

MEd in Speech-Language Pathology  
Strategic Plan



<sup>be</sup> **bold.** <sup>be</sup> **great.** <sup>be</sup> **State.**

Fall 2019-Fall 2021

## **Vision**

The MEd in Speech-Language Pathology will increase the number of highly-skilled, master's prepared speech-language pathologists in Nevada at a reasonable cost to our students.

We aspire to create a Master's degree program that:

- Meets the needs of Nevada
- Prepares all graduates to work in the school environment and other relevant settings
- Allows those currently working in the school environment to obtain their degree while maintaining their current employment
- Maintains the undergraduate pathway for licensure by the Nevada Department of Education until sufficient capacity is reached and that entry level can be changed

## **Nevada State College Mission Statement**

Mission of Nevada State College: At Nevada State College, excellence fosters opportunity. Excellence in teaching leads to innovative, technology-rich learning opportunities that promote the acquisition of interdisciplinary knowledge and skills. Quality, affordable four-year degree programs open the door to career success and enhanced quality of life for a diverse population of students. Our graduates, in turn, foster the greatest opportunity - the promise of a stronger community and a better future for all of Nevada.

## **Nevada State College School of Education Mission Statement**

The mission of Nevada State College School of Education is to prepare highly qualified, culturally responsive professionals. We accomplish this through effective pedagogy, state of the art technology, clinical experiences, scholarly inquiry, and community partnerships. Our graduates will be critical thinkers who contribute to a global, democratic society.

## **Nevada State College MEd in Speech-Language Pathology Mission Statement**

Mission Statement: To equip and empower effective Speech-Language Pathologists to serve as practitioners and researchers to meet the needs of individuals and families impacted by communication disorders across the lifespan.

**Envisioned Future** It is 2019 and the MEd program has just accepted its 9<sup>th</sup> full-time cohort and its 8<sup>th</sup> part-time cohort. Students are actively involved in academic coursework, as well as in clinical placements on the NSC campus, at the NSC RiteCare clinic, at public school sites and in medical and clinical settings across the Las Vegas Valley.

- We have a highly qualified, doctoral-level faculty committed to teaching in the field of Speech Language Pathology
- Faculty is involved in research and students are taking an active part in a variety of research projects.
- The capacity of SLPs is growing and we are working to change the entry level requirements for those working in the public-school environment.
- We have instituted an SLPA program for those graduating with a BA in Speech Pathology.

- The community is aware of and taking advantage of a variety of child and adult clinics designed to address a variety of issues, including:
  - Child speech and language
  - Early Intervention
  - Adult neurogenics
  - Disfluency
  - Swallowing
  - Autism/social communication
  - Traumatic Brain Injury
- Faculty now includes:
  - Program Director
  - Clinical Director
  - 4 Associate/Assistant Professors
  - 2 FT Clinical Supervisors
  - Part time instructors
  - Part time clinical supervisors
- NSC now offers a full-time and part-time track for acquisition of the MEd
- NSC now offers a leveling program to provide the background needed for application to a graduate program in Speech Language Pathology

### **Program Goals**

#### Program Goals:

- To provide student-centered learning experiences culminating in an MEd in Speech-Language Pathology.
- To prepare students for the Certificate of Clinical Competence (CCC) national certification examination for Speech-Language Pathologists administered by the American Speech-Language-Hearing Association (ASHA) as well as the licensure tests required by the state of Nevada.

In addition, content specific goals include the development of the following in all MEd students:

- knowledge of human communication disorders (speech, language and hearing) across the lifespan
- an understanding of different linguistic and cultural communication norms and disorders
- the ability to assimilate academic material into evidence-based practice
- the ability to think critically and evaluate research relevant to the field of speech-language pathology
- knowledge of current standards of practice in the speech-language pathology profession including policies and standards of ASHA and state licensing procedures
- behavior in accordance with ethical standards of the profession in academic research and clinical environments
- the ability to work with other professionals to benefit the care of individuals with communication disorders

- knowledge of regulations and record keeping in a variety of clinical settings

### **Learning Outcomes:**

Students graduating with a MEd in Speech Language Pathology from Nevada State College will be able to:

1. Demonstrate knowledge of prevention, identification, evaluation, treatment, and patient interaction with individuals of a variety of ages that have speech-sound, fluency, voice, language, social communication, cognitive communication and swallowing disorders.
2. Develop and implement evidence-based diagnostic and intervention plans in a variety of settings and for individuals with a variety of communication and swallowing disorders, across the lifespan, at a level appropriate for entry into professional practice.
3. Communicate effectively, recognizing the needs, values and referred model of communication, and cultural/linguistic background of the client/patient/student, family, caregivers, and relevant others.
4. Collaborate effectively with others in a variety of settings to maximize outcomes for client/patient/student.
5. Adhere to the ASHA Code of Ethics and behave in a professional manner across settings, disorders, and cultures.

### **Focus Areas**

To support our program goals, we will focus on these areas:

- Increasing the number of master's prepared Speech-Language Pathologists, particularly in areas of critical need (including School-based SLPs)
- Development of Full-time, Part-Time and Leveling Tracks to maximize opportunities across the state
- Improving access to clinical experiences for speech-language pathology students
- Balancing the needs of the NSC community with the needs of students from the northern part of the state and out-of-state students
- Supporting the high number of English Language Learners (ELL) and multilingual students
- Development of graduate-school programming at the college level

### **Issues and Outcomes**

1. Increasing the number of master's prepared Speech –Language Pathologists
  - a. Issue: Lack of graduate level prepared SLPs in the public-school setting in Nevada
    - i. Outcome: All students completing the MEd program in Speech Language Pathology will have met the requirements for licensure by the Nevada Department of Education, in addition to receiving their graduate degree
    - ii. Indicator of Success: 100% of students will meet state requirements for licensure by the Nevada Department of Education
    - iii. Strategies to Achieve Outcomes

1. All students will be required to successfully pass the Praxis CORE prior to beginning their graduate studies
  2. All students will be required to pass the Praxis 5331 (national exam)
  3. All students will complete required coursework for licensure as an SLP in the public schools
  4. All students will complete a school-based practicum experience
- b. Issue: Lack of Speech-Language Pathologists in all settings in the state of Nevada
- i. Outcome: 100% of graduates will have met ASHA requirements for certification (with the exception of completion of the CFY year) by the time of graduation
  - ii. Indicator of Success: 100% of graduating students will have met ASHA and Nevada requirements for licensure
  - iii. Strategies to Achieve Outcomes
    1. Students will complete all required coursework
    2. Students will complete sufficient clinical assignments to meet ASHA requirements
    3. Students will pass the NTE exam prior to graduation
2. Development of Full-time, Part-Time and Leveling Tracks to maximize opportunities across the state of Nevada
- a. Issue: Lack of full-time graduate level programming in Nevada
- i. Outcome: accreditation by CAA as a graduate program in Speech Language Pathology
  - ii. Indicator of Success: approval of candidacy application (2018); enrollment of first class of full-time students in Fall of 2019
  - iii. Strategies to Achieve Outcomes
    1. Complete CAA application
    2. Be awarded candidacy status
    3. Successfully complete site visit
    4. Receive approval from CAA to enroll students
    5. Receive approval from NSHE and Northwest Commission of Colleges and Universities to add a graduate program in Speech Language Pathology
- b. Issue: Lack of part-time graduate level programming in Nevada
- i. Outcome: develop part-time program designed specifically for those currently working under a NVDOE license, but not holding a graduate degree
  - ii. Indicator of Success: Enrollment of 15 part-time students currently employed in public school programs in the state of Nevada by Fall of 2020
  - iii. Strategies to Achieve Outcomes
    1. Develop part-time curriculum option

2. Work collaboratively with the NV Coalition to Address Personnel Shortages and the Nevada Department of Education to identify funding options for part-time students
  3. Identify initial cohort of students to begin in the Fall of 2020
- c. Issue: Lack of leveling programming to prepare students for graduate programming in Speech Language Pathology
- i. Outcome: development of 1 -2 semester program to prepare those with UG degrees in field other than Speech Language Pathology for admission to graduate level program
  - ii. Indicator of Success: enrollment of 10 leveling students, with degrees in fields other than Speech Language Pathology, in coursework related to the field
  - iii. Strategies to Achieve Outcomes
    1. Identify key courses required for admission to graduate school
    2. Provide key courses in a sequential and logical fashion for students interested in admission, but without an UG degree in the field
    3. Advertise leveling option within the state of Nevada
    4. Enroll first leveling cohort in Summer or Fall of 2021
3. Improving clinical training opportunities for students in Speech Language Pathology
- a. Issue: need for on-campus training opportunities
    - i. Outcome: establishment of on-campus clinical facility
    - ii. Indicator of Success: inclusion of campus clinical facility in design of new School of Education building slated for opening in the Fall of 2021
    - iii. Strategies to Achieve Outcomes
      1. Work with School of Education for design on-campus clinical facility
      2. Work with Finance department regarding funding for clinic facilities
      3. Work with architect to incorporate on-campus clinic into building design
  - b. Issue: expansion of existing relationship with Rite-Care Clinic of Southern Nevada
    - i. Outcome: expansion of NSC Rite Care Clinic of Southern Nevada
    - ii. Indicator of Success: addition of 6 individual treatment rooms, 2 group/diagnostic rooms, and 2 large group rooms to existing clinic
    - iii. Strategies to Achieve Outcomes
      1. Review MOU with Scottish Rite of Southern Nevada
      2. Expand MOU to include additional clinic facilities at existing clinic
      3. Add full-time supervisor to MOU with Scottish Rite
  - c. Issue: increase control/input for school-based placements
    - i. Outcome: increase collaboration with public-school sites in making clinical placements for UG and G students

- ii. Indicator of Success: consultation between school-based personnel and Clinic Director prior to assignments each semester
    - iii. Strategies to Achieve Outcomes
      - 1. Identification of school-based personnel responsible for making clinical placements
      - 2. Required completion of CAPCSD supervision training modules for all identified supervisors
      - 3. Modify MOU to mandate input from NSC prior to placements being formalized
  - d. Issue: development of non-school based placements for students
    - i. Outcome: MOUs with sufficient non-school based placements to accommodate all students
    - ii. Indicator of Success: signed MOUs with sufficient number of non-school placements to accommodate 15 students/semester
    - iii. Strategies to Achieve Outcomes
      - 1. Identify non-school based placements with potential for student placements
      - 2. Develop MOUs with placements, including the following:
        - a. Early intervention
        - b. Private practice
        - c. Acute care hospitals
        - d. Rehabilitation facilities
        - e. Skilled nursing facilities
  - e. Issue: increase interprofessional educational and practice experiences
    - i. Outcome: completion of a minimum of 5 IPE experiences integrating some or all of the following disciplines (1/semester)
      - 1. Education (including Special Education)
      - 2. Nursing
      - 3. Deaf Studies
      - 4. Psychology
    - ii. Indicator of success: completion of program wide IPE activities integrating no fewer than 3 disciplines each semester
    - iii. Strategies to Achieve Outcomes
      - 1. Identify key faculty to design and provide IPE activities
      - 2. Provide college-level support for designing and providing IPE activities
      - 3. Develop IPE activities with on- and off-campus programs in related disciplines
      - 4. Provide faculty with support in designing and providing IPE experiences for students (count toward scholarship and/or service)
      - 5. Provide resources for faculty and students regarding the need for and importance of IPE
4. Providing opportunities for students in the Las Vegas Valley, as well as those from other areas of the state and out-of-state students

- a. Issue: Need in Las Vegas Valley (southern Nevada)
    - i. Outcome: admission policies providing preference to Southern Nevada residents
    - ii. Indicator of Success: a minimum of 40% of students reside in Southern Nevada
    - iii. Strategies to Achieve Outcomes
      - 1. Construct admission indicators that give preference to Nevada residents
      - 2. Advertise program availability to Southern Nevada residents
      - 3. Provide part-time option for those working under NV DOE licensure
  - b. Issue: UNR graduates who are not accepted to graduate programming in the state
    - i. Outcome: enrollment of UNR graduates
    - ii. Indicator of Success: a minimum of 30% of students admitted received their undergraduate degrees from UNR
    - iii. Strategies to Achieve Outcomes
  - c. Issue: out-of-state students seeking admission to NSC (but unlikely to stay once graduated)
    - i. Outcome: balanced admissions to provide preference to Nevada students
    - ii. Indicator of Success: no more than 20% of students enrolled will be from out of state
    - iii. Strategies to Achieve Outcomes
      - 1. Limited advertising to out-of-state residents
      - 2. Preferential admissions for in-state residents
      - 3. Work with Finance office to balance tuition
5. Nevada State College will need to develop policies and procedures relevant to graduate level programming
- a. Issue: the MEd program in Speech Language Pathology will be the first graduate degree offered at NSC
    - i. Outcome: development of policies and procedures sufficient to initiate and maintain a graduate level program
    - ii. Indicator of Success: approved policies and procedures allow successful admission and program completion for graduate level students
    - iii. Strategies to Achieve Outcomes
      - 1. Investigate current NSHE policies related to graduate level programming
      - 2. Research current UNR policies related to the Speech Pathology program
      - 3. Construct policies and procedures to address graduate issues
      - 4. Obtain institutional and NSHE approval for policies and procedures





