



Department of Public Health and Speech-Language Pathology and Audiology  
Graduate Program in **Speech-Language Pathology**

**Strategic Plan 2024-2027**

The Graduate program in Speech-Language Pathology at Southern Illinois University Edwardsville is housed in the School of Education, Health and Human Behavior. Five departments comprise the School of Education, Health and Human Behavior: Public Health and Speech-Language Pathology and Audiology, Exercise, Sport, and Nutrition Sciences, Curriculum and Instruction, Educational Leadership, and Psychology. The Department of Public Health and Speech-Language Pathology and Audiology supports two graduate programs, one of which is Speech-Language Pathology.

The strategic plan of the Speech-Language Pathology program is aligned with mission, vision, goals, and expectations of:

- Southern Illinois University Edwardsville (<https://www.siu.edu/about/mission-goals-plans>)
- Graduate School (<https://www.siu.edu/graduate-faculty/index.shtml>)
- SIUE-approved graduate assessment plan
- Council on Academic Accreditation (<https://caa.asha.org/>)

***Vision***

To be progressive, transformative community educators for excellence in academic and clinical services.

***Mission***

To provide active, authentic learning opportunities through dedicated faculty, diverse clinical experiences, a rigorous curriculum, and a commitment to antiracism, diversity, equity and inclusion. The program will foster the development of competent, effective professionals prepared to provide culturally responsive, evidence-based, interprofessional services to children and adults with communication needs.

### ***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: Quality program and instruction**

**Focus Area 2: Research**

**Focus Area 3: High-impact community outreach**

#### **Focus Area #1: Quality program and instruction**

SIUE Value: Citizenship, Excellence, Integrity, Inclusion

Graduate School Goals: #1 (demonstration of breadth and depth of knowledge), #2 (communication), #3 (analytical thinking), #4 (best practices, value and ethics), #5 (application of knowledge)

<b>SPPA Long Term Goal</b>	<b>Increase quality academic and clinical programming and instruction</b>
<b>Resources Needed</b>	Administrative support; time; faculty administrative time
<b>Update (fall 2025)</b>	550 (Culturally Responsive Clinical Practice) is up and running this fall; within the class, students are required to complete 1 hr/semester of allyship/community engagement

#### Course development:

- OBJ: establish ADEI class/curriculum by fall 2025 (development of class, course objectives/content, integration of CAA, CFCC and CRTL standards, inclusion of Allyship conversations and IPE experiences, etc.)  
*Update f25:* first cohort of students participating in SPPA 550

#### Assessment:

- OBJ: continuous improvement/revision (mid-point; summative) of portfolio process with intention toward how students demonstrate being a culturally responsive clinician within the clinical artifact component of the portfolio; consider requiring volunteer experience  
*Update f25:* 1 hr of experiential learning is integrated into SPPA 550 each semester
- OBJ: add question to mid-point assessment specifically targeting cultural responsiveness by spring 2025  
*Update f25:* question included
- OBJ: compare summative data spring 2025 to previous year  
*Update f25:* completed as part of annual assessment meeting
- OBJ: collect fall 25 data on Content Test initial pass rate; update supports each spring; JH to follow-up  
*Update f25:* hold; as ISBE requirements are changing

Curriculum:

- OBJ: Meet for peer review (as faculty/instructor group) 1x/year; re: how ADEI is incorporated into our classes  
*Update f25:* meeting scheduled for December

IPE:

- OBJ: maintain and enhance 2-4 program-level IPE experiences per cohort;
- OBJ: establish and implement program specific pre-post survey spring 2025 to be used across experiences; SC pull one from on-line fall IPE  
*Update f25:* survey in-progress; continue to discuss new IPE experiences

Dx model revisions:

- OBJ: re-think about 5<sup>th</sup> load every fall
- OBJ: updated referral list at beginning of each semester, support our families post eval;  
*Update f25:* updated hearing referral sheet

Faculty:

- OBJ: each faculty member will engage in at least 1 PD related to ADEI each year

Diverse Experiences: maintaining hearing screenings, language/literacy enrichment services in areas with diverse populations;

- OBJ: diversify the geographical area in which we place students;
- OBJ: leveraging social media to increase diversity of adjuncts and externship experiences;  
*Update f25:* started program Instagram page; NBASLH Instagram
- OBJ: establish systematic system for tracking diverse experiences starting spring 2025; use GAs to look at which diversity variables are being checked  
*Update f25:* on-going discussed further

Mental Health and Wellbeing:

- OBJ: integrate resiliency training fall 2024-spring 25

**Focus Area #2: Research**

SIUE Value: Wisdom, Excellence

Graduate School Goals: # 2 (communication), # 3 (analytical thinking), #4 (best practices)

SPPA Long Term Goal	For faculty and students to be good consumers of research
Resources Needed	Time

Student  
involvement in

research:

- OBJ: each TT faculty member will submit a thesis integration project each year (NTT may also)

*Update f25: no longer applicable*

- OBJ: at least 3 graduate students/year involved in research (on some level—thesis, research integration, volunteer);

*Update f25: 1 thesis; 4 research volunteers in past year*

Presentations:

- Facilitate at least 5 presentations each year (may include faculty at conferences, and/or students at conferences and/or on-campus events (e.g., symposiums);

*Update f25: 7 presentations across 3 faculty*

Consumers of research:

- OBJ: revise SPPA 503 in establishing a process for evaluating and consuming information (include The Informed SLP, technical reading); incorporating transparency for AI usage expectations into all classes-implemented fall 2025

*Update f25: revisions to 503; clinical and academic AI policy implemented*

Equipment:

OBJ: obtain state of the art diagnostic equipment for audiology research and hearing services

**Focus Area #3: High-Impact Community Outreach**

SIUE Value: Citizenship, Excellence, Inclusion, Wisdom

Graduate School Goal: #2 (communication)

SPPA Long Term Goal	Support the community
Resources Needed	Faculty, administrative support, funding; community partners

Strategies/objectives:

- Diverse experiences: maintaining hearing screenings, language/literacy enrichment services in areas with diverse populations (see Focus Area #2)
- Continuous improvement/revision (mid-point; summative) of portfolio process with intention toward how students demonstrate being a culturally responsive clinician within the clinical artifact component of the portfolio; consider requiring volunteer experience (see Focus Area #1)
- Hearing services (from Focus Area #2) obtain state of the art diagnostic equipment for audiology research and hearing services
- OBJ: explore collaboration and support between program and Madison County Head Start every spring (on-going; clinical hours);  
*Update f25: with loss of faculty member, program refocusing outreach*
- OBJ: Re-establish participation in inter-disciplinary campus health fair presence, reaching out spring  
*Update f25: sp 2025 health fair had 7 UG/G student representatives*

- OBJ: Foster involvement of community by reaching out to alumni, SWISHA, and local SLPs during spring semesters through social media and listserv to foster more involvement (e.g., at annual NSSLHA fundraiser; solicit as guest speakers and as externship supervisors as needed; potential Advisory Board members)