



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

**Strategic Plan 2011-2014**  
(approved 12/13/2011)

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/goal.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>).

***Vision (School of Education)***

*Innovating, Excelling, Leading*

***Mission***

The Mission of the Speech-Language Pathology program is to be recognized for preparing undergraduate and graduate students to assume professional roles in speech-language pathology. The program fosters inquiry and critical thinking that exceeds guidelines of accreditation bodies, licensure requirements, and certification standards. We will contribute to research and be recognized locally as an outstanding service provider for individuals with a variety of communication disorders.

## ***Envisioned Future***

As a part of a premier Metropolitan University, the Speech-Language Pathology program will be recognized as a community leader for professionals, students, and clients and their families.

### ***Focus Areas of the Speech-Language Pathology Program***

The following serve as focus areas for the program of speech-language pathology and served as a guide for developing goals for the program's strategic plan:

***Focus Area #1: Positively impact and advocate for services and rights of persons with disabilities within educational systems, healthcare facilities, and the community***

***Issue:*** Community involvement and engagement is critical to working with individuals with disabilities and is our responsibility to the public as speech-language pathologists.

***Baseline:*** We currently offer 3 opportunities for our students to engage in community involvement, provide workshops without Continuing Education credit, and have clinic hours during standard times (8:30-5:00).

***Issue:*** Integrating an Advisory Board will facilitate critical feedback from the community regarding student preparation, community needs, and changing work environment allowing the program to respond quickly and appropriately.

***Baseline:*** We do not currently have an Advisory Board.

***Focus Area #2: Foster respect and support for diversity***

***Focus Area #3: Ensure students enter the field of speech-language pathology as competent professionals***

***Focus Area #4: To provide professional outreach opportunities for area service providers***

Institution Values	School of Education Goals	SECD Goals	Goal	Strategies	Person(s) Responsible	Expected Date of Completion	Resources Needed	Expected Outcome Measure(s) and	Indicator(s) of Success
<b>Focus Area #1—Positively impact and advocate for services and rights of persons with disabilities within educational systems, healthcare facilities, and the community</b>									
Integrity	Advocacy Efforts to Enhance Communities (6)	Community and Educational Outreach	Increase visibility of the Speech-Language-Hearing Center by improving website, services, and outreach efforts	Expand information on website Extend clinic hours Continue to provide services in community	Dr. T.K. Parthasarthy Clinic Director, Program Director	Spring 2013	Dean's Office for Website, supervisors for services provided in community and extended clinic hours	Increase number of clients/ opportunities for students in clinic	Provide students with opportunities for services in community for 1 <sup>st</sup> year students to 3 community sites, provide extended hours 1 night/week in clinic.
Openness	Advocacy Efforts to Enhance Communities (6)	Community and Educational Outreach	Empower individuals with communication disorders and their families through increasing awareness, access to resources and education	Maintain (keep current) our lending library for parents and families Establish links to internet resources from website Communication Groups	Clinic Director, Clinic Secretary, Dean's Office, T. Parthasarathy	On-going	Dean's Office for web support, Clinic funds	Accessing of website, update lending library as needed	Provide students with 2 opportunities to engage with their community outside of direct therapy.  Track website hits/lending library use,  Increase communication groups to 2/year
Citizenship	Encourage alumni participation in continued growth (9)	Community and Educational Outreach	To engage the community in program improvement through utilization of the Advisory Board	Recruit members and work with SECD to determine responsibilities of Advisory Board	Program Director, faculty on SECD Advisory Board committee	Fall 2012	Community members agreeing to serve	Integration of community feedback regarding SPPA program	Established membership and determine roles/ responsibilities of Advisory Board

Institution Values	School of Education Goals	SECD Goals	Goal	Strategies	Person(s) Responsible	Expected Date of Completion	Resources Needed	Expected Outcome Measure(s) and	Indicator(s) of Success
<b>Focus Area #2—Foster respect and support for diversity</b>									
Openness	Diverse Faculty (1)	Enhance and Support Diversity	Foster a diverse faculty and student body through recruiting, supporting and retaining efforts	Provide program brochures and advertisements to traditionally Africa-American dominate institutions, minority students, and other under-represented groups.	Program Director and Academic Advisor	Annually-fall semester	OCECA, SOE Associate Dean for Diversity, Provost's Office, National Black Association for Speech-Language and Hearing, Representation on Diversity Recruitment Committee and in Internationalization Group	Increased number of students and faculty from under-represented groups	Maintain a minimum of 5% of student body and faculty from under-represented groups.
Openness	Recruitment and retention of students capable of being valued professionals (3)	Enhance and Support Diversity	Expose our students to a diverse population of clientele	Re-establish Accent Modification Services	Clinic Director, K. Brady, Program Director	Fall 2013	Dean's office support, resources for education of supervisors and therapy materials, supervisors, collaborations with English department's TESL and ELL programs for recruitment	Provide elective services of accent modification	Re-establish Accent Modification Services

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<b>Focus Area #3—Ensure students enter the field of speech-language pathology as competent professionals</b>									
Citizenship	Valued Professionals (3)	Positively impact services for persons with disabilities	Positively serve the needs of the profession by preparing students for the workforce	Provide students with information regarding IL and MO licensure and professional certification.  Inform students of professional development/ career planning opportunities provided by the university.	SPPA 560 instructor	Annually – Spring semester in SPPA 560	Guest speakers, follow-up survey, Facebook, and alumni services	Students who are CFY ready upon graduation	Achieve at least 90% employment rate one year after graduation.
Excellence	High Quality Innovative Programs (2)	Positively impact services for persons with disabilities	Provide the highest quality of instruction and education to students through annual program assessment	Use a variety of program review sources to measure student learning: Completion of KASA, performance on comp exam, PRAXIS, clinical externships, alumni surveys; formalize advising procedures	Program Director	Annually - Spring	Student Assessment Management System (SAMS), questionnaires, Surveys, exam success rates	Continued high pass rate on PRAXIS and completion of program within 5-6 semesters	90% pass rate on PRAXIS  90% program completion rate within expected time frame

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Excellence	State and National Recognition (8)  Conduct and disseminate research (4)	Positively impact services for persons with disabilities	Positively impact the field of speech-language pathology by facilitating faculty and student research and presentations	Facilitate faculty mentored student research and presentations; display of research in central hallway of clinic	SPPA faculty and Clinic Director	On-going	URCA, SOE Grants, University internal grants, Graduate School Funding, SOE faculty development grants	Increase student involvement in research	At least 2 student research volunteers for research each year.  5 student presentations at state and national meetings.
Excellence	Valued Professional (3)	Positively impact services for persons with disabilities	Positively serve the needs of the profession by preparing students for the workforce.	Monthly meetings between faculty and clinical supervisors  Integrative writing assessments and formative teaching strategies	SPPA faculty	On-going	Time commitment, copy of text books	Clinical and Academic feedback indicating the integration of the 2, deeper understanding of content knowledge	Direct application of classroom material to clinical practice—noted on progress indicator;  Improved writing skills as measured on comprehensive exams-case study and KASA IVB increasing to at least 50% exceeds expectation
<b>Focus Area #4—To provide professional outreach opportunities for area service providers</b>									
Wisdom	Learning Opportunities to Enhance Professional Development (7)	Positively impact services for persons with disabilities	To engage area speech-language pathologists in continuing educational opportunities	Workshops and Journal Club providing CEUS	Program Director, various faculty related to topic	Annually	Representation on Hoge Lecture Series Committee; establish CEU provider status; Dean's office support for advertisement and implementation of activities.	To be recognized as a CEU provider by area SLPs	Provide at least 1 CEU opportunity each year