



Department of Applied Health  
Graduate Program in **Speech-Language Pathology**

### **Strategic Plan 2018-2021**

The Graduate program in Speech-Language Pathology at Southern Illinois University Edwardsville is housed in the School of Education, Health and Human Behavior. Four departments comprise the School of Education, Health and Human Behavior: Applied Health, Curriculum and Instruction, Educational Leadership, and Psychology. The Applied Health Department supports four 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 (<https://www.siu.edu/graduate-faculty/council/GCOA.shtml>)
- School of Education, Health, and Human Behavior (<https://web.archive.org/web/20200207115906/http://www.siu.edu/education/about/goal.shtml> )
- Council on Academic Accreditation (<https://caa.asha.org/>)

#### ***Vision***

To be a pillar in the community for excellence in education and clinical services.

#### ***Mission***

Through dedicated faculty, diverse clinical experiences, a rigorous curriculum, and a commitment to diversity, equity and inclusion, the program provides rich learning opportunities integrating academics, research, and best clinical practices to foster the development of competent, effective professionals prepared to provide quality, evidence-based 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: Community support**

**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)

SEHHB Goal: #1 (recruit, support, retain diverse faculty), #2 (high quality innovative programs), #3 (develop and align standards and assessments), #6 (promote interdisciplinary collaboration); #7 (learning opportunities), #9 (encourage alumni participation)

<b>SPPA Long Term Goal</b>	<b>Increase quality academic and clinical programming and instruction</b>
<b>Resources Needed</b>	Administrative support to hire adjunct; time; faculty administrative time

Strategies/objective:

Academic:

- Assessment: Integrate PRAXIS sub-scores into regular program assessment
- Curriculum: Maintain at least 2 elective course offerings each summer; integrate diverse authors/researchers/readings into courses, guest speakers from diverse backgrounds, etc.; develop/implement diversity statement in syllabi; regularly re-evaluate the graduate curriculum as a whole
- Specific Courses: Research Methods (infusion of DEI into topics), consider workshops or labs as part of speech & language disorders courses
- Establish 2 program-level IPE experiences /year

Clinic:

- Continuity of services: conduct regular clinical case reviews among supervisors
- Observation hours: consider requiring additional 5 hours of observation in diverse settings during grad program

- Experiences: target hearing screenings, language/literacy enrichment services in areas with diverse populations; diversify the geographical area in which we place students; reach out to alumni to FB letting them know we are looking to increase diversity of locations of externships

Students:

- Advising: provide resources on diversity, equity, and inclusion as part of advising process; mental health-check-in as part of process
- Mental Health: check-ins and information integrated into orientation
- Experience: consider pairing students with minority SLPs to shadow and see what their experiences look like; discussions on how to prepare students for more exposure to diversity (externship experiences; reflection groups)
- Empower students to advocate for their unique needs (cultural, disability, neurodiversity)

Faculty:

- Integrate DEI discussions into schedule for faculty program meetings
- Faculty: consider diverse adjunct when possible; build pool of diverse adjunct pool

**Focus Area #2: Research**

SIUE Value: Wisdom, Excellence

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

SEHNB Goal: #4 (conduct and disseminate research and scholarly endeavors), #8 (state and national recognition)

<b>SPPA Long Term Goal</b>	<b>For faculty and students to achieve local, state, and national recognition for scholarship</b>
<b>Resources Needed</b>	Time; release/salary support

Strategies/objectives:

- Visibility of accomplishments: annually update website for individual faculty as well as students’ research accomplishments; annually update hallway posters highlighting student posters when available
- Presentation: at least 3 faculty presentations per year (at least 1 with student co-presenters) at state and national conferences.
- Establish cultural speech/language norms for SIUE Head Start facilities.
- Provide research integration opportunities from at least 2 faculty each year

**Focus Area #3: Community engagement**

SIUE Value: Citizenship, Excellence, Inclusion, Wisdom

Graduate School Goal: #2 (communication)

SEHHB Goal: #6 (interdisciplinary and interagency collaborations), #7 (learning opportunities), and #9 (encourage alumni participation)

<b>SPPA Long Term Goal</b>	<b>Support the community</b>
<b>Resources Needed</b>	Faculty, administrative support, funding

Strategies/objectives:

- Develop relationships with the East St. Louis Center-We Care Clinic (health outreach programming);
- Re-establish a relationship with SIUE Head Start, work with new Dean of Diversity
- Provide speech/language/hearing screenings to at least 5 local organizations during each academic year
- Reach out to alumni, SWISHA, and local SLPs through social media and listserv to foster more involvement (e.g., at annual NSSLHA fundraiser; solicit as guest speakers and as externship supervisors; potential Advisory Board members), through one post update per month about program happenings
- Consider spring break or winter session trip; volunteer work with low SES groups? tutoring?; international institute: work with districts receiving refugee children from Afghanistan
- East. St. Louis Charter High School—recruiting high school students; pairing with grads? shadowing?
- Partner with SWISHA to provide PD on inclusion of neurodiverse students