

Longwood Communication Sciences and Disorders Graduate Program Mission and Strategic Plan, 2025-2028

Master's Program Progress Report, May 2025

New goals for the period 2025-2028 were presented by the faculty to the CSD Advisory Board on May 2, 2025, and approved on May 2, 2025. The new goals focus on 1) community engagement; 2) research and scholarship; 3) diversity recruitment efforts; 4) implementation of an accelerated master's (AM) track; 5) alignment of CSD graduate coursework for transparency and diversity, equity, inclusion, and belonging (DEIB); and 6) interprofessional practice and education opportunities.

Note that the CSD faculty *retained* the following goals: 1) successful completion of the Praxis; 2) on-time graduation rates; 3) faculty-student ratios; and 4) recruitment and retention of diversity into the program.

Please note that as of January 2023, the Council on Academic Accreditation (CAA) no longer requires reporting on employment rates.

Mission Statement

The Communication Sciences and Disorders (CSD) Program is dedicated to cultivating citizen leaders through a comprehensive education in basic human communication processes and in the prevention, assessment, and treatment of communication disorders across the lifespan.

At the undergraduate level, the CSD program builds on the university's Civitae education to provide a pre-professional, academic foundation through integrated learning experiences. At the graduate level, the program provides students with the knowledge and skills necessary for entry-level practice in speech-language pathology by integrating academic knowledge, ethical principles, and clinical experiences in both educational and medical settings.

Masters' graduates will be prepared to earn the Certificate of Clinical Competence from the American Speech-Language-Hearing Association and licensure from the Virginia Board of Audiology and Speech-Language Pathology.

The program is further committed to helping students understand and utilize evidence-based and interprofessional practices and research methods as they relate to clinical practice.

Ongoing Goals:

1) Praxis Pass Rates: 90% of the graduates of the CSD Masters Program will pass the Praxis exam in speech-language pathology.

Strategy: The Graduate Program Director gathers Praxis scores annually from second year students by the end of their last semester. The Program Director reports on pass rate during the faculty's annual spring program evaluation.

Results: 2025 Graduate Students: 21/23 (91%; 3 have not passed the exam)
2024 Graduate Students: 20/22 91%%
2023 Graduate Students: 22/23 95.6%
2022 Graduate Students: 22/22 100%

2) On-Time Graduation Rates: 90% of the graduates of the CSD Master's program will graduate in either a) 5-6 semesters for 2-year track students, or b) 8-9 semesters for 3-year track students.

Strategy: The Program Director offers group and individual advising sessions with students prior to beginning the program and at the end of each academic semester. Students complete and sign the CSD Course of Study prior to starting their first semester. The Program Director receives monthly reports regarding course enrollment from the College of Graduate and Professional Studies.

Results: The on-time, average graduation rate for the years below is 97%.

2025 graduates: 22/23 96%
2024 graduates: 24/25 96%
2023 graduates: 23/24 95.8%
2022 graduates: 22/22 100%

3. Ethical and Professional Behaviors: 100% of graduates of the CSD Master's program will be rated as ethical and professional by their external supervisors by their final semester.

Strategy: The Clinic Director annually requests each external supervisor to complete the "Final Evaluation Form" for each student supervised. All students will be rated at a 3 ("Clinical Fellowship ready") or higher by the end of the externship placement. The Clinic Director reports on the ratings during the faculty's annual spring program evaluation meeting.

Results: 2025 graduates: 100%
2024 graduates: 100%
2023 graduates: 100%
2022 graduates: 100%

4. Faculty-Student Ratios: The faculty-student ratio in the graduate program (including clinical educators) will not exceed an average of 1:7. The average class size in the undergraduate program shall not exceed 35.

Strategy: The Graduate Program Director and Undergraduate Program Coordinator annually calculate the faculty-student rates for the preceding academic year. The director and coordinator report the results during the faculty's annual spring program evaluation. The Undergraduate Coordinator, Graduate Program Director, and the Dean of the College of Education, Health, and Human Services review the data to discuss requirements for faculty lines and pertinent personnel.

Results:	2020-2021	2021-2022	2022-2023	2022-2024	2024-2025
Graduate (Target 1:6)	1:7	1:6	1:6.96	1:6.14	1:6.94
Undergrad (Target 1:35)	1:30	1:30	1:39.4	1:39	1:29.9

2025-2028 Goals

1. Diversity, Equity, Inclusion, and Belonging:

A. The number of diverse* applicants to the CSD Master's program will increase from 12% to 20% by 2028. This will include increases in the number of male applicants. The CSDCAS application currently uses a self-report option to track this information.

Strategy: The CSD program will work in conjunction with Marketing and Recruitment in the College of Graduate and Professional Studies (CGPS) to increase marketing efforts for diverse* students including updating promotional materials, marketing to HBCUs, and continuation of marketing plans/programs.

Results:

Fall 2025 applicants:	88 total applicants, 31% diverse
First Generation:	22%
Low SES:	15%
Fall 2024 applicants:	100, 16% diverse
Fall 2023 applicants:	107, 16.8% diverse

B. The number of admitted diverse* students to the CSD Masters program will increase from 7% to 15% by 2028. This will include increases in the number of male applicants. The CSDCAS application currently uses a self-report option to track this information.

Strategy: The CSD program will work in conjunction with Marketing and Recruitment in CGPS to increase marketing efforts for diverse* students including updating promotional materials, marketing to HBCUs, and continuation of marketing plans/programs.

Results:

Fall 2025 admitted applicants: 68 total, 27% diverse
Fall 2024 admitted applicants: 68 total, 13% diverse
Fall 2023 admitted applicants: 59 total, 18.6% diverse

**Diversity defined by the ASHA Code of Ethics, Principal I, Rule C includes “race, ethnicity, sex, gender identity/gender expression, sexual orientation, age, religion, national origin, disability, culture, language, or dialect.” Additionally, given that the profession is 97% female, males will be included in the diversity reports.*

C. The CSD Graduate Program Director, Undergraduate Program Coordinator, and/or their designees will participate in at least three diversity recruitment efforts per academic year, with at least one focused on diversity, and will focus on the following populations: Longwood University students who self-identify as first-generation college and/or exploratory studies students; area high school career and/or education fairs; and/or Title I schools and similar populations.

Strategy: The Graduate Program Director, the Undergraduate Program Coordinator, and/or their designees will work with Admissions, the Office of the Registrar, Student Engagement, the Honors College and other identified entities in order to recruit these student populations.

Results: TBA. Goal to be implemented for Fall 2025.

2. Community Engagement: 75% of CSD graduate students will develop, implement, and present at least one skilled program of interest (e.g., Centra Medical Camp, Be A Lancer for a Day, etc.) for the greater Prince Edward County community and surrounding counties per academic year.

Strategy: The Graduate Program Director and Clinic Director will work together, along with the CSD team, to identify opportunities for community engagement.

Results: TBA. Goal to be implemented fall 2025.

3. Research and scholarship: 75% of CSD graduate students will engage in faculty-directed research and/or scholarship opportunities each academic year.

Strategy: The Graduate Program director and CSD team will work together to identify opportunities for student participation in research and scholarship activities.

Results: TBA. Goal to be implemented fall 2025.

4. Medical Learning Lab (MLL): 75% of graduate students will participate in faculty-guided experiences in MLL, including endoscopy, clinical swallowing assessment, assessment for Passey Muir valve placement, vital statistics and respiratory assessment during swallowing and post-swallow, etc., per academic year.

Strategy: The Graduate Program Director and/or her designee(s) will identify opportunities for participation in the MLL. Courses that may offer MLL participation include CSDS 505 and 555, 521, 542, 515, 510, 512, and 628.

Results: TBA. Goal to be implemented fall 2025.

5. Accelerated Master's (AM) Track: 25% of the graduate class will be comprised of students admitted through the AM Track by 2027.

Strategy: The Graduate Program Director and Undergraduate Program Coordinator will work together, along with the CSD team, to identify qualified candidates for the AM Track.

Results: TBA. Goal to be implemented in fall 2025.

6. Interprofessional Practice and Interprofessional Education (IPP/IPE): 75% of graduate students will have the opportunity to engage in at least two IPP and/or IPE activities in one academic year.

Strategy: The Graduate Program Director and CSD team will work to identify appropriate IPP and IPE events.

Results: TBA. Goal to be implemented in fall 2025.

Introduced to the CSD Advisory Board by the Longwood CSD faculty on May 2, 2025.

Approved by the CSD Advisory Board on May 2, 2025.

Approved by the Dean of the College of Education, Health, and Human Services on June 2, 2025.