

University of Arkansas Communication Sciences and Disorders Program

Strategic Plan Summary 2020-2025 2024-2025 Progress Report

Mission and Goals

Our mission is to advance knowledge of speech, language, swallowing and hearing disorders through basic and applied research, graduate clinician training and community service. To accomplish this mission, faculty and M.S. students participate in scholarly research activities, provide clinical services in a state-of-the-art facility and promote community outreach projects.

Our primary goals are to produce innovative scholarly work and train competent speech-language pathologists to provide services to individuals and their families across the life-span.

Vision Statement

The Communication Sciences and Disorders Program at the University of Arkansas aspires to become a leader in the field of speech-language pathology in the areas of teaching, research and service. Our program aims to disseminate quality interdisciplinary basic and applied research relevant to speech and hearing sciences and related fields. We strive to promote evidence-based practices by educating students through the integration of academic coursework, diverse clinical practicum experiences, research opportunities and service in the community. We expect our graduate alumni to be well known in the community for providing clients with outstanding clinical services.

Values

- We strive to meet our educational commitment by sharing and generating knowledge with students for patients, families, the general public, and collaborating colleagues. We strive to improve our community through collaboration, research efforts, and community engagement.
- We accept the challenge and responsibility to advance scientific understanding of communication sciences and disorders through basic and clinical research in collaboration with practicing clinicians in the community.
- We pledge to provide the highest quality of ethical clinical care to the people of Arkansas and to all others who entrust us with their care.
- We commit to foster a positive environment that protects free expression of thought and encourages honesty, openness, and integrity.
- We hold ourselves to the highest criteria of professional and scholarly ethics.
- We recognize that to accomplish our goals we must diligently work together as a team, support and encourage one another, and reward teaching others as we collaboratively share this responsibility.

Goals

Teaching and Clinical Education:

Long term goal: *Ensure excellence and growth in the CDIS program through teaching, mentorship, advising, and diverse learning opportunities for undergraduate and graduate students. Increase student understanding of professional and ethical issues related to research, academia, and clinical practice by offering consistent training opportunities.*

Rationale: It is imperative that students graduating from the CDIS program are well prepared for professional opportunities upon graduation, with all undergraduate CDIS majors who apply for graduate school being accepted into a graduate program of their choice and all students who graduate with a master's degree finding employment in their setting of choice.

Objectives:

1. Ensure course curriculum and the program of study align with ASHA standards using effective, innovative, and engaging methods.
 - a. **Resources:** Faculty Time
 - b. **Responsible Person(s):** Program Faculty
 - c. **Projected Completion Date:** Reviewed and updated annually
 - d. **Expected Results:** Annual review and updates made to syllabi
 - i. **2020-21 Progress:**
 1. Course syllabi were reviewed. Faculty listed ASHA Standards targeted in courses on course syllabi.
 - ii. **2021-22 Progress:**
 1. Course syllabi were reviewed by all faculty. Faculty listed ASHA Standards targeted in courses on course syllabi.
 2. Faculty engaged in discussions to add more hands-on learning in academic coursework. Hands-on learning labs were added to 2 courses.
 3. Professional development workshops with SLPs with clinical specialties were provided.
 4. Added additional diagnostic workshops to allow for more opportunities for clinical education in the provision of diagnostics.
 - iii. **2022-23 Progress:**
 1. Course syllabi were reviewed by all faculty. Faculty listed and updated syllabi with ASHA Standards targeted in courses on course syllabi.
 2. Faculty engaged in discussions to add more hands-on learning in academic coursework.
 3. Professional development workshops with SLPs with clinical specialties were continued and new workshops with specialty areas were added.
 4. Continued diagnostic workshops to allow for more opportunities for clinical education in the provision of diagnostics were continued.
 - iv. **2023-24 Progress:**
 1. Course syllabi were reviewed by all faculty.
 2. Faculty engaged in discussions to add more hands-on learning in academic coursework. Hands-on activities were added to the anatomy and physiology course as well as the voice and resonance course this year.

3. Professional development workshops with SLPs with clinical specialties were continued.
 4. Continued diagnostic workshops to allow for more opportunities for clinical education in the provision of diagnostics were continued. Additional time for diagnostic workshop opportunities was provided as recommended by the previous exit survey.
 - v. **2024-25 Progress:**
 1. Course syllabi were reviewed by faculty. Courses with Honors sections were updated to ensure the expectations for Honors were clearly described.
 2. Faculty continued discussions on increasing opportunities for hands-on learning opportunities. Related activities were added to the Voice and Resonance and Feeding and Swallowing Disorders courses, as well as clinical practicum workshops.
 3. Diagnostic workshops for clinical practicum courses continued to be mandatory with improved documentation for follow-up and review with the clinical educator(s) teaching the course(s).
2. Maintain state of the art teaching facilities in ECHP, including a computer lab, research space, and a regular classroom
- a. **Resources:** Faculty and staff time
 - b. **Responsible Person(s):** Program faculty and staff
 - c. **Projected Completion Date:** May 2025
 - d. **Expected Results:** Secure funding as needed to maintain and update teaching and research facilities
 - i. **2020-21 Progress:**
 1. Given the pandemic, teaching facilities, labs, research space and classrooms were used minimally if all this year. Maintenance of all spaces was completed through regular cleaning. Updated equipment for the aphasia research lab was ordered and is scheduled to be installed in the fall of 2021.
 - ii. **2021-22 Progress:**
 1. Maintenance of all spaces was completed through daily and weekly cleaning. A checklist of needed cleaning for weekly tasks was created for the UA Speech and Hearing Clinic.
 2. New software was purchased for the Voice Lab in the UA Speech and Hearing Clinic.
 3. New equipment was purchased for the Swallowing Lab in the UA Speech and Hearing Clinic.
 - iii. **2022-23 Progress:**
 1. Maintenance of all spaces was continued through daily and weekly cleaning.
 2. New academic and clinical education materials were purchased and used in courses and clinical practicum trainings.
 3. A faculty member was awarded a \$750,000 NSF grant for research and clinical education.
 - iv. **2023-24 Progress:**
 1. Maintenance of all spaces was continued through daily and weekly cleaning.
 2. Updated procedures for cleaning clinical spaces were provided for all faculty using clinic space.
 3. State-of-the-art Sensory Room was funded through the

Schmieding Foundation. This space opened in June.

- v. **2024-25 Progress:**
 - 1. Maintenance of all spaces was continued through daily and weekly cleaning.
 - 2. Updated procedures for shared use of clinical spaces and instructions for placing room reservations for all program faculty.
 - 3. An expansion to the sensory room was planned and completed in the spring. The expanded space was open for use starting in late Spring.
- 3. Support and maintain a high level of outreach and engagement with community partners and alumni.
 - a. **Resources:** Faculty time
 - b. **Responsible Person(s):** Program Faculty
 - c. **Projected Completion Date:** May 2025
 - d. **Expected Results:** Identify ways to consistently communicate with program alumni and community partners on an annual basis
 - i. **2020-21 Progress:**
 - 1. Due to the pandemic, minimal community outreach was possible this year. Faculty, staff and students were innovative during this time and quickly transitioned to providing clinical services via telepractice.
 - 2. Students worked to establish and provide the “RazorReaders” online Youtube channel so school-age students could watch recorded readings of books during the pandemic.
 - 3. Faculty and staff worked to draft the first edition of the program newsletter that was sent to all undergraduate and graduate level alumni from the program as well as community partners.
 - ii. **2021-22 Progress:**
 - 1. The CDIS Program Newsletter was sent to all program alumni and community partners in December of 2021 and in June of 2022.
 - 2. Due to the pandemic, engagement with community partners continued to be limited this year.
 - iii. **2022-23 Progress:**
 - 1. The CDIS Program Newsletter was sent to all program alumni and community partners in December of 2022 and in June of 2023.
 - 2. The CDIS Program hosted a spring celebration event highlighting student award winners, an off-campus mentor of the year, community partnerships, and alumni.
 - 3. Program alumni were highlighted on program social media platforms throughout the year.
 - iv. **2023-24 Progress:**
 - 1. The CDIS Program Newsletter was sent to all program alumni and community partners in December of 2023 and is planned to go out in August of 2024.
 - 2. The CDIS Program hosted a spring celebration event highlighting student award winners, an off-campus mentor of the year, community partnerships, and alumni.
 - 3. Program alumni were highlighted on program social media platforms throughout the year.
 - v. **2024-25 Progress:**
 - 1. The CDIS Program hosted a spring celebration event

- highlighting student award winners, an off-campus mentor of the year, community partnerships, and alumni.
 2. Program alumni were highlighted on program social media platforms throughout the year.
 3. Community outreach flyers marketing the program's summer clinic were distributed to community partners and area clinics.
 4. Certificates of appreciation containing overall supervision hours per semester were distributed to clinical supervisors.
4. Develop innovative clinical training/research/service programs and secure funding to implement the programs.
 - a. **Resources:** Faculty Time
 - b. **Responsible Person(s):** Faculty Time
 - c. **Projected Completion Date:** May 2025
 - d. **Expected Results:** Provide clinical training workshops and identify opportunities for interdisciplinary clinical research
 - i. **2020-21 Progress:**
 1. Clinical training transitioned to telepractice during the pandemic. Students also completed simulated case trainings online.
 2. In the spring of 2021, the Clinical Education Coordinator secured a grant to secure funds for equipment and training for students to treat voice disorders. Training is set to start in the fall.
 - ii. **2021-22 Progress:**
 1. Clinical training transitioned back to face-to-face this academic year. Clinical education workshops were provided in the areas of:
 - a. Billing and Coding
 - b. Health Literacy
 - c. Clinical Fellowship Year
 - d. Professional Licensure
 - e. Clinical Supervision
 - f. Advanced Swallow Competencies
 - i. Fiberoptic Endoscopic Evaluations (FEES)
 - g. Swallow/Communication following Tracheostomy and Mechanical Ventilation with COVID considerations
 - h. Professional Development and Preparation
 - i. Resume building
 - ii. Interview skills
 - i. Behavior Regulation and Neurodiversity
 2. In the spring of 2022, the Clinical Education Coordinator again secured a grant to secure funds for equipment and training for students to treat voice disorders. Training was initiated in the summer of 2022.
 - iii. **2022-23 Progress:**
 1. Clinical education workshops in areas of professional specialty developed in 2021-2022 were continued.
In the spring of 2023, the Clinical Education Coordinator again secured a grant to secure funds for equipment and training for students to treat voice disorders. Training will initiate in fall 2023.
 - iv. **2023-24 Progress:**
 1. Clinical education workshops in areas of professional specialty

developed in 2021-2022 were continued.

2. In the spring of 2024, the Clinical Education Coordinator again secured a grant to secure funds for equipment and training for students to treat voice disorders. Training will begin in fall 2024.
3. The program hosted a professional development conference on Myofunctional therapy in the spring with over 200 local providers and students in attendance.

v. 2024-25 Progress:

1. Clinical education workshops in areas of professional specialty were updated and continued.
2. In the spring of 2025, the Clinical Education Coordinator again secured a grant to secure funds for training for students to treat voice disorders.
3. The Medical Speech Pathology elective was awarded a \$1,000 college-level experiential learning grant, which was used to obtain tracheostomy training materials for graduate students.
4. The program hosted a professional development conference on Bjorek therapy resources in the spring with over 400 local providers and students in attendance.

5. Increase faculty beyond currently vacant lines to provide instruction in areas not currently covered.

a. Resources: Funds for faculty lines and faculty time

b. Responsible Person(s): Program faculty and Department Head

c. Projected Completion Date: May 2025

d. Expected Results: Hire one tenure-track professor and two full-time clinical professors

i. 2020-21 Progress:

1. In January 2021, the Clinical Education Coordinator was hired.
2. A vacant faculty line will open in the spring of 2021. (Update: A retirement was postponed; therefore, the position did not open).
3. Faculty have continued to advocate for additional faculty lines. There continues to be a significant need for faculty for clinical education and academic teaching.

ii. 2021-22 Progress:

1. In June of 2022, a part-time Clinical Instructor was hired to provide clinical supervision and clinical services at the UA Speech and Hearing Clinic.
2. A vacant faculty line will open in the fall of 2022.
3. Faculty have continued to advocate for additional faculty lines. There continues to be a significant need for faculty for clinical education and academic teaching.

iii. 2022-23 Progress:

1. In June of 2022, a part-time Clinical Instructor was hired to provide clinical supervision and clinical services at the UA Speech and Hearing Clinic. Through advocacy in FY23, this position will be increased to a full time, 100% appointment for FY24.
2. Dr. Fran Hagstrom was appointed as the founding Department Head of the Communication Sciences and Occupational Therapy (CDOT) Department. Therefore, the faculty line initially thought to open in 2022 following Dr. Hagstrom's retirement announcement

did not become available.

3. A vacant clinical instructor faculty line will open in the fall of 2023 after a faculty retirement in the spring of 2023.
4. Faculty have continued to advocate for additional faculty lines. There continues to be a significant need for faculty for clinical education and academic teaching.

iv. 2023-24 Progress:

1. In May of 2024, the program posted a position for an additional clinical instructor to begin in the fall of 2024.

v. 2024-25 Progress:

1. In the fall of 2025, the program posted two tenure-track positions. Both positions were filled.

6. Students will be exposed to professional and ethical issues from multiple sources in academic coursework and in clinical practica.

a. **Resources:** Faculty time

b. **Responsible Person(s):** Program faculty

c. **Projected Completion Date:** May 2025

d. **Expected Results:** Faculty will identify opportunities to teach and engage in discussion with students on topics of contemporary professional and ethical issues

i. 2020-21 Progress:

1. During the summer 2020 session, students thoroughly reviewed the ASHA Code of Ethics with their Clinical Educator. Students had opportunities to discuss concerns and questions about current and previous experiences.
2. Faculty discussed ethical issues indirectly and directly through course content.

ii. 2021-22 Progress:

1. During the summer 2021 session, students again thoroughly reviewed the ASHA Code of Ethics with their Clinical Educators. Case studies were provided and discussed.
2. Faculty discussed ethical issues indirectly and directly through course content.

iii. 2022-23 Progress:

1. During the summer 2022 session, students again thoroughly reviewed the ASHA Code of Ethics with their Clinical Educators. Case studies were provided and discussed.
2. Faculty continued to discuss ethical issues indirectly and directly through course content.

iv. 2023-24 Progress:

1. During the summer 2023 session, students again thoroughly reviewed the ASHA Code of Ethics with their Clinical Educators. Case studies were provided and discussed.
2. Faculty continued to discuss ethical issues indirectly and directly through course content.

v. 2024-25 Progress:

1. During the summer 2025 session, students again thoroughly reviewed the ASHA Code of Ethics with their Clinical Educators. Case studies were provided and discussed.
2. Faculty continued to discuss ethical issues indirectly and directly through course content.

Research and Outreach

Long-Term Goal: *Generate influential research in our areas of expertise.*

Rationale: To have an impact on the lives of those with communication disorders and research in our areas of expertise, it is critical that our research efforts have a meaningful impact on our understanding of communication disorders, clinical practice, and support for community members who have a communication disorder, their families, and the professionals who serve them in the state of Arkansas and beyond.

Objectives:

1. Provide support for and incentives to increase federal grant submissions.
 - a. **Resources:** Internal funding opportunities and program faculty time
 - b. **Responsible Person(s):** Program faculty
 - c. **Projected Completion Date:** May 2025
 - d. **Expected Results:** Research faculty will combine to apply for or be involved in a minimum of 2 federally funded grants per year
 - i. **2020-21 Progress:**
 1. Departmental leadership is on board with providing course buy-outs for federal grants awarded.
 - ii. **2021-22 Progress:**
 1. Departmental leadership is on board with providing course buy-outs for federal grants awarded.
 2. Faculty both applied for and were involved in four federally funded grants this year.
 - iii. **2022-23 Progress:**
 1. Departmental leadership provided course buy-outs for federal grants awarded.
 2. Workload allocation was provided for research faculty to have time to apply for federal grant submissions.
 - iv. **2023-24 Progress:**
 1. Departmental leadership provided course buyouts for federal grants awarded.
 2. A faculty member was awarded a federal training grant.
 3. Workload allocation was provided for research faculty to have time to apply for federal grant submissions.
 - v. **2024-25 Progress:**
 1. Departmental leadership provided course buyouts for federal grants awarded.
 2. Two faculty members applied for federal grants.
2. Support and maintain a high level of outreach and community engagement by faculty.
 - a. **Resources:** Faculty time
 - b. **Responsible Person(s):** Program Faculty
 - c. **Projected Completion Date:** May 2025
 - d. **Expected Results:** Faculty will identify opportunities to combine community outreach and research efforts
 - i. **2020-21 Progress:**
 1. Due to the pandemic, the Adult Fluency Support Group was unable to meet.
 2. The Adult Cochlear Implant Support Group was unable to meet in

the fall but transitioned to monthly video conference meetings in the spring.

3. Faculty continued to be actively involved with the non-profit organization, Arkansas Hands & Voices by providing a webinar, serving on the Board, and connecting students to assist with online family programming.

ii. 2021-22 Progress:

1. Due to the pandemic, the Adult Fluency Support Group was unable to meet.
2. The Adult Cochlear Implant Support Group met monthly via video conference meetings in the fall and resumed in-person meetings in the spring of 2022.
3. Faculty continued to be actively involved with the non-profit organization, Arkansas Hands & Voices by serving on the Board and connecting students to assist with online family programming.
4. The Clinical Education Coordinator established clinical education partnerships with a local brain injury support group and an aphasia support group.
 - a. Under the supervision and guidance of the clinical education coordinator, graduate students enrolled in CDIS 5443 will create and deliver community education presentations to each group as part of their clinical coursework starting fall 2022.
5. A faculty member became actively involved as Director of University Relations for the non-profit organization Dysphagia Outreach Project.
6. A faculty member also began serving as Secretary of the Arkansas Affiliate of the National Black Speech-Language and Hearing (AR-NBASLH).

iii. 2022-23 Progress:

1. The Adult Cochlear Implant Support Group transitioned back to meeting in person, monthly. The group welcomes students to attend and is coordinated by the Program Director.
2. Faculty continued to be actively involved with the non-profit organization, Arkansas Hands & Voices by serving on the Board and connecting students to assist with online family programming.
3. A faculty member continued successful clinical education partnerships with a local brain injury support group and an aphasia support group.
4. A faculty member continued involvement as Director of University Relations for the non-profit organization Dysphagia Outreach Project.
5. A faculty member served as Secretary of the Arkansas Affiliate of the National Black Speech-Language and Hearing (AR-NBASLH).
6. A faculty member was elected to serve a 3-year term as coordinator of ASHA Special Interest Group 7 (Auditory Rehabilitation).
7. A faculty member was elected as Treasurer of the Arkansas Chapter of the Academic Language Therapy Association.
8. A faculty member coordinated and facilitated two community events that provided dyslexia simulations. Both events were

open to parents, professionals, students, and community members.

9. Community screenings for speech, language, and hearing were continued.

iv. 2023-24 Progress:

1. The Adult Cochlear Implant Support Group met monthly and is coordinated by the Program Director.
2. Faculty continued to be actively involved with the non-profit organization, Arkansas Hands & Voices by serving on the Board and connecting students to assist with online family programming.
3. A faculty member continued successful clinical education partnerships with a local brain injury support group and an aphasia support group.
4. A faculty member continued involvement as Director of University Relations for the non-profit organization Dysphagia Outreach Project.
5. A faculty member served as Secretary of the Arkansas Affiliate of the National Black Speech-Language and Hearing (AR-NBASLH).
6. A faculty member continued 3-year term as coordinator of ASHA Special Interest Group 7 (Auditory Rehabilitation).
7. A faculty member was nominated and made the voting slate as a candidate for the ASHA Board of Directors.
8. A faculty member was elected as Treasurer of the Arkansas Chapter of the Academic Language Therapy Association.
9. A faculty member coordinated and facilitated two community events that provided dyslexia simulations. Both events were open to parents, professionals, students, and community members.
10. Community screenings for speech, language, and hearing were continued. Over 1,600 community hearing screenings were completed this year.

vi. 2024-25 Progress:

1. After taking a break over the summer, the Adult Cochlear Implant Support Group met monthly and was coordinated by the Program Director.
2. Faculty continued to be actively involved with the non-profit organization, Arkansas Hands & Voices by serving on the Board and connecting students to assist with online family programming.
3. A faculty member was elected to the ASHA Board of Directors.
4. A faculty member continued term as Treasurer of the Arkansas Chapter of the Academic Language Therapy Association.
5. A faculty member coordinated and facilitated multiple community events that provided dyslexia simulations. Both events were open to parents, professionals, students, and community members.
6. Community screenings for speech, language, and hearing were continued. Over 2,000 community hearing screenings were completed this year.

3. Increase the value of innovative clinical research through interprofessional collaboration.
 - a. **Resources:** Faculty time
 - b. **Responsible Person(s):** Program Faculty
 - c. **Projected Completion Date:** May 2025
 - d. **Expected Results:** Research faculty will identify opportunities for interprofessional collaboration for clinical research.
 - i. **2020-21 Progress:**
 1. Faculty were involved in an action-research grant involving the providing of intervention via telepractice for augmentative and alternative communication.
 2. Faculty continued leadership, data analysis and scholarly writing through the “Teaming for Transitions” personnel prep grant. Eleven first year graduate students and eight second year graduate students participated in this program that includes interprofessional collaboration between counseling, communication sciences and disorders, and special education.
 - ii. **2021-22 Progress:**
 1. An opportunity for interdisciplinary clinical research was identified between the Elanor Mann School of Nursing (EMSON) and the CDIS program. Initial data collection started in the spring of 2022.
 2. Faculty continued to be involved in an action-research grant involving the provision of intervention via telepractice for augmentative and alternative communication.
 3. Faculty continued leadership, data analysis and scholarly writing through the “Teaming for Transitions” personnel prep grant. Eleven second year graduate students graduate students participated in this program that includes interprofessional collaboration between counseling, communication sciences and disorders, and special education.
 - iii. **2022-23 Progress:**
 1. An opportunity for interdisciplinary clinical research involving animal-assisted therapy was identified between the Elanor Mann School of Nursing (EMSON) and the CDIS program. Data collection started in the spring of 2022 and continued in 2023.
 2. Faculty continued to be involved in an action-research grant involving the provision of intervention via telepractice for augmentative and alternative communication.
 3. A faculty member’s interdisciplinary research team was awarded an NSF grant.
 - iv. **2023-24 Progress:**
 1. Faculty continued to be involved in an action-research grant involving the provision of intervention via telepractice for augmentative and alternative communication.
 2. Faculty participated in a summer workshop to learn more about interdisciplinary collaborations across the college.
 3. A faculty member serves as the Direct or Service-Learning, a program that frequently promotes and funds interdisciplinary education and research across campus.
 - vii. **2024-25 Progress:**
 1. Faculty continued to be involved in an action-research grant involving the provision of intervention via telepractice for

- augmentative and alternative communication.
 2. Faculty participated in a summer workshop to learn more about interdisciplinary collaborations across the college.
 3. A faculty member served as the Director of Service-Learning, a program that frequently promotes and funds interdisciplinary education and research across campus.
4. Evaluate departmental Honors program and undergraduate research experiences.
 - a. **Resources:** Faculty time
 - b. **Responsible Person(s):** Program faculty
 - c. **Projected Completion Date:** May 2025
 - d. **Expected Results:** Faculty will create a spreadsheet to monitor and track Honors research and Honors project experiences in the CDIS program
 - i. **2020-21 Progress:**
 1. The CDIS Program currently has 68 undergraduate Honors Students. 24 CDIS Honors undergraduate students graduated in the spring of 2021.
 2. Faculty have identified there are far more Honors mentees than CDIS mentors available. Faculty will continue to work to identify steps to improve research experiences while managing faculty capacity.
 - ii. **2021-22 Progress:**
 1. The CDIS Program currently has 47 undergraduate Honors Students. 18 CDIS Honors undergraduate students graduated in the spring of 2022.
 2. Faculty will continue to work to identify steps to improve research experiences while managing faculty capacity.
 3. Increased opportunities to complete Honors Projects that included clinical education and experience were identified across the state.
 - iii. **2022-23 Progress:**
 1. The CDIS Program currently has 33 undergraduate Honors Students admitted to the major and 11 pre-CDIS Honors students. 13 CDIS Honors undergraduate students graduated in the spring of 2023.
 2. Faculty will continue to work to identify steps to improve research experiences while managing faculty capacity.
 - iv. **2023-24 Progress:**
 1. The CDIS Program currently has 29 undergraduate Honors Students admitted to the major and 15 pre-CDIS Honors students. 28 CDIS Honors undergraduate students graduated in the spring of 2024.
 2. Faculty will continue to work to identify steps to improve research experiences while managing faculty capacity.
 - v. **2024-25 Progress:**
 1. The CSDI Program continued to maintain strong involvement in undergraduate Honors research. Five students presented their work at the ASHA Convention. Another five students presented at the ArkSHA Convention.
 2. Faculty will continue to work to identify steps to improve opportunities for undergraduate research experiences while

managing faculty capacity.

5. Increase opportunities for graduate research experiences.
 - a. **Resources:** Faculty time
 - b. **Responsible Person(s):** Program Faculty
 - c. **Projected Completion Date:** May 2025
 - d. **Expected Results:** Faculty will identify opportunities for graduate students to be involved in research annually
 - i. **2020-21 Progress:**
 1. Graduate students were encouraged to complete a Master's Thesis during all advising appointments. One graduate student successfully defended a thesis in 2021. Three graduate students have theses in progress with plans to defend by the spring of 2022.
 - ii. **2021-22 Progress:**
 1. Graduate students were encouraged to complete a Master's Thesis during all advising appointments.
 2. Three graduate students successfully defended their theses in 2022.
 3. One graduate student was admitted into a Ph.D. program.
 - iii. **2022-23 Progress:**
 1. Graduate students were encouraged to complete a Master's Thesis during all advising meetings and emails.
 2. One graduate student successfully defended their thesis as well as presented their work at state and national conferences.
 - iv. **2023-24 Progress:**
 1. Graduate students were encouraged to complete a Master's Thesis during all advising meetings and emails.
 2. Four graduate students successfully defended their master's thesis in the spring of 2024.
 - v. **2024-25 Progress:**
 1. Graduate students were encouraged to complete a Master's Thesis during all advising meetings and emails.

Person-Centered Care

Long-Term Goal: *Promote inclusion of populations historically underrepresented in the undergraduate and graduate programs to align with ASHA demographics, state demographics, and those in the University of Arkansas System.*

Rationale: We subscribe to the same affirmations regarding diversity and inclusion as our governing body, ASHA "We affirm the value of diversity and the importance of inclusion, and are committed to ongoing dialogue across cultural lines as a strategy for excellence in serving our members (students), for addressing the needs of an increasingly diverse society, and as a mechanism for equipping" our graduates "to appropriately meet the needs of their clients, patients, and (future) students."

Objectives:

1. Strategically recruit males and under-represented minorities in undergraduate and graduate programs.

- a. **Resources:** Faculty time
 - b. **Responsible Person(s):** Program faculty
 - c. **Projected Completion Date:** May 2025
 - d. **Expected Results:** Identify opportunities to recruit under-represented minorities
 - i. **2020-21 Progress:**
 - 1. The program made efforts to highlight the work of under-represented minorities and males in the undergraduate program and graduate programs through social media posts and nominations for student awards throughout the year.
 - ii. **2021-22 Progress:**
 - 1. The program made efforts to highlight the work of under-represented minorities and males in the undergraduate program and graduate programs through social media posts and nominations for student awards throughout the year.
 - 2. A faculty member served as a mentor to students in CSD from under-represented populations through ASHA's Student to Empowered Professional (STEP) Mentoring Program. The mentee applied to the graduate program in Communication Sciences and Disorders in fall 2022.
 - iii. **2022-23 Progress:**
 - 1. The program made efforts to highlight the work of under-represented minorities and males in the undergraduate program and graduate programs through social media posts and nominations for student awards throughout the year.
 - 2. One faculty member continued serving on the Arkansas Affiliate of the National Black Association for Speech-Language and Hearing (AR-NBASLH).
 - iv. **2023-24 Progress:**
 - 1. The program made efforts to highlight the work of under-represented people and groups in the undergraduate program and graduate programs.
 - 2. One faculty member continued serving on the Arkansas Affiliate of the National Black Association for Speech-Language and Hearing (AR-NBASLH).
 - v. **2024-25 Progress:**
 - 1. The program made efforts to highlight the work of under-represented people and groups in the undergraduate program and graduate programs.
 - 2. Graduate students enrolled in the Medical Speech Pathology elective participated in course modules for individualized intervention plans and person-centered care strategies.
2. Increase faculty and student awareness of cultural competence to support colleagues and students from culturally and linguistically diverse backgrounds.
- a. **Resources:** Faculty time
 - b. **Responsible Person(s):** Program Faculty
 - c. **Projected Completion Date:** May 2025
 - d. **Expected Results:** Faculty will identify opportunities to increase awareness for cultural competence and practice cultural humility in academic and clinical settings
 - i. **2020-21 Progress:**
 - 1. Departmental leadership provided all faculty with a recommended

- reading list of books related to cultural competence.
 2. The undergraduate program started offering a course in “Cultural Diversity in Communication Sciences and Disorders” in the spring 2021.
 3. The Program Director provided monthly email updates to all graduate students with opportunities for cultural competence trainings and multicultural opportunities and experiences available on campus.
 - ii. **2021-22 Progress:**
 1. The undergraduate program established the “Cultural Diversity in Communication Sciences and Disorders” course as a required course for the undergraduate degree.
 2. The Program Director provided monthly email updates to all graduate students with opportunities for cultural competence trainings and multicultural opportunities and experiences available on campus.
 - iii. **2022-23 Progress:**
 1. Faculty and students were encouraged to participate and informed of opportunities for training to increase knowledge and awareness of working with individuals from culturally and linguistically diverse backgrounds.
 - iv. **2023-24 Progress:**
 1. Faculty and students were encouraged to participate and informed of opportunities for training to increase knowledge and awareness of working with individuals from culturally and linguistically diverse background throughout the year.
 2. Events and volunteer opportunities from advocacy groups of CLD groups were communicated to faculty and students throughout the year.
 - v. **2024-25 Progress:**
 1. Faculty and students were encouraged to participate and informed of opportunities for training to increase knowledge and awareness of working with individuals from culturally and linguistically diverse backgrounds throughout the year.
 2. Events and volunteer opportunities from advocacy groups of CLD groups were communicated to faculty and students throughout the year.
 3. Graduate students completed the ASHA Self-Assessment for Culturally Responsive Practices survey.
3. Provide students with a broad range of academic and clinical experiences addressing culturally and linguistically diverse populations.
 - a. **Resources:** Faculty time
 - b. **Responsible Person(s):** Program faculty
 - c. **Projected Completion Date:** May 2025
 - d. **Expected Results:** Faculty with review coursework and identify new opportunities for students to gain academic and clinical experiences with diverse populations
 - i. **2020-21 Progress:**
 1. Graduate students track clinical experiences using an electronic software program. In this program they document the culturally and linguistically diverse populations with which they gain

experience. All graduate students gained experience with culturally and linguistically diverse populations this year.

2. Faculty made a concerted effort to provide examples, research, and academic content addressing culturally and linguistically diverse populations throughout each semester.

ii. 2021-22 Progress:

1. Graduate students continued to track clinical experiences using an electronic software program. In this program they document the culturally and linguistically diverse populations with which they gain experience. All graduate students gained experience with culturally and linguistically diverse populations this year.
2. Faculty reviewed syllabi and course content to make a concerted effort to provide examples, research, and academic content addressing culturally and linguistically diverse populations throughout each semester.

iii. 2022-23 Progress:

1. Graduate students continued to track clinical experiences with culturally and linguistically diverse populations. All graduate students gained experience with culturally and linguistically diverse populations this year.
2. Faculty reviewed syllabi and course content to make a concerted effort to provide examples, research, and academic content addressing culturally and linguistically diverse populations throughout each semester.
3. CDIS 5283 Advanced Clinical Practicum included required reading and small group discussion modules on Treatment Approaches for Multicultural Populations

iv. 2023-24 Progress:

1. Graduate students continued to track clinical experiences with culturally and linguistically diverse populations. All graduate students gained experience with culturally and linguistically diverse populations this year.
2. Faculty reviewed syllabi and course content to make a concerted effort to provide examples, research, and academic content addressing culturally and linguistically diverse populations throughout each semester.
3. CDIS 5283 Advanced Clinical Practicum included required reading and small group discussion modules on Treatment Approaches for Multicultural Populations

v. 2024-25 Progress:

1. Graduate students continued to track clinical experiences with culturally and linguistically diverse populations in Typhon. All graduate students gained experience with culturally and linguistically diverse populations this year.
2. Faculty reviewed syllabi and course content to make a concerted effort to provide examples, research, and academic content addressing culturally and linguistically diverse populations throughout each semester.
4. CSDI 52803 Advanced Clinical Practicum included required reading and small group discussion modules on Assessment and Treatment Approaches for Multicultural Populations. Modules included content on dynamic assessment, ethnographic

interviewing, and multicultural considerations as a component of Advanced Clinical Practicum II.