

Mission Statement of Southern University and A&M College

The mission of Southern University and A&M College, a historically black, 1890 land grant institution, in Baton Rouge, Louisiana is to provide a student-focused teaching and learning environment that creates global leadership opportunities for a diverse student population where teaching, research, service, scholarly and creative expectations for students and faculty are achieved through the bachelor's, master's, and doctoral programs offered at the institution via different instructional modalities and via public service.

Vision Statement

To provide access and opportunity to students and matriculate graduates who are equipped to excel in the 21st century, knowledge-based, global economy.

Core Values

Student-Centered
Academic Excellence
Access
Integrity
Research and Scholarship
Innovation
Diversity
Community

Institutional Goals

1. Commitment to Student Access and Affordability
2. Commitment to Academic Excellence and Student Success
3. Commitment to Institutional Effectiveness and Accountability
4. Commitment to Scholarly Research, Discovery, and Entrepreneurship
5. Commitment to Fundraising and Philanthropic Support
6. Commitment to Improve Campus Life through Infrastructural Development
7. Commitment to Promote the SUBR Brand through Outreach and Global Engagement
8. Commitment to Enhance Campus Technology
9. Commitment to Invest in Human Capital and Strengthen Human Resources Operations
10. Commitment to Quality Customer Service

Department of Speech-Language Pathology and Audiology

Mission

The mission of the Department of Speech-Language Pathology and Audiology program is to prepare reflective speech-language pathologists leading to lifelong learning and success by providing a student-centered experiential learning environment. Our students are mentored and prepared in developing leadership, critical thinking skills, a strong commitment to their profession and society, and become active contributors to the diverse local and global communities in which they serve, facilitating growth and progress in the profession. These efforts are assisted by the department's commitment to professional growth through clinical practice, scholarly activity, and service to the profession and the community. The program is developed in accordance with state and national accreditation standards and guidelines to ensure that graduates provide exemplary professional practice throughout their careers. The core values of the Master of Science in Speech-Language Pathology align with those of the University, ASHA, CAA, and CFCC.

Core Values

Equity/Diversity
Academic Excellence and Student Success
Evidence-Based
Accountability
Collaboration and Interprofessional Education
Community Engagement and Service
Integrity
Global Engagement and Outreach

Department of Speech-Language Pathology and Audiology Strategic Plan 2021-2025

Strategic Plan

The Strategic Plan for the Speech-Language Pathology Program aligns specifically with the following key areas and associated outcomes of the University's Strategic Plan: Teaching, Research, and Service.

Goals

1.0. Program Objective Strategy #1 Serve our communities and visibly engage the state of Louisiana through our educational, research and outreach activities.

A. Provide service to the community through speech-language assessment and treatment at the SU Speech, Hearing and Language Center.

B. Provide service to the community through speech-language and hearing screenings at local health fairs and private schools.

C. Establish collaborative partnerships with early head start centers within the state and provide screenings, speech-language assessments, and treatment.

D. Establish a Diverse Language Literacy Clinic (DLLC) to provide language and literacy services for school-age children and adolescents in our community.

E. Present and publish research that is relevant to the needs of our communities.

F. Develop SU Speech-Language-Hearing Clinic Support Group for individuals with Neurodegenerative/Neurological Disorders.

G. Provide clinical seminar series on vocal health to the university community and provide free voice screenings.

H. Continue maintaining the SPEAK OUT! & The LOUD Crowd programs for clients and individuals with Parkinson's Disease.

I. Continue expanding the SU teletherapy services across the state and beyond.

J. Faculty will complete a course on Quality Matters and become nationally certified to teach online courses. **(Ongoing)**

K. Faculty will complete professional development courses offered by the university on various topics (i.e., culturally responsive teaching, and accessibility). Completed Fall 2021 and ongoing

Responsible Persons: Department Chairperson, Program Director, Faculty, Staff, Clinical Supervisors, and Students

Action: Quality Matters Certificate Program, KASA/CALIPSO

2.0 Program Objective Strategy #2 Prepare students for tomorrow's careers and for lifelong success

2.1 Provide our students with exceptional job readiness and soft skills across all academic disciplines.

A. Review the curriculum annually for academic content and clinical skills to ensure that it covers the current speech-language pathology scope of practice.

B. Ensure employment of M.S. graduates seeking employment within 60 days of graduation at a rate of 100%.

C. Maintain ASHA Praxis Exam pass rates, student retention rates, and employment rates.

D. Continue to conduct assessment activities at least annually measuring and reporting student achievements (i.e., Praxis pass rates, employment rate within 12 months of graduation, and program completion rate).

E. Continue to align learning outcomes at the course level with SU ULOs, ASHA's Strategic Pathway Plan 2025, CAA/CFCC for 100% of academic and clinic courses.

Responsible Persons: Department Chairperson, Program Director, Faculty, Clinical Supervisors

Action: Course syllabi, KASA/CALIPSO

Timeline: Annually

2.2. Prepare every student for personal and professional success in a global sustainable diverse world.

A. Students will complete clinical practicums serving diverse clients.

B. Students will provide teletherapy services to global abroad communities in need of speech and language services through collaborative partnerships.

Responsible Persons: Department Chairperson, Program Director, Faculty, Clinical Supervisors

Timeline: Annually

Action: Professional Development Plans (Students, Faculty, Staff, and Clinical Supervisors)

2.3. Provide our students with Interprofessional Education (IPE) opportunities with a variety of disciplines.

A. Created a course SECD 564 Interprofessional Education for the SLP, which will be taught for the first time in Spring 2022. New course approved at all levels and now added to the newly revised program curriculum.

Responsible Persons: Department Chairperson, Program Director, Faculty, Staff.

3.0 Program Objective Strategy #3 Incorporate student feedback in department decision-making.

Rationale: Continue monitoring, evaluating, and implementing student feedback enhances classroom and clinical learning. Student involvement in department decision-making is vital to support responsible community living and increasing leadership skills.

A. Review, evaluate, and use student feedback from course evaluations, clinical supervisor evaluations, exit interviews, and alumni evaluations to aid in program decision-making.

Reporting Practice: Each semester. Review, evaluate, and use student feedback from CALIPSO in program decision-making.

Responsible individuals; Department Chair, Graduate Program Director, Clinical Coordinator, Department Retention Committee, Faculty, Staff, Students, and Clinical Educators.

Timeline: Bi-annually

4.0 Program Objective Strategy #4 Serve our communities and visibly engage the state of Louisiana through our educational, research, and outreach activities.

A. Provide service to the community through speech-language assessment and treatment at the SU Speech, Hearing, and Language Center

B. Provide service to the community through speech-language and hearing screenings at local health fairs, day care centers, head start centers, and private schools.

C. Establish collaborative partnerships with early head start centers within the state and provide screenings, speech-language assessments, and treatment.

D. Establish a Diverse Language Literacy Clinic (DLLC) to provide language and literacy services for school-age children and adolescents in our community.

E. Present and publish research that is relevant to the needs of our communities.

F. Develop SU Speech-Language-Hearing Clinic Support Group for individuals with Neurodegenerative/Neurological Disorders.

G. Update clinical seminar series on vocal health to the university community and provide free voice screenings.

H. Continue maintaining the SPEAK OUT! & The LOUD Crowd programs for clients and individuals with Parkinson's Disease.

I. Continue expanding the SU teletherapy services across the state and beyond.

J. Faculty will complete a course on Quality Matters and become nationally certified to teach online courses. (Ongoing)

K. Faculty will complete professional development courses offered by the university on various topics (i.e., culturally responsive teaching, and accessibility). Completed Fall 2021 and ongoing

Responsible Persons: Department Chairperson, Program Director, Faculty, Clinical Educators

Action: Quality Matters Certificate Program, KASA/CALIPSO

Timeline: Annually

5.0 Program Objective Strategy #5 Prepare students for tomorrow's careers and for lifelong success

5.1 Provide our students with exceptional job readiness and soft skills across all academic disciplines.

5.2. Review the curriculum annually for academic content and clinical skills to ensure that it covers the current speech-language pathology scope of practice.

5.3 Ensure employment of M.S. graduates seeking employment within 60 days of graduation at a rate of 100%.

5.4. Maintain ASHA Praxis Exam pass rates, student retention rates, and employment rates.

5.5. Continue to conduct assessment activities at least annually measuring and reporting student achievements (i.e., Praxis pass rates, employment rate within 12 months of graduation, and program completion rates).

5.6. Continue to align learning outcomes at the course level with SU ULOs, ASHA's Strategic Pathway Plan 2025, CAA/CFCC for 100% of academic and clinic courses.

Responsible Persons: Department Chairperson, Program Director, Faculty, Clinical Educators

Action: Course syllabi, KASA/CALIPSO

Timeline: Annually

6.0. Program Objective Strategy #6 Prepare every student for personal and professional success in a global sustainable diverse world.

6.1. Students will complete clinical practicums serving diverse clients.

6.2. Students will provide teletherapy services to global abroad communities in need of speech and language services through collaborative partnerships.

Responsible Persons: Department Chairperson, Program Director, Faculty, Clinical Educators

Timeline: Annually

7.0. Program Objective Strategy #7 Provide our students with Interprofessional Education (IPE) opportunities with a variety of disciplines.

7.1. Created a course SECD 564 Interprofessional Education for the SLP, which will be taught for the first time in Spring 2022. New course approved at all levels and now added to the newly revised program curriculum.

Responsible Persons: Department Chairperson, Program Director, Faculty, Clinical Educators, Department Curriculum Committee

Timeline: Ongoing

Focus Area 3: PROGRAM Objective #8 (Curriculum)

Maintain viability of the Speech-Language Pathology & Audiology Program and accreditation of the MS program.

Maintain compliance with national and state standards of accreditation and certification. For each cohort at the end of the first year, the program will conduct a pre-learning assessment for each student in our program. The pre-learning assessment is made up of a focused set of questions in general areas of the curriculum, that includes specific targets related to the national praxis examination.

The content focus is on three key areas:

1.0 Foundational Knowledge and Professional Practice

2.0 Screening, Assessment, Evaluation, Diagnosis, and Treatment Planning

3.0 Implementation, and Evaluation of Treatment

Each of the multiple-choice questions has only one answer. The expectations for mastery and are competence are for each student will obtain 80% and above. This assessment will be useful as the program tracks student's mastery and competency as they matriculate through the program, it will also provide additional information regarding the development of critical thinking skills because over 60% of the questions have been designed as case study questions that require a higher level of thinking, analysis, and problem-based learning format of the national Praxis Examination in SLP.

Timeline: The assessment is conducted for each student at the end of the first year and at the end of the first semester of the second year.

The resulting data is analyzed each year during our annual faculty retreat.

Use of Data for Improvement: the pre-learning assessment results are reviewed during our annual faculty retreat when an item analysis is

Clinicals

1.0 Clinical Program Training Objective #1:

1.1. Ensure clinical training provides students with knowledge and skills needed to work with diverse populations for social justice, equity, and access as measured by 90% of our students receiving a score of “3” or higher in CALIPSO by their practicum externship supervisors as related to ASHA Standard V-B 3a and 3.1.1B: “Communicates effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the patient, family, caregiver, and relevant others.

1.2. Expand departmental and clinical library to include diverse authors and articles addressing diverse populations; create an anti-racism resource for students.

1.3. Review, evaluate, and use student feedback from course evaluations, clinical supervisor evaluations, exit interviews, and alumni evaluations to aid in program decision-making.

1.4. Provide ethical, evidence-based clinical services, independently, to individuals with communication differences and disorders across the lifespan, from culturally and linguistically diverse backgrounds.

1.5. 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 practices.

1.6. Continue to strengthen the relationship between the Department and the SU community and beyond by providing the highest quality clinical services to the clients served in the SU Speech-Language-Hearing Clinic.

1.7. Provide speech, language, and hearing prevention, evaluation, and treatment services both on and off-campus.

1.8. Students who complete the master's degree program will demonstrate the acquisition of All ASHA Certification Standards by meeting these standards in targeted professional courses in the curriculum.

1.9. Students will demonstrate the ability to use evidence-based practice to support clinical decision-making by designing and implementing evidence-based practice interventions in their clinical assignments and passing the evidence-based practice portion of the departmental comprehensive examination.

1.10. Students will demonstrate acquisition of clinical skill standards for certification in speech-language pathology by constructing technical reports, diagnostic/treatment reports, diagnostic/treatment plans, clinical simulation, and professional correspondence.

1.11. Successful completion of the departmental comprehensive examination (EBP project) requires students to present a self-selected clinical case study to demonstrate the application of clinical reasoning skills and evidence-based practices in decision making. The case is selected from one in which the student was the clinician either on-campus or off-campus

Responsible individuals: Department Chair, Graduate Program Director, Clinic Coordinator, Clinical Educators, Faculty, Staff, and Students

Clinical: All assessment of clinical skills on and off-campus is conducted via grading rubrics in Calipso.

Reporting Practice: Each semester. Review, evaluate, and use student feedback from CALIPSO in program decision-making

Timeline: Each Semester