



Mount St. Joseph Master of Speech-Language Pathology Strategic Plan 2021-2026 Executive Summary

Consistent with the mission to strive for meaningful impact and a commitment to personal excellence, the Strategic Plan was developed to ensure the ongoing reflection, improvement, and growth of the Speech-Language Pathology program. This plan is consistent with the Mount St. Joseph master plan (Transformation 2025) and the School of Health Sciences' strategic plan. Additionally, this plan was developed in consultation with Mount St. Joseph leadership, various community partners, and the Advisory Board.

This plan is intended to reflect the timeline required to carry the program through Initial Accreditation and was adopted in November, 2021.

Goal 1: To develop a program that meets or exceeds the Council on Academic Accreditation of the American Speech-Language-Hearing Association (CAA)

Objectives/Strategies:

- a. **Objective:** To successfully become a Candidate Program in speech-language pathology

Strategies: Submit CAA application, continue to develop curriculum, develop responses to areas identified as needs by CAA, prepare for site visit.

12/22 Update: Preliminary application submitted 12/21 and accepted as full application by CAA in March, 2022. Site visit completed in 9/22 (2 minor findings for response) and site visit responses submitted 11/22

12/23 Update: Candidacy was awarded in February, 2023; will submit first report 2/1/24.

12/24 Update: Approved candidacy report, Report #2 due 2/1/25

12/25 Update: Report #2 approved with no findings. Based on outcome metrics, will submit full application for 2/1/2026.

- b. **Objective:** To become a fully accredited program by the Council on Academic Accreditation

Strategies: Collect data regarding program outcomes, continue to develop academic and clinical offerings, revise curriculum and clinical offerings as needed, and seek input from the Advisory Board and eventually from the Alumni Board.

12/23 Update: Finishing first semester, collecting data to ensure making progress.

12/24 Update: Continued to collect formative data. Changes to internal clinical offerings include adding more opportunities/Cubby Clinic and groups.

Curriculum revised to include a multicultural issues elective, a head and neck cancer elective, and a medical journal club.

12/25 Update: At the time of the third report, programs may either submit a third report or apply for full accreditation. With the strength of our outcome data, we will be submitting the full application by February 1, 2026.

- c. Objective: To prepare 100% of graduating students for state licensure and national certification

Strategies: Develop academic course offerings and clinical experiences to ensure students meet ASHA certification requirements (e.g. competencies, clock hours), deliver academic courses and facilitate completion of clinical experiences, support students in preparing for the Praxis examination

12/23 Update: *Finishing first semester, collecting data to ensure making progress.*

12/24 Update: *Students are continuing to make exceptional progress and meet benchmarks for state and national certification.*

12/25 Update: *100% of the graduates are licensed in the states' they are practicing in at the time of the report. All national certification requirements are met internally, and 12/12 students with submitted scores meet the national certification requirements.*

Goal 2: To develop, evaluate, enhance, and refine the academic offerings and clinical experiences to provide a high-quality training experience.

Objectives/Strategies:

- a. Objective: To develop and refine the initial academic curriculum based on student and other stakeholder feedback (e.g. Advisory Board, Alumni Board)

Strategies: Collect and analyze data regarding curriculum via course evaluations, exit interviews, Praxis preparation data, Praxis passage, share data and analyses, make changes as needed

12/22 Update: *Curriculum/content updated based on feedback and revised CAA guidelines/content (e.g., infection control, d/Deaf specific items).*

12/23 Update: *Collected mid-semester data and will complete semester survey at the end of the semester to assess load.*

12/24 Update: *Feedback/data continue to be collected for each semester, including overall satisfaction and course evaluations. Modifications around the calendar schedule have been adopted within the program. No significant curriculum changes have been suggested and none made to program at this time.*

12/25 Update: *Exit data collected, and multiple data sources reviewed formatively and at the annual faculty retreat. Changes made for 25-26 school year include new Pediatric Dysphagia elective (SLP 605), MSLP Lab organization, course and calendar schedules, and enhanced Praxis preparation support.*

- b. Objective: To develop and refine initial clinical training experiences based on student and other stakeholder feedback, including clinical supervisors (internal and external), Advisory Board, and eventually Alumni Board

Strategies: Develop 7-9 external first-year placements and 3-4 specialty camp placements, secure external placements for 30 students (1 medical, 1 school-based experience per student), collect and analyze data for practicum site evaluations, supervisor evaluations of students, student evaluation of supervisors, general supervisor surveys, exit interviews, share data and analyses, make changes as needed.

12/22 Update: *To date, seven first year sites have been established with plans for the 2023 Fall School year; ongoing conversations and meetings for external placements.*

12/23 Update: *In the first semester, we utilized 8 placement sites (~2 hour a week per site). One site was not able to generate enough hours for students (the Learning Center) so we are looking to revise it and will be adding another site in the spring.*

12/24 Update: *One significant update related to clinical training is the addition of the Cubby Clinic/expanded internal clinical opportunities. Currently the Mount is providing space in the old Lab School and clinical services are taking place 2-3 days/week in the Lab School.*

12/25 Update: *Eight external sites with significantly expanded internal clinic offering pediatric and adult clinical education opportunities.*

- c. Objective: To develop interprofessional **education** (IPE) experiences with at least 2 professions across the Mount Community

Strategies: Work with other Health Science and Education faculty to pilot and refine at least 2 IPE experiences

12/23 Update: *Two events planned for Spring, 2024 semester. These include a dysphagia lab with physical therapy (positioning, thickened liquids, various diets/textures) and a Dementia Symposium with MSJ physical therapy, as well as nursing, occupational therapy, social work, health services administration, and psychology from Xavier University.*

12/24 Update: *The above-described IPE events will continue in 2025.*

12/25 Update: *The above-described IPE events were completed in 2025 and planned for 2026.*

- d. Objective: To cultivate points of distinction for the program (e.g., high-fidelity medical simulation, collaboration with Reading Science program, trauma-informed care, early intervention)

Strategies: Identify 3 unique academic or clinical opportunities that distinguish MSJ's MSLP program

12/22 Update: *High-fidelity infant simulation, Professional Development Plan, First Year Placements*

12/23 Update: *Currently targeting the development of 1) the Simulation and Integration series and 2) the Professional Development Plan. The Simulation Series is something the students anecdotally report is one of their favorite parts of the program. Dr. Cuervo leads the Professional*

Development Plan and we continue to monitor student progress and success in this area.

12/24 Update: The program is currently primarily focused on ensuring high-quality foundational programming, particularly in the Simulation and Professional Development Plan areas. As we continue to refine these experiences, additional efforts can be devoted to these points of distinction.

12/25 Update: Continues to evolve in these areas. Simulation is currently highlighted on national level through Lauren Burke's dissemination and involvement in Simulation Groups.

Goal 3: To foster a training environment that models and trains students in the practices of cultural humility, cultural sensitivity, and cultural responsiveness

Objectives/Strategies:

- a. Objective: Promote clinical experiences and service opportunities that support students' learning about cultural humility and culturally responsive interactions

Strategies: Develop 3-5 first year clinical placements in which students primarily engage with underrepresented minorities and/or culturally diverse populations

12/22 Update: To date, three sites established with plans for the 2023 Fall School year are with culturally diverse populations

12/23 Update: While students are taught about and generally engage with cultural humility at all sites, in the first semester we utilized 5 placement sites with cultural, linguistic, and religious diversity.

12/24 Update: We recognize that all high-quality care requires students to practice cultural humility, sensitivity, and responsiveness. Student placements in the first year of the program continue to support students engaging with individuals who are largely from cultural backgrounds different than their own.

12/25 Update: Continue to utilize placements that support under-resourced groups (TIP, Santa Maria, Motherhouse, Ken Anderson). Notably, on items specific to cultural responsiveness on the Clinical Performance Assessment Instrument, all graduating students from the class of 2025 were above a 4.5 for rated items related to cultural responsiveness (3=Present/Entry Level), 4= Developing Mastery, 5=Mastered) and 'Met' on all dichotomous variables related to considerations for cultural responsiveness and Social Determinants of Health.

- b. Objective: To integrate cultural experiences and learning opportunities into faculty and staff development

Strategies: Work with Health Sciences Diversity, Equity, and Inclusion (DEI) committee and University DEI officer to provide at least 3

continuing education or service events for faculty and staff development

12/23 Update: This goal has not yet been formally addressed. The campus had several activities related to DEI in the spring of '23 in which all faculty members at the time (Buckley, Cuervo, Sizemore) participated. Additionally, the university held a four-part series in the fall that most faculty completed.

12/24 Update: Dr. Cuervo leads the School of Health Sciences activities. The University hired a Chief Inclusion and Belonging officer. Currently, Cuervo and Sizemore sit on the recently revived Council for Inclusive Excellence and plan to work strategically to develop complementary programming.

12/25 Update:

At the institutional level, two program faculty (Cuervo, Sizemore) served on the MSJ Council for Inclusion and Belonging, which provides DEI-focused support for the institution. Dr. Cuervo chaired the School of Health Sciences DEI Committee through 2025. All program faculty completed the required institutional training in Equal Opportunity, Discrimination, and Title IX during 2025. Additionally, Dr. LeBorgne delivered international presentations in Poland and Lithuania, contributing to cross-cultural professional exchange, as well as three regional presentations addressing gender equity and generational bias in professional settings.

Goal 4: To support academic and clinical excellence through the recruitment and retention of high-performing faculty

Objectives/Strategies:

- a. Objective: Recruit and retain a total of 9 faculty members with including 4 faculty members with terminal degrees and 2 from under-represented backgrounds.

Strategies: Conduct national searches for terminal degree faculty, work with Human Resources recruiter dedicated to hiring individuals from under-represented minorities

12/22 Update: To 3 current full-time faculty (Sizemore, Buckley, Cuervo) and 1 hired for July start (Burke). Searches planned for 2 additional terminal degree, 1 clinical supervisor for Fall, 2023 start with the 2 remaining positions planned Fall, 2024. Currently 1 faculty member who identifies as from a URM

12/23 Update: Full-time faculty at 7, including 2 additional terminal degree and 2 faculty from URM. Plan to hire one faculty (likely clinical supervisor) for 24-25, one terminal degree for 25-26.

12/24 Update: Continue with 7 full time faculty members (4 with terminal degrees), 2 full time faculty from URM, and 2 adjunct faculty members. Plan to hire an additional full-time clinical faculty member was delayed and is anticipated for 25-26 school year.

12/25 Update: Clinical faculty member with strong lifespan experience across the lifespan hired and started at the Mount on 7/7/25. At this time, we do not plan to hire additional faculty members.

- b. Objective: Provide support for scholarly and clinical engagement
Strategies: Recruit and retain a full faculty to allow optimal workloads, capitalize on available University resources, encourage specialty training areas, assure sufficient budget to support advanced clinical training opportunities

12/22 Update: Current supports: clinical opportunities for faculty, internal support, including from Institutional Advancement

12/23 Update: Faculty with 6 presentations/posters at annual American Speech, Language, and Hearing Association convention, 2 presentations at annual Reading Science conference, and 3 publications. Two faculty are participating in a Learning Community on the Science of Teaching and Learning, with an IRB to be submitted for a study. One faculty member is co-leading a learning community on supporting struggling learners with 2 other faculty members participating.

12/24 update: Faculty published 2 papers (León, Sizemore), 4 national presentations (Sizemore), and 2 textbooks (Leborgne). Additionally, Burke was awarded a National Parkinson's Foundation grant, Cuervo and León received an internal summer grant for a clinical program, and Cuervo's graduate Early Language course was awarded the Student Philanthropy grant.

12/25 Update: During the 2025 reporting year, faculty demonstrated active scholarly engagement across cultural, clinical, and educational domains. Faculty published 4 papers (LeBorgne, León, Sizemore), and delivered 2 international presentations (LeBorgne-Poland and Lithuania), 12 national presentations (Burke, LeBorgne, León, Sizemore), 2 state presentations at OSLHA (LeBorgne, Buckley), and 7 regional/local presentations (LeBorgne, Burke). Cuervo and León received an internal MSJ summer grant for the SMiLe (Summer Program for Multilingual Learners) clinical program, and Cuervo's graduate Early Language course was awarded the Community Philanthropy & Experiential Learning grant through the MSJ Career & Experiential Education Center.

- c. Objective: Encourage faculty participation and leadership in local and national professional organizations
Strategies: Encourage leadership as an annual goal. The university has release time for clinical/leadership, leadership development activities within the department to help faculty identify strengths and leadership skills, support professional networking opportunities

12/22 Update: Faculty engaging in leadership including the ASHA Career Transitions Mentorship Program (Buckley) and Early Childhood Personnel Center Leadership Cohort (Sizemore)

12/23 Update: Faculty continue to engage in local and national organizations including Santa Maria (Cuervo, Board Member), Hispanic-Latino Student Union (Cuervo & León), ASHA Healthcare Economics Committee (LeBorgne), and Ohio Speech-Language-Hearing Association (Sizemore).

12/24 update: Faculty continue to engage in local, state, and national professional organizations. Leadership/engagement includes Santa Maria Community Services (Cuervo, Board Member), MSJ Project Promise (School of Education, Cuervo), School of Education Advisory Board (Cuervo), Hispanic-Latino Student Union (Cuervo & León), ASHA Healthcare Economics Committee (LeBorgne), the Ohio Speech-Language-Hearing Association (Sizemore), and the Council of Academic Programs in Communication Sciences and Disorders (Sizemore).

12/25 Update: Faculty continue to engage in local, state, and national leadership activities within professional organizations. Faculty continue to engage in local, state, national, and international leadership activities within professional organizations. National and international leadership/engagement includes the ASHA Healthcare Economics Committee and CPT Alternate Advisor to the AMA (LeBorgne), Editorial Board of the Journal of Voice and Appointed Reviewer for the Journal of Singing (LeBorgne), NATS Vocal Health and Wellness Coordinator (LeBorgne), Editor of Language, Speech, and Hearing Services in Schools (Sizemore), the CAPCSD Conference Planning Committee (Sizemore), the ASHA Convention Program Committee for Models of Academic and Clinical Education (Sizemore), the ASHA Leadership Development Program Reviewer role (Sizemore), the ASHA Foundation grant reviewer role (Cuervo), the ASHA Convention Equity, Inclusion, and Cultural–Linguistic Diversity Topic Committee (Cuervo), the Society for Simulation in Healthcare Rehab Affinity Group as Secretary (Burke), and the SLP Simulation Collaborative as Secretary (Burke).

State and regional engagement includes Past President of the Ohio Speech-Language-Hearing Association (Sizemore), the OSLHA Student Leadership Development Program Committee (Sizemore), the Ohio Stuttering Support Network planning committee (Helinski), and the Northern Kentucky SLP Advocacy Group (Helinski).

Local and community engagement includes Dr. Cuervo's election as Board Chairperson for Santa Maria Community Services, her role as Chair of the School of Health Sciences DEI Committee, the MSJ

Council for Belonging, and faculty advisor roles for the Hispanic and Latino Student Union and the local NSSLHA chapter (Cuervo). Faculty also engage in community-based volunteer service supporting communication access in area schools and adult day programs (Humphreys)

Goal 5: To accept, matriculate, retain, and graduate a student body rich in diversity, including under-represented minorities

Objectives/Strategies:

- a. Objective: Within 5 years, have 1/3 of class from under-represented minorities including race, ethnicity, gender, and other non-traditional students including diverse socio-economic backgrounds, veteran status, and first-generation college students
Strategies: Targeted recruitment for Combined (3+2) program from high schools with diverse student bodies, apply research findings on recruitment of underrepresented students, explore partnerships with Historically Black Colleges and Universities in Ohio and Kentucky
12/22 Update: *Recruitment efforts include reach out/presentations with local high-school students and leadership of the Students Learning About Speech and Hearing (/slash/) Summer Program for high school students.*
12/23 Update: *First class includes 21% from UR racial/ethnic groups and 14% who identify with disabilities. Faculty again participated in /slash/ group and continue recruitment efforts in these areas.*
12/24 Update: *The class admitted in the Fall of 2025 includes 10% underrepresented race/ethnicity, 7% who have disclosed disabilities, and 17% First Generation. When only unique individuals are represented, 30% of the class are from under-represented backgrounds.*
12/25 Update: *The class admitted in the Fall of 2025 includes 10% underrepresented racial and ethnic groups, 22% who have disclosed disabilities, 23% First-Generation college students, 19% who self-identify from socioeconomically disadvantaged backgrounds, and 25% male (national average is 4%). When only unique individuals are represented, 61% of the class are from underrepresented backgrounds.*
- b. Objective: To retain at least 95% of students from under-represented minorities in the field of speech-language pathology.
Strategies: Survey students on satisfaction and opportunities for growth/ improvement, focus groups to explore satisfaction and strategies to enhance experiences for specific groups (e.g.,

racial/ethnic groups, socio-economic, first-generation, and adult students)

12/23 Update: Retention data are not yet available as we are finishing the first semester.

12/24 update: For the Fall, 2024 class, 100% retention across full cohort; one student has slowed progression. For the Fall 2025 cohort, 97% retention across all students and a retention of 27% of under-represented backgrounds.

12/25 Update: The graduating class of 2025 (Fall '23 cohort) had 100% retention (with one graduating Spring '26), and the graduating class of 2026 (Fall '24 cohort) has 97% retention (same as last year). The graduation class of 2026 (Fall '25 cohort) currently has 100% retention among underrepresented backgrounds.

The Strategic Plan is updated annually in December. As the Mount is developing a New Strategic Plan, the MLSP program (in combination with the undergraduate SLHS program) will develop a new strategic plan.