

SAU MSLP Strategic Plan 2019 – 2023

Mission:

The mission of the Master of Speech-Language Pathology program is to develop exceptional speech-language pathologists dedicated to positively impacting their communities through service, advocacy and scholarship. Graduates from the program will be known for their commitment to lifelong learning, high standards of professional behavior, sensitivity to human diversity, and their ability and willingness to use their knowledge and skills to enrich the lives of others.

Program Goals:

- To provide opportunities that engender students with the basic concept of the inherent dignity of every person.
- To foster a moral code of mutual respect, honesty, and integrity in students through academic experience, clinical practice, professional interactions, and scholarly endeavors.
- To provide a program where faculty and clinical supervisors have the requisite knowledge and skills to provide quality instruction to graduate students.
- To provide a graduate curriculum that is specifically designed to prepare students for entry into independent professional practice as a speech-language pathologist.
- To provide opportunities for students to develop a greater understanding and awareness of human cultures, capabilities, and limitations.

Program Level Student Learning Outcomes

1. Students will demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. Students will demonstrate ability to integrate information pertaining to normal and abnormal human development across the life span.
2. Students will demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences, and swallowing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates across the “big nine.” The “big nine” includes: articulation, fluency, voice and resonance (including respiration), receptive and expressive language, hearing (including the impact on speech and language), swallowing (oral, pharyngeal and related functions including oral function for feeding, orofacial myology), cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning), social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities), and augmentative communication modalities.
3. Students will demonstrate knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders across the “big nine” (see student learning outcome number 2 for details).

4. Students will demonstrate knowledge of the principles and rules of the current ASHA code of ethics.
5. Students will demonstrate knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.
6. Students will demonstrate knowledge of contemporary professional issues.
7. Students will demonstrate knowledge about certification, specialty recognition, licensure, and other relevant professional credentials.
8. Students will demonstrate skill in oral and written or other forms of communication sufficient for entry into professional practice.
9. Students will demonstrate evaluation skills across the “big nine” (see student learning outcome number 2 for details).
10. Students will demonstrate intervention skills across the “big nine” (see student learning outcome number 2 for details).
11. Students will demonstrate appropriate professional interaction.
12. Students will summarize the roles and responsibilities of other professionals who work for education and health care related fields.

Strategic Initiative 1: In line with our relentless commitment to develop exceptional SLPs, the program continually strives to strengthen and enhance the academic, clinical and scholarly experiences of students.

Indicator of Success:

- Completion of the goals listed below

Alignment with College and/or University Strategic Plan

- University level:
 - St. Ambrose University will ensure high-quality mission and market driven programs that deliver effective educational experiences.
- College level:
 - Prepare a highly qualified regional and national workforce in education, health and human services
 - Promote excellence in teaching and learning in all majors and programs
 - Promote innovative learning experiences for students in and out of the classroom
 - Foster team-teaching and the sharing of expertise across courses and departments

Status of Goal	Goal
	<p>Faculty will develop, at minimum, 30 to 60 minute recorded trainings for each of the following disorders areas. The trainings will be maintained on the program’s MSLP Clinic Blackboard site and accessible to students throughout their time in the program. The trainings will be used to provide students with additional resources to view when preparing to provide services to clients, when preparing for the national exam, when needing an overview of a disorder area and/or as part of an informal or formal remediation plan.</p> <p>A minimum of 3 trainings will be recorded annually. New trainings may be added to this list.</p> <ul style="list-style-type: none"> • Articulation disorders • Phonological disorders • Apraxia • Aphasia • Cognitive-Linguistic deficits • Child Language • Fluency • Dysphagia (oral dysphagia) • Dysphagia (pharyngeal dysphagia)
	<p>Program level student learning outcomes will be updated to reflect 2020 SLP Certification Standards and submitted for approval to EPC. This will be completed by May 2019 and the program’s annual assessment for SAU will be updated by July 1, 2019.</p>
	<p>As a group, faculty will review, discuss and modify student learning outcomes for all undergraduate courses. This will be completed by September 2020.</p>
	<p>Instructors will identify a direct formative or summative assessment for each student learning outcome in the undergraduate course(s) they teach. This will be completed by December 2020.</p>
	<p>As a group, faculty will review, discuss and modify student learning outcomes for all graduate courses. This will be completed by September 2023.</p>
	<p>Instructors will identify a direct formative or summative assessment for each student learning outcome in the graduate course(s) they teach. This will be completed by December 2023.</p>
	<p>Faculty will discuss program level student learning outcomes related to student knowledge and skills in research, evidence-based practice and assessment of treatment outcomes and determine best instructional strategies to meet the outcomes and assess the outcomes. This will be completed by December 2023.</p>

	Faculty will discuss implementation of clinical competencies as an additional assessment of student learning. This will be completed August 2021.
	Faculty will continue to research and discuss implementation of clinical simulations as a means of accruing direct clinical contact hours. This will be completed by December 2023.
	Following the hire of a full-time tenure track faculty member, the faculty will discuss modifications to the curriculum (e.g. course credit hours, names of courses, course descriptions, course instructors, course schedule) to ensure program is making best use of faculty areas of expertise. This will be completed by December 2023.
	Ensure each disorder course has a student learning outcome relating to educating family and client regarding the communication disorder. This will be completed by September 2023.
	Faculty will discuss adding a student learning outcome to Professional Issues II regarding eligibility/criteria requirements for services in university settings, school settings, and medical settings. This is based on feedback from program advisory council. This will be completed by September 2023.
	Faculty will discuss ways to be more strategic and explicit in the communication of person centered care to students.

Strategic Initiative 2: Students, faculty, alumni, clients, community organizations and employers speak highly of the program, it is time for the program to embrace its exceptionalism and boldly share our story at a regional level.

Indicator of Success: Completion of the goals listed below

Alignment with College and/or University Strategic Plan:

- University level:
 - St. Ambrose University will improve the accessibility of an Ambrose education
 - Expand and retain a diverse population of well-qualified students, faculty, and staff
- College level:
 - Collaborate to offer pathways and dual degrees among programs within and between colleges
 - Encourage faculty research and practice in other countries
 - Become recognized as a leading provider of high quality, post-graduate continuing education for professional

Status of Goal	Goal
	<p>Increase regional awareness of the program by completing the following by December 2023:</p> <ul style="list-style-type: none"> • Collaborate with Communications and Marketing Department to highlight the ‘value added’ experiences of the program on the program website. • Investigate cost and ability of program to have a graduate recruitment booth at state speech-language and audiology conferences in the region. • Collaborate with Communication and Marketing Department to highlight a path to graduation for high school students interested in attending SAU. • Collaborate with faculty advisors from regional university NSSLHA Chapters and determine best methods for sharing program information to their undergraduate Communication Sciences and Disorder students.
	<p>Collaborate with undergraduate SAU programs to develop a plan of study for completing their major along with completing the SAU MSLP admission requirements. This will be completed by December 2023.</p>
	<p>Develop and gain approval from SAU EPC Committee for a minor in speech-language pathology. This will be completed by December 2021.</p>
	<p>Following hire of full-time tenure track position, review adjunct budget to determine availability of funds to help support the program in the provision of new and unique clinical experiences for students (Interprofessional Clinic, undergraduate clinic experience, summer therapy groups, collaboration with Iowa ALS Chapter, collaboration with GiGi’s Playhouse, etc.).</p>