I. SIUC Mission:

SIU embraces a unique tradition of access and opportunity, inclusive excellence, innovation in research and creativity, and outstanding teaching focused on nurturing student success. As a nationally ranked public research university and regional economic catalyst, we create and exchange knowledge to shape future leaders, improve our communities, and transform lives.

II. COEHS Mission Statement:

The mission of the College of Education and Human Services is to support the University in the preservation, transmission and enrichment of knowledge and culture. The task of the College is to support and expand the threefold purpose of instruction, research and creative activities, and public service to which Southern Illinois University, Carbondale is committed. Furthermore, the College seeks to be a leader in a wide variety of settings—schools, industry, the military, public and private agencies—for the promotion of a better society and improved quality of life. Within this context, the College has a major responsibility in the preparation of persons for leadership roles throughout the human services professions including those in education, health, leisure, rehabilitation, social work, and business and industry.

III. CDS Mission statement:

The SIUC CDS program is committed to multiple complimentary missions. We provide support for, and align with, the university, college, and department missions. The program prepares undergraduate students to obtain the B.S. degree with a major in Communication Disorders and Sciences, with course work that supports entry into graduate programs in communication disorders and sciences. The program prepares graduate students to enter speech-language pathology professional clinical practice for the betterment of society. To fulfill this mission, the academic and clinical curricula are designed to:

a. Satisfy the university and departmental requirements for a master's degree in speech-language pathology,
b. Meet the current recognized standards of the American Speech-Language-Hearing Association (ASHA) for national certification as a speech-language pathologist,
c. Satisfy the academic and clinical practicum requirements of the Illinois Department of Financial and Professional Regulation for the license in speech-language pathology,
d. Meet the academic and clinical practicum requirements for the non-teaching professional education license issued by the Illinois State Board of Education to speech-language pathologists, and
e. Demonstrate the essential knowledge, skills and dispositions consistent with current scope of practice and standards of ethical conduct for speech-language pathologists, as developed by ASHA.

In order to meet this mission, the SIUC CDS program will maintain accreditation by the ASHA Council on Academic Accreditation in Audiology and Speech-Language Pathology.
<table>
<thead>
<tr>
<th>Program Goals</th>
<th>Objectives</th>
<th>Strategies to Attain</th>
<th>Evaluation</th>
</tr>
</thead>
</table>
| ASHA Standard 2014 6.3 | Maintain adequacy and efficiency of program management to support instruction, scholarship, and service of faculty in alignment with ASHA accreditation standards for program support. | - Obtain adequate support for program management by restoring professional support staff for CDS program.  
- Program office will be open and operational during typical work hours for public access, student services, recruitment activities, faculty and instructional support, accreditation compliance activities and general scholarship activities.  
- Clear lines of workflow will be maintained and established where necessary so that faculty are aware of and can access professional support staff for necessary functions of instruction, scholarship, and service. | Annual evaluation by faculty of adequacy of support staff to adequately and efficiently support instruction, scholarship, and service.  
Faculty, student, and public satisfaction surveys completed annually. |
| ASHA Standard 2014 3.1B; 3.2B; 6.3 | Ensure access to updated materials and technology to promote differentiated instruction. | - Evaluate program for currency of materials on a regular basis.  
- Establish needs list for materials and technology. | Feedback from students via exit surveys; analysis of clinical material inventory and course materials by advisory council and faculty. |
| ASHA Standard 4.2 | Promote inclusive diversity of CDS undergraduate and graduate students | - Establish recruitment practices that encourage diversity in our student body.  
- Provide the opportunity for graduates of our undergraduate program to provide demographic information to monitor trends in gender and cultural diversity in the major. | Monitor participation in recruitment events; feedback from faculty involved in recruitment events; feedback from faculty advisors to RSOs regarding maintenance of RSO status. |
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<td>ASHA Certification Standards 4.3; 3.4B</td>
<td>Undergraduate curriculum will extend breadth and depth of understanding of the profession.</td>
<td>Undergraduate students will participate in critical learning opportunities. Undergraduate students will have early exposure and varied opportunities for clinical observation. Undergraduate students will have early exposure to advance program curriculum guides and advisement.</td>
<td>Provide access to teacher education advisement in the CDS 105 course; maintain multiple sections of Clinic course to provide additional opportunities for client contact.</td>
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<td>ASHA Certification Standards 3.2B; 3.3B</td>
<td>Graduate Education will prepare students to obtain Certificate of Clinical Competence and Professional Licensure.</td>
<td>Implement use of program-wide assessment rubrics aligned with ASHA 2014 standards to obtain reliable and valid data regarding student knowledge and skills proficiency. Identify key assignments to monitor student development and proficiency throughout the graduate program. Implement curriculum modifications and/or individualized remediation programs in response to assessment data review.</td>
<td>Establish committee to create assessment rubrics, faculty identification of key assignments, use of the Livetext system to maintain student performance data on key assignments, curriculum review by faculty</td>
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