. A student presented study results at the state association convention (NJSHA) and has been accepted at the 2022 ASHA convention.
		AY 2022-2023 Dr. Pawlowska worked with two students on their study on college students' awareness of and motivation to choose the speech- language pathology profession
		AY 2023-2024 Dr. Pawlowska is working with two students on a presentation about counseling and bilingual SLP services.
		AY 2024-2025 Dr. Pawlowska and students presented at NJSHA 2025 and Stockton Day of Scholarship. First- year students (research class project) second-year students (Capstone Project and Research Seminar Project on Counseling Bilingual Clients) presented at the Stockton Graduate Research Symposium April 2025. HES Students presented Capstone Projects at NJSHA in April 2025, and

		Stockton Graduate Research Symposium in April 2025.

Key Area II: Diversity and Inclusion

University Goals	Program Goals	Periodic Reporting of Progress
Promote and Assess an Inclusive Campus Community: Develop new and enhance existing programs and initiatives that contribute to an inclusive campus community.	9. Identify and communicate with at least 5 secondary institutions to inform students from diverse communities about careers in Communication Disorders. 10. Explore the opportunity to offer one dual enrollment course from the pre-requisite curriculum at the Atlantic County Institute of Technology (ACIT). 11. Schedule one event annually with the Goals Gear Up program at Stockton. 12. Develop and utilize a module for second-year graduate students on microaggressions in the workplace. 13. Develop and utilize a module for incoming graduate students on diversity and inclusion in the academic setting. 14. Strengthen the connection with undergraduates in the Health Sciences program through at least two joint discussions on	9. Ongoing AY 2020-2021: Program chair provided presentation to students visiting from ACIT. Faculty are working with Goals Gear Up director to participate in an on-campus presentation (July) for students from Atlantic City and Pleasantville Schools. AY 2021-2022. Program chair provided presentation to students visiting from ACIT. Event planned for July with Goals Gear Up. AY 2022-2023. Presentation to students visiting from ACIT. HES students presented to students at Atlantic City HS. AY 2023-2024 Presentation to students visiting from ACIT. Presentation to Early Childhood Career Education and Training class at Cape Tech HS.

	curriculum and/or student engagement annually.	AY 2024-2025 Dr. Copes and Professor Schiattarella presented overview of MCSD Program to local high schools. Two first-year students presented on our profession at EHT High School.
University Strategies Build enrollment strategies to reach students who have not previously seen Stockton as their academic home. Intentionally create culturally affirming learning opportunities and spaces that foster a sense of belonging, safety, and wellness for all students.		10. Achieved: ACIT does not feel that a communication disorders course aligns with their curriculum at this time. 11. Achieved AY 2020-2021: Fieldwork coordinator developed and delivered a module on microaggressions for the second-year students. Beginning AY 2022-2023, the module will be included in the Social Justice Curriculum (continued for 2023-2024; 2024-2025) 12. AY 2020-2021. The MSCD curriculum committee reviewed the proposed changes to the Pre-CD curriculum and provided feedback. The pre- CD students were invited to attend the NJSHA Multicultural Issues Committee (MIC) Student Symposium in the spring of 2021.

		AY 2021-2022. Pre-CD Associate Chair presented curriculum information including science requirements to MSCD faculty. Students attended MIC Student Symposium in Spring 2022. HES faculty and students spoke to NSSLHA chapter. AY 2023-2025. Collaboration through NSSLHA chapter. Undergraduates observed graduate level presentations; attended Multicultural Symposium; visited Stockton Speech and Hearing Clinic. Undergraduate students interviewed Dr. Copes for coursework.

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Implementation Plan

Program Goal	Action Steps	Available Resources (including personnel)	Additional Resources Needed
1. Continue to conduct assessment activities at least annually measuring and reporting student outcomes (e.g. Praxis pass rate, employment rate within 12 months of graduation, program completion rate)	• Program Director with obtain PRAXIS II reports from ETS. • Academic Fieldwork coordinator will distribute exit surveys • Program Director will follow up with newly graduated students; data to be reviewed by the Assessment Committee.	• Program Director • Academic Fieldwork Coordinator • TYPHON • ETC • Alumni groups	N/A
2. Continue to align learning outcomes at the course level with University ELOs, as appropriate, for 100% of academic courses.	• All faculty will review syllabi and ensure appropriate alignment • All faculty submit copies of syllabi to Program Director	• University ELO website • https://stockton.edu/elo/index.html	N/A

3. Conduct an "assessment loop" process each year.	• Review of program assessment data including outcome data, and measures obtained from clinical educators and employers. • Coordination between curriculum and assessment committee for data-driven curriculum revisions • Incorporate input from Advisory Board Members	• Assessment Committee • Curriculum Committee • Advisory Board	• Stipends for summer faculty work on assessment
4. Increase the use of clinical simulations (at least one during the first-year coursework; at least one during the second-year coursework) in addition to ongoing use of Simucase	• Dr. Cassel will develop and implement one simulation each for the spring courses in Dysphagia and Adult Language Disorders • Dr. Hadley will develop and implement a simulation for the fall Special Populations course • Dr. Hadley will repeat the simulation activity developed in Spring 2020 for the Fluency course.	• Ken Davis, Simulation Coordinator • Simulation Lab • Materials shared through ASHA Faculty Development Institute	• Standardized patients (Faculty will work with Simulation Coordinator)

5. Continue to offer continuing education activities for professionals (one each fall; one each spring).	• Review course feedback from previous CE events. • Identify topics • Identify speakers	• Dr. Copes, CE coordinator for CMDS program • Kent Mayhew, SHS Staff Member • Alumni • Adjuncts • Chartwells	• Meeting space
6. Work with Center for Learning Design (CLD) on integrating a variety of instructional methods into CMDS coursework (as indicated by collective program faculty participating in at least one learning opportunity per academic year).	• Faculty will refer to CLD course listings on a regular basis. • Faculty will attend CLD workshops • Faculty will disseminate information to other faculty members. • Faculty will instructional methods into courses • Implement additional areas of instructional innovation: • Anatomage Lab • IPE cases • Instruct students in use of telepractice	• Center for Learning Design • Anatomage Lab • Information on IPE cases from ASHA Faculty Development Institute	• N/A

7. Continue to support program faculty in a research agenda that includes SoTL (at least 3 peer-reviewed presentations/5yrs by the collective program faculty)	• Individual faculty members will develop research plans	• IRB • Office of Research and Sponsored Programs • Provost's Office	• Poster printing • Travel funding
8. Continue to support faculty-student collaboration in research as evidenced in the dissemination of results of at least one collaborative project every two years.	• Continue to encourage faculty-student research collaboration	• IRB • Office of Research and Sponsored Programs • Graduate Student Council	• Poster printing • Student travel funding
9. Identify and communicate with at least 5 secondary institutions to inform students from diverse communities about careers in Communication Disorders.	• Work with graduate assistants and the Office of Enrollment Management on identifying dates and locations for career fairs and college nights. • Prepare materials for presentations • Schedule presentations	• Office of Enrollment Management • Graduate Assistants • Alumni • Materials from ASHA	• Funds to obtain printed materials

	• Gather data on visits (e.g. number of schools visited)		
10. Explore the opportunity to offer one dual enrollment course from the pre-requisite curriculum at the Atlantic County Institute of Technology (ACIT).	• Identify course • Develop course for delivery at ACIT • Schedule course • Gather data	• Registrar's Office	• 6/25: Stockton dissolved the MOA for dual-credit courses. We will no longer pursue and will modify in the 2026-2030 Strategic Plan.
11. Schedule one event annually with the Goals Gear Up program at Stockton.	• Dr. Hadley will reach out to College Bound advisor. • Dr. Hadley will assign graduate assistants to develop a program for Goals Gear UP students • Schedule event	• Dr. Alexis Jenkins, Coordinator, Goals Gear Up	• Printed materials • Meeting space
12. Develop and utilize a module for second-year graduate students on microaggressions in the workplace.	• Research resources for developing module • Develop module • Include in Clinical Practicum II course • Assess learning • Include in Clinical Educator Workshop	• Office of Equity and Diversity • Women's Gender and Sexuality Studies Office	•

13. Develop and utilize a module for incoming graduate students on diversity and inclusion in the academic setting.	• Research resources for developing module • Develop module • Include in Clinical Methods Application course • Assess learning	• Office of Equity and Diversity • Women's Gender and Sexualities Studies Office • Graduate Assistants	•
14. Strengthen the connection with undergraduate Health Sciences program through at least two joint discussions on curriculum and/or student engagement annually.	• Schedule initial meeting with Pre-CD faculty • Identify curriculum liaison in CMDS graduate program. • Identify student engagement liaison in CMDS graduate program • Identify opportunities for collaboration.	• Dr. Stacy Cassel, pre-CD sub-coordinator • Graduate Assistants • NSSLHA Chapter Officers	• Common meeting time

Updated May 15, 2025

Dr. Phillip Hernández
Dr. Stacy Cassel
MCSD Co-Chairs