The Speech-Language Pathology Program at SFASU is one of several programs in the Department of Human Services, which is housed under the James I. Perkins College of Education (COE). Other departments in the COE include Elementary Education, Human Sciences, Kinesiology and Health Science, and Secondary Education and Education Leadership. Other programs of study offered by the Department of Human Services include Rehabilitation Sciences, Deaf and Hearing Impaired, Orientation and Mobility, Counseling, Visually Impaired, Special Education, and School and Behavioral Psychology.

The long-term strategic plan of the Speech-Language Pathology Program is guided by the mission, values, and goals of Stephen F. Austin State University, James I. Perkins College of Education, the Department of Human Services, and the standards of the national accrediting agency, the American Speech-Language-Hearing Association (www.asha.org).

SFASU MISSION STATEMENT
(Approved on 04/22/08)

Stephen F. Austin State University is a comprehensive institution dedicated to excellence in teaching, research, scholarship, creative work, and service. Through the personal attention of our faculty and staff, we engage our students in a learner-centered environment and offer opportunities to prepare for the challenges of living in the global community.

SFASU STRATEGIC PLAN 2013: PREPARING FOR THE FUTURE
(Approved by the Board of Regents on 07/15/08)

- Initiative #1 - Enhance excellence in teaching and learning, research, scholarship, creative work, and service
- Initiative #2 - Improve faculty and staff compensation, recognition, and support
- Initiative #3 - Increase undergraduate and graduate enrollment
- Initiative #4 - Develop a learner-centered environment
- Initiative #5 - Create new learning opportunities through additional interdisciplinary, international, service learning, and civic engagement experiences
- Initiative #6 - Increase the visibility of the university through marketing initiatives
  - http://www.sfasu.edu/research/sfa_mission.asp
COE VISION: The Perkins College of Education at Stephen F. Austin State University will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at state, national, and international levels.

COE MISSION: The mission of the Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.

To accomplish this mission, the goals of the Perkins College of Education are to:

- Provide programs at both undergraduate and graduate levels based upon sound pedagogical and clinical practice
- Prepare teachers, support personnel, and educational leaders for Texas
- Employ and support faculty members who are committed to excellence in teaching, scholarship, and service
- Provide a variety of teaching venues incorporating the latest technologies to a range of diverse student interests, backgrounds, and aspirations
- Maintain resources and facilities that allow each program to meet its expected outcomes
- Collaborate with external partners to enhance students’ knowledge, skills, and dispositions, and to influence the ongoing exchange of ideas for mutual benefit
- Engage in outreach services
  - To address specific needs in the broader community,
  - To enhance student learning,
  - To instill commitment to service, and
  - To promote the reputation of the University, and to
- Conduct research to advance knowledge and to contribute to the common good.

COE CORE VALUES

In the Perkins College of Education at Stephen F. Austin State University, we value and are committed to:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior, and
- Service that enriches the community.

  - [http://www.sfasu.edu/education/about/mission.asp](http://www.sfasu.edu/education/about/mission.asp)
DEPARTMENT OF HUMAN SERVICES (DHS)
(Approved by the Department of Human Services on 04/23/09)

MISSION:
The Department of Human Services prepares undergraduates and graduate students for leadership and service roles in East Texas and the global community. The department is committed to incorporation of community-based, service-learning experiences within its educational programs to maximize the advancement of students’ personal and professional development.

OBJECTIVES:
Objectives of the DHS include:
   (1) The preparation of special education teachers for elementary and secondary schools,
   (2) The preparation of persons for careers in rehabilitation, orientation and mobility, and related human services, occupations serving persons with disabilities, speech language pathology and school psychology.

SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY PROGRAM

VISION:
The Speech-Language Pathology Program at Stephen F. Austin State University will be recognized nationally for the superior academic and clinical training of Speech/Language Pathologists, and regionally as a provider of outstanding clinical services to persons with communication and swallowing disorders. The program will meet or exceed required guidelines of accreditation bodies, licensure requirements, and certification standards.

MISSION:
The mission of the Speech-Language Pathology Program is to prepare knowledgeable professionals committed to meeting the communicative needs of persons with varied communication disorders thereby improving their quality of life. To meet this mission, the Program emphasizes the importance of scientific study, critical thinking skills, interdisciplinary collaboration, ethical principles, the responsibility to educate the public about communicative disorders, and the importance of continued professional development throughout one's career.
SPEECH-LANGUAGE PATHOLOGY CORE VALUES AND STRATEGIC PLAN

To meet this mission, the following ASHA accreditation standards will guide the creation of core values for the program and the development of the following strategic plan:

1. **ADMINISTRATIVE STRUCTURE AND GOVERNANCE** (Standard 1.0)

   • **1A: Demonstration of clear autonomy within the Perkins College of Education.**
     • **Strategy:** The autonomy of program within the department will be ensured by the program faculty being given authority for the overall responsibility for oversight of the program and its everyday functions. The faculty, under the supervision of the Program Director, will evaluate all aspects of the program including curriculum development, teaching, and students’ attainment of required knowledge and skills.
     • **Who:** Program Director and Chair of Department
     • **When:** Started in Fall of 2009, ongoing
     • **Resources:** Meetings with department chair and SLP Faculty, Forms used for faculty and program director evaluation (completed annually).
     • **Outcome Measures:** With the coming year, a proposed restructuring of the department will assure that the program director will have administrative and evaluative responsibility for the program faculty and staff. The faculty and the Program Director must assure that the program is fully implemented in line with both ASHA and university guidelines.

   • **1B: Demonstration of clear lines of authority that are consistently used to promote the highest standards of cooperation between faculty and staff members.**
     • **Strategy:** 1) Adherence to administrative tree (see form at end of document) outlining the lines of authority and 2) regular faculty meetings with pre-determined agendas and input from all faculty prior to and during the meetings.
     • **Person Responsible:** Program Director
     • **When:** Initiated in Fall, 2009 and ongoing
     • **Resources:** Administrative chain of command diagram and faculty meeting agendas and minutes, job descriptions approved and provided to secretaries
     • **Outcome Measures:** Increased efficiency and decreased ambiguity regarding what duties fall under what staff member’s job description. Clearer lines of communication between faculty and program director. New job descriptions have been created to better define the role of the program secretary vs. the role of the clinic secretary. Job descriptions have also been created for the work-study student (clinic oriented) and for our graduate assistants (academic faculty support and research oriented).
2. FACULTY (Standard 2.0)
   • 2A: Ensure that adequate resources are made available for faculty use as needed to challenge students both academically and clinically.
     • **Strategy:** The university and college strategic plans outline specific actions and funding to meet university, college, departmental and program strategic plans. They have committed to carrying out these actions to ensure the continued provision of adequate resources for our program.
     • **Person Responsible:** Department Chair
     • **When:** Ongoing
     • **Resources:** Faculty, Physical facilities (clinic rooms, offices, labs…)
     • **Outcome Measures:** Adequate faculty, adequate resources to meet the ASHA standards. Adequate graduate student workroom space, number of computers, etc.

   • 2B: Plan for an academic and clinical faculty that can and will expand to meet the needs of a growing dynamic program.
     • **Strategy:** In the face of economic challenges and legislative shortfalls, the program will continue to be proactive with administration to search for faculty and funds to meet ongoing program needs.
     • **Person Responsible:** Department Chair and Program Director
     • **When:** Ongoing
     • **Resources:** Adequate budget to meet expansion needs.
     • **Outcome Measures:** Hiring of 2 new FTEs (one clinical and one academic), 20% increase in operations and maintenance funds

3. ACADEMIC AND CLINICAL EDUCATION IN SPEECH-LANGUAGE PATHOLOGY
   (Standard 3.0-Curriculum)

   ACADEMIC:
   • 3A: Completion of constant and continuing review of our SLP curriculum.
     • **Strategy:** Increase integration and synthesis of current evidenced-based practices into both the academic and clinical courses and clinical practicums, and use of research that guides curriculum modifications and advancements to best meet the clinical and instructional needs of our students and community.
     • **Person Responsible:** The Program Director (with input from Faculty)
     • **When:** Annually (minimally)
     • **Resources:** Using a variety of program review resources (e.g. curriculum committee, alumni and employer surveys, among others), the currency, relevancy, and completeness of the academic preparation will be measured. These reviews and measurements will be an ongoing process and are documented and available to students and faculty. The purpose of these reviews is to continually improve and refine the academic preparation of our students. Changes in academic preparation will always be linked to and supported by this review process and supported and guided by ASHA best practices and requirements.
     • **Outcome Measures:** New courses and/or course modifications successfully proposed, accepted, and integrated into the existing curriculum plan.
• 3B: Provision of theoretical and research-based information regarding normal aspects and development of human communication and swallowing across the lifespan.
  • **Strategy:** Ensure these topics are covered at both the undergraduate and graduate level through course content (emphasis at the undergraduate level) through review of course syllabi and pre-post instructional surveys completed by students
  • **Person Responsible:** Graduate and Clinical Instructor Faculty members
  • **When:** Current and ongoing
  • **Resources:** Syllabi that fully integrate this information into student learning outcomes, projects, exams
    - **Undergraduate:** 130-Intro. to SLP, 210-Phonetics, 233-Anatomy and Physiology of Speech, 250-Normal speech and language development, 371-Intro. to Audiology, 480-Neurological bases of communication
    - **Graduate:** 506-Dysphagia, 507-Speech Science
  • **Outcome Measures:** Acceptance into our undergraduate program after these core courses are completed (must complete “normal” courses before they are accepted into “disordered” courses). See “undergraduate application form” at [http://www.sfasu.edu/education/departments/humanservices/programs/speechpath/docs/undergraduate-application.pdf](http://www.sfasu.edu/education/departments/humanservices/programs/speechpath/docs/undergraduate-application.pdf). Graduate students will answer questions about normal development and function on our comprehensive exam and the national exam with at least 75% accuracy.

• 3C: Provision of information regarding the etiology, diagnosis, and treatment of disordered human communication and swallowing to all students.
  • **Strategy:** Ensure these topics are covered at both the undergraduate and graduate level through course content (emphasis at the graduate level)
  • **Person Responsible:** Graduate and Clinical Instructor Faculty members
  • **When:** Current and ongoing
  • **Resources:**
    - **Undergraduate:** 230-Speech disorders, 320-Language disorders in infants and children, 322-Language disorders in school aged children and adolescents, 300-Clinical intervention methods, 334-Diagnostic methods in speech-language pathology, 335-Clinical experience
    - **Graduate:** 500-Aphasia, 501-Phonological Disorders, 502-Fluency Disorders, 503-Language disorders in children, 504-Clinical Practicums, 505-AAC, 506-Dysphagia, 508-Neuropathologies of Speech, 510-CAPD, 512-Voice Disorders, 513-Craniofacial Anomalies
  • **Outcome Measures:** Responding to questions in these areas on our comprehensive exam and the national exam with at least 75% accuracy
3D: **Emphasis of the importance of scientific study, critical thinking skills, interdisciplinary collaboration, and ethical principles.**  

**Strategy:** To expose graduate students to scientific approaches and research methods earlier in the graduate school program to encourage master’s theses and integrate evidence-based approaches into treatment and management of clients. Implement a “Clinical Research Protocol” to be used for all graduate student clinicians during all semesters of registration for clinical practicum to assess their understanding of the importance of incorporating evidence-based practices into clinical assessment and treatment. (see form at [http://www.sfasu.edu/education/departments/humanservices/programs/speechpath/docs/clinical-research-protocol.pdf](http://www.sfasu.edu/education/departments/humanservices/programs/speechpath/docs/clinical-research-protocol.pdf))

- **Person Responsible:** Faculty teaching research methods courses and clinic class course  
- **When:** Proposed course scheduling changes made in fall, 2009, going into effect in Spring of 2010.  
- **Resources:** Materials provided to students in these courses, required projects  
- **Outcome Measures:** 1) Two research methods courses moved from the second year of graduate study to the first year. 2) Critical review of research studies taught in these courses and in other content specific courses (e.g. voice disorders). 3) Ethical principles covered in one of the Clinic lecture semesters (professional issues, ethics, and prep. for comps and national exam covered in this semester). 4) Successful integration of evidence-based practice principles into clinical practicums (per supervisor reports) and scoring 75% or better on these sections of our comprehensive exams and the national exam.

3E: **Increased awareness of the importance of fostering respect and support for cultural and linguistic diversity in an ever-growing multicultural population comprised of different ethnic and racial groups.**

- **Strategy:** 1) Integrate multicultural information into individual content courses and provide a class specifically focused on this topic (Clinic lecture component of 504). 2) Provide information about our program to traditionally Spanish dominant high schools and/or colleges and participate in career days in predominantly Spanish areas.  
- **Person Responsible:** 1) and 2) All academic and clinical faculty (monitored annually by Program Director with assistance from program secretary)  
- **When:** 1) Throughout the graduate degree through course content and in the class component of SPH 504, 2) in late Fall or early Spring every year  
- **Resources:** Multicultural Issues section of the Clinic lecture (SPH 504) and materials presented in other content specific courses (e.g. Craniofacial Anomalies and Phonetics, among others)  
- **Outcome Measures:** 1) Completion of Multicultural Issues section of the Clinic lecture (SPH 504) and 75% accuracy in responses on these sections of the comprehensive exam and the national exam. 2) Increase in applications from Spanish-speaking individuals to 1 per year (applicants will have to be competitive in every way with other candidates for our program).
• 3F: Provision of coursework which reflects the current scope of practice, incorporates emerging technologies, and prepares students for the profession in a culturally and linguistically diverse society.
  • **Strategy:** Increased acquisition and use of technology in assessment of voice and speech and swallowing disorders (both in academic courses and clinical practicums). Continued inclusion of AAC course with yearly updating for technological advances. Multicultural Issues and Specific Disorders components of the Clinic lecture (504) (two of four semesters).
  • **Person Responsible:** Program Director (for overall verification and as instructor of AAC and some portions of seminar), relevant academic and clinical faculty
  • **When:** Annually (to begin in Spring, 2010)
  • **Resources:** Guest speakers and demonstrations for the three courses described above
  • **Outcome Measures:** Minimum of 75% accuracy for all students on the program’s comprehensive examination and the national PRAXIS exam in the sections pertaining to professional issues, AAC, and multicultural issues

• 3G: Provision of information regarding research methods, as well as experience in evaluating both research literature and clinical effectiveness.
  • **Strategy:** 1) Two formal research methodology courses, to be provided during the first year of graduate study (changed from previous plan which had them scheduled for the second year of study). Courses to include both statistical methods and SLP-specific research methodology and applications. Inclusion in all major content courses of required reviewing/critiquing of evidence-based journal articles. 2) Students to be required to obtain a research article for all of their clients each semester to support their selection of assessment and treatment methods. Please see 3M below.
  • **Person Responsible:** Graduate Faculty, Clinical Faculty and Program Director
  • **When:** Change in scheduling of these courses effective in Spring, 2010.
  • **Resources:** Agreement by respective professors to teach these courses to first year graduate students rather than second year students (received). Assignments of literature review in graduate level courses.
  • **Outcome Measures:** Demonstrated competency in the designing and critiquing of evidence-based research and in knowledge of basic statistical concepts as evidenced by a minimum of 75% accuracy in responses to these sections of questions on the program’s comprehensive exam and the national exam.

• 3H: Preparation of students to exceed the academic requirements for ASHA certification and successful CF, and Texas licensure.
  • **Strategy:** 1) Review with individual students their progress towards completion of the KASA requirements per ASHA regulations and requirements for Texas licensure. 2) Incorporation of KASA objectives and requirements into all academic and clinical course syllabi, monitoring of progress towards meeting these requirements
• **Person Responsible**: Program Director and all faculty members involved in academic and clinical preparation

• **When**: At the end of each semester

• **Resources**: Individualized KASA document for each student (facilitated by the SAMS software package)

• **Outcome Measures**: 100% completion of all KASA requirements prior to graduation. 90% pass rate on national praxis exam (required by ASHA) and consistently higher scores than the national average, and obtaining a Texas SLP license (if plan is to practice in Texas).

**CLINICAL:**

- **3I**: Preparation of students for clinical experiences through observation of a variety of types and severities of human communication and swallowing disorders.
  - **Strategy**: Observation hours required by undergraduate courses to include a variety of disorders and populations.
  - **Person Responsible**: Clinic Director and Program Director
  - **When**: During undergraduate degree program (in courses SPH 130, 300, 334, 442)
  - **Resources**: Clinic secretary assisting students in signing up for observation hours and notifying potential observers of any changes or cancellations in the schedule for that day. Observation hours record form
  - **Outcome Measures**: All undergraduate students will complete the minimum 25 observation hours prior to graduation with their bachelor’s degree; these records will be kept in individual student files.

- **3J**: Provision of supervised experience in the assessment and treatment of children and adults with a variety of types and severities of human communication and swallowing disorders in a variety of settings.
  - **Strategy**: 1) Ensure the minimum required amount of clinical practicum hours for each of the primary disorder areas through both the clinic housed in our program and externships. 2) Ensure minimal requirements regarding supervision are being met or exceeded. 3) Ensure that the variety and types of clinical experiences best meets the needs of the students and fully represents expected types of clients/patients in our field.
  - **Person Responsible**: Clinic Director and Clinic Secretary
  - **When**: 1 and 2) Recorded each semester (at the end of the semester), weekly totals kept in individual supervisors’ offices
  - **Resources**: Clinical Practicum database records (records % of time in the clinical practicums spent under the supervision of licensed SLP, separated into assessment and treatment time), Monthly summary sheets completed by supervisors, University supervisors, e-mails, phone calls between supervisors and students.
  - **Outcome Measures**: Meet or exceed ASHA standards for all areas of clinical assessment and treatment in terms of types and severities of disorders, Meet or exceed ASHA requirements for amount of supervision of student clinicians (50% for assessments, 25% for treatments).
• **3K: Development of an understanding of professionalism, accountability, leadership, and ethical conduct.**
  
  **Strategy:** Provide students with information regarding interviewing skills, resume writing, professional issues and ethics in our field. Completion of the “professional issues” lecture component of the clinical practicum registration (one of four topics in four semesters) focused on interviewing skills, resume writing, ethics, and professional issues.
  
  **Person Responsible:** Academic and Clinical faculty (monitored by Program Director)
  
  **When:** 1) During the fall semester of both graduate years, 2) In content specific courses such as medical procedures and school procedures 3) During the 504 Clinic lecture semester focused on professional issues.
  
  **Resources:** Assessments/projects in seminar course, surveys completed post-graduation by alumni (within one year of graduation). Guest speakers for clinic orientation and clinical practicum lectures (SPH 504).
  
  **Outcome Measures:** Successful completion of projects and assignments in this course (and a grade of “B” or better).

• **3L: Increased coordination and collaboration between the supervisors of clinical sites and the clinical faculty at SFASU.**
  
  **Strategy:**
  
  - Provide each clinical supervisor with a Clinical Education Manual which includes clinic practicum requirements for student and supervisor; forms, faculty and staff contact information, attendance policy and forms, remediation/probation protocol, etc.
  - Require each clinical supervisor to complete of the Clinical Practicum Evaluation Form for each student for each semester.
  - Provide each clinical supervisor with any future paperwork changes or with any additional information as needed.
  - Maintain contact information for each supervisor and site.
  
  **Who:** Clinic Director, clinical supervisors, clinic secretary
  
  **When:** Spring 2010 and ongoing (annual review of clinic manual)
  
  **Resources:** Clinical Education Manual, Clinical Practicum Evaluation Form, program website including online information and forms
  
  **Outcome Measures:** 90% (or more) completion and return of all Clinical Practicum Evaluation Form each semester; 90% or better accuracy in maintenance of supervisor contact information; revisions of clinic manual each year (as needed)

• **3M: Provision of opportunities to relate theory to clinical practice using the most current and appropriate tools and techniques.**
  
  **Strategy:**
  
  1) Use of evidence-based practice to guide the purchasing and maintenance of the best possible clinical assessment and treatment materials. Integration and repeated exposure of students to methods of combining the research or theory into the clinical practice with expectations of increased independence in this process. 2) Implementation of the “Clinic Research Protocol” for all students during all
practicum registration hours. This form can be found on our website at the following address:
http://www.sfasu.edu/education/departments/humanservices/programs/speechpath/docs/clinical-research-protocol.pdf

- **Person Responsible:** Clinic Director and Program Director
- **When:** At least annually
- **Resources:** Emphasis on critical review of evidence-based practice articles throughout the content-specific academic and clinical courses
- **Outcome Measures:** Successful integration of new and innovative methods of assessment and treatment into a variety of age groups and etiologies of our patient populations. Successful critiquing of current evidence-based articles required as a component of all content courses.

- **3N: Preparation of students for independent practice and to exceed the clinical educational requirements for ASHA certification and CF and Texas licensure.**
  - **Strategy:** 1) Provide students with information regarding TX licensure and ASHA certification. 2) Provide information specific to the different types of professional work settings in our field (e.g. schools vs. medical vs. private practice).
  - **Person Responsible:** Program Director (verification) and Academic and Clinical faculty
  - **When:** During SPH 130-Intro. to SLP, During the 504 Clinic lecture semester focused on professional issues, at time of exit interviews and final advising sessions
  - **Resources:** Guest speakers and potential employers, follow-up surveys completed through our program’s alumni services (accessible through a webpage link designed for our alumni), clinical education manual, ASHA, TSHA (Texas Speech and Hearing Association), ETRSLHA (East Texas Regional Speech-Language Hearing Association), TX Board of Professional Licensing, websites, and professional brochures.
  - **Outcome Measures:** Achieve 90% employment rate within one year of graduation from the program

4. **STUDENTS**  
   (Standard 4.0)

- **4A: Demonstration of consistent and creative recruitment, mentoring, and graduating of students who are creative and exemplary professionals and who will be recruited by a variety of employers and employment settings as a result of positive experiences with previous graduates from our program.**

  - **Strategy:**
    - Proposal submitted (and follow-up to be completed) to provost in September of 2009 for increased graduate student enrollment with the condition of additional clinical supervisory faculty as a prerequisite. The program has a waiting list of highly qualified undergraduate students who could benefit from this increase in enrollment, and it would address the current national and state-
wide shortage of SLPs as well as generate increased revenue for the university.

- One component of this recruitment would include the attempts to recruit students interested in becoming bilingual SLPs.
- Participation in Showcase Saturdays (recruitment fairs sponsored by the university, all programs represented at booths)
- Provide recruitment materials in SPH 130 (Intro. to SLP)
- Participation at local, state, and national conventions for recruiting students

**Person Responsible:** Program Director and Department Chair, Program Secretary

**When:** Initiated in Fall, 2009, ongoing

**Resources:** 1) Approval by provost for the recruiting and hiring of new faculty (clinical and adjuncts), 2) Employer surveys and reports on the success of our graduate students at their facilities and workplace settings, 3) Coordination between the Linguistics program and our program (for bilingual recruitments)

**Outcome Measures:** 1) Addition of at least one full-time clinical faculty to our program within one year from now (by 2011), 2) Increased graduate student enrollment from 18 new students per year to 25 new students per year, 3) Inclusion of at least 1 student interested in a bilingual SLP specialty each year (who must meet or exceed the criteria used for acceptance for graduate school). 4) Previous employers requesting our graduate students on a regular basis.

- **4B: Increased emphasis on the importance of positively affecting persons with communication or swallowing disorders within the educational systems, healthcare facilities, and the community.**
  - **Strategy:** 1) Integration of academic and clinical coursework into externship clinical placements (off-site). 2) Creation of support groups for family members of specific types of patients (e.g. Autism or PDD, Aphasia, hearing impaired…) 3) Successful completion of clinical practicum requirements reviewed by clinical supervisors, students, and clinic director
  - **Person Responsible:** 1) All faculty and externship supervisors, 2) Clinical supervisors and program director
  - **When:** Current and ongoing
  - **Resources:** Brochures, Website links, Course content
  - **Outcome Measures:** Patient and client surveys, externship supervisors’ surveys.

- **4C: Increased assurance that all graduates of this program will enter the field as competent professionals.**
  - **Strategy:** Use a variety of program review sources to measure student learning, to include:
    - Successful completion of KASA document reviewed each semester by faculty advisor and student
    - Student performance on comprehensive examination completed by 2nd year graduate students
    - Student performance on the National PRAXIS Examination
• Student performance in externships determined by preparation for site(s)
• Survey information from employers and alumni surveys in a three-year cycle

**Person Responsible:** Program Director and faculty advisors (within the program)

**When:** End of each semester, Internal annual review, external review on a 3-year cycle beginning 2010

**Resources:** 1) Tracking student performance through SAMS software, questionnaires and surveys, and success rates from examinations, 2) Syllabi that reflect KASA objectives and course-specific student-learning outcomes, 3) Pre and post-course evaluations of successful learning of specific intended content (completed by students) 4) ClinPrac record-keeping program for clinical experiences

**Outcome Measures:** 1) Average GPA of 3.0 throughout degree plan, 2) 90% pass rate on comprehensive exam and national exam, 3) Employment in the profession within one year of graduation (employment rate exceeding 90% of graduates). 3) Successful completion of clinical practicum requirements reviewed by clinical supervisors, students, and clinic director

• **4D: The responsibility to educate the public about communication and swallowing disorders.**

  **Strategy:** 1) Place educational brochures and information on the website, parent and/or adult client and clinician conferences, 2) Develop support groups for specific types of disorders (e.g. aphasia support group, autism or PDD support group, etc.), 3) Provide community health fairs on a variety of special topics, 4) Complete speech and hearing screenings in surrounding geographical area

  **Person Responsible:** Program Director and Clinic Director, Clinical supervisors

  **When:** Ongoing (kept in full supply in clinic waiting room and updated on website at least once annually as needed)

  **Resources:** Published/printed brochures on a variety of SLP-related topics, website links with educational information as well as links to additional related sites

  **Outcome Measures:** 1) Surveys completed by parent and/or adult client at the end of each semester re: knowledge of their etiology(ies) and progress made in that semester as well as future tx goals, 2) Creation of at least one support group by 2011, with goal to continue to form groups as needed or appropriate (based upon our patient population and demand).

• **4E: The importance of continued professional development as a life-long learner.**

  **Strategy:** 1) Encourage faculty-mentored research for graduate and/or undergraduate students. 2) Expect all students to be competent reviewers of professional literature and evidence-based practice studies. 3) Demonstrate the value of attending professional conferences through faculty example and 4) Provide financial support for student attendance as available.

  **Person Responsible:** 1) Program Director, 2) and 3) All faculty, 4) Dept. Chair and NSSLHA sponsor (fundraisers, etc.)

  **When:** Review of all strategies each semester and progress towards achieving them during faculty meetings, etc.
• **Resources**: Internal or External Grants for Research, Possible course reductions pending approval from program director and department chair

• **Outcome Measures**: Student research projects (faculty mentored) presented to peers and/or at state conventions, publications in state journal (TSHA), Attendance at state or national conventions by at least 50% of our graduate students initially, work towards 90% attendance goal.

5. **ASSESSMENT**  
(Standard 5.0)

• **5A**: Demonstrate constant, measurable, and clearly documented assessment of student learning using both formative and summative systems.

  • **Strategy**: 1) Incorporation of all university, departmental, program-specific, and ASHA guided student learning outcomes into each individual syllabi, as they relate to that content area. Completion of pre and post-course surveys by students to measure successful learning of intended outcomes. 2) Discussion of the clinical and academic learning objectives from KASA that were addressed during the semester’s academic courses and clinical practicum experiences (Program Director and each graduate student) 3) Student interviews about KASA learning objectives 4) Success rates/performance on the Program’s Comprehensive Exam completed by every second-year graduate student in the program. 5) Success rates on the National Exam/Praxis.

• **Person Responsible**: Program Director (verification), All faculty, program secretary

• **When**: 1) Every semester (reviewed by program director) 2), 3), 4) Annually

• **Resources**: Central digital and hard-copy versions of all course syllabi and paper copies of pre- and post-course surveys collected and summarized in a course-specific spreadsheet, SAMS software package, ClinPrac system, National PRAXIS exam database/spreadsheet, program secretary

• **Outcome Measures**: 1) Achievement of at least 90% of intended course student learning outcomes, verified by students in pre vs. post-course surveys and in spreadsheet formats, 2) and 3) Students increased confidence and comprehension of KASA document and what their status is at all times (in terms of completion) and completion of 100% of KASA requirements for all graduate students at the time of graduation. 4) and 5) 90% pass rate overall, no single section or area completed with less than 75% accuracy by any student

• **5B**: Constant, measurable, and clearly documented assessment of all faculty using self-evaluation, peer-evaluation, and student evaluation systems. The program director will be assessed by the chair of the department and the faculty of the speech-language pathology program (in addition to student evaluations).

  • **Strategy**: 1) Administrative assessment, 2) Merit review (peer assessment and faculty annual reports)

  • **Person Responsible**: 1) Provost, Dean, Department Chair, and Program Director, 2) Peer assessment and faculty annual reports

  • **When**: Annually

• **Resources**: Promotion and Tenure documents and protocols, faculty annual report forms
• **Outcome Measures:** 1) Satisfactory performance (or above), 2) “3+” on merit review assessment tool form

• **5C: Incorporation of student learning objectives that support the goals and objectives of the Department of Human Services, the College of Education, the University, and the KASA document.**
  - **Strategy:** All syllabi will include SLOs (student learning objectives) that conform to ASHA requirements and PLOs (program learning objectives) that conform to data kept for the SACS (Southwest Accreditation of Colleges and Schools) requirements as well as the goals and learning outcomes prescribed by the University, the COE, and the Dept. of Human Services
  - **Person Responsible:** Faculty who teach graduate courses, verified/monitored by the program director.
  - **When:** Every semester (all syllabi checked by program director)
  - **Resources:** Annual distribution of all PLOs and SLOs along with the syllabi template required by the university to all faculty
  - **Outcome Measures:** 100% compliance with inclusion of these PLOs and SLOs in graduate courses syllabi.

• **5D: Positive responses when externship supervisors and employers of our graduates asked if the students’ academic preparation was sufficient for clinical externship sites or employment settings.**
  - **Strategy:** 1) Supervisor evaluations of the graduate student clinicians with the Clinical Practicum Evaluation form found in the Clinical Education Manual  2) Gather specific information in no less than a 3-year cycle through Alumni and Employer questionnaires and use of “Survey Monkey”
  - **Person Responsible:** Program Director, Clinic Director, externship clinical supervisors, and program secretary
  - **When:** Mid-semester and at the end of each semester
  - **Resources:** 1) Clinical Practicum Evaluation forms completed by supervisors and face-to-face, phone, and/or e-mail contact with the supervisors 2) Use of the “Survey Monkey” website and program
  - **Outcome Measures:** 1) Consistently positive and strong evaluations of our students by externship clinical supervisors, 2) “Acceptable” or “Superior” satisfaction ratings completed by alumni and employers of alumni and 90% percentage of employment within 1 year of graduation.

• **5E: Outside reviews completed by individuals or groups of individuals who are either alumni of our program and/or are currently teaching in an ASHA accredited program in Speech-Language Pathology.**
  - **Strategy:** Host outside review teams made up of individuals who are either alumni of our program and/or are teaching in an ASHA accredited program in Speech/Language Pathology. These reviewers may address specific academic topics suggested by the faculty or take a more global approach. A formal report of the findings of the visit will be presented to the Faculty, Program Director, Department Chair and Dean.
• **Person Responsible**: Program Director to set up the reviewers’ visit. All faculty and students will participate in the review.

• **When**: The visits will be scheduled as deemed appropriate by the Program Director (no less than every 3 years) with input regarding content and membership from the faculty.

• **Resources**: ASHA annual report standards and questions to be used as a framework, Alumni and/or teachers from ASHA accredited programs

• **Outcome Measures**: A formal report of these visits to be presented to the Program Director, Faculty, Department Chair, and Dean.

**5F**: Measurement of the currency, relevancy and completeness of clinical preparation will be completed using a variety of program review resources and an ongoing documentation process.

- **Strategy**: The Clinic Director will conduct an EXIT meeting with each graduating student to calculate the clinical practicum hours, to confirm completion of ASHA and SFA clinical practicum requirements, to discuss the state licensing and Clinical Fellowship procedures, and to organize and finalize the graduate student’s file.

- **Person Responsible**: Clinic Director, Program Director, and clinical supervisors, and students

- **When**: Mid-semester and/or at end of each semester, final semester prior to graduation

- **Resources**: 1) Clinical Practicum Evaluation form, 2) Face-to-face, phone, and e-mail interviews with supervisors and graduate student clinicians in regards to clinical performance and exposure needed to meet SFA and ASHA requirements, 3) Candidacy meetings held with each graduate student at the completion of 9 graduate semester hours to determine full acceptance into the program and ability to continue and areas of relative strengths/weaknesses 4) Clinical Practicum record of clinical practicum experiences, 5) Forms used for Evaluation of Clinical Supervisor, 6) Forms used for Evaluation of Clinical Externship, 7) KASA documentation, 8) Employer Satisfaction Rating forms from employers of our recent graduates

- **Outcome Measures**: 1) Improvement noted on the Clinical Practicum Evaluation forms during their clinical experiences within the Stanley Speech and Hearing Clinic, 2) Exit interview and completion of KASA requirements as reviewed at least annually by the Program Director and each student (facilitated by SAMS software), 3) Success/positive feedback in clinical externships as reported by supervisors when asked if the students’ clinical preparation was sufficient for that site, 4) Successful completion of all students’ Clinical Fellowship (CF).

**5G**: Expansion of the clinical externships by type of practice site and location to best meet the needs of the students’ clinical preparation.

- **Strategy**: 1) Maintain and post list of externship possibilities by type of practice and location, 2) Maintain record of past graduates’ employment for future externship possibilities, 3) Use local and state resources to locate and expand externship affiliation contracts, 4) Maintain affiliation contracts by updating contracts at least every two years, 5) Externship postings in student workroom, employment log updated upon receipt of surveys,
Person Responsible: Clinic Director, clinic secretary, program secretary
When: Ongoing; at least every two years
Resources: ASHA, TSHA, and ETRSLHA websites and postings; face-to-face, phone, and e-mail contacts with past graduates, clinical supervisors, and facilities; Employer surveys and reports (possibly using “survey monkey” program/website)
Outcome Measures: Clinical affiliation contracts renewed after two years

6. PROGRAM RESOURCES (Standard 6.0)

- 6A: Diligent and collegial review of holdings in the Speech/Language Pathology Program Library and holdings at SFASU Library of books, periodicals and other academic resources for students.
  Strategy: 1) Diligent and collegial review of holdings in the Speech/Language Pathology Program Library and holdings at the SFASU Library of books, periodicals and other academic resources for students. 2) Training on database search for research articles/publication to be provided to all graduate students.
  Person Responsible: Clinic Director, Program Director, Librarians (main library)
  When: Every Fall in clinic orientation we will schedule database training with the SFASU librarian. Every 2 years we will review and update our holdings as needed.
  Resources: Bernice Wright, SFASU librarians
  Outcome Measures: 1) Report compiled by Bernice Wright on the review of library holdings, 2) Feedback from the students and their professors on students’ knowledge of database searching for research and/or evidence-based practice articles and books (rubric to be created for feedback portion of this outcome measure).

- 6B: Diligent and collegial review of clinical tools and equipment available for teaching and clinical practice at the Stanley Speech and Hearing Clinic at SFASU.
  Strategy: 1) Maintain record of all clinical materials, 2) Creation of new database and/or electronic system (e.g. bar coding) of all clinical assessments and treatment materials in addition to centrally held supplementary teaching materials (e.g. DVDs/CDs/Books), 3) Training of work-study student each semester (preferably by previous semester’s work-study student) to facilitate accurate inventory of clinical materials
  Person Responsible: Clinic Director, clinic secretary, work-study student, graduate assistants (as needed)
  When: Reviewed at the beginning and end of each semester
  Resources: Clinic inventory log/spreadsheet, designated funds in program and department to achieve these goals, material check-out system, new bar coding system and software package
  Outcome Measures: 90% accuracy at all times of inventory of all clinical and academic materials and supplies

- 6C: Adequate financial and funding resources needed to expand clinical and academic growth and research so that SFASU will continue to be one of the strongest SLP programs in Texas.
  Strategy: Develop a plan for continued growth and development through 2013
• **Person Responsible:** Program Director and Department Chair  
• **When:** Annually 
• **Resources:** Annual Budget Request, HEF Fund proposals 
• **Outcome Measures:** Annual Budget: HEF and O&M funds made available 

• **6D:** Adequate and consistent support from the department chair and the dean in response to additional faculty or equipment/supplies needs.  
  • **Strategy:** Maintain faculty and Operation and Maintenance funding for the program  
  • **Person Responsible:** Department Chair, Program Director  
  • **When:** Annually, by semester  
  • **Resources:** Funded Requests  
  • **Outcome Measures:** Review of Annual Budget 

**PLAN TO ENSURE COMPLIANCE WITH ABOVE DESCRIBED STRATEGIC PLAN:**  
Each faculty member (and secretary as appropriate) will be given a personalized and itemized list of their respective responsibilities and will turn in progress on achieving these goals to the program director at the end of each semester.

**PREVIOUS ACTION ITEMS COMPLETED IN 2008:**


2. Add to website and other public information venues. **COMPLETED 02/2008**  
   a. Success rate on the National Exam/Praxis for the last 5 years  
   b. Employment rates of graduates for the last 3 years  
   c. The Vision, Mission and Guiding Principles/Core Values of this Program. 

3. Schedule an External Review Committee site visit as soon as possible. **COMPLETED 01/2008**

4. Formal meetings to coordinate/evaluate course content will be managed by the Curriculum Committee of the faculty. This review will consist of no more than 2 courses being presented to the faculty in regularly scheduled meetings to coordinate content, enhance transition to related information in other courses, and to best select textbooks that may assist students in multiple classes. Due to the changes in faculty, the Program Director will reformulate the Curriculum Committee by January 2008. **CURRENT AND ONGOING**

5. The Curriculum Committee will also review the holdings of Program’s Library and the University Library by June, 2008, and make needed recommendations to the Program Director and Chair. **COMPLETED 09/2008**

6. The Clinical Committee will also be reformulated by January 2008, and will review the clinical tools and equipment by June 2008 and make recommendations to the Program Director and Chair. **COMPLETED 05/2008**

7. The Clinic Director and Committee will host a meeting for all off-site supervisors to coordinate and collaborate documentation needed by SFASU, and to problem-solve common issues concerning student externs (i.e. orientation, health status, name tags, background checks, expected levels of supervision). Target date for this meeting will be May of 2008. **COMPLETED 07/2008**
8. Minutes of all faculty and program meetings will be kept and secured by the program director. 
CURRENT AND ONGOING