



Believe in the possibilities.

Ruskin Campus

Speech-Language Pathology Program

STRATEGIC PLAN 2022-2027

INTRODUCTION

This Plan is based on seven focus areas. Specific measurable indicators of success will be used for assessing each area. Each focus area consists of at least one objective and will be revised at the end of each academic year. Strengths, limitations, opportunities, and new outcomes will be identified and developed according to specific needs. The whole Strategic Plan will be revised every five years. The Program's Focus Areas will be modified or changed in response to the Program's needs and stage of development at the time of the Plan's revision. The Program Director will guide the implementation of this Plan with the collaboration of Program Faculty.

VISION STATEMENT

The Master of Science in Speech-Language Pathology Program at Gannon University will be a leader in the development of dedicated practitioners who will participate in a collaborative, experiential, and integrative course of study to provide healthcare that values the care of the whole person and meets the highest standards of the scope of practice in speech-language pathology. The Gannon University SLP program is congruent with the ASHA Vision for the Speech-Language Pathology Profession "making effective communication, a human right, accessible and achievable for all."

MISSION STATEMENT

The mission of the Master of Science degree program in Speech-Language Pathology at Gannon University is to foster the development of highly skilled, compassionate speech-language professionals who are dedicated to lifelong learning, leadership, and person-centered service. The program provides holistic, evidence-based speech, language, and hearing education and healthcare for a diverse society.

PROGRAM GOALS

1. Advance the students' knowledge and skills to diagnose, provide evidence-based treatment, and serve as an advocate in the scope of practice of speech-language pathology.
2. Apply knowledge of ethical standards and best practices in providing services for speech, language, and hearing disorders.
3. Effectively disseminate information in verbal and written form and commensurate with the target audience.
4. Identify and address the diverse and changing needs of the community with leadership and service.

ENVISIONED FUTURE IN 2027

By 2027, we envision our Program to be one of the first choices for students aspiring to become speech-language pathologists in the United States. The Program will have successfully completed its candidacy status period and obtained full accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology. Our faculty will be recognized locally and nationally. Our students will be supervised in various settings by clinical instructors that possess the highest credentials and use evidence-based practices to support their decision-making processes. Our students will have multicultural experiences with clients across the age span and who present with a variety of communication disorders. The Program will develop outstanding clinicians and leaders for the discipline and profession through research, teaching, service, and outreach efforts. Our graduates will also participate as active members and/or leaders in professional organizations. The Program will continue to foster relationships with the Doctorate of Physical Therapy, Occupational Therapy Doctorate, and the Master's in Physician Assistant Science programs and any new academic program, to collaborate in interprofessional didactic, service and research activities. Faculty members will be pursuing research in topics of interest and developing special projects in collaboration with students and other disciplines. The Program will present a contemporary curriculum using current technological advances in its teaching, research, and service components.

PROGRAM PHILOSOPHY

The Master of Science in Speech-Language Pathology Program at Gannon University Ruskin Campus is guided by the following tenets:

- Speech-language therapists use their education, expert knowledge, creativity, and experiential learning to provide prevention, habilitation, diagnosis, and rehabilitation of the essential skills for independent communication, swallowing, hearing, and cognitive function.
- Active, integrative, and experiential learning methods promote student self-reliance, increase self-assessment skills, and develop a pattern of independent learning that will promote lifelong learning and continuous professional development.
- Academic programs in speech-language pathology should prepare individuals to be autonomous practitioners capable of providing care through direct access.

- Evidence-based practice (EBP) is the framework for speech-language pathology practitioners' clinical decision-making. EBP skills are cultivated through development of self-directed learning, utilizing a variety of resources that are enhanced by technology.
- Speech-language pathologists use their knowledge, interpersonal skills, understanding of adaptive strategies, and awareness of needs across the lifespan to educate and promote the health of individuals and communities.
- Global citizenship is expressed within the practitioner's life through advocacy for equitable allocation of healthcare resources, provision of culturally sensitive care, maximization of multicultural learning, maintenance of a global societal perspective for current and future needs in healthcare and education, and the understanding of the existence of disparity in the provision of services to meet the evolving needs in health care and education.
- Competency-based learning in a speech-language pathology program ensures that practitioners will demonstrate their knowledge in the theoretical base, synthesis of the theoretical with critical thinking skills, and the integrative application in the clinical context.
- Professional and ethical standards are integral components of the speech-language pathology practice and education.

STRATEGIC PLAN FOCUS AREAS FOR OUR PREVIOUS STRATEGIC PLAN

1. ASHA CEU Provider
2. Student Recruitment, Enrollment, and Retention
3. Program Accreditation – Have completed full accreditation and maintain it.
4. Faculty & Staff Recruitment & Development – Recruitment (ongoing process) / Development (program fund allocation with specific assignment. Design a form for applying for financial support. Faculty access to CAPCSD.
5. Curriculum – Interprofessional teaching of our courses / Elective courses / Simulation and competencies through clinical experiences
6. Clinical Education / Training – Identification and maintenance of clinical placements / Create community groups for providing our students with clinical competence / Offer free community screenings for various at risk population
7. Program Technical Infrastructure

STRATEGIC PLAN FOCUS AREAS FOR 2022-2027

FOCUS: ASHA CEU PROVIDER	
LONG-TERM GOAL 1: The Program will provide ASHA-approved continuing education courses	
OBJECTIVE 1.1 Develop and market a continuing education program for practicing clinicians via on-site or distance learning courses.	
STRATEGIES	SCHEDULE FOR THE ANALYSIS OF THE PLAN
Research and identify existing university resources that will support the program.	July 2023
Become an ASHA Continuing Education (CE) Provider by completing its formal application.	July 2024
Offer at least one ASHA CEU activity each year.	Ongoing (To be assessed annually in program’s Summer Faculty Retreat)
OUTCOMES:	

FOCUS: Student Recruitment, Enrollment, and Retention	
LONG-TERM GOAL 2. The Program will recruit, enroll and retain highly qualified students.	
OBJECTIVE 2.1 The Program will successfully recruit and enroll its established cap of 30 students per cohort each academic year.	
STRATEGIES	SCHEDULE FOR THE ANALYSIS OF THE PLAN
Highlight what makes us unique: labs, community connections	December 2022
Info sessions: Student participation	Ongoing (To be assessed annually in the program’s Summer Faculty Retreat)
Advertising other catholic schools	Ongoing

	(To be assessed annually in program's Summer Faculty Retreat)
"My experience at Gannon" (by our graduates) on the website	December 2022
Open houses (2 per year): with faculty, previous and current students. A virtual and an in-person open house	Ongoing (To be assessed annually in program's Summer Faculty Retreat)
Advertisements to include links to "My Experience at Gannon"	December 2022
Faculty participation in informational tables in conferences and health fairs	Ongoing (To be assessed annually in program's Summer Faculty Retreat)
OUTCOMES:	
OBJECTIVE 2.2 The Program will successfully retain students enrolled in each cohort.	
STRATEGIES	SCHEDULE FOR THE ANALYSIS OF THE PLAN
The Program will continue to use the following strategies as part of our student retention plan: <ul style="list-style-type: none"> • High quality advising to our student, including Advising Days each semester, • Collaboration with the Office of Accessibility Services (OAS) when needed by a student, • Regular check-ins, • Use of Early Alert Reporting System • Program director's "open door policy" for students 	Ongoing (To be assessed annually in program's Summer Faculty Retreat)
OUTCOMES:	

FOCUS: Program Accreditation	
LONG-TERM GOAL 3. The Program will acquire full accreditation from the Council on Academic Accreditation (CAA) for our Master of Science degree program in speech-language pathology and successfully maintain it. This goal is aligned with Goal One in Gannon University's strategic plan.	
OBJECTIVE 3.1 Successfully maintain candidacy status from the Council on Academic Accreditation (CAA) for our Master of Science degree program in speech-language pathology, prior to completion of full accreditation.	
STRATEGIES	SCHEDULE FOR THE ANALYSIS OF THE PLAN
To ensure that the program continues to comply with all accreditation standards, the program director will complete an annual assessment, to be discussed with faculty in the program's summer retreat.	Ongoing (To be assessed annually in the program's Summer Faculty Retreat)
OUTCOMES:	
OBJECTIVE 3.2 Successfully acquire full accreditation status from the Council on Academic Accreditation (CAA) for our Master of Science degree program in speech-language pathology.	
STRATEGIES	SCHEDULE FOR THE ANALYSIS OF THE PLAN
The program director will work on and complete the CAA application for accreditation and will submit it to the Deans for review, comments, and recommendations.	December 2022
Once the Deans' recommendations have been incorporated, the application will be formally submitted to the CAA.	February 2023
Complete preparation for the site visit.	August 2023
Maintain quality of our Academic and Clinical Program, in accordance with CAA standards.	Ongoing (To be assessed annually in the program's Summer Faculty Retreat)
OUTCOMES:	

FOCUS: Faculty & Staff Recruitment & Development	
LONG TERM GOAL 4: The Program will maintain sufficient academic doctoral faculty, as well as the needed staff, to deliver a program of study that allows students to acquire the knowledge and skills as well as the scientific and research fundamentals of the discipline. This goal is aligned with Goal One in Gannon University's strategic plan.	
OBJECTIVE 4.1 Recruit and develop faculty and staff with the requisite expertise and experience to deliver the curriculum and implement and sustain a quality program.	
STRATEGIES	SCHEDULE FOR THE ANALYSIS OF THE PLAN
The program will ensure the maintenance of high standards regarding faculty's academic preparation and credentialing (doctoral level preparation, state licensure, and CCC).	Ongoing (To be assessed annually in program's Summer Faculty Retreat)
The University will offer educational opportunities for faculty didactic skills development, through its Center for Excellence in Teaching and Learning (CETL) and other special programs.	Ongoing (To be assessed annually in program's Summer Faculty Retreat)
The program will support activities of professional and pedagogical development for faculty and staff members, by providing the following: <ul style="list-style-type: none"> • effort-time • financial support (program fund allocation with specific assignment) • faculty access to CAPCSD 	Ongoing (To be assessed annually in program's Summer Faculty Retreat)
OUTCOMES:	

FOCUS: Curriculum	
LONG-TERM GOAL 5: The Program will maintain and offer a curriculum that allows each student to acquire knowledge and skills in sufficient breadth and depth to function as an effective, well-educated, and competent clinical speech-language pathologist.	
OBJECTIVE 5.1 Offer an up-to-date curriculum, which reflects current ASHA standards and scope of practice.	
STRATEGIES	SCHEDULE FOR THE ANALYSIS OF THE PLAN
Ensure curriculum is up to date and reflects current ASHA standards and scope of practice.	Ongoing (To be assessed annually in program's Summer Faculty Retreat)
Infuse various types of pedagogical practices, including interprofessional teaching into academic and clinical coursework to provide diverse opportunities to maximize student learning.	Ongoing (To be assessed annually in program's Summer Faculty Retreat)
Include simulation activities in our curriculum as part of the development of our student's clinical competencies.	Ongoing (To be assessed annually in program's Summer Faculty Retreat)
Create and offer elective courses that will facilitate scholarly inquiry into topics related to new or current specific components of speech-language pathology theory and practice.	Fall 2024 – Summer 2027
OUTCOMES:	

FOCUS: Clinic	
LONG-TERM GOAL 6: The Program will offer clinical experiences that will allow each student to acquire knowledge and skills in sufficient breadth and depth to function as an effective, well-educated, and competent clinical speech-language pathologist.	
OBJECTIVE 6.1 Develop clinical partnerships and agreements with varied facilities with diverse clientele that ensure proper clinical training for all students.	
STRATEGIES	
The program's Clinical Coordinator will continue to identify new clinical sites, develop partnerships in the community (community groups, community screening activities, etc.), and establish new agreements, which will allow the program to offer diverse clinical experiences across the lifespan.	Ongoing (To be assessed annually in program's Summer Faculty Retreat)

Increase opportunities for our students to identify and acknowledge approaches to addressing culture and language that include cultural humility, cultural responsiveness, and cultural competence in service delivery.	Ongoing (To be assessed annually in program's Summer Faculty Retreat)
Increase opportunities to work with clients across a broad range of disorders.	Ongoing (To be assessed annually in program's Summer Faculty Retreat)
OUTCOMES:	

FOCUS: Program Technical Infrastructure

LONG-TERM GOAL 7: The Program will maintain an adequate technical infrastructure to support the work of the students, faculty and staff. This includes access to the Internet, the online and physical resources of the library, and any streaming or videoconferencing facilities needed for the program to meet its mission and goals.

OBJECTIVE 7.1 Identify, purchase, and setup all materials and equipment necessary to deliver hands-on learning experiences through laboratory and clinical experiences

STRATEGIES	SCHEDULE FOR THE ANALYSIS OF THE PLAN
Review books and journals available in our library, and make necessary updates, when needed.	Ongoing (To be assessed annually in program's Summer Faculty Retreat)
Identify the need for new equipment necessary for the delivery of hands-on learning experiences.	Ongoing (To be assessed annually in program's Summer Faculty Retreat)
OUTCOMES:	

July 2022 / AVR