

CDS STRATEGIC PLAN 2025-2030

Accountability and Ongoing Processes for Strategic Plan

The program conducted a self-study while developing the current strategic plan. CDS faculty will regularly evaluate and adjust the strategic plan so that it is an active roadmap for ongoing planning and action toward common goals and objectives. It will guide committee objectives. Each year at our faculty retreat we will have a progress report and re-evaluation of our objectives and action plans in relation to our original self-study, new data, and new developments.

Eastern Illinois University Mission, Vision and Strategic Plan

EIU Mission Statement

Eastern Illinois University is a public comprehensive university that offers superior, accessible undergraduate and graduate education. Students learn the methods and results of free and rigorous inquiry in the arts, humanities, sciences, and professions, guided by a faculty known for its excellence in teaching, research, creative activity, and service. The University community is committed to diversity and inclusion and fosters opportunities for student-faculty scholarship and applied learning experiences within a student-centered campus culture. Throughout their education, students refine their abilities to reason and to communicate clearly so as to become responsible citizens and leaders.

EIU Vision Statement

Eastern Illinois University will be a premier comprehensive university, global in its reach and impact, where personal connections with faculty and staff support student's academic success.

EIU's Strategic Plan

CDS faculty member, Dr. Nichole Mulvey was one of twenty-one individuals on campus who took leadership as a taskforce in the university's strategic planning process in 2022-23. The Board of Trustees endorsed EIU's new strategic plan in June of 2023 called "Plan 2028". The four pillars include 1) Achieving Success for All Learners; 2) Engaging the Community, Region, State, & World; 3) Creating a 21st Century Campus & Culture; and 4) Encouraging Innovation, Diversifying Revenue, and Growing Enrollments. The full plan and progress can be found at <https://www.eiu.edu/strategicplan/>.

College of Health and Human Services Mission Statement (new college, mission developed fall 2018)

The College fosters excellence, with a student-centered approach of teaching and learning through innovative, rigorous, and collaborative experiences, and promotes health and well-being of diverse populations across the lifespan. Students develop lifelong leadership skills through applied learning, community service, and professional partnerships.

CHHS Strategic Plan

College representatives have met to discuss development of a CHHS strategic plan and initiatives within the departments that could be shaped into college goals aligned with the university plan. There is not a current college strategic plan.

Communication Disorders & Sciences Mission Statement (reviewed and revised spring 2019, fall 2025)

The Department of Communication Disorders & Sciences offers a student-centered approach to instruction with emphasis on disciplined thinking. Rigorous academic and clinical instruction, research/creative activity, and community service are integrated to prepare students to contribute meaningfully to a diverse society. The department serves the university and public by providing evidenced-based clinical services to local children and adults diagnosed with communication and swallowing disorders locally, as well as clients from a large geographic area.

CDS PROGRAM FOCUS AREAS, GOALS, & INITIAL STRATEGIES

Focus Area 1: Recruitment, Retention & Advising

UNDERGRADUATE RECRUITMENT, RETENTION & ADVISING GOALS

TO INCREASE THE NUMBER AND DIVERSITY OF STUDENTS IN THE UNDERGRADUATE PROGRAM WITH ACADEMIC AND CLINICAL APTITUDE TO BE SUCCESSFUL IN THE MAJOR.

CDS UNDERGRADUATE STUDENTS WILL RECEIVE INTENTIONAL SUPPORTIVE ADVISING AND MENTORING, WILL BE RETAINED IN THE MAJOR, AND WILL SUCCESSFULLY MATRICULATE TO GRADUATE PROGRAMS OR OTHER EMPLOYMENT OPPORTUNITIES IN THE FIELD.

INITIAL STRATEGIES AND ACTION PLANS

- 1) Increase partnerships and options for CDS transfer students
 - a. Share information with targeted set of community college advisors and work with EIU's transfer recruitment to make sure they have information about professions and EIU CDS major/minor with options to share with prospective students.
 - b. Develop Transfer student Direct Admit program for 2 ½ year pathway, starting with select Community College partners.
 - c. Work with select partners on back-transfer of credits if needed for associate degree.
 - d. Explore if hy-flex option could be implemented for one or two fall classes for these students (develop financial model to make this possible (possible financial aid challenges of dual enrollment – Josh had said last our numbers wouldn't be high enough from any one CC for agreements needed, any "outside the box" options for this?))
 - e. Facilitate Facebook or other avenues about helping transfer students find a roommate, connect with other incoming students in the major if looking for apartments etc so not "alone" during the time in planning to come to EIU.
- 2) Increase off-campus recruiting to CDS (and college)
 - a. Continue to meet with EIU admission counselors and high school counselors when on campus to share information about CDS
 - b. CDS chair should try to keep teaching blocked so have opportunities to attend events at high schools and other off-campus events for recruiting.

- c. Work with College initiatives to represent other disciplines in CHHS and to give others the tools to represent CDS/STEP. Educate ambassadors across college but ALSO faculty across college about each other's programs and options
 - d. Continue to work with CHHS to explore options of how to partner in high schools' required career pathway options.
 - e. Consider trial on-line advertising pop ups for searches about university programs for speech therapy Josh Norman suggested communicating with Ali directly at Ali Hogan alih@csm.marketing Central States Marketing. if you want more specific
 - i. it's all going to depend on their goals, geo and expectations, but to run something for more than just a month, I would say at least \$2500 or so. It would ideal to be more around the \$5k range so we have a little more flexibility with tactics.
 - ii. **Ali Hogan**
project manager **office:** 309.693.2345 | **cell:** 309.253.1117
centralstatesmarketing.com
[2006 w. altorfer, peoria, il 61615](http://2006.w.altorfer.peoria.il.61615)
- 3) Increase on-campus current EIU student recruiting to major
- a. Continue to work with Sam, general advisors, and others on campus to recruit students who are already at EIU to the major,
 - b. Participate in EIU summer orientation for interactions with incoming students about EIU, academic advice, and the CDS major/STEP.
 - c. Make sure if CDS adds Options in the catalog that make the CDS major more visible for people wanting those "back-up" plans, that these options show up on the Majors and Minors page, Sam's page, etc.
 - d. Utilize CDS ambassadors and current students to bring undecided friends to a class/event, encourage minor to friends with a related major etc.
 - e. Increase CDS participation in CHHS living learning community with NSSHLA as lead
 - f. Work with CDS ambassadors to have AAC or other table events at Panther Prowl, on-campus health major events.
 - g. Could increasing student involvement in multi-disciplinary Autism services help with recruiting to the major/minor. UG Autism seminar course paid by TAP?
 - h. Update website with UG student recorded testimonials or other pictures for greater impressions/appeal (needs to look professional)
 - i. Ask students- need swag for open house table or other events?
- 4) Increase on-campus recruiting of prospective EIU CDS students
- a. Continue to encourage talented EIU students to work in campus tours and admissions
 - b. Continue to utilize CDS ambassadors for written communication and in-face visits on campus.
 - c. Continue to work with PRM system and Honor's recruiting for Direct Admit recruiting
 - d. Establish a partnership with Northern Illinois University (NIU) for Direct Admit option for high school students who are interested in coming to EIU but have an interest in Audiology
 - e. Consider other options to implement in future such as shadow a student for the day, over night options for admitted students.
- 5) Consider reinstating recruitment committee to better coordinate efforts of multiple people

GRADUATE RECRUITMENT, RETENTION & ADVISING GOALS

TO HAVE A STRONG APPLICATION POOL TO MAINTAIN THE NUMBER OF STUDENTS IN THE GRADUATE PROGRAM WITH ACADEMIC AND CLINICAL BACKGROUND AND APTITUDE TO BE SUCCESSFUL IN THE GRADUATE PROGRAM IN THE FACE OF INCREASING COMPETITION FOR SLP GRADUATE STUDENTS IN ILLINOIS AND NEAR-BY STATES.

CDS GRADUATE STUDENTS WILL RECEIVE INTENTIONAL SUPPORTIVE ADVISING AND MENTORING, WILL BE RETAINED IN THE MAJOR, AND WILL SUCCESSFULLY COMPLETE THE GRADUATE PROGRAM AND GAIN EMPLOYMENT IN THE FIELD.

INITIAL STRATEGIES AND ACTION PLANS FOR GRADUATE RECRUITMENT & RETENTION

- 1) Offer more accessible options for visit days.
Action plans:
 - Plan and advertise at least two virtual visit days simultaneously with in-person visit days – Fall 2026 (Cameron).
 - Offer at least one evening option for virtual visit days – Fall 2026 (Cameron).
- 2) Within fiscal administration and graduate recruitment, investigate EIU total program cost including program fee and course fee compared to peer programs.
- 3) Implement intentional advertisement for graduate program visit days.
Action plans:
 - Increase directed communication with at least six universities where students have previously attended undergrad to advertise graduate program visit options – Fall 2026 (Cameron).
 - Increase engagement with alumni through social media and email to share information about graduate program and visit day – Fall 2026 (Cameron).
 - Include information in the alumni newsletter about the graduate program and visit days – Fall 2026 (Cameron).
- 4) Bring greater awareness of the graduate program to non-CDS EIU undergraduate students.
Action plan:
 - Attend EIU's graduate fair to advertise visit days and the graduate the program to non-CDS students – Fall 2026 (Cameron).
- 5) Provide scheduled opportunities for students to collaborate and support one another to improve academic and clinical performance.
Action plans:
 - Facilitate a peer mentoring program between first-year and second-year graduate students to support academic success and professional growth. – Summer 2026 (Cameron)
 - Organize weekly study groups for graduate students in the CDS building at times when the majority of graduate students are available – Summer 2026 (Cameron).

- Organize bi-semester social opportunities for graduate students at locations and times that are accessible for most graduate students – Summer 2026 (Cameron, Becker, and Mulvey).
- Offer collaborative, student-led development of individual graduate student action plans, during advisement meetings or when concerns arise, to support time management and study skills that are needed specifically for the CDS graduate program to support success – Summer 2026 (Cameron).
- Recommend accountability partners for graduate students to support follow-through on action plans and student goals – Summer 2026 (Cameron).

Focus Area 2: Curriculum and Academic Education

UNDERGRADUATE CURRICULUM AND ACADEMIC EDUCATION GOAL

USE SOUND PEDAGOGICAL METHODS TO DELIVER COURSEWORK THAT IS INFUSED WITH EIU'S UNDERGRADUATE LEARNING GOALS AS WELL AS INFORMATION ABOUT THE SCIENCE FOUNDATIONS OF COMMUNICATION, NORMAL COMMUNICATION, AND INTRODUCTORY INFORMATION ABOUT THE EVALUATION AND TREATMENT OF SPEECH, LANGUAGE, AND HEARING DISORDERS. DEVELOP STUDENTS' CRITICAL THINKING, COMPETENCIES IN ORAL AND WRITTEN LANGUAGE, OPPORTUNITIES FOR APPLIED LEARNING & RESEARCH EXPERIENCE, OPPORTUNITIES FOR LEARNING IN OTHER RELATED DISCIPLINES, AND OPPORTUNITIES FOR LEARNING AWAY FROM EIU SUCH AS STUDY ABROAD. HAVE OPTIONS THAT INTENTIONALLY EXPAND WHAT STUDENTS CAN DO FOLLOWING AN UNDERGRADUATE DEGREE AND OPTIONS FOR INCREASED ACCESSIBILITY AND FLEXIBILITY WITHIN THE UNDERGRADUATE DEGREE.

INITIAL STRATEGIES AND ACTION PLANS FOR UNDERGRADUATE CURRICULUM & ACADEMIC EDUCATION

- 1) Pursue hyflex course offerings
 - Action plans
 - Consider hyflex for all four 2000-level courses and the introductory CDS course
 - Update course proposals to align with updated learning content and teaching practices, include course names, and include hyflex mode of delivery and pass through committees for approvals
 - Ensure all faculty teaching hyflex courses are OCDI and hyflex trained through FDIC
 - Work with ISTS to set up classrooms for effective and efficient hyflex teaching and learning
 - Determine students who may benefit from hyflex courses (e.g., high school students, transfer students, post-bach, etc.)
- 2) Review and update undergraduate curriculum
 - Action plans

- Determine the purpose and overall mission of undergraduate courses
 - Review and compare EIU CDS undergraduate curriculum with other colleges
 - Discuss broad goals and sequencing for undergraduate curriculum and create a curriculum map
 - Update course proposals to align with updated learning content and teaching practices, including course names, and include hyflex mode of delivery and pass through committees for approvals (also included as part of hyflex action plans)
 - Identify and list all minors CDS courses are included in and compile information to share with prospective students
 - Find a way to include CDS options in catalogs (e.g., CDS for pre-OT, pre-med, etc.)
 - Review undergraduate grading rubrics and modify
 - Consider how competency-based learning might be integrated into the undergraduate curriculum
 - Consider how simulation might be integrated in the undergraduate curriculum
 - Consider how AI might be integrated into the undergraduate curriculum
 - Consider if the medical SLP course should be required
 - Consider adding more literacy into language courses
- 3) Continue or Increase Study Abroad Opportunities
- Action plans
 - Continue partnership with therapy abroad with Jamaica. This has been a once per year opportunity in May. If interest increases and cost could be kept low, can explore if more than once or a different time of year would be options to consider
 - Kinesiology, Sport & Rec has partnered for years with university in England for a summer course study abroad and people from their university come to EIU. The college has discussed if there could be a Health and Human Services Occupations focus in addition to the Sport partnership. CDS could determine if they would like to partner with this or build a similar faculty led course study abroad option for undergrad students. The university will not allow travel companies involved, so it would be easier to establish a location and partnership so that travel planning and logistics is not overwhelming.
- 4) Evaluate the effectiveness of the undergraduate comprehensive examination and make modifications
- Action plans
 - Determine the purpose and goals of the undergraduate comprehensive examination
 - Review data collected from past student comprehensive examinations to determine if the data meets the purpose and goals
 - Consider how the timing of examination administration impacted results
 - Identify areas that need modified
 - Make modifications
- 5) Build partnerships with area community colleges and universities
- Action plans

- Establish a partnership with Danville Area Community College to create a track for their SLPA students to complete their bachelor's and master's degrees at EIU
- Establish a partnership with Northern Illinois University (NIU) to create a track for audiology students to be direct admitted to NIU's audiology program while completing their undergraduate degrees through EIU
- Explore partnerships with other community colleges, especially as hyflex undergraduate courses are made available at EIU

GRADUATE CURRICULUM AND ACADEMIC EDUCATION GOAL

USE SOUND PEDAGOGICAL METHODS TO DELIVER COURSEWORK BASED ON STANDARDS OF PROFESSIONAL PRACTICE, CURRENT LITERATURE, AND ACCREDITATION STANDARDS THAT FACILITATE STUDENTS' KNOWLEDGE AND SKILLS IN THE PREVENTION, ASSESSMENT AND TREATMENT OF THE 9 CORE AREAS OF COMMUNICATION DISORDERS; PROVIDES OPPORTUNITIES FOR STUDENTS TO UNDERSTAND AND APPLY THE SCIENTIFIC BASES OF THE PROFESSION AND RESEARCH METHODOLOGY; AS WELL AS DEVELOP PROFESSIONAL PRACTICE COMPETENCIES

INITIAL STRATEGIES AND ACTION PLANS FOR GRADUATE CURRICULUM & ACADEMIC EDUCATION

1) Review and update graduate curriculum

- Action plans
 - Review and compare EIU CDS graduate curriculum with other colleges, SLP scope of practice documents, and accreditation/certification documents.
 - Discuss broad goals and sequencing for undergraduate curriculum and create a curriculum map
 - Consider moving literacy to summer 1
 - Review the research experience and determine if modifications are needed
 - Consider adding a peds feeding course to summer 2
 - Consider number of hours per semester
 - Update course proposals to align with updated learning content and teaching practices, including course names, and pass through committees for approvals

2) Investigate and implement as indicated increased simulation, AI, and competency-based assessment

- Action plans
 - Review graduate grading rubrics and modify
 - Consider how competency-based learning might be integrated into the graduate curriculum
 - May want to explore the competency tracker in CALIPSO for academics
 - Consider how simulation might be integrated in the graduate curriculum
 - Consider how AI might be integrated into the graduate curriculum

3) Update graduate exit survey

- Action plans
 - Determine the purpose and goals of the graduate exit survey

- Review data collected from past student surveys to determine if the data meets the purpose and goals
 - Consider how the timing of the survey impacted results
 - Identify areas that need modified
 - Make modifications

Focus Area 3: Clinical Education

UNDERGRADUATE CLINICAL EDUCATION GOAL

THE PROGRAM WILL DELIVER EFFECTIVE UNDERGRADUATE CLINICAL EDUCATION AND EXPERIENCES TO FACILITATE STRUCTURED CLINICAL LEARNING THROUGH GUIDED OBSERVATIONS, CLINICAL SHADOWING, AND THE OPPORTUNITY TO PROVIDE TREATMENT IN ORDER TO FOSTER APPLICATION OF BASIC CLINICAL REASONING, EVALUATION, AND TREATMENT SKILLS.

INITIAL STRATEGIES AND ACTION PLANS FOR UNDERGRADUATE CLINICAL EDUCATION

- 1) Incorporate meaningful and fiscally responsible opportunities for undergraduate students to gain applied clinical skills
 - Discuss implications of 3900 shadowing experience only offered one time per year
 - Review 4900 undergraduate clinical experience
 - Investigate if changes could be made for transfer students to have both 3900 then 4900 experiences
 - As undergraduate curriculum is examined, it will be important to discuss the importance of continuing to require disorder and clinically focused courses during the undergraduate sequence in order to ensure clinicians are prepared for undergraduate clinic opportunities.
 - Continued outreach to the community should be considered in order to recruit appropriate clients for undergraduate clinicians, as well as deliberately prioritizing appropriate clients from the wait list.
 - Monitor CFCC standards re: clinical hours (undergraduate clinic, simulation, online, etc.)

1st Year GRADUATE STUDENT CLINICAL EDUCATION GOAL

THE PROGRAM WILL DELIVER HIGHLY EFFECTIVE CLINICAL EDUCATION AND EXPERIENCES TO GRADUATE STUDENTS WHICH A) FOSTERS CLINICAL REASONING, PERSON-CENTERED CARE, AND OTHER PROFESSIONAL COMPETENCIES*, B) INCLUDES A VARIETY OF CLINICAL EDUCATION EXPERIENCES IN DIFFERENT WORK SETTINGS, C) AND INCLUDES A VARIETY OF POPULATIONS ACROSS THE 9 MAJOR DISORDER AREAS, WITH EXPERIENCES USING APPROPRIATE EQUIPMENT AND RESOURCES, IN ORDER TO ACQUIRE AND DEMONSTRATE SKILLS ACROSS THE SCOPE OF PRACTICE IN SPEECH-LANGUAGE PATHOLOGY

***Note: per ASHA Standards Professional Practice Competencies = accountability, integrity, effective communication skills, clinical reasoning, evidence-based practice, concern for individuals served, cultural competence, professional duty, collaborative practice**

INITIAL STRATEGIES AND ACTION PLANS FOR 1ST YEAR GRADUATE CLINICAL EDUCATION

- 1) Improve Supervisor Consistency and Quality of Clinical Teaching and Experience
 - Embed opportunities to be deliberate about helping clinicians find, understand, and use EBP and consider if 5001 is not part of the curriculum in the future, what/when is appropriate to except and document within 5900
 - Discuss the current generation of students and develop ways to provide adequate support and meaningful feedback, as well as use of questions/prompts before and during clinical meetings to increase critical thinking skills.
 - Continue to facilitate clinical discussions amongst supervisors
 - Discuss and develop procedures for remediation plans related to clinic to ensure high-quality learning experiences
 - Explore scheduling options in order to offer supervising faculty flexibility while maintaining quality learning experiences
 - Continue to expose clinicians to the materials available to them and encourage them to use new and different materials with clients
- 2) Improve Supervisor Consistency for Grading
 - Review and revise grading procedures for 4900/5900
 - Review and revise grading procedures for 5910
- 3) Explore appropriate and ethical use of AI for clinical practice and supervision
 - Develop thorough AI policy for clinic
 - Continue to review new AI technology as it becomes available
 - Explore the need for purchasing a HIPAA/FERPA compliant AI platform
 - Explore the possibility of purchasing specific software programs for teletherapy delivery
- 4) Explore options for a variety of new pre-clinical, clinical/research, and clinical simulation
 - Review diagnostic clients to ensure we are providing varied experiences for clinicians at appropriate levels of complexity
 - Continue to discuss best practices for dismissing clients as appropriate
 - Develop formal clinical simulation experiences
 - Consider if simulations are increased for courses or summer experiences, how might clinical instructors be involved to facilitate critical thinking and insight
 - Continue to find meaningful opportunities for clinicians to gain exposure to and experience with teletherapy
- 5) Develop and refine opportunities for students to engage in collaboration and interprofessional practice
 - Consider clinical simulations that may include other university departments (collaborate with curriculum committee)
 - Revise process to incorporate greater focus on IPP in ADOS diagnostic experience

- Continue embedding opportunities to collaborate with clients' caregivers
- Consider reaching out to other university departments for collaborative services (e.g., school psychology for IQ testing of clients)
- Discuss ways to make clinicians more aware of when they are engaging in IPP

CLINICAL EDUCATION IN MEDICAL AND EDUCATIONAL INTERNSHIPS GOAL

THE PROGRAM WILL DELIVER HIGHLY EFFECTIVE INTERNSHIP EXPERIENCES TO GRADUATE STUDENTS IN THE EDUCATION AND MEDICAL SETTING WHICH A) FOSTERS CLINICAL REASONING, PERSON CENTERED CARE, AND OTHER PROFESSIONAL COMPETENCIES*, B) INCLUDES A VARIETY OF CLINICAL EDUCATION EXPERIENCES IN DIFFERENT WORK SETTINGS, C) AND INCLUDES A VARIETY OF POPULATIONS ACROSS THE 9 MAJOR DISORDER AREAS, WITH EXPERIENCES USING APPROPRIATE EQUIPMENT AND RESOURCES, IN ORDER TO ACQUIRE AND DEMONSTRATE SKILLS ACROSS THE SCOPE OF PRACTICE IN SPEECH-LANGUAGE PATHOLOGY

***Note: per ASHA Standards Professional Practice Competencies = accountability, integrity, effective communication skills, clinical reasoning, evidence-based practice, concern for individuals served, cultural competence, professional duty, collaborative practice**

INITIAL STRATEGIES AND ACTION PLANS FOR CLINICAL EDUCATION IN INTERNSHIPS

- 1) Update internship handbooks
- 2) Monitor and refine evaluation tools as updates become available on CALIPSO or other evaluation systems
- 3) Continue to share resources with supervisors in a more systematic and organized fashion in order to refine their supervision knowledge and understanding and to increase consistency between different internship supervisors
- 4) Explore opportunities for increased data collection/evaluation from site supervisors with surveys and/or more systematic analysis of written feedback across students and sites.
- 5) Incorporate additional, deliberate opportunities for interns to engage increased self-reflection and self-evaluation while in their placement
- 6) Develop more systematic support and guidance to prepare interns when interviews are required for specific sites.
- 7) Continue to evaluate and revise, as necessary, expectations and workload for professional regulations courses and EIU Internship coordinator expectations for students to ensure assignments, content, and format is meaningful and not an unrealistic time commitment for students.
- 8) Evaluate in course support plans for students who are struggling in internships to ensure support and student progress is being documented.
- 9) Explore if it is possible to develop an interactive tool or web-based dashboard that lists all active contracts and allows us to input placement requests, which then automatically match requests with available sites and show contact information to make the medical internship placement process more efficient.

Focus Area 4: Community Service, Outreach & Development

CLINICAL COMMUNITY SERVICE GOAL

THE EIU SPEECH-LANGUAGE HEARING CLINIC WILL SERVE AS A COMMUNITY RESOURCE AS WELL AS A RESOURCE TO EIU STUDENTS BY PROVIDING THOROUGH EVALUATION, TREATMENT, AND OTHER RELATED SERVICES FOR INDIVIDUALS WITH COMMUNICATION DISORDERS AT A FREE OR REASONABLE COST WHILE TRAINING CDS STUDENT CLINICIANS

INITIAL STRATEGIES AND ACTION PLANS FOR CLINICAL COMMUNITY SERVICE

- 1) Consider if there are ways to involve other disciplines on campus with clinical assessment or treatment beyond the Autism evaluations
- 2) Build new leaders/collaborators from CDS for our services with Mico Care Centre partners in Jamaica
- 3) Continue to monitor clinical services in regards to client student learning, client satisfaction, faculty time, and income generated.
- 4) Monitor new clinical provision partnerships with EIASE and veterans to make sure these great new partnerships remain doable for our audiology faculty

AUTISM CENTER CLINICAL SERVICES GOAL

PROVIDE TIMELY DIAGNOSTIC EVALUATIONS; TO PROVIDE CONSULTATIONS WITH FAMILIES, SCHOOL PERSONNEL, OR OTHER INDIVIDUALS OR ENTITIES; PROVIDE EDUCATION ABOUT AUTISM AND EFFECTIVE SERVICES; AND TO ACT AS A RESOURCE CENTER FOR INFORMATION, SUPPORT, AND SPECIFIC INTERVENTION SERVICES.

INITIAL STRATEGIES AND ACTION PLANS FOR AUTISM CENTER CLINICAL SERVICES

- 1) Continue to provide continuing education and consultation services to SLPs and other professionals locally and internationally at least once per year.
- 2) Share autism evaluation team information with 2 local referral sources to recruit clients, as needed, based on waitlist.
- 3) Refine autism evaluation procedures and team composition as needed in order to continue to provide fiscally responsible evaluation services, determining team composition at least annually.
- 4) Explore opportunities to engage in greater interprofessional practice with one other service provider and/or other EIU graduate programs (e.g., psychology, school psychology, human services etc.) annually.
- 5) Integrate students into the diagnostic evaluation process to expose them to the ADOS diagnostic tool for autism and IPP with minimally one other professional.
- 6) Reach out to schools within the area to see how the diagnostic services and recommendations could assist them with knowledge about the child/recommendations that would be feasible in the school setting.

AUTISM CENTER STEP PROGRAM GOAL

RECRUIT, ADMIT AND SERVE DEGREE-SEEKING AUTISTIC STUDENTS AS A NATIONALLY-RANKED, POST-SECONDARY EDUCATION AUTISM SUPPORT PROGRAM. DELIVER PROFESSIONAL AND PEER-BASED SUPPORTS TO ENHANCE STUDENTS' INSIGHT, SKILLS, AND STRATEGIES TO SUPPORT THEIR ACADEMIC SUCCESS, STRATEGIC COMMUNICATION, MEANINGFUL SOCIAL CONNECTIONS, AND NAVIGATION OF DAILY LIVING DEMANDS. SPECIALIZE IN FACILITATING STUDENTS' COMPLEX EXECUTIVE FUNCTIONS, PLANNING AND PREDICTING SKILLS, CRITICAL THINKING SKILLS, PERSPECTIVE TAKING, COMMUNICATION, AND SELF-REFLECTION TO PROMOTE GOAL-SETTING, PROBLEM-SOLVING AND GREATER INDEPENDENCE WITHIN THE CONTEXT OF THE UNIVERSITY ENVIRONMENT AND TO PREPARE FOR LIFE AFTER GRADUATION FROM THE UNIVERSITY.

INITIAL STRATEGIES AND ACTION PLANS FOR STEP

- 1) Continue to deliver professional and peer-based supports to enhance students' insight, complex EF planning & predicting skills, critical thinking, goal-setting, problem solving, and strategies to support their academic success, strategic communication, meaningful social connections, and navigation of daily living demands.
 - Continue to reflect on group and individual services to best meet needs of students within staff time and fiscal constraints
 - Pilot 1 credit EIU111 type course to provide structure for exposure to D2L, assignments, classroom expectations with STEP director or assistant director
- 2) Expand students' preparations/readiness for college decision making processes such as: academic advising meetings; choosing areas of study; seeking other supports on campus; balancing demands of daily life with academics and social or work responsibilities; preparing for volunteer or career/internship opportunities, considering appropriate housing choices.....
 - Consider summer orientation program for parent and students at time of choice of a couple EIU orientation times. Get schedule, disability letter, set expectations for more independence in summer at home, get to know incoming cohort better earlier for potential groups, etc.
 - Are there other EIU programs or external funding programs who might assist in some of the volunteer, career readiness type of work experiences? Continue to refine what types of preparation and support are necessary before/during these experiences
- 3) Serve as experts in transition planning for high school and community college students and their families, educators, and other professionals seeking insight and recommendations for next steps towards post-secondary education options.
 - Provide consultations for inquiring high school/community college students and their families as they prepare for potential transitions to post-secondary education opportunities...
 - Participation and presence in college fairs ...
 - Participation and presence on regional/national boards....
 - Speaking/presenting at college autism/transition conferences....
- 4) Continue to train and mentor staff, professional and pre-service students ...
 - Developing staff training protocols, use of best practices...
 - Mentoring and development support for students in peer support roles, class assistant roles, student office support roles, study/tutoring supports, social and rec and leisure.....
 - Mentoring and development of pre-professional graduate assistants
- 5) Continue to refine outcome data
 - Good graduation rates, also collect data follow up on post-graduation information

- May want information on parent and student satisfaction with program. Doing a nice job of having some videos and quotes to include on promotional materials
- 6) Monitor and adjust for fiscal needs of program with fees and grants
 - Consider fee for summer orientation that would also serve as an early commitment deposit of sorts
 - Fee option for other summer services that would pay staff for providing these services
 - Fall and spring fees are less than other universities, but increasing not necessary with TAP unless for some part-time long-term staff or other support. Fee increase would not handle full time support without also adding the funds currently paid to GAs which would have fewer hours of service to the STEP students.

ALUMNI RELATIONS AND RESOURCE TO SLPS GOAL

FOSTER CONTINUED RELATIONSHIPS WITH ALUMNI AND ACT AS A RESOURCE FOR ALUMNI AND OTHER (LOCAL) SLPS.

INITIAL STRATEGIES AND ACTION PLANS FOR ALUMNI RELATIONS & RESOURCE TO SLPS

- 1) Resurrect the alumni newsletter in paper or electronic form
- 2) Thank large and small donors (see specifics in Fiscal Administration section)
- 5) Spotlight alumni on social media with “where are they now” type of posts—invite alumni to send in updates
- 6) Discuss other avenues for engagement with alumni at EIU or elsewhere.
- 7) Discuss if alumni can also be engaged to systematically assist with recruitment.

Focus Area 5: CDS Faculty

CDS FACULTY GOAL

CDS FACULTY WILL EFFECTIVELY PROVIDE EXCELLENT ACADEMIC AND CLINICAL TEACHING WITHIN A SUPPORTIVE STUDENT-LEARNING CENTERED AND CULTURALLY SENSITIVE ENVIRONMENT. FACULTY WILL STRATEGICALLY CONTRIBUTE TO SERVICE FOR THE DEPARTMENT, UNIVERSITY AND PROFESSION; CONTRIBUTE TO APPLYING/DISSEMINATING SCHOLARLY KNOWLEDGE OF PROFESSIONAL PRACTICE OR INSTRUCTION; AND FOCUS ON DEVELOPING AND MAINTAINING EXPERTISE THROUGH PROFESSIONAL DEVELOPMENT (TO MEET ASSIGNMENTS AND DEPARTMENT NEEDS). FACULTY WILL MEET RETENTION, TENURE, AND PROMOTION/ADVANCEMENT CRITERIA AND FIND SATISFACTION IN THEIR POSITIONS. FACULTY ACHIEVEMENTS WILL BE ACKNOWLEDGED WITH NOMINATIONS FOR AWARDS AND OTHER FORMS OF RECOGNITION.

INITIAL STRATEGIES AND ACTION PLANS FOR CDS FACULTY

- 1) Continue to investigate and support each other as faculty learn to modify teaching with AI as well as how to best teach this newest generation of students with their reduced high school educational expectations leading to many deficits while also having higher anxiety.
- 2) Explore ways to make the annual DAC portfolio more efficient

- 3) Explore clinic scheduling options or other avenues to reduce the number of late-night clinic that goes until after 5:00
- 4) Explore any ways of making workload more manageable (less nights and weekends) while still giving students feedback learning experiences and feedback that they need in clinic/courses.
- 5) Discuss avenues of maintaining student accessibility while being able to have some regular focused work time for grading and other duties
- 6) Maintain financial support for licensure, certification, and continuing education as well as clinical and instruction needs
- 7) Discuss avenues for informal interactions and learning between faculty outside of scheduled meetings. Brown bag lunches were attempted in the past, should this be tried again or are there other options to consider. Time seems to be the biggest barrier.
- 8) Continue to support faculty developing partnerships and expertise for clinic/teaching/student projects/presentations and explore the scholarship of teaching and learning to measure/showcase what CDS is doing.
- 9) Discuss if career plans were helpful and should be systematically used again.

Focus Area 6: Fiscal and Program Administration

FISCAL ADMINISTRATION GOAL

THE DEPARTMENT CHAIR AND BUSINESS ADMINISTRATOR WILL DEMONSTRATE FISCAL RESPONSIBILITY AND PLANNING AS INCOME IS MONITORED, REVENUE SOURCES ARE CONSIDERED, AND EXPENSES ARE PRIORITIZED AND TRACKED TO MEET THE DEPARTMENT'S MISSION AND GOALS WITHIN EIU'S POLICIES, PROCEDURES AND FISCAL LANDSCAPE. PROGRAM ADMINISTRATORS AND FACULTY WILL BE INCLUDED IN BRAINSTORMING OPTIONS AND CONSULTED REGARDING BUDGETARY PRIORITIES. ANNUAL BUDGETS, INCOME AND SPENDING SHOULD BE SUMMARIZED IN A MANNER THAT IS TRANSPARENT FOR DEPARTMENT AND UNIVERSITY STAKEHOLDERS.

INITIAL STRATEGIES AND ACTION PLANS FOR FISCAL ADMINISTRATION

- 1) Continue to strategically plan and prioritize how to meet department mission and needs using various income sources within ever-changing university and state parameters
- 2) Monitor income sources to have plans if revenue decreases in one area, how adjustments could be made to make up the revenue through other avenues
 - For example, if TAP grant would stop, need to increase STEP fees, reduce costs of Autism clinical services, possible use Judy James or other Autism foundation account to temporarily meet expenses
 - Clinic fees have not been raised for more than a decade; if we lose a school contract or income source, a fee increase is possible but that would not likely make up the difference
- 3) Continue to put efficient processes in place to meet TAP grant parameters and reporting

- 4) Within fiscal administration and graduate recruitment, investigate EIU total program cost including program fee and course fee compared to peer programs.
- 5) Maintain fiscal transparency and input with faculty meeting discussions, input from administrators of department programs, and annual updates within the strategic plan implementation
- 6) Thank large and small donors, work with foundation/college for new donor opportunities
 - Name the pharmacy remodel after Sherry White using maiden name too and invite her and her husband John to campus when it is finished. She has indicated she may give again after the first of the year for scholarship
 - Invite Judy James to Autism Center and send her updates about accomplishments in the Autism Center (and what her funds are used for— although we mainly have them as “back-up” allowing us to breathe in relation to unforeseen future occurrences, the fund is used for STEP scholarships for students with limited support of fee and for a bit of study abroad and partnering with Mico for assessments and their goals of setting up Autism Intervention Programs.
 - Send personalized notes to small donors telling them what their money is used for
 - Follow-up with Hallie’s family with picture/thank-you from a Pizza or other events this year with their fund
 - Follow-up with Carl Dell to see if he wants to donate with Ann or other special connection in charge of scholarship since original wishes of Chris did not work out.

PROGRAM ADMINISTRATION GOAL

PROGRAM ADMINISTRATORS WILL PERFORM DUTIES LISTED IN EIU POSITION DESCRIPTIONS, DUTIES REQUIRED FOR PROGRAM ACCREDITATION, AS WELL AS OTHER DUTIES AS NEEDED FOR THE GOOD OF THE DEPARTMENT AND EIU, IN A POSITIVE, FORWARD-THINKING, ORGANIZED, AND TIMELY FASHION. PROGRAM ADMINISTRATORS WILL SERVE AS A RESOURCE FOR FACULTY AND STUDENTS. PROGRAM ADMINISTRATORS WILL FACILITATE A POSITIVE, COLLABORATIVE, TEAMWORK ENVIRONMENT BETWEEN ALL PROGRAM STAFF AND STUDENTS. ADMINISTRATORS WILL SEEK INPUT/FEEDBACK ABOUT PROGRAMMATIC ISSUES AND WILL REGULARLY COMMUNICATE WITH OTHER ADMINSTRATORS, FACULTY, STUDENTS, AND OTHER CONSTITUENTS. PROGRAM ADMINISTRATORS WILL HAVE ACTIVE ROLES IN SERVICE AT THE UNIVERSITY AND THE PROFESSION TO STAY UPDATED AND INFORMED OF ISSUES WITHIN THE UNIVERSITY AND PROFESSION.

INITIAL STRATEGIES AND ACTION PLANS FOR PROGRAM ADMINISTRATION

- 1) Explore Calipso’s features related to tracking requirements for accreditation and implement greater use if feasible and practical
- 2) Consider end of the year summaries across department areas for annual report to guide retreat discussion and planning updates (continue with clinic and curriculum committee, but add recruitment, NSSHLA, clinical services, Autism center, etc)

- 3) Review updated administrative descriptions, edit and formally approve at faculty meeting with updated department organization structure.
- 4) Consider reinstating recruitment committee to better coordinate efforts of multiple people and amount of time chair regularly devotes to undergrad student recruitment each week.
- 5) Advocate as necessary for continued administrative structure to meet program needs in the face of changes being considered by the university. (11 or 12 month chair, clinic director, grad coordinator, internship coordinators)
- 6) Program administrators need to remain active on university and professional organizations to stay abreast of changes.
- 7) Monitor EIU reorganization plans and impact on the program.
- 8) Plan for and mentor administrative transitions with upcoming dept chair retirement.