Mission:
The mission of the Institute for Speech-Language Pathology at Widener University is to prepare clinically competent, ethical, community focused, and culturally respectful speech-language pathologists, committed to preventing, diagnosing, and treating communication and swallowing disorders across the lifespan.

Strategic Goal 1: Recruit high-quality full-time and adjunct faculty in order to provide students with a well-rounded curriculum that reflects the depth and breadth of speech, language, and swallowing disorders. (Aligns with Program Goals: Evidence-Based Critical Thinking, Cultural-Linguistic Competency, Innovative Scholarship. Aligns with University Goals: A dynamic campus environment that immerses students in meaningful curricular, co-curricular, and extra-curricular experiences; Scholarship by faculty and students that enriches learning and advances knowledge within and across disciplines.)

Principals: Program Director, Associate Dean, Dean

Action Steps:
- Actively market the program and positions available on the CAPCSD website, at local, state and national conferences, and via e-mail blasts.
- Develop search committees to review candidates and organize on-campus interviews.

Outcome Measures:
- Hire one non-tenure track faculty who has an in-depth knowledge of at least one area of SLP clinical practice and who also has an administrative role as Director of Clinical Education.
- Hire two tenure-track faculty that have an in-depth knowledge of at least one area of SLP practice and an established research agenda.
- Hire three non-tenure track faculty who have an in-depth knowledge of at least one area of SLP practice who are capable of teaching and providing clinical supervision.
Strategic Goal 2: Develop the clinical education program in order to provide students with culturally-linguistically diverse, interprofessional, clinical experiences across a variety of settings. (Aligns with Program Goals: Evidence-Based Critical Thinking, Interprofessional Collaboration, Cultural-Linguistic Competency, Leadership and Service to the Community. Aligns with University Goals: A culture of leadership that inspires students, faculty, and staff to have a positive influence on their workplaces, professions, communities, and the world; Civic engagement that furthers the university’s national and global leadership in educating engaged citizens and in contributing to the vitality and well-being of the communities we serve.)

Principal: Director of Clinical Education

Action Steps:

- Identify and develop partnerships with education and health care settings within the Philadelphia metropolitan area, Chester County, Delaware County, and beyond for high-quality clinical training externships.
- Market the SLP services offered in the interprofessional pro bono Chester Community Clinic via participation in university and community events.
- Establish a sufficient patient population to accommodate the on-campus clinical internships such that each student can treat 3 to 4 clients each semester.

Outcome Measures:

- Establish clinical externship contracts sufficient for at least one and one-half the number of students in the program.
- Increase the clinical externship contracts annually to accommodate the growth of student cohorts.
- Increase the on-campus patient population annually to accommodate and match the growth of student cohorts.
- Establish annual service events for clinical education that also meet the needs of the community and clinical partners (e.g., hearing screenings, speech-language screenings).
- Register the program with ASHA as a continuing education provider.
- Develop annual continuing education events that meet the needs of on-campus and externship clinical supervisors.

Strategic Goal 3: Recruit outstanding students who meet or exceed all admissions requirements and who represent a diversity of backgrounds and experiences. (Aligns with University Goals: Rigorous academic expectations and high-impact educational practices that support intended learning outcomes; A dynamic campus environment that immerses students in meaningful curricular, co-curricular, and extra-curricular experiences; A diverse university community that champions a culture of respect, civility, and inclusivity.)

Principals: Program Director, Director of Clinical Education

Action Steps:
• Participate in student admissions and recruitment events locally, state-wide, and nationally.
• Establish on-campus activities that provide high-school students and undergraduate students opportunities to visit the program and learn more about speech-language pathology (e.g., SLP for a day program).
• Participate in the National Black Association for Speech-Language Pathology (NBASLH) Conventions, including an admissions booth.
• Participate in the Graduate School Fair during ASHA’s Annual Conventions.

Outcome Measures:
• Admit students who meet or exceed all admissions requirements.
• Admit students who represent a diversity of backgrounds and experiences.

Strategic Goal 4: Utilize student outcomes and feedback from stakeholders (e.g., students, faculty, externship supervisors, advisory board) to review and modify the program and the program’s strategic plan as needed. (Aligns with Program Goals: Evidence-Based Critical Thinking, Interprofessional Collaboration, Cultural-Linguistic Competency, Leadership and Service to the Community, Innovative Scholarship. Aligns with University Goals: Rigorous academic expectations and high-impact educational practices that support intended learning outcomes; A dynamic campus environment that immerses students in meaningful curricular, co-curricular, and extra-curricular experiences; Institutional agility and innovation that make the university attractive, accessible, and sustainable.)

Principals: Program Director, Director of Clinical Education

Action Steps:
• Complete student course evaluations each semester and provide feedback to all instructors.
• Complete program evaluations at the end of each academic year for summative program assessment by each cohort of students.
• Provide clinical externship sites with an opportunity to evaluate program support and student knowledge and skills each semester.
• Discuss aggregate results of evaluations and student outcome data at faculty meetings, bi-annual faculty retreats, and annual advisory board meetings.

Outcome Measures:
• Identify areas that need modification based on student outcomes and evaluation data.
• Develop action plans for program modification and modification of the program’s strategic plan where needed based on student outcomes and evaluation data.

Strategic Goal 5: Achieve Initial Full-Accreditation through the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) by year five of the program (2025-2026). (Aligns with University Goals: Rigorous academic expectations and high-impact
educational practices that support intended learning outcomes; A dynamic campus environment that immerses students in meaningful curricular, co-curricular, and extra-curricular experiences; Institutional agility and innovation that make the university attractive, accessible, and sustainable.)

Principals: Program Director, Director of Clinical Education

Action Steps:
- Submit all CAA annual reports in a timely manner.
- Develop a self-study plan for the CAA Initial Full Accreditation Application that involves participation from all faculty and staff.
- Submit the CAA Initial Full Accreditation application within the five-year time frame designated by the CAA (e.g., no later than February 1, 2026).
- Develop an evidence file for the CAA site visit utilizing the CAA Initial Full Accreditation Application and involving participation from all faculty and staff.
- Prepare faculty, staff, students, and administration for the CAA site visit through workshops, meetings, and presentations.

Outcome Measures:
- Achieve Initial Full accreditation within the five-year time frame designated by the CAA (e.g., no later than February 1, 2026).