The Edinboro University M.A. Program in Speech-Language Pathology Strategic Plan

Vision Statement
The EU M.A. Program in Speech-Language Pathology will meet the present and future professional challenges by maintaining a faculty team with expertise across the full scope of practice of SLP and by instilling in its students, high ethical standards and an integration of the best available scientific evidence.

Mission Statement
The mission of the SLP program at Edinboro University is to prepare graduate students to acquire the knowledge and skills needed to conduct entry-level clinical services to individuals with communication and/or swallowing needs.

Core Values
The EU SLP Program is based on the following core values: impartiality, beneficence, trustworthiness, currency, and advocacy.

Background
This program began in 1974 to enable students to qualify for national certification in speech-language pathology, and after Pennsylvania adopted licensure in 1986, graduates also qualified for that credential. Initial accreditation of the program occurred in 1991 from the Educational Standards Board (ESB) and has been maintained to the present time from the Council on Accreditation in Audiology and Speech-Language Pathology (CAA). The program has grown from a 39-credit degree to its current 54 credits, in response to an expanded scope of practice, higher certification standards, and the need for clinical experiences in more work settings. Since 1991, nearly all students have been enrolled full-time and begin in the fall semester. The program was among the initial cadre of SLP programs subscribing to the common application, CSDCAS, for its applicants. The Department moved to its current location on the second floor of the Jeremy Brown Human Services Building, in 2011.

Focus Areas
1. Personnel

Goal One: Attract highly qualified faculty to replace those who retire or leave for other reasons, so that each cohort of students receives the necessary knowledge and skills in the scope of practice of SLP.

Strategies: Maintain a five-year plan of projected personnel changes; project areas of expertise needed in future new faculty and staff; submit requests to hire, early enough to allow optimal hiring opportunities.
Actions: Develop a five-year personnel plan; submit requests to hire and secure timely administrative approval for filling faculty vacancies.

Primary measures: number of semesters Department is fully staffed; percentage of requests to hire that are approved; number of applicants for a search; number of successful hires

Goal Two: Provide all full-time faculty members with the resources for professional development needed to maintain their professional practice credentials and areas of teaching expertise.

Strategies: Request sufficient funding for each tenured/tenure-track faculty member to attend high quality continuing education activities each year.

Actions: Request funding level that enables each tenured/tenure-track faculty member to attend one national meeting per year; pursue alternative funding sources for faculty professional development.

Primary measures: Approved levels of funding devoted to faculty professional development; total number of funded vs. unfunded continuing education activities attended by faculty each year.

Goal Three: Provide necessary training and resources for the SLP program coordinator to fulfill the responsibilities of the position, including, but not limited to leadership and potential changes in standards in accreditation, certification, and licensure.

Strategies: Gain release time support, and sufficient professional development funding for the SLP graduate program coordinator.

Actions: Request release time for the SLP graduate program coordinator; request full funding for the SLP graduate program coordinator to attend at least one national conference each year.

Primary measures: budgeted amounts devoted to professional development for SLP graduate program coordinator; number of funded vs. unfunded state and national meetings attended by the SLP graduate program coordinator each year; teaching load of SLP graduate program coordinator each academic year.

Goal Four: Support professional growth of faculty in research and service.

Strategies: Increase awareness of, and assistance with, grant RFPs via the Office of Grants; development of University policies and practices that allow for workload and/or teaching schedules, to accommodate research activities; Department to encourage faculty to pursue state and national service in our discipline (e.g., boards, committees, councils).

Actions: seek extramural funding that enables faculty to be eligible for release time for research; include requests for funding for faculty participation at professional meetings and conferences, in the Departmental budget request.
Measures: number of faculty serving state and national bodies in their discipline; number of faculty presentations, publications, and grants; number of faculty/student research projects

2. Curriculum

Goal One: Ensure that a sufficient supply of quality internship sites exist for each student in the program to obtain the clinical training required for clinical credentials

Strategies: Maintain a sufficient number and variety of internship sites; develop an efficient process from initial contact of potential clinical partners to execution of affiliation agreements; resolve the current limitations on number of states where internships can take place

Actions: Renew existing clinical affiliations and recruit new partners who have desired patient/client populations; investigate ways to speed up the process of affiliation agreement review and final decisions; increase number of state authorization agreements

Primary measures: Number of affiliation agreements in effect each year; number of new internship sites each year; duration required from initial request to final decision for proposed affiliation agreements; number of states available for our interns

Goal Two: Provide training resources for clinical preceptors of our students

Strategies: Create accessible educational supervisory resources (e.g., podcasts, webinars) for preceptors; provide free CE activities

Actions: Develop resources and use those developed by CAPCSD and others; survey students about their perceptions of their preceptors’ ability to effectively guide them; continue the annual Alumni Conference and free passes to supervisors of our interns (other than those in PA schools)

Primary measures: Number of useful resources available to our preceptors; number of preceptors rated as good or excellent by interns

Goal Three: Market Leader Center services to attract a sufficient number of clients of various age groups and disorders, to provide students with the needed experiences to be successful in their internships

Strategies: Consider expansion of services via methods other than one-to-one sessions

Actions: Investigate feasibility of adding group sessions, telepractice, preschool, and day camps

Primary measures: Number of hours of services delivered each semester, average number of clinical hours earned by students each semester, comparison of pre- and post-measures of clinical skills of students enrolled in clinic
Goal Four: Integrate interprofessional education into the student experience

Strategies: Increase opportunities for students to engage in interprofessional education

Actions: Schedule each student for at least one clinical experience that places them on a team consisting of an SLP and other professionals; create opportunities for all students to attend staffings, grand rounds, or IEP meetings during their clinical rotations; collaborate with Nursing, Social Work, Counseling, Athletic training, and LECOM to create an interprofessional speaker series; infusing IPE framework into Departmental curriculum

Primary measures: number of clinical sites hosting one of our students for an internship that offer IPE per year; number of our M.A. students engaged in IPE; number of interprofessional practice projects and presentations

Goal Five: Provide high quality education and experiences that reflect contemporary knowledge and practice patterns

Strategies: Align curriculum outcomes with certification, licensure, and accreditation standards

Actions: Periodically review and update the curriculum to reflect contemporary knowledge and practice patterns.

Primary Measures: student performance on each section of the national examination in SLP, job placement rate

3. Students

Goal One: Recruit bright and highly motivated students

Strategies: Make our program the first choice of applicants; optimize utilization of electronic and in-person communication with prospective students to address their questions in a timely manner;

Actions: Maintain or increase graduate assistantship allocation, work to maintain affordable tuition and fees for residents and non-residents, maintain a contemporary and comprehensive curriculum, maintain geographic flexibility for clinical internships, support for quality web presence on Department, Graduate School, and CSDCAS web sites; market student/alumni success and satisfaction through the newsletter

Primary measures: Number of completed applications, number of undergraduate institutions attended by applicants, number of applicants with GPA ≥ 3.5, percent of students completing the degree who started it, mean scores and pass rates on the national exam in speech-language pathology, feedback from recent graduates and their employers, funding allocation for graduate assistantships

4. Physical facility
**Goal One:** Have appropriate audiovisual technology for clinical and teaching needs

Strategies: Assess the audiovisual recording needs of the Department; identify potential funding sources for audiovisual equipment replacement and/or upgrades; investigate audiovisual systems that allow synchronous recording that can be seamlessly stored electronically for later review

Actions: Invite demonstrations and bids of appropriate equipment; seeking funding sources for the selected hardware, software, installation, and training; installation of purchased equipment and training of staff on using it effectively

Primary measures: Date of installed audiovisual recording system; satisfaction levels of end users

**Goal Two:** Install soundproofing in ceilings and walls throughout the Department

Strategies: Assess existing acoustical/listening problems and find effective remediation; meet national standards for classroom acoustics (ANSI 12.60-2002) in Room 208 and privacy requirements (e.g., HIPAA, FERPA) for offices and clinic treatment rooms

Actions: Conduct an acoustical analysis of all space in the Department; obtain bids for the acoustical remediation; investigate funding sources; procure and install soundproofing; schedule installation when least disruptive to classes and clinical service delivery; reassess acoustical/listening concerns of staff

Primary measures: Classroom in compliance with ANSI 12.60 (2002); ability to comprehend instructor in Room 208 during rainstorm; inability to overhear or be distracted by, conversations in adjacent rooms during advising or clinical treatment sessions

**Goal Three:** Maintain supply of commonly used diagnostic tests and equipment used in contemporary clinical practice.

Strategies: Annual budget request to provide matching funds for diagnostic test and equipment purchases; requested list of tests and equipment will be prioritized by the Department

Actions: Call for requests for new tests and equipment, from faculty; consideration of electronic copies of tests at reduced costs; seek extramural funding for test and equipment needs; purchase new tests and equipment; discard outdated materials

Primary measures: Approved budget for tests; percentage of tests available per number of requests; frequency of use of new tests and equipment