



**Graduate Program in Speech-Language Pathology
Executive Summary
Strategic Plan 2025-2026 (Extended)
Reviewed and Updated, May 2025**

Schedule for formal strategic plan reviews and updates:

Every spring semester, third week in May, at the Graduate Program Retreat
(Revised/Updated, 5-17-25: Extended strategic planning for one year, will result in a revised five-year plan).

Schedule for ongoing strategic planning during the fall and spring semesters:

(Revised, 5/17/25)

Fall: At Departmental Graduate Committee (DGC) meetings and as needed

Spring: At Departmental Graduate Committee (DGC) meetings, May Graduate Program Retreat and as needed

Vision Statement (Reviewed 5/17/25)

The vision of the graduate program in speech-language pathology aligns with the vision statement of Bridgewater State University. In addition, our vision is to:

Continue to develop into a strong sustainable CSD graduate program that prepares graduates to earn ASHA certification, certification from the Massachusetts Department of Education, and licensure from the Massachusetts Board of Professional Licensure; and to grow into an indispensable community partner contributing to the health and well-being of citizens by providing diagnostic, treatment, preventative, and outreach services to Southeastern Massachusetts communities and beyond.

Graduate Program Mission Statement (Reviewed 5/17/23)

The faculty and staff in the Department of Communication Sciences and Disorders endorse the BSU Mission statement and are dedicated to:

- Preparing professionals for the field of Speech-Language Pathology, with regard to scholarship, ethical and effective clinical practices, and strong interpersonal and advocacy behaviors.
- Fostering the development of students' values related to integrity and ethical behavior, academic excellence, life-long learning and pursuit of knowledge, collegiality and community service, commitment to embracing justice, equity, diversity and inclusion. This will allow the student to hold paramount the well-being of clients and their families/caregivers.
- Facilitating the successful attainment of clinical positions as well as active participation in leadership roles within local, state or national associations.
- Providing excellence in student preparation and continued support and advancement in the profession at large. The Department is committed to ongoing development of instructional methodology and assessment procedures, evidence-based practice (including current clinical decision making), and the establishment and maintenance of research and scholarly activities.

Values:

The Program strives to foster an innovative, intellectually stimulating student-centered learning environment, both academically and clinically, founded upon active learning, critical thinking, and professional standards, accountability, community engagement, commitment to social justice, diversity and global awareness, and commitment to evidence-based life-long learning. It is committed to providing excellence in academic and clinical education to prepare students to meet the challenges of the 21st century.

Strategic Goals: (Reviewed 5/17/25)

Goal #1: Students will demonstrate entry level professional competence by graduating and achieving a passing score on the national examination for Speech-Language Pathology.

Goal #2: Continue to develop ways of integrating faculty, clinical staff, and GR research scholarship into the clinical and academic programs.

Goal #3: Provide opportunities to support and promote student, clinical staff, and faculty engagement growth, which is sensitive to both personal and professional development.

Goal #4: Continue to interact with the community in the Southeastern Massachusetts region as a partner in the provision of high-quality educational and clinical services.

Goal #5: Create and maintain alliances with underrepresented groups to advance diversity, equity and inclusion.

Strategic Assessment: Indicators of Success (Reviewed 5/17/25)

- Exit interviews and surveys conducted with students in the program, alumni, clients and their families, campus communities, clinical educators off-campus affiliations, students' feedback on supervisors, and school districts.
- Analysis of the strategic plan, goals, and benchmarks by the faculty and clinical educators as part of the annual graduate program retreat.
- Self-assessment, peer-assessment and achievement of student outcomes on an ongoing basis and as part of the graduate program retreat.