

Three Year Plan reviewed 6/10/2024 by Program Director Angel Ball

Note: when the original plan was written, the program in Nevada State College. As of July of 2023, the college became Nevada State University. Therefore, some of the language of the original plan still states NSC.

Strategic Plan 2022-2025 for M.Ed. Speech-Language Pathology Program at NSC

We recognize that our plan should be mindful of the mission and vision of Nevada State College, and the School of Education, and align with those larger aims when possible. Thus, we begin with providing those statements:

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.

NSC Vision: Nevada State College will deliver on its promise to Nevada by becoming a model of teaching excellence, a pioneer in innovative student support, and an agent of economic growth and social justice.

Furthermore, NSC has adopted several Core Values to guide our college-wide development.

- 1.) Core Value: Embrace the Journey: We foster a culture of high-achieving teams and empower individuals to be the difference.
- 2.) Core Value: Climb Mountains: We aspire to be experts in transforming the lives of our students and their families. We strive towards excellence in our jobs and advancement in our careers.
- 3.) Core Value: Blaze Trails-If we think there is a better way, we look at the research, trust our instincts and try it

NSC's School of Education Mission Statement

The Mission of the Nevada State College School of Education is to prepare educators and speech language pathologists to support children, youth, and adults by utilizing evidence-based approaches and providing high quality field and clinical experiences. We are committed to promoting: ● Creative, critical, reflective, responsive, and collaborative professionals ● High quality research and evidence-based practices ● Cultural, linguistic, physical, and cognitive diversity ● Justice, equity, and inclusivity ● Partnerships with families, PK-12, higher education, and the community ● Civic engagement and advocacy

Vision Nevada State College School of Education prepares professionals to advance justice and equity through improving the education and well-being of young children, adolescents, and adults towards supporting a diverse and inclusive society.

NSC's MEd in Speech-Language Pathology Mission Statement (updated Nov 2021)

Mission Statement: To prepare and train our students to become effective Speech-Language Pathologists, who will serve as practitioners and researchers meeting the needs of individuals and families with communication and swallowing disorders across the lifespan.

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 provide 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

Program Goals

- To provide student-centered learning experiences culminating in an MEd in Speech-Language Pathology.
- To prepare students for successful completion (100%) and pass program rates above 85% by graduation on the Praxis 5331 examination (administered by ETS). A passing score is required for the American Speech-Language-Hearing Association (ASHA) Certificate of Clinical Competence (CCC).

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.

Where we are now June 2024:

Accreditation Status:

- **Previous GOAL:** Apply for and obtain full ASHA accreditation 2022 for Fall 2023 (1 year ahead of schedule). **Goal Met**

The MEd program has been in existence since Fall of 2019. The program obtained full accreditation as of July 22, 2023. There were no areas of non-compliance or areas for follow-up with the Standards for Accreditation.

The Master's of Education (M.Ed.) education program in speech-language pathology {residential} at Nevada State University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700.

The New Accreditation Cycle is 7/1/2023-6/30/2028

- **Recommended Revised Goal:** Maintain program compliance expectations, as demonstrated by annual reviews.

Students:

- **Previous GOAL:** We aim to improve recruitment and retention of students across diverse races and cultures, with increased emphasis on Black students.

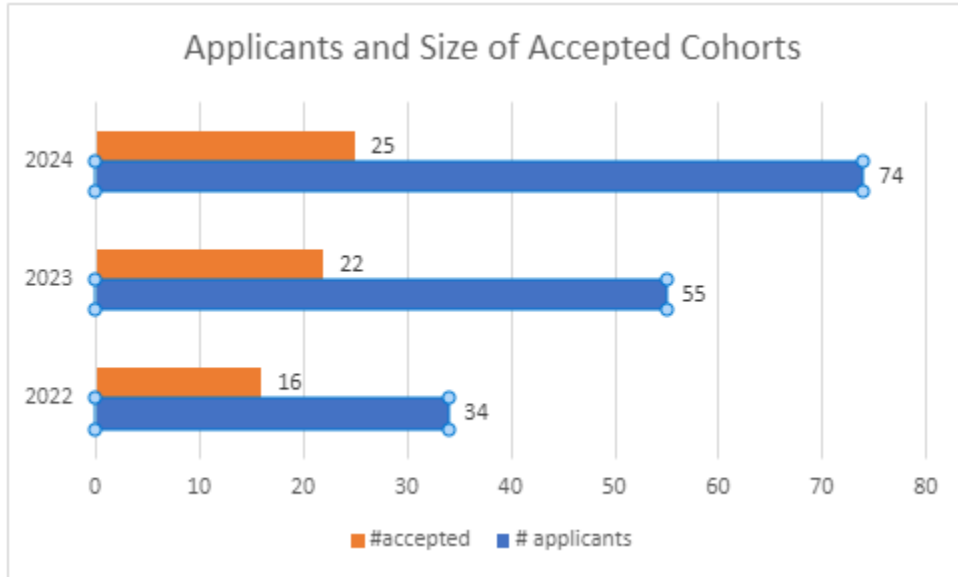
Recruitment: Per Spring 2024 enrollment data, for the first time, our graduate students who are non-white exceed those that are white, with 12% Asian and 32% Hispanic, and 32% White. This compares to our first year of 13% Hispanic, and 63% White. The accepted class of Fall 2024 brings in two Black students out of a class of 25, which is no more than 8%. We will continue to keep the goal, with continued tracking of our performance.

Graduate Application process:

Previous GOALS:

- Increase number of applicants for each cohort to a minimum of 60 students and acceptance to 20 students. **Goal Met.**

Applicants from internal application process has increased from 34 to 74 and size of the full-time cohorts has improved from 16 to 25 over the past 3 years, See Chart:



- Recommend initiation of CSDCAS by Fall of 2023 cohort. **GOAL MET**

We now have used CSDCAS application system, for cohort 2023 and 2024, which plays a large part in the increase in students. Previously, we built and implemented our own internal graduate application process. The move to CSDCAS not only increased our numbers, but helped to decrease the amount of administrative work.

- Strategize on a systematized recruitment effort and utilize NS resources. This also ties with “Graduate Support” (see below), in that the NS wide current recruitment efforts are to recruit high schoolers to undergraduate programs. **In PROGRESS**

Recruitment efforts should continue.

Clinical training:

Previous Goals:

- Initiate a fee schedule for the on-campus clinic and acquire foundation or grant sources to support session fees. **GOAL MET**

We have obtained support from the Scottish Rite to support services both on the main campus and at our Rite Care clinic. We have removed the fee schedule, so no clients pay for service.

- Develop advertising, logo, and signage, to expand our services to the community, both within NSU and within the Henderson/Boulder City/Las Vegas areas. **GOAL IN PROGRESS**

We now have a clinic Logo and Signage in both our clinic locations. However, the signage on the main campus is inside the building. Recommendation is to have clear signage outside the building. Advertising should continue.

- Develop a regular satisfaction survey for all Externships at end of each semester. **GOAL MET**

The clinic director is now collecting this data each semester.

- Include the Externship survey information in our annual Assessment Process for further program development. **GOAL in PROGRESS**
- Maintain at least 50 active contract opportunities for our students, to provide quality and variety of learning settings, and re-assess annually for program need. **GOAL IN PROGRESS**

When this goal was written we had 46 contracts. We currently have affiliation agreements with 48 different externship sites. 5 new contracts were established this year. Yet, we did lose 3 externship placements over the past year due to either the sites closing or insufficient supervision. We are very close to our goal, and have been able to provide students with a variety of trainings in their program.

- Manage training of both Undergraduate and Graduate students using a peer mentoring approach. The program will be hands-on and interactive program. **GOAL MET**

The clinical staff have integrated clinic for undergraduate and graduate students with SPA 370 for the undergrads, and SPA 759 A and SPA 759B for the graduate students.

- Maintain sufficient number of clinical supervisors per semesters to coordinate the ongoing clinical services for our community. **GOAL MET**

The program has sufficient supervisors, both on campus and in externships for training purposes.

Curriculum topics and Student Learning Needs

Previous goals:

- Develop stronger undergraduate inclusion of study skills, critical thinking, collaborative opportunities, and clinical writing, while in the undergraduate program. **In-Progress**
- Improve anatomy components of undergraduate classes. **In-Progress**
- Explore development of a bridge program for seniors interested in the graduate program. **In-Progress**

Each of the above goals for curriculum topics and student learning stems from faculty concerns about the undergraduate preparedness for the graduate program. In addition to the above, we are

recommending that those students who have taken anatomy many years prior, consider auditing the SPA 330 course.

Faculty and Staff:

Previous Goals:

- Hire two full-time clinical supervisors 2022, and one additional assistant/associate professor for Fall of 2023. **GOAL MET**

We have hired Sarah Tempest and Christine Zanni as full time (12 month) clinical supervisors in 2022, and Assistant Professor Katrina Nicholas fall of 2023

- Work with SOE to move to a department level with sub-categories of undergraduate and graduate program directors. **GOAL NOT MET**

This continues to be a long-term plan for the program. The feasibility will need to be re-evaluated regularly.

- Increase undergraduate PTIs who are local and can teach in-person classes to at least 50%/50%. **GOAL in PROGRESS**

The SLP Faculty previously voted that goals should address the ability to obtain adequate number of faculty that are competent in teaching and clinical supervision (which we now have), and a desire to increase the PTIs (particularly the undergraduate PTIS) who can teach in person. At the last review we had 7 undergraduate PTIs who are out of state and teach online only, and only 3 who were local and could teach in-person (70%:30%). Since then, we now have the additional full-time faculty who is able to teach some of the courses previously taught by out of state instructors. Therefore, the overall number of PTIs used decreased from 10 to 7 for undergraduate classes. We currently have 4 who are out of state, and 3 undergraduate PTIs who are in-state which is more balanced with 57%: 42%. In addition, we have 4 graduate PTIs, who are local clinical supervisors. We continue to try to only hire local instructors when we can, for our program.

Research:

Faculty research has made significant gains in the last 2 years. Also, when these goals were written, students did not have a research goal in our program. At the end of 2021, only 4 students were working with faculty on projects.

Previous Goals:

- The program will develop more formalize research opportunities for students. **In-Progress.**

As of catalog year 2024-2025, a thesis course option has been added to the graduate program. Also, more students have also been working with faculty to engage in research activities.

- Faculty will be involved in research activities that support their field of expertise and interests. **GOAL MET**

Recent **Publications** in their fields of interest include the following (faculty author's names in bold font):

Steele, R., de Riesthal, M., & **Ball, A.** (2023). Design considerations for aphasia rehabilitation technologies: How linguistic factors and computer interaction designs alter user behaviors during autonomous practice. *Assistive Technology Outcomes and Benefits*, available online <https://www.atia.org/atob-volume-17/>

Bayley, S., Wiegand, S., Strain Lutz, J. (2024). From trust to consensus: Having conversations about autism with families. *Young Exceptional Children*.
<https://journals.sagepub.com/doi/10.1177/10962506241260752>

Bayley, S. (In-Press). Pilot comparison of reading quiz formats in a graduate speech sound disorders course. *Teaching and Learning in Communication Sciences and Disorders*.

Mozeiko, J., Suting, L., **Lindsey, A.** (2023). Assessing Discourse Ability in Adults with Traumatic Brain Injury. In: Kong, A.PH. (eds) *Spoken Discourse Impairments in the Neurogenic Populations*. Springer, Cham. https://doi.org/10.1007/978-3-031-45190-4_14

Lindsey, A., Guernon, A., Stika, M., & Bender Pape, T. (2022). The diagnostic intersection of cognitive–communication disorders and aphasia secondary to TBI. *International Journal of Language & Communication Disorders*, 58, 82– 93. <http://dx.doi.org/10.1111/1460-6984.12770>

Lindsey, A., Ellison, R. L., Herrold, A. A., Aaronson, A. L., Kletzel, S. L., Stika, M. M., Guernon, A., & Bender Pape, T. (2022). rTMS/iTBS and Cognitive Rehabilitation for Deficits Associated With TBI and PTSD: A Theoretical Framework and Review. *The Journal of Neuropsychiatry and Clinical Neurosciences*, appi.neuropsych. 21090227. <https://doi.org/10.1176/appi.neuropsych.21090227>

Weaver, J., Cogan, A., Bhandari, P., Zainab, B. E. A., Jacobs, E., Pape, A., ... & Mallinson, T. (2022). Mapping outcomes for recovery of consciousness in studies from 1986 to 2020: a scoping review protocol. *BMJ open*, 12(6), e056538. <http://dx.doi.org/10.1136/bmjopen-2021-056538>

Wadams, A., Suting, L., **Lindsey, A.**, & Mozeiko, J. (2022). Metacognitive Treatment in Acquired Brain Injury and Its Applicability to Aphasia: A Systematic Review. *Frontiers in Rehabilitation Sciences*, 4. <https://doi.org/10.3389/fresc.2022.813416>

Higby, E., Castillo, M., Aranda, A., **Nicholas, K.**, & Datta, H. (2024). Pedagogical approaches to cultural and linguistic diversity in communication sciences and disorders. *American Journal of Speech-Language Pathology*. e-pub, 1-23. doi: 10.1044/2024_AJSLP_-2300032

Nicholas, K., Grierson, T., Helen, P., Miller, C., & Owen Van Horne, A. J. (2024). Varying syntax to enhance verb-focused intervention for 30-month-olds with language delay: A concurrent multiple baseline design. *Journal of Speech, Language, and Hearing Research*, 67(2), 1–11. doi: 10.1044/2023_JSLHR-23-00398

Biblin, C., **Nicholas, K.**, Meyers, C., & Bunce, J. (2023). Noun today, verb tomorrow: Differences in expressive noun inventories of late talking and typically developing 30-month-olds predict expressive denominal verb inventories. In M. Goldwater, F. K. Angoro, B. K. Hayes, & D. C. Ong (Eds.), *Proceedings of the 45th Annual Conference of the Cognitive Science Society*.

In addition, SLP academic faculty function as **peer-reviewers** in a number of prestigious journals since 2022 including: *American Journal of Speech-Language Pathology*, *Aphasiology*, *Topics in Stroke Rehabilitation*, *Perspectives of ASHA*, *Journal of Speech Language Hearing Research*, *BMC Health Services*, *International Journal of Language and Communication Disorders*, *Journal of Neurolinguistics*, *Seminars in Speech and Language*, *Language, Cognition and Neuroscience*, and *Autism International Journal of Research and Practice*.

Graduate support:

As of this review, we are still the only graduate program on this campus. However, School Psychology Education Specialist, Ed.S. opens its doors to a cohort of students in Fall of 2024. Nursing also is planning to start a graduate program. There has been an increase in administrative support for graduate program issues, such as policies, NSC inclusion, and engagement. The Provost meets with graduate directors at least quarterly. An area for improvement is to expand institutional services targeted to graduate students. For example, currently there is no graduate research symposium, while there is an undergraduate symposium. There is no tutoring service for graduate courses. The writing center is available, but rarely are the facilitators or above the student's level of skill. There is currently no system in place for graduate T.A.ships. These are some examples of concerns that existed when this Strategic plan was written.

Previous Goals:

- Support for and creation of graduate T.A. opportunities. **Not yet occurring.**
- Creation of student success areas targeted to graduate students, who are generally older students. **Not yet occurring**
- Increasing upper administration involvement in graduate policies and procedures. **Goal Met**

Nevada State now has graduate policies which were established Jan 2024
<https://nevadastate.edu/policy/current/graduate-student-policies-ae-23/>

Follow-up note:

As of July 1, 2024, the slp program has a change in leadership. Angel Ball is retiring as full-time faculty but continuing as Professor Emerita. The new SLP program director will be Associate Professor Phil Weir-Mayta. It is recommended that Dr. Weir-Mayta review this report and then re-evaluate the plan and establish new goals when it expires in 2025, or sooner. The next strategic report may be a 5 year plan.