



Department of Special Education and Communication Disorders
Graduate Program in Speech-Language Pathology

Strategic Plan 2008-2011

The Graduate program in Speech-Language Pathology at Southern Illinois University Edwardsville is housed in the School of Education. Five departments comprise the School of Education: Curriculum and Instruction, Educational Leadership, Kinesiology and Health Education, Psychology, and Special Education and Communication Disorders. The Department of Special Education and Communication Disorders supports two distinct programs, one in Special Education and the second in Speech-Language Pathology.

The strategic plan of the Speech-Language Pathology program is guided by the mission, values, and goals of Southern Illinois University Edwardsville (<http://www.siu.edu/about/mission.shtml>), the School of Education (<http://www.siu.edu/education/about/mission.shtml>) and the Department in which it is housed, and by the American Speech-Language-Hearing Association, its professional organization (<http://www.asha.org/publications/leader/archives/2008/080122/080122d2.htm>).

The Vision

The Speech-Language Pathology program is recognized nationally for undergraduate and graduate programs in communication disorders and locally as an outstanding service provider for individuals with a variety of communication disorders.

Mission Statement for the Department of Special Education and Communication Disorders

The mission of the Department of Special Education and Communication Disorders is to prepare undergraduate and graduate students to assume professional roles in special education and speech-language pathology, contribute to research in each respective discipline, and provide opportunities for continuing education and ongoing services to the surrounding community. The department fosters inquiry and critical thinking that exceeds guidelines of accreditation bodies, licensure requirements, and certification standards.

The intent of the mission is multi-faceted:

- To positively impact services for persons with disabilities within educational systems, healthcare facilities, and the community;
- To foster respect and support for diversity;
- To advocate for the rights of individuals; and
- To ensure students enter the field as competent professionals.

Core Values of the Speech-Language Pathology Program

The following serve as core values for the program of speech-language pathology and guide the development of the strategic plan:

Value #1: Positively impact services for persons with disabilities within educational systems, healthcare facilities, and the community

Value #2: Foster respect and support for diversity

Value #3: Advocate for the rights of individuals

Value #4: Ensure students enter the field of speech-language pathology as competent professionals

Value #1: Positively impact services for persons with disabilities within educational systems, healthcare facilities and the community

Goal #1: To positively serve the needs of the profession by preparing students who will contribute to the workforce.

Strategy: Provide students with information regarding IL and MO licensure and certification. Offer a career day that would include interviewing and resume writing.

Who: James Panico

When: Annually – Spring semester in SPPA 560

Resources: Guest speakers and visiting employment facilities, follow-up survey through Facebook (Pam Brezger) and Alumni Services

Outcome Measure: Achieve 90% employment rate first year after graduation

Goal #2: To increase provision of services to individuals and their families who need augmentative and assistive technology by expanding the AAC Outreach program.

Strategy: Provide informational meetings at site groups and develop and distribute marketing materials

Who: Diane Connelly

When: On-going – data collection-end of Summer 2009

Resources: Marketing materials such as brochures, flyers, website, etc., work with Jo Wottowa in Dean's Office

Outcome Measure: Expand outreach from two to five facilities

Goal #3: To increase the visibility of the Speech-Language-Hearing Center by improving the website and outreach efforts.

Strategy: Develop a virtual tour, build links to faculty and parent friendly sites, expand information on website

Who: T.K. and Leslie

When: Fall, 2009

Resources: Jo Wottowa in Dean's Office

Outcome Measures: Track hit rates and how many converted to contacts

Value #2: Foster respect and support for diversity

Goal #4: To foster a diverse faculty and student body through recruiting, supporting and retaining efforts.

Strategy: Provide program information to traditionally African-American dominant institutions and participate in career days in predominately African-American areas (East St. Louis)

Who: Program Director in collaboration with Undergraduate Advisor from OCECA

When: 2011

Resources: Travel and mailings – OCECA, SOE Associate Dean (for Diversity) University Diversity Office (Vanessa Brown), National Black Association for Speech, Language and Hearing (www.nbaslh.org)

Outcome Measures: Increase proportion of diverse students in graduate program from 0% to 5%

Goal #5: To increase connections with the community and alumni

Strategy: Establish an Advisory Group and a Facebook group

Who: Program Director working with Chair of Department Advisory Board, Steffany Chleboun for Facebook Group

When: Fall 2009 baseline-track to 2011

Resources: Foundation funds, Jo Wottowa for links—coordination with Alumni Office, Pam Bregzer

Outcome Measure: Annual meeting minutes, number of members on Facebook group and response to blog

Value #3: Advocate for the rights of individuals

Goal #6: To empower individuals with communication disorders and their families through increased awareness, access to resources and education.

Strategy: Establish lending library for parents and families and establish links to internet resources

Who: Clinic Director and Clinic Secretary

When: Fall 2009-track users to 2011

Resources: Clinic funds for purchasing materials, Jo Wottowa

Outcome Measure: Track number of users – baseline fall 2009, client survey

Value #4: Ensure students enter the field of speech-language pathology as competent professionals

Goal #7: To provide the highest quality of instruction and education to students through annual program assessment

Strategy: Use a variety of program review sources to measure student learning. These measures include

1. Successful completion of KASA document reviewed each semester by faculty advisor and student
2. Student performance on comprehensive examination completed by 2nd year graduate students
3. Student performance on National PRAXIS Examination
4. Student performance in externships regarding preparation for site
5. Survey information from employers and alumni surveys in a three-year cycle

Who: Program Director

When: Internal annual review, external review on a 3-year cycle

Resources: Tracking student performance through SAMS, questionnaires and surveys, success rates from examinations

Outcome Measure: 90% pass rate on Praxis Examination

Goal #8: To expand the variety and types of clinical experiences to best meet the needs of students

Strategy: increase off-campus opportunities for 1st year graduate clinicians through contacts with externship sites and off-campus supervisors

Who: Clinic Director

When: Fall 2010

Resources: University supervisors, email

Outcome Measure: Increase student participation in off-campus experiences during first year of graduate study to between 7 and 10 students, complete pre-and post-practicum questionnaire

Goal #9: To positively impact the field of speech-language pathology by facilitating faculty and student research and presentations.

Strategy: To facilitate faculty mentored student research and presentations

Who: SPPA faculty

When: 2009 - 2011

Resources: URA, SOE Grants, University Internal Grants, Graduate Symposium, Inquiry Conference

Outcome Measure: Increase student presentations of research and clinical cases on- and off-campus from 3% to 5%