East Tennessee State University
Department Audiology and Speech-Language Pathology
Speech-Language Pathology Masters program
Summary Strategic Plan 2015-2020: Goal and Objectives
Updated 7/14/2016; 6/23/2017

The strategic plan of the Speech-Language Pathology program is guided by the vision, mission and goals of:

- College of Clinical and Rehabilitative Health Sciences, ETSU ([http://www.etsu.edu/crhs/#tab-5-2](http://www.etsu.edu/crhs/#tab-5-2))
- Department of Audiology and Speech Language Pathology ([http://www.etsu.edu/crhs/aslp/default.php](http://www.etsu.edu/crhs/aslp/default.php))
- American Speech-Language-Hearing Association ([http://www.asha.org/about/](http://www.asha.org/about/))

**Speech-Language Pathology (SLP) MS Program Vision statement**

The Speech-Language Pathology program will be valued by the university, students, community, stakeholders and the profession at large, and will be a highly ranked program in the state of TN.

**SLP MS Program Mission Statement**

To prepare students to be exceptional clinicians and lifelong learners, who provide evidence-based services and advocate for individuals with communication disorders and their families, and to become future leaders in the field of Speech-Language Pathology.
## Strategic Plan 2015-2020

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<tr>
<th>CCRHS Strategic Priority</th>
<th>SLP Program Goals</th>
<th>Broad Objectives</th>
<th>Projected year Of Completion</th>
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</table>
| Student Success: Academic courses | Prepare students to enter the profession with the required knowledge, attitude and skills  Increase quality of the academic program and instruction | 1. Restructure the presentation of core and elective courses within the program.  
2. Emphasize and encourage the application of student-centered learning (e.g. PBL) in academic coursework.  
3. Emphasize and encourage the integration of Cultural Competence in the curriculum.  
4. Emphasize and encourage the integration of IPE and IPP in the curriculum.  
5. Introduce a new approach to the Capstone Project by:  
   a. Case based written comprehensive exam core courses in the 4th semester  
   b. Oral comprehensive exam based on clinical cases in the 5th semester  
6. Establish a SLP Advisory Board | 2015-2020 |

**Progress:**
2015-2016: Annual SLP retreat instituted and developed SLP strategic plan; PBL theme of the year; implemented with new sequence of courses for incoming class Fall 2016; PBL and hybrid PBL applied in 5 core and elective courses  
2016-2017: Cultural Competence theme of the year; Cultural competency learning objectives added to each course; New sequence of core and elective courses completed successfully; Preparation for new approach to Capstone project initiated  
2017-2018

| Student Success: Clinical Education | Enhance quality of student clinical education | 1. Continue to use and improve peer mentoring in clinical settings  
2. Follow an intentional approach in providing various types of feedback to meet student needs. | 2015-2020 |
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<td>3.</td>
<td>Develop focused content for teaching clinics to meet student needs.</td>
<td>4.</td>
<td>Develop consistent approach to supervision across faculty for on-site clinics.</td>
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<td>5.</td>
<td>Attend and/or present CEU on clinical supervision.</td>
<td>6.</td>
<td>Develop on-site adult clinics</td>
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<td>7.</td>
<td>Expand clinical education through use of simulation</td>
<td>8.</td>
<td>Support off-site clinical supervisors to perform supervision at the highest level</td>
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**Progress:**
2015-2016: added new clinical training sites in the community
2016-2017: Supervision theme of the year: Supervision; Cultural competency learning objectives added to each clinical course; Expanded on-campus clinics into numbers and population served; Developed Concussion clinic, Provide services in ALS clinic, Developing Telehealth clinic; added Simucase as clinical experience for 2nd year students
2017-2018: Introduce and provide access to CAPCSD on-line supervision module for on-campus and off-campus supervisors

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<th>Scholarship</th>
<th>Increase research productivity in SLP</th>
<th>1.</th>
<th>Increase number of students doing thesis for their Capstone Project.</th>
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<td>2.</td>
<td>Mentor students towards pursuing future research in a Ph.D. program.</td>
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<td>3.</td>
<td>Encourage/Identify Patient Centered Outcomes Research (PCOR) topics.</td>
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<td>4.</td>
<td>Evaluate SLP opportunities and productivity based on work load assignment</td>
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<td>5.</td>
<td>Support the development of the IP Ph.D. program within the CCRHS. (Pending CCRHS and University priorities)</td>
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<td>6.</td>
<td>Develop a plan to engage the clinical community in departmental research.</td>
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<td>7.</td>
<td>Support research grant applications through peer collaboration (e.g. reading/feedback).</td>
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<td>8.</td>
<td>Develop better visibility of faculty and student research on departmental website</td>
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**Progress:**
2015-2016: 2 students successfully defended theses and graduated; 16 student conference presentations, 4 faculty publications, 9 faculty conference presentations; 1st NSSLHA conference; Program Director participated in steering committee of IP Ph.D program; 2 research grants and 1 training grant awarded
### 2016-2017:
- 1 student successfully defended her thesis and graduated;
- 1 student co-authored an article;
- 6 student conference presentations;
- 9 faculty publications, 17 faculty conference presentations;
- 2nd NSSLHA conference;
- 1 internal Clinical Grant awarded;
- 1 research grant awarded, 3 research grants and 1 training grant submitted;
- 1 student research project award, 1 faculty research award.

#### 2017-2018:

| Stewardship | Enhance and expand community engagement by students and faculty | 1. Provide in-kind services by faculty and students for the community including locations at the Child Study Center, Telemen Head Start, Crumley House, Families Free, JCCHC and RAM.  
2. Present at local conference and community events.  
3. Provide hearing screenings at local preschools and elementary schools.  
4. Promote awareness of various disorders and populations with speech, language, and hearing needs throughout various times of the year (e.g. May Better Hearing and Speech Month, World Down Syndrome Day; April Autism Awareness Month, World Voice Disorders Day). | 2015-2016 |
| Enhance and expand professional engagement by faculty and students | 1. Represent department and University in various ETSU and CCRHS Open Houses, as well as at ASHA Graduate Fair.  
2. Participate in committees within the ASLP department, at the university level and also committees within the community and profession.  
3. Participate in professional committees, review panels for journals.  
4. Participate as grant reviewers on national/international levels. | 2015-2020 |

### Progress:
#### 2015-2016:
- Provided 379 Clinic-in-Kind services; Participated in multiple community outreach events. e.g. RAM; University and participated in ten University, College and Departmental Open Houses.

#### 2016-2017:
- Provided in 776 Clinic-in-Kind services; Participated in multiple community outreach events. e.g. RAM; University and eight University, College and Departmental Open Houses.

#### 2017-2018:

| Marketing | Increase visibility of the program, services and profession | 1. Offer free speech-language and hearing screening at community events.  
2. Represent the Speech-Language Pathology program at university and national career fairs and open houses (see Stewardship). | 2015-2020 |
| Access | Increase diversity and raise admission criteria | 1. Increase admission criteria for overall GPA to 3.0 and for major/last semester to a 3.2 GPA with TBR approval for academic year 2017-2018.  
2. Increase transparency for new applicants, and publish the previous three-year means and standard deviations for overall GPA, GPA major/last five semesters and GRE scores of students accepted into the program on the SLP department website.  
3. Increase students’ awareness of actual program admittance data.  
4. Increase applications from individuals of races, ethnicities and genders who are underrepresented in the field of SLP.  
5. Continue to use a standardized procedure for admission process decisions. | 2015-2020 |

**Progress:**  
2015-2016: Admission form revised and Faculty scoring of applications calibrated; four diversity students and one male student graduated  
2016-2017: New admission criteria implemented; calibration of faculty scoring of applications, one male student graduated and one; one male student and one diversity student admitted  
2017-2018: Three diversity students admitted,