

SOUTHERN UNIVERSITY AND A&M COLLEGE
Baton Rouge, LA 70813
Master of Science in Speech-Language Pathology

Strategic Plan
2017-2021

VISION STATEMENT

The master's degree program in speech-language pathology at Southern University and A&M College will be a well-organized, highly-structured program in which its faculty takes corporate responsibility for the curriculum through regular formative assessments and program evaluation. The Speech-Language-Hearing Clinic will be a major community resource for providing both clinical and elective services to clientele across the lifespan. The highly qualified graduates of the program will routinely integrate clinical practice and research and will demonstrate cultural competence in services to clients across the lifespan in various clinical settings.

MISSION STATEMENT

The mission of the Master of Science Degree Program in Speech-Language Pathology is to prepare students from diverse backgrounds who qualify to become licensed, certified speech-language pathologists (SLPs) who can:

1. provide ethical, evidence-based clinical services, independently, to individuals with communication differences and disorders across the lifespan, from culturally and linguistically diverse backgrounds;
2. work independently and collaboratively with other professionals in various employment settings, including schools and other educational institutions, hospitals, rehabilitation centers, nursing homes, community clinics, and private practice; and

3. educate the public and advocate for individuals with communication differences and disorders and their families and assist them in acquiring the resources needed to enhance the quality of their lives.

FOCUS AREAS IN THE STRATEGIC PLAN

FOCUS AREA 1: CURRICULUM

- ***Issue. Adopting a common course syllabus format to include the components below in all professional courses in the curriculum will facilitate achievement of the mission of the program and student acquisition of ASHA certification standards across the nine disorders:***

ASHA Certification Standards: Procedures, Assessment, Remediation Plan

Evidence-based Practices: Prevention, Assessment, Intervention

Multiple Theoretical Perspectives

Cultural and Linguistic competencies

Use of Rubrics to Evaluate Oral and Written Work

OUTCOMES

1. Students will be prepared to develop evidence-based plans of prevention, assessment and intervention for diverse individuals with communication disorders in the nine key areas across the lifespan.

INDICATORS OF SUCCESS

1. 90% of the students enrolled in professional courses each semester will report that they understand how to develop evidence-based clinical practice in some aspect of the clinical process.
2. The faculty curriculum committee will report that 100% of course syllabi for professional courses successfully address all components identified in the issue above.

STRATEGIES: Multiple Years – 2017-2021

1. By the beginning of the Fall 2012 semester, all professional course syllabi will be approved by the departmental faculty for adherence to requirements in FOCUS AREA 1.
2. Faculty will participate in on-going faculty development workshops to improve course syllabus development.

3. Update graduate course offerings and expand professional opportunities which support the ASHA scope of practice

FOCUS AREA 2: CLINICAL EDUCATION

- ***Issue. The inclusion of evidence-based practices in the treatment plans developed by student clinicians in each of the nine major disorders will enhance students' ability to provide effective clinical services as independent, competent professionals.***

OUTCOMES

1. Student clinicians will use evidence-based practices in their on-campus clinic work (Initial Case Summaries, Final Case Summaries, Treatment Plans) prior to off-campus assignments.
2. **Student clinicians will use evidence-based practices/theoretical perspectives in their off-campus clinic work.**

INDICATORS OF SUCCESS

1. Student clinicians enrolled in each on-campus clinic will provide documented evidence of evidence-based practices for each clinic assignment: assessment and/or treatment, as appropriate
2. Students will provide documentation evidence-based practice in each clinical practicum in which they are enrolled.

STRATEGIES

1. By the Fall 2017 all clinical faculty, including full-time faculty who provide clinic supervision, adjunct clinic supervisors, and full-time clinic supervisors will participate in professional development workshops related to evidence-based clinic practices.
2. Each semester a student orientation meeting will be held to familiarize students with evidence-based practices in course and clinic work and documentation of the nine major disorders.
3. During the 2017-2018 academic year, the program will explore the possibility of securing external sponsorships.
4. By Fall 2018, the University will hire a permanent clinic supervisor in order to expand on-campus clinic opportunities consistent with program outcomes.
5. Each year, attempt to identify resources to assist students in attending local, regional, and national professional conventions.
6. Expand clinical programs to include interprofessional education and practice.

7. Expose students to various programs/certifications that are on the cutting edge in speech-language pathology.
8. Enhance campus and broader community awareness of and access to clinical services.
9. Support opportunities for students to work in the community by encouraging volunteerism on campus and in the larger community.

FOCUS AREA 3: TRACKING FORMATIVE ASSESSMENT OF ASHA CERTIFICATION STANDARDS

- ***Issue. Developing and Implementing systematic, computer-based procedures for tracking ASHA certification standards of knowledge and clinical skills throughout the program will enable students to manage their progress towards achieving certification standards***

OUTCOMES

1. Students and faculty advisors will be able to maintain accurate student records on the status of each student's acquisition of ASHA certification standards and to monitor student progress throughout the program.
2. The *Verification by Graduate Program Director form* will be completed more efficiently at the end of the student's program.

INDICATORS OF SUCCESS

1. The course syllabus for each academic course in the curriculum will include 1) a statement of the relevant ASHA certification standard(s) and related student learning outcome(s); 2) procedures for achieving the standard/outcome; 3) means for assessing the learning outcome; and 4) plan for remediation when the learning outcome is not achieved.
2. Course syllabi for all on-campus clinic practica will be derived from ASHA certification standards and learning outcomes related to Standard IV-G: Prevention, Identification, Evaluation, Treatment, Patient Interaction, Documentation.
3. Each semester, client staffing for each client treated in on-campus clinics will provide an evidence-based rationale for proposed intervention and/or assessment

STRATEGIES

1. Beginning in Fall 2017, faculty/clinical staff will participate in an orientation on the program's online formative assessment plan.

2. Beginning in Fall 2017 and continuing thereafter, students will participate in a mid-point portfolio review of artifacts used for documentation of knowledge and skills standards.

FOCUS AREA 4: DEPARTMENTAL COMPREHENSIVE EXAMINATION

- ***Issue.*** *A redesign of the departmental comprehensive examination to include (a) an Evidence-Based Clinical Report and (b) the Praxis Examination will assure stakeholders that graduates of the master's degree program in speech-language pathology meet ASHA certification standards and satisfy the program's emphasis on accountability through Evidence-Based Clinical Practice.*

OUTCOMES

1. Graduates of the program will have the knowledge and skills to qualify for state and national credentials for independent professional practice in speech-language pathology.
2. Graduates of the program will have the knowledge, skills and disposition for independent, evidence-based professional practice.

INDICATORS OF SUCCESS

1. One hundred percent of graduates of the program will pass the revised departmental comprehensive examination.

STRATEGIES

1. In Fall 2017, departmental faculty will develop the steps to be taken to implement the new two-part departmental comprehensive examination: **a. Evidence-Based Practice Clinical Report** and **b. ASHA Praxis Examination**.
2. In Spring 2018, the department will conduct a pilot of second-year students on the new two-part departmental comprehensive examination: These students will be required to take both parts of the examination but to pass part A only.
3. Based on a review of the pilot results, in Spring 2018, departmental faculty will develop guidelines for the new departmental comprehensive examination.
4. All students entering the program in Summer/Fall 2017 will be required to pass both parts of the departmental examination to satisfy the **Departmental Comprehensive Examination** requirement of the program.

FOCUS AREA 5: PROGRAM MANAGEMENT

- ***Issue. Effectively managing the implementation of academic and clinical policies, procedures, and guidelines for tracking students through the program from admission to graduation will ensure the acquisition of academic and clinical student learning outcomes.***

OUTCOMES

1. Students will assume responsibility for monitoring learning outcomes related to the knowledge and skills standards in each of the nine disorders needed for ASHA certification.
2. Students will be able to document evidence-based practices in Evaluation and Intervention in the nine disorders prior to graduation.
3. Students will be prepared for success in each course in the sequence of courses for which they are eligible in the program of study.
4. Students will be prepared for their clinic assignments as they follow departmental policies and procedures regarding course prerequisites and other eligibility requirements for each clinic placement.

INDICATORS OF SUCCESS

1. On a semester-by-semester basis, each student will maintain an online portfolio documenting the acquisition of each student learning outcome (ASHA certification standard) included in the curriculum.
2. Academic and Clinic Advisement records will show the proper sequence of courses and clinic assignments. These records will be maintained by academic advisors and the director of clinical education.

STRATEGIES

1. Beginning Fall 2017, faculty will participate in on-going faculty development workshops designed to improve student advisement.
2. Beginning Fall 2017, the program will routinely conduct mid-point assessment of student portfolios by advisors, course-by-course assessment of certification standards by departmental faculty, and evaluation of evidence-based practices in evaluation and treatment by clinic supervisors.
3. In Fall 2017, departmental faculty will revise advisement guidelines to reflect revised outcomes in the current strategic plan.

