

## **Vision, Mission and Strategic Plan**

### **DEPARTMENT VISION**

Our vision is to provide an exemplary educational experience that prepares the next generation of clinicians, researchers, scholars, and leaders in the field of communication sciences and disorders.

### **DEPARTMENT MISSION**

Our mission is to:

- Educate speech-language pathologists who are independent thinkers and problem-solvers and who are able to perform at the highest levels within the discipline, such that they can assist individuals with communication and swallowing disabilities reach their personal potential and maintain a quality of life over the lifespan.
- Educate students who are culturally competent, globally sensitive, and who can provide evidence-based clinical care for individuals they serve with communication and swallowing disorders.
- Conduct transformative research on the biological and developmental bases of communication as well as conduct research to advance treatments for individuals with communication and swallowing disorders.
- Engage in outreach activities that directly benefit and support the university community, students, as well as individuals and their families.
- We commit to maintaining a positive collaborate environment both within and beyond the discipline as a means to provide new and innovative solutions for people with communication and swallowing disorders.

### **DEPARTMENT VALUES**

Our values are as follows:

- We commit to being good stewards of our resources by sharing our knowledge and expertise with students, our clients and their families, other professionals, the general public, and with collaborating colleagues in clinical practice and academia.
- We commit to providing an educational program that places an emphasis on the integrated connections of research, teaching, and clinical service.
- We accept the challenge and responsibility to advance scientific knowledge of communication sciences and disorders through basic and clinical research.
- We pledge to provide the highest quality of ethical clinical care to the community of individuals with communicative disorders.
- We commit to a work environment that protects academic freedom and encourages honesty, openness, and integrity.
- We commit to meeting all state and federal guidelines to ensure student and patient privacy.
- We commit to working together as a team to support, respect, and encourage one another.

**Executive Summary:** Department of Communication Sciences & Disorders:  
Strategic Plan: 2021-2025; (Objectives, Timelines and Outcomes or Markers)  
SAS: School of Applied Sciences, CSD: Communication Sciences & Disorders

### **SAS/CSD Goal 1: Establish an unmatched educational experience for all learners.**

Objectives/Actions/Approaches:

1. Launch the online version of the Master's degree program if an affirmative majority vote is obtained through a new poll; 2025; Number of students enrolled in the online version of the Master's degree program; Number of graduates. (Note: Due to the new UM strategic plan and the current trends in higher education, a new Qualtrics survey will be launched to see if there is an agreement to move forward an online version of the Master's degree program for approval).

**Progress as of Jan 2, 2023** A substantive revisions draft of submission to ASHA has been created. The related SACS form is created. All related documents have been uploaded to a BOX folder for review by anyone who is interested.

2. Develop an online version of the undergraduate CSD Program: 2025: Number of students enrolled in the online undergraduate program. Number of students enrolled in the online program and number of students graduating from the program.

3. Launch the CSD-PhD program; 2026; Number of students enrolled in the PhD program

**SAS/CSD Goal 2: Recruit, retain and graduate students with the knowledge, skills and leadership abilities to make a positive difference in the world.**

Objectives/Actions/Approaches

1. Increase undergraduate enrollment by 5% over the next five years. 2023-28; % increase in enrollment.

Note: The enrollment decreased last year.

2. Network with community colleges that refer students to us via emails and phone calls. 2023-27; Number of contacts made with community colleges.

Progress: VR has created a comprehensive list of contacts for community colleges. Several community colleges have been contacted.

3. Establish a peer-tutor group in each class to assist struggling students; incentivize through NSHLA service points. 2023-27;

Number of students undergraduate students receiving peer-tutoring in FY 2022: 9

**SAS/CSD Goal 3: Grow innovative, self-sustaining, interdisciplinary programs**

Objectives/Actions/Approaches

1. Provide an avenue for program graduates to obtain pre-professional certification in the following areas to improve efficient and high-quality clinical service delivery:

- Lee Silverman Voice Treatment (LSVT Loud)  
[https://www.lsvtglobal.com/Students\\_Faculty#trainingAndCertification](https://www.lsvtglobal.com/Students_Faculty#trainingAndCertification)
  - Class of 2022: 44/60 (73%)
- Flexible and rigid endoscopy (Quantify outcomes). **Progress:** Online module is ready for students to complete. If students pass the module, students sign up for labs and then complete the procedures on manikins. Percentage of students completing the labs: Class of 2022: 88%

2. Offer telepractice opportunities for graduate students. 2023-27; Number and percentage of graduate students getting clinical hours in telepractice

3. Hire a faculty member with expertise in voice or swallowing research and another faculty member with expertise in language and/or reading and writing disorders, 2023-2024.

4. Expand training of CSD graduates in effective business communication, including oral, written, and interpersonal communication to implement educational practices that contribute to student success; 2024; Percentage of graduates completing business training  
Require all graduate students to take the following free two-hour workshops offered by the Mississippi Small Business Development Center.

- Starting a Business – First Steps (Online)
- How to develop a business plan (Online)

Recommend all graduate students to take the following free workshops offered by the Mississippi Small Business Development Center.

- Cash Flow Projections for Your Business Plan (online)
- BUS 100: Grow With Google: Build a Business Without Debt (Online)

Invite alumni to talk about their business practices during the Fall Institute.

2024

5. Establish collaboration with Gerontology/social work and NHM to enhance the Memory Café Experience for graduate students and patients; 2024; Number of interprofessional graduate students participating in Memory Café

6. Maintain the CSD Inter-Professional Practice (IPP) training involving Allied Health. -2027.  
The number and percentage of graduate students completing IPP training.  
FY 2022: 60; 100%

7. Revise the undergraduate CSD program to allow all graduates to become eligible for Assistant Certification; 2025; Number of graduates with assistant certification

8. Offer free services for children and adults with speech-language and/or feeding and swallowing issues through seeking grants/awards or donations. 2023-25; Percentage of graduates enrolled in relevant clinical practicum

9. Establish interprofessional collaboration with the Institute of Child Nutrition (ICN) along with the nutrition faculty for improving nutrition for children with feeding and swallowing difficulties; 2024; Number of graduate students from each program participating in the collaboration

10. Promote undergraduate research: Each research faculty member will mentor at least one Undergraduate Honor's thesis/2 years; 2023-27; Number of Undergraduate Honor's Thesis Completed.

FY 2022: Seven students completed honor's thesis

11. Promote graduate research: Each research faculty member with PhD in SLP will mentor at least one Master's thesis/3 years; 2023-27; Number of Master's Thesis completed.

FY 2022: Seven students completed Master's thesis.

12. Motivate undergraduate students to attend the ASHA convention by registering for the CSD 360 Study USA American Speech Language Hearing Association Convention and Convention Site course; 2022-25; Number of undergraduate students attending the ASHA convention.

Fall 2021, 13 undergraduate students attended the ASHA convention.

Fall 2022, 9 undergraduate students attended the ASHA convention.

13. Pay the conference registration fee of all graduate students attending the annual convention of the American Speech-Language-Hearing Association (ASHA) to motivate them to attend the convention. 2023-27; Number of UM CSD students attending the ASHA conventions. FY 2022: 15 attended the convention (COVID and vaccination requirements are possible barriers).

14. Encourage the attendance of all students at the annual conventions of the Mississippi Speech-Language-Hearing Association (MSHA) and other state association meetings; 2022-25; FY 2022

Number of CSD students attending the conventions held by state associations: Eight  
Number of CSD Students presenting at the conventions held by state associations 2021: Three graduate students presented.

#### **SAS/CSD Goal 4: Strengthen research productivity and community engagement with integrity, compassion and the highest ethical standards**

##### Objectives/Action/Approaches

1. Submit multiple research grants/year for external funding till each research lab has external funding sufficient to sustain high research productivity. 2023-27; FY 2022:

- Number of new external grant submissions: Two
- Number of new funded external grants: One
- Dollar amount of external grant funding: \$150,000

2. Conduct community Engagement Research by expanding the HILL program and renovating the Dyslexia program. 2023-27; Number of any grant submissions, number of funded community engagement research grants, dollar amount of any grants, number of presentations and publications related to community engagement research.

#### **SAS/CSD Goal 5: Enhance and nurture the alliance between all learners – past, present and future.**

##### Objectives/Actions/Approaches

1. Invite undergraduate and local high-school students at the Fall Institute; 2022-27; Number of undergraduate and high school students attending the Fall Institute.

FY 2022:

Number of undergrad students attending FI2022: 52

2. Increase networking opportunities during the Fall Institute; Ensure enough snack-break periods; 2023-27. Number of networking opportunities.

FY 2022: The fall institute was held virtually due to participant preferences.

3. Invite students and faculty/staff members to connect with UM CSD Alumni through their social media pages; 2021-25; Number of alumni connected: 25+

Progress: Departmental social media pages have become more active with at least weekly postings. A departmental news-letter was emailed to several alumni in December 2022.

#### **SAS/CSD Goal 6: Enrich everything we do with diversity, equity and inclusion**

### Objectives/Actions/Approaches

1. Funding undergraduate, socio-economically disadvantaged students through scholarships or work-study opportunities; 2023-27; Number of students from poor socio-economic backgrounds receiving funding.

FY 2022: Three undergraduate students from minority backgrounds were employed as work-study students.

2. Establish a pool of alumni mentors from diverse backgrounds who are willing to volunteer to mentor students from diverse backgrounds. 2023-27; Number of alumni volunteer mentors from diverse backgrounds.

A list four alumni from diverse backgrounds have been created. Students have been informed about the availability of these mentors.

3. Offer graduate assistantships to students from diverse backgrounds: to mentor and recruit undergrad students from diverse backgrounds; to mentor and recruit middle- and high-school students from diverse backgrounds. 2023-27; Number of students from diverse backgrounds in the undergraduate and graduate program.

FY 2022: Minority undergrad students: 58 out of 303 (19.14%); Minority grad students 6 out of 96 (6.25%).

4. Infuse all academic course syllabi with diversity, inclusion and access related information.

ASHA has several resources available to meet this goal. Here is an example: Cultural Competency Resources <https://caa.asha.org/wp-content/uploads/MIB-Resources-Cultural-Competence.pdf>; 2023-27; Percentage of courses with diversity and inclusion related information: 93.5%

5. Require all incoming graduate students to complete the following checklists (One every month during Seven different months). Student will upload each checklist to CALIPSO. Advisors will check on the completions.

- I. ASHA Cultural Competence Awareness Tool: Self-reflection (Developed by the American Speech-Language-Hearing Association; An interactive web-based tool: Designed to help evaluate an individual's cultural competency.  
<https://www.thatsunheardof.org/assessment/>
- II. ASHA Cultural Competence Checklist: Policies and Procedures (Developed by the American Speech-Language-Hearing Association. A pen-and-paper tool: Designed to heighten your awareness of your agencies'/programs' policies and procedures and the impact/influence of cultural and linguistic factors.)  
<https://www.asha.org/siteassets/uploadedfiles/multicultural/policies-and-procedures-checklist.pdf>
- III. ASHA Cultural Competence Check-In: Culturally Responsive Practice. This tool was developed to heighten your awareness of how you view the influence of culture and language on service delivery.  
<https://www.asha.org/siteassets/uploadedfiles/multicultural/culturally-responsive-practice-checklist.pdf>

- IV. ASHA Self-Reflection: Gender Inclusivity: Responses are not intended to be an end point but rather to provide consideration on how to be inclusive. Self-reflection and learning are ongoing components of cultural and clinical competence <https://www.asha.org/siteassets/uploadedfiles/multicultural/gender-inclusivity-self-reflection.pdf>
  
- V. Cultural Competence Self-Evaluation Form (CCSE) (Developed by: Anthony J Marsella. © AJM (2009) Atlanta, Georgia. Free use with acknowledgement and citation. Based on Marsella, Kaplan, & Suarez, 2000; Yamada, Marsella, & Yamada, 1998; Yamada, Marsella, & Atuel, 2002; Hanson, Pepitone, Green (2000). Contact: [marsella@hawaii.edu](mailto:marsella@hawaii.edu); A pen and paper tool Intended for related service providers working with adults, including psychology and counseling disciplines.)  
<http://www.indigenouspsych.org/Members/Marsella,%20Anthony/Cultural%20Competence%20Self%20Evaluation.pdf>
  
- VI. Cultural Competence Self-Assessment Checklist for Practitioners Providing Behavioral Health Services to Children, Youth and their Families (Developed by Tawara D. Goode at the National Center for Cultural Competence, Georgetown University Center for Child and Human Development; A pen and paper 40-item tool, intended for providers serving school-age children and youth to self-assess awareness and sensitivity to the importance of cultural diversity and cultural competence surrounding behavioral health issues for children, youth and their families.)  
<http://nccc.georgetown.edu/documents/ChecklistBehavioralHealth.pdf>
  
- VII. Cultural Competence Self-Assessment Checklist for Practitioners Providing Early Childhood Intervention (Developed by Tawara D. Goode at the National Center for Cultural Competence, Georgetown University Center for Child and Human Development;
  - a. <https://nccc.georgetown.edu/documents/ChecklistEIEC.pdf>

Percentage of first year graduate students completing all of the seven checklists: 100%

Table 1. The alignment of the department plan with the School of Applied Sciences and University of Mississippi goals/actions. The last column shows expected outcomes or markers for completion of the objectives.

Objective	Timeline	UM Goal or Action	Outcomes/Markers
<b>School/college Goal 1. Provide an unmatched educational experience for all learners</b>			

Objective	Timeline	UM Goal or Action	Outcomes/Markers
Launch the online version of the Master’s degree program if an affirmative majority vote is obtained through a new poll (Due to the new UM strategic plan and the current trends in higher education, a new Qualtrics survey will be launched to see if there is an agreement to move an online version of the Master’s degree program).	2025	<u>Goal 2. Graduate Education. Objective.</u>  Expand online access to graduate education.	Number of students enrolled in the online version of the Master’s degree program, Number of graduates
Develop an online version of the undergraduate CSD Program	2025	<u>Goal 1. Instructional Excellence and Student Success. Objective.</u> Expand efforts to provide equitable access to both curricular and co-curricular engaged learning opportunities throughout the student experience.	Number of students enrolled in the online program and number of students graduating from the program.
Launch the CSD-PhD program	2026	<u>Goal 2. Graduate Education. Objective.</u> Increase the role of graduate students in research, creative, and innovative activities.	Number of students enrolled in the PhD program
<b>School/College Goal 2. Attract, retain and graduate students with the knowledge, skills and leadership abilities to make a positive difference in the world.</b>			
Increase undergraduate enrollment by 5% over the next five years	2023-27	<u>Goal 1. Instructional Excellence and Student Success. Objective.</u>	% increase in enrollment
Network with community colleges that refer students to us via emails and phone calls.	2021-27	<u>Goal 1. Instructional Excellence and Student Success. Objective.</u>	Number of contacts made with community colleges

Objective	Timeline	UM Goal or Action	Outcomes/Markers
Establish a peer-tutor group in each class to assist struggling students; incentivize through NSHLA service points.	2021-27	Expand efforts to provide equitable access to both curricular and co-curricular engaged learning opportunities throughout the student experience.	Number of undergraduate students receiving peer-tutoring
<b>School/College Goal #3. Grow innovative, self-sustaining, interdisciplinary degree programs</b>			
Provide an avenue (e.g. digital badges) for program graduates to obtain pre-professional certification in the following areas to improve efficient and high-quality clinical service delivery: <ul style="list-style-type: none"> <li>• Lee Silverman Voice Treatment (LSVT Loud)                             <ul style="list-style-type: none"> <li>○ <a href="https://www.lsvtglobal.com/Students_Faculty#trainingAndCertification">https://www.lsvtglobal.com/Students_Faculty#trainingAndCertification</a></li> </ul> </li> <li>• Introduction to PROMPT technique Online Modules                             <ul style="list-style-type: none"> <li>○ <a href="https://promptinstitute.com/page/intro_modules">https://promptinstitute.com/page/intro_modules</a></li> </ul> </li> <li>• Flexible and rigid endoscopy (Quantify outcomes)                             <ul style="list-style-type: none"> <li>○ Three-pronged approach: Training/Current evidence/Simulation-application</li> </ul> </li> </ul>	2020-27	Goal 7. Prepare Graduates for Careers of the Future. Advance the development of students' critical thinking skills through ThinkForward and similar initiatives. Promote intersectional work that facilitates meaningful	Number of graduate students who receive student certification before graduating.  Outcomes recorded through e-portfolios and CALIPSO
Offer telepractice opportunities for graduate students	2023-2027	Goal 7. Prepare Graduates for Careers of the Future. Infuse 21st-century skills—such as data analysis, information and technology literacy, language skills, and critical thinking, into programs across the university to	Indicator: Number and percentage of graduate students getting clinical hours in telepractice



Objective	Timeline	UM Goal or Action	Outcomes/ Markers
		ensure students are workforce-ready <sup>3</sup> upon graduation.	
Hire a faculty member with expertise in Voice or Swallowing research and another faculty member with expertise in language and/or reading and writing disorders.	2023-24	<u>Goal 5. Embrace New Areas of Expertise and Engagement Objective.</u> Identify compensation strategies needed to be competitive in recruiting and retaining highly-skilled faculty and staff.	Complete/incomplete
<p>Expand training of CSD graduates in effective business communication, including oral, written, and interpersonal communication to implement educational practices that contribute to student success</p> <p>Require all graduate students to take the following free two-hour workshops offered by the Mississippi Small Business Development Center.</p> <ul style="list-style-type: none"> <li>• Starting a Business – First Steps (Online)</li> <li>• How to develop a business plan (Online)</li> </ul> <p>Recommend all graduate students to take the following free workshops offered by the Mississippi Small Business Development Center.</p> <ul style="list-style-type: none"> <li>• Cash Flow Projections for Your Business Plan (online)</li> <li>• BUS 100: Grow With Google: Build a Business Without Debt (Online)</li> </ul> <p>Invite alumni to talk about their business practices during the Fall Institute.</p>	2024	<u>Goal 2. Graduate Education. Objective.</u> Increase the role of graduate students in research, creative, and innovative activities.	Percentage of graduates completing business training
Establish collaboration with Gerontology/Social Work and/or NHM to enhance the Memory Café Experience for graduate students and patients	2024	<u>Goal 7: Prepare Graduates for Careers of the Future</u>  <u>Objective:</u>	Number of interprofessional graduate students participating in Memory Cafe

Objective	Timeline	UM Goal or Action	Outcomes/ Markers
Maintain the CSD Inter-Professional Practice (IPP) training involving Allied Health	-2027	Promote intersectional work that facilitates meaningful growth opportunities for all students	The number and percentage of graduate students completing IPP training.
Revise the undergraduate CSD program to allow all graduates to become eligible for Assistant Certification	2025	<u>Goal 1:</u> Instructional Excellence & Student Success. <u>Objective:</u> Promote interdisciplinarity and community engagement into the student academic experience.	Number of graduates with assistant certification
Offer free services for 50% of children and adults with speech-language and/or feeding and swallowing issues through seeking grants/awards or donations.	2023-25	<u>Goal 3:</u> Community engaged partnerships. <u>Objective:</u> Further integrate mutually beneficial, reciprocal partnerships between university and external partners to advance the learning, research, and engagement mission of the institution.	Percentage of graduates enrolled in relevant clinical practicum
Establish interprofessional collaboration with the Institute of Child Nutrition (ICN) along with the nutrition faculty for improving nutrition for children with feeding and swallowing difficulties.	2024	<u>Goal 1:</u> Instructional Excellence & Student Success. <u>Objective:</u> Promote interdisciplinarity and community	Number of graduate students from each program participating in the collaboration

Objective	Timeline	UM Goal or Action	Outcomes/ Markers
		engagement into the student academic experience.	
Promote undergraduate research: Each research faculty member will mentor at least one Undergraduate Honor’s thesis/2 years; 2021-25; Number of Undergraduate Honor’s Thesis Completed.	2023-27	<u>Goal 6.</u> Impactful, Innovative Research and Creative Achievement <u>Objective.</u> Make engaged learning opportunities, like undergraduate research opportunities, visible within the community and accessible to all students.	Number of Undergraduate Honor’s Thesis Completed.
Promote graduate research: Each research faculty member will mentor at least one Master’s thesis/3 years	2023-27	<u>Goal 2:</u> Graduate Education. <u>Objectives.</u> Increase the role of graduate students in research, creative, and innovative activities.	Number of Master’s Thesis completed.
Motivate undergraduate students to attend the ASHA convention by registering for the CSD 360 Study USA American Speech Language Hearing Association Convention and Convention Site course√	2022-27	<u>Goal 1.</u> Instructional excellence and student success. <u>Objective.</u> Expand efforts to provide equitable access to both curricular and co-curricular engaged learning opportunities throughout the student experience.	Number of undergraduate students attending the ASHA convention
Pay the conference registration fee of all graduate students attending the annual convention of the American Speech-Language-Hearing Association (ASHA) to motivate them to attend the convention.			Number of UM CSD students attending the ASHA conventions
Encourage the attendance of all students at the annual conventions of the Mississippi Speech-Language-Hearing Association (MSHA) and other state association meetings			Number of CSD students attending the conventions held by state associations,

Objective	Timeline	UM Goal or Action	Outcomes/ Markers
			Number of CSD presenting at the conventions held by state associations
<b>Strategic Goal 4. Strengthen research productivity and community engagement with integrity, compassion and the highest ethical standards</b>			
Submit multiple research grants/year for external funding till each research lab has external funding sufficient to sustain high research productivity.	2023-2027	<u>GOAL 6:</u> Impactful, Innovative Research and Creative Achievement <u>Objective.</u> Invest in infrastructure and new areas of knowledge support that fuels broad-scale digital and interdisciplinary research projects/initiatives that: -Generate practical research to improve lives. -Foster creative achievement through collaborative engagement. -Reduce barriers that inhibit interdisciplinary research	Number of grant submissions, number of funded external grants, Dollar amount of external grant funding
Conduct community Engagement Research by expanding the HILL program and renovating the Dyslexia program.		<u>Goal 3.</u> Community-Engaged Partnerships. <u>Objectives.</u> Further integrate mutually beneficial, reciprocal	Number of any grant submissions, number of funded community engagement research grants, dollar amount of any grants, number of

Objective	Timeline	UM Goal or Action	Outcomes/ Markers
		partnerships between university and external partners to advance the learning, research, and engagement mission of the institution.	presentations and publications related to community engagement research
<b>School/College Goal 5. Enhance and nurture the alliance between School of Applied Science learners – past, present and future</b>			
Invite current undergraduate and local high-school students at the Fall Institute. Invite alumni to present at the Fall Institute and other seminars.	2023-27	<u>Goal 1.</u> Instructional excellence and student success.	Number of undergraduate students attending the Fall Institute
Increase networking opportunities during the Fall Institute and other conferences.		<u>Objective.</u> Expand efforts to provide equitable access to both curricular and co-curricular	Ensure enough snack-break periods
Invite students and faculty/staff members to connect with UM CSD Alumni through their social media pages.		engaged learning opportunities throughout the student experience.	Number of alumni connected
<b>School/College Goal 6. Enrich everything we do with diversity, equity and inclusion</b>			
Fund undergraduate students from socio-economically disadvantaged backgrounds through scholarships or work-study opportunities.	2023-27	<u>Goal 1.</u> Instructional Excellence & Student Success.	Number of students from diverse backgrounds receiving funding
Establish a pool of alumni mentors from diverse backgrounds who are willing to volunteer to mentor students from diverse backgrounds.		<u>Objectives:</u> Expand efforts to provide equitable access to both curricular and co-curricular	Number of alumni volunteer mentors from diverse backgrounds
Offer graduate assistantships to students from diverse backgrounds, <ul style="list-style-type: none"> <li>• To mentor and recruit undergrad students from diverse backgrounds.</li> <li>• To mentor and recruit middle- and high-school students from diverse backgrounds.</li> </ul>		engaged learning opportunities throughout the student experience. Continue to prioritize resources for	Number of undergraduate students from diverse backgrounds in the undergraduate

Objective	Timeline	UM Goal or Action	Outcomes/ Markers
		cohort and mentoring-based retention and persistence efforts.	and graduate program
<p>Infuse all academic course syllabi with diversity and inclusion related information. ASHA has several resources available. Here are some examples:  <a href="https://caa.asha.org/ask-the-caa/diversity-in-the-curriculum">https://caa.asha.org/ask-the-caa/diversity-in-the-curriculum</a>  <a href="https://caa.asha.org/siteassets/files/2023-standard-3.4a-and-3.4b-guidance-to-programs.pdf">https://caa.asha.org/siteassets/files/2023-standard-3.4a-and-3.4b-guidance-to-programs.pdf</a></p>	2023-27	<p><u>Goal 1.</u> Instructional Excellence &amp; Student Success. <u>Objectives:</u> Expand efforts to provide equitable access to both curricular and co-curricular engaged learning opportunities throughout the student experience. Continue to prioritize resources for cohort and mentoring-based retention and persistence efforts.</p>	Percentage of courses with diversity and inclusion related information
<p>Require all incoming graduate students to complete the following checklists (One every month during the first seven months. Student will upload each checklist to CALIPSO. Advisors will check on the completions.)</p> <ul style="list-style-type: none"> <li>• ASHA Cultural Competence Awareness Tool: Self-reflection (Developed by the American Speech-Language-Hearing Association; An interactive web-based tool: Designed to help evaluate an individual’s cultural competency).  <a href="https://www.thatsunheardof.org/assessment/">https://www.thatsunheardof.org/assessment/</a></li> <li>• ASHA Cultural Competence Checklist: Policies and Procedures (Developed by the American Speech-Language-Hearing Association. A pen-and-paper tool: Designed to heighten your awareness of your agencies’/programs’ policies and procedures and the impact/influence of cultural and linguistic factors.)  <a href="https://www.asha.org/siteassets/uploadedfiles/multicultural/policies-and-procedures-checklist.pdf">https://www.asha.org/siteassets/uploadedfiles/multicultural/policies-and-procedures-checklist.pdf</a></li> <li>• ASHA Cultural Competence Check-In: Culturally Responsive</li> </ul>		<p>Goal 7. Prepare Graduates for Careers of the Future. Infuse 21st-century skills—such as data analysis, information and technology literacy, language skills, critical thinking, and cultural competencies—into programs across the university to ensure students are workforce-</p>	Percentage of first year graduate students completing all of the five checklists/year

Objective	Timeline	UM Goal or Action	Outcomes/ Markers
<p>Practice. This tool was developed to heighten your awareness of how you view the influence of culture and language on service delivery.  <a href="https://www.asha.org/siteassets/uploadedfiles/multicultural/culturally-responsive-practice-checklist.pdf">https://www.asha.org/siteassets/uploadedfiles/multicultural/culturally-responsive-practice-checklist.pdf</a></p> <ul style="list-style-type: none"> <li>• ASHA Self-Reflection: Gender Inclusivity: Responses are not intended to be an end point but rather to provide consideration on how to be inclusive. Self-reflection and learning are ongoing components of cultural and clinical competence  <a href="https://www.asha.org/siteassets/uploadedfiles/multicultural/gender-inclusivity-self-reflection.pdf">https://www.asha.org/siteassets/uploadedfiles/multicultural/gender-inclusivity-self-reflection.pdf</a></li> <li>• Cultural Competence Self-Evaluation Form (CCSE) (Developed by: Anthony J Marsella. © AJM (2009) Atlanta, Georgia. Free use with acknowledgement and citation. Based on Marsella, Kaplan, &amp; Suarez, 2000; Yamada, Marsella, &amp; Yamada, 1998; Yamada, Marsella, &amp; Atuel, 2002; Hanson, Pepitone, Green (2000). Contact: marsella@hawaii.edu; A pen and paper tool Intended for related service providers working with adults, including psychology and counseling disciplines.)  <a href="http://www.indigenouspsych.org/Members/Marsella,%20Anthony/Cultural%20Competence%20Self%20Evaluation.pdf">http://www.indigenouspsych.org/Members/Marsella,%20Anthony/Cultural%20Competence%20Self%20Evaluation.pdf</a></li> <li>• Cultural Competence Self-Assessment Checklist for Practitioners Providing Behavioral Health Services to Children, Youth and their Families (Developed by Tawara D. Goode at the National</li> </ul>		<p>ready3 upon graduation.</p>	

Objective	Timeline	UM Goal or Action	Outcomes/Markers
<p>Center for Cultural Competence, Georgetown University Center for Child and Human Development; A pen and paper 40-item tool, intended for providers serving school-age children and youth to self-assess awareness and sensitivity to the importance of cultural diversity and cultural competence surrounding behavioral health issues for children, youth and their families.)  <a href="http://nccc.georgetown.edu/documents/ChecklistBehavioralHealth.pdf">http://nccc.georgetown.edu/documents/ChecklistBehavioralHealth.pdf</a></p> <ul style="list-style-type: none"> <li>• Cultural Competence Self-Assessment Checklist for Practitioners Providing Early Childhood Intervention (Developed by Tawara D. Goode at the National Center for Cultural Competence, Georgetown University Center for Child and Human Development; Percentage of first year graduate students completing all of the five check  <a href="https://nccc.georgetown.edu/documents/ChecklistEIEC.pdf">https://nccc.georgetown.edu/documents/ChecklistEIEC.pdf</a></li> </ul>			

**Schedule for review and evaluation of the strategic plan**

The strategic planning committee or the department reviews the plan at the beginning of the fall or spring semester of every academic year and revises it as needed. The goals and objectives in the strategic plan are discussed in the departmental faculty/staff meetings on an on-going bases and strategies are developed to achieve the goals. Other committees participate in achieving the goals as needed. The plan is evaluated at least once during each fiscal year. The latest review and evaluation for this plan was completed on Jan 27 2023.