

SLP Xavier University of  
Louisiana Department of Speech  
Pathology Master's Degree  
Strategic Plan 2023-2025

**FE D E**

The new Master's Program in Speech-Language Pathology at Xavier University of Louisiana will join the state's premiere graduate programs in attracting high achieving post baccalaureate candidates through its recruitment of talented, intellectually engaged, and diverse faculty who embrace the university's commitment to scholarship, research and service in a global society. To date, none of the eight

**EM FE L LI**

It is 2027 and Xavier's Master of Science degree in Speech-Language Pathology is the premier academic program for educating students to serve in a global society. Program faculty are recognized for their research and practice in multicultural and multilingual speech-language pathology. Program graduates are working all over the country and even the globe providing services to individuals from diverse populations.

**CE**

**C FD C FE**

First Cohort 2019 Graduation: May 2021	16	76% (16/21)	

**F L I**

**F L E L E I L D E E E F E**

**L** To be successful the Program must be successful at attracting and retaining a pool of high achieving postbaccalaureate students (from within and outside the geographic area) each year of its existence if it is to become the premiere graduate program to which it aspires. Particular attention must be paid to the recruitment and retention of candidates from underrepresented communities.

**L FD** Each year the Program will have an ample pool of highly qualified postbaccalaureate candidates eligible for admission.

**E F I F L**

1. Cohort groups of 20-22 high achieving master's degree candidates will be admitted to the Program each Fall;
2. At least 50% of each cohort group will be comprised of candidates from underrepresented groups; and
- 3.

**FL F LCLICE EL EM**

**L** Exposure to individuals from culturally and linguistically diverse communities during training is essential for professionals to become competent in recognizing and addressing the unique needs of underserved populations.

**L FD** All Master's candidates will be trained to provide evidence-based services to culturally and linguistically diverse clients in on-campus or off-campus settings.

**E FIFL** By the end of each academic year, 100% of the Master's candidates will have been exposed to current research about cultural and linguistic diversity in their coursework and will have completed at least one clinical experience serving individuals from underserved communities.

**I F M L FD**

1. Utilize CALIPSO records to identify sites which provide exposure to underrepresented clients and students who do clinical training at these sites.  
Person responsible: Director of Clinical Education  
Timeline: Ongoing; at mid semester each semester.
2. Ensure that topics related to the speech and language needs of underserved communities are infused in-depth throughout the department's graduate curriculum.  
Person Responsible: Program Director will be responsible for examining all course syllabi to ensure this is infused throughout the curriculum.  
Timeline: Ongoing-each semester.

**FL I ICE I E EL FD E**

**L** ASHA requires that Communicative Disorders professionals be proficient in spoken and written English to be able to perform professionally and serve as models for clients and their families. Students unable to consistently communicate professionally (i.e., use a variation of English acceptable for professional purposes)

**FL FLI I**  
**L** The term evidence-