Welcome to the Next Steps 2022 Summer Webinar Series! My name is _____ and I am the chair of the ASHA Ad Hoc Committee to Plan Next Steps to Redesign Entry-Level Education for SLPs, which is hosting this webinar series.

We will be recording the first part of this webinar, which consists of a presentation about ___[insert webinar title]___, so that others can view it asynchronously. The Next Steps website where you registered for this webinar will host all of the Next Step webinar recordings within a couple of days after the live webinar event took place. The QR code on this slide will take you to the Next Steps website on ASHA.org.

We will not be enabling the chat function during the presentation, but because the primary reason for the webinar series is to gather widespread input from stakeholders, we are, of course, very interested in your perspective. So, we have reserved more than half of each webinar to convene breakout groups, which will be recorded. We have also prepared surveys so that those attending the live webinar events and also those who access the webinar recordings at a later point in time can share their perspectives with the committee.

During the breakouts, you will be joined by a few other attendees to discuss questions related to this webinar’s topic. Each breakout group discussion will be recorded in Zoom and transcribed. Committee members will then have access to the transcript and qualitative analyses will be conducted. The breakout group recordings will not be made public and committee members will not have access to the recordings or any personally identifying information. Only group data will be reported.

There is also an email address for each webinar topic to which you can send comments and questions at any time. Those email addresses can also be found on the “Next Steps” webpage on ASHA.org. Again, the QR code shown here takes you to the Next Steps webpage.
Along with those listed on this slide, I was appointed to the Ad Hoc Committee on Next Steps to Redesign Entry-Level Education for SLPs in the Summer of 2021. We have worked together during this past year to identify the most important topics related to SLP education for which widespread stakeholder input is needed.

Members of this ad hoc committee were chosen to represent different employment settings and functions as well as to ensure bi-directional communication between the ad hoc committee and:

- the Council for Academic Accreditation,
- the Council for Clinical Certification,
- the National Student Speech-Language-Hearing Association,
- the Council for Academic Programs in Communication Sciences and Disorders,
- the Specialty Certification Boards in SLP, and
- from SIG 10 (Issues in Higher Education) and SIG 11 (Administration and Supervision).
**AHC “Next Steps” CHARGE**

- **Advance discussion and planning about SLP education:**
  - What data, dissemination efforts, and actions are needed to make recommendations and propose a plan?
  - What alternative models of education and changes to the current educational model should be considered?
  - How should stakeholders be engaged to obtain comprehensive input from their larger communities?

The ad hoc committee’s charge from the ASHA Board of Directors was to advance discussion and planning to redesign entry-level education for speech-language pathologists and formulate recommendations for the ASHA Board of Directors about how comprehensive input might be obtained from a large group of stakeholders to advance entry-level education for SLPs.

We were also charged with gathering perspectives and synthesizing information about:
  - What data, dissemination efforts, and actions are needed to make recommendations and propose a plan for advancing SLP education?
  - What alternative models of education and changes to the current educational model should be considered?
  - How should stakeholders be engaged to obtain comprehensive input from their larger communities?
Specific Consideration of:

- What competencies are needed? How should they be acquired and measured?
- Which aspects of the current model are serving the profession and public adequately and which are not?
- Are there changes to the current model that would address any gaps or unmet needs that have been identified?

The ad hoc committee has given a great deal of attention to the questions of

- What competencies are needed for entry-level practice? How should they be acquired and measured?
- Which aspects of the current model are serving the profession and public adequately and which are not?
- Are there changes to the current model that would address any gaps or unmet needs that have been identified?
This is not about the degree designator!

- The AHC is **not** examining, or even discussing, the degree designator for the entry-level degree in speech-language pathology (i.e., master’s degree versus clinical doctorate).
  - Not on the agenda
  - Not in the charge

The ad hoc committee was not charged with considering what the entry-level degree designator should be!
The ad hoc committee is **not** examining, or even discussing, the degree designator for the entry-level degree in speech-language pathology (i.e., master’s degree versus clinical doctorate).
  - It’s not on the agenda!
  - It’s not in the charge!

Instead, the ad hoc committee on Next Steps has been highly focused on determining what is needed to adequately prepare SLPs to enter the profession. And how to address some of our longstanding problems such as insufficient faculty growth and capacity, the need to increase student diversity, and how we can continue to prepare students across the full scope of practice and across a wide variety of practice settings to provide services to individuals across the lifespan with an educational model that was developed more than 60 years ago.
Previous ASHA Ad Hoc Committee: Graduate Education in SLP

AHC-GESLP

Convened in 2018 to gather data and synthesize information to address questions regarding current education model in SLP.

• Which aspects of our current entry-level educational model are serving the profession and the public well, versus falling short, to adequately prepare SLPs across practice settings?

There was a previous ad hoc committee on Graduate Education in Speech-Language Pathology convened in 2018 that focused on the question of “Which aspects of our current entry-level educational model are serving the profession and the public well, versus falling short, to adequately prepare SLPs across practice settings?”
Are there changes to the current model of entry-level education that would address gaps or unmet needs?

- AHC-GESLP 2020 report informs the work of the “Next Steps” ad hoc committee
- Areas were identified regarding what is serving the profession and the public well and what is not.

https://www.asha.org/siteassets/reports/ahc-graduate-education-for-slps-final-report.pdf

In addition to identifying areas that are serving the profession and the public well and not so well, the previous ad hoc committee also gathered stakeholder input on the question of whether there are changes to the current model of entry-level education that would address gaps or unmet needs?

Their report can be found at the URL shown here or from the QR code on this slide.
Challenges with the Current Model of Entry-Level Education

• Students are not consistently prepared, even across the Big 9, nor sufficiently prepared to enter practice across common work settings for SLPs
• Insufficient student and faculty diversity
• Most UG majors cannot go on in the field yet clinical shortages are severe
• Scarcity of outplacements and supervisors
• Scarcity of SLPs specializing in clinical areas

Based on the results obtained from many surveys and focus groups, the previous ad hoc committee concluded that there are aspects of the current educational model that most respondents identified as challenging. These included:

• That students are not consistently prepared, even across the Big 9, nor sufficiently prepared to enter practice across common work settings for SLPs
• That there is insufficient student and faculty diversity
• That most under-graduate majors cannot go on in the field yet clinical shortages are severe
• That there is a significant scarcity of outplacements and supervisors
• That there is a scarcity of SLPs specializing in important clinical areas
Challenges with the Current Model of Entry-Level Education

- Trying to fit the full scope of practice across the lifespan into a 2-year master’s program
- The current model lacks a competency-based education framework to guide preparation and self-evaluation of one’s readiness for specific areas of practice
- Access to graduate education is limited due to the predominance of our “full-time residency” model
- Over-reliance on volunteers for supervision
- Unequal training across SLP programs
- Lack of sufficient faculty to teach all topic areas

Additional concerns reported by the previous ad hoc committee included:

- Trying to fit the full scope of practice across the lifespan into a 2-year master’s program
- That the current model lacks a competency-based education framework to guide preparation and self-evaluation of one’s readiness for specific areas of practice
- That access to graduate education is limited due to the predominance of our “full-time residency” model
- That there is an over-reliance on volunteers for supervision
- That there is unequal training across SLP programs
- That there is a lack of sufficient faculty to teach all topic areas
Some Reflections from **AHC-Next Step Members** When Asked “What dissatisfies you about the way things are now?”

- “I am concerned about the difficulty that both academic and clinical faculty have in achieving graduate student competency across our ever-expanding scope of practice. While I believe we are successful at teaching foundational clinical skills that apply to all populations across the lifespan and across our scope of practice, we are not successful at achieving competency across the big nine, particularly in the area of implementing evidence-based practice.”
- “I am dissatisfied with the wide-but-shallow preparation that sends clinicians out into the field without a clearly charted path for how to deepen the areas in which that clinician actually ends up working in.”
- “Many graduate classes provide an overview of several methodologies and viewpoints in different areas. That often results in limited knowledge of each methodology and a lack of expertise to apply in daily practice.”
- “Our ever-expanding scope of practice is making graduate education and preprofessional preparation in 5-6 semesters very challenging...I often ponder this thought: has our perception of "entry-level" changed due to this expansion of scope of practice? If so, how have programs adapted? Has the role of the Clinical Fellowship changed in response? Could it? Should it?”

Here are some Reflections from AHC-Next Step Members When Asked “What Dissatisfies You About the Way Things Are Now?”

“I am concerned about the difficulty that both academic and clinical faculty have in achieving graduate student competency across our ever-expanding scope of practice. While I believe we are successful at teaching foundational clinical skills that apply to all populations across the lifespan and across our scope of practice, we are not successful at achieving competency across the big nine, particularly in the area of implementing evidence-based practice.”

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“Many graduate classes provide an overview of several methodologies and viewpoints in different areas. That often results in limited knowledge of each methodology and a lack of expertise to apply in daily practice.”

“Our ever-expanding scope of practice is making graduate education and preprofessional preparation in 5-6 semesters very challenging...I often ponder this thought: has our perception of "entry-level" changed due to this expansion of scope of practice? If so, how have programs adapted? Has the role of the Clinical Fellowship changed in response? Could it? Should it?”
There are many critical needs that are not being met, gaps, and significant challenges. These include that there is a dire need to increase:

- The number of SLPs
- Student & faculty diversity
- Student readiness for work in diverse practice settings & with diverse populations
- Pathways to deepen knowledge across the full Scope of Practice

There is also a need for expanded opportunities:

- To varied clinical experiences
- To further develop critical & analytical thinking
- To improve oral & written communication
- To grow research literacy & adoption of evidence-based practices
- To instill cultural humility, professionalism, empathy, and more

We also need to develop:

- A competency-based educational framework with pathways to learn, assess, & recognize (or signal) specific competencies
- New pedagogies and curricular goals to prepare students for the future of work

These are just some of the goals on which the ad hoc committee on Next Steps have been focusing. With your help, we hope to advance consideration about how these goals can be met.
## Six Working Groups

1. Future of Learning, Work, & Teaching  
2. Competency-Based Education  
3. Alternative Education Models  
4. Clinical Experiential Learning  
5. Student Diversity  
6. Faculty Development & Capacity

Because the scope of these issues is vast and complicated, we decided to divide the problem space up into six areas and formed a “working group” on each topic. These six topics can be seen here.
Widespread Stakeholder Engagement

• The goal of the Next Steps webinar series is to communicate what ASHA is working on and to solicit input from stakeholders about their perceptions and to gather ideas about how entry-level education for SLPs can be improved and lifelong learning advanced.

• Webinar attendees (and asynchronous viewers of the webinar presentations) are invited to share their ideas and opinions via a survey link.

• Webinar attendees are also invited to participate in a breakout group discussion, which will be recorded, and then the transcripts will be qualitatively analyzed.

• All survey responses and breakout discussions on the following seven topics will be considered, analyzed and incorporated into the final report.

The goal of the Next Steps webinar series is to communicate what ASHA is working on and to solicit input from stakeholders about their perceptions and to gather ideas about how entry-level education for SLPs can be improved and lifelong learning advanced.

Webinar attendees (and asynchronous viewers of the webinar presentations) are invited to share their ideas and opinions via a survey.

Webinar attendees are also invited to participate in a breakout group discussion, which will be recorded, and then the transcripts will be qualitatively analyzed.

All survey responses and breakout discussions on the following seven topics will be considered, analyzed and incorporated into the final report.
Watch the “Next Steps” webinar series live or recorded and share your input about each topic!

- Future of Learning, Work, and Teaching – June 7
  futureoflearning@asha.org
- Competency-based Education – June 14
  competencybaseded@asha.org
- Alternative Educational Models – June 21
  alternativeed@asha.org
- Faculty Growth and Sufficiency – June 28
  fdac@asha.org
- Clinical Experiential Learning – July 12
  experientiallearning@asha.org
- Faculty Development – July 19
  fdac@asha.org
- Student Diversity – July 26
  increasestudentdiversity@asha.org

There are many aspects of the current educational model in speech-language pathology that could be improved. The Ad Hoc Committee on Next Steps to Redesign Entry-Level Educations for SLPs has taken a deep dive into the topics listed here and prepared a presentation for each webinar that summarizes the challenges and opportunities in each of these areas. Each webinar starts with the portion of the presentation you just heard and then transitions into the areas listed here so that stakeholder input can be gathered in a focused manner. Stakeholder input is being collected in three ways for each webinar:

1. For those attending the live webinar events, the breakout group discussions will be recorded, transcribed and analyzed qualitatively and with no personally identifying information shared.
2. A survey has been prepared for each webinar. If you attend a live webinar event, the QR code will be provided to access the survey immediately following the event. If you watch the webinar asynchronously, the survey link will be made available on the Next Steps webpage on ASHA.org where all of the “Next Steps” information can be found. You can see a QR code for the Next Steps webpage displayed here.
3. Lastly, there is an email address listed under each webinar topic on this slide, and they can also be found on the Next Steps webpage. You are invited to email your ideas, concerns, or ask questions at any time.

We hope that you will participate or watch these webinars asynchronously. Most importantly, please share your perspectives and ideas on these topics with the committee. Thank you!
Good evening everyone. We are now going to focus on tonight’s topic: Growth of the Professoriate and Faculty Sufficiency. My name is _________________________.
I’d like to recognize our working group members shown here for developing this webinar.
The graph shown here is trend data obtained from the CSD Education Survey from the past 9 years. It shows a downward trend in number of research doctoral degrees granted since the 2012-2013 fielding. When coupled with the simultaneous growth in numbers of master’s SLP programs, it is clear that faculty insufficiency is becoming a major challenge for sustaining our academic programs. The projected need for research doctoral faculty is quickly outpacing the growth of research doctoral graduates.
Sufficient Growth of the Professoriate

• Average number of research SLP/Sp Science doctoral degrees conferred = 107/year (2012 – 2021)
• In that time, 20 – 35% of open SLP/Sp Science research doctoral faculty positions went unfilled
• Large growth in SLP Master’s programs – now 307 with 35 of those in candidacy phase
  • There are 11 more programs under review, and 20 more scheduled to submit applications in 2022 - 2024

Here are some additional data points:
• The average number of research SLP and Speech Science doctoral degrees conferred was 107 per year over the 9-year period from 2012 to 2021, with a range of 92 – 131.
• In that same 9-year period, 20 – 35% of open SLP/Speech Science research doctoral faculty positions went unfilled.
• There has been substantial growth in the number of SLP Master’s programs. There are now 307 SLP Master’s programs, with 35 in the candidacy phase. There are 11 more programs under review and 20 are scheduled to submit applications between now and 2024.

Given the lack of growth in the number of PhDs in speech-language pathology over the past 10 years, many are concerned that there will not be sufficient PhD level faculty in speech-language pathology to support the current programs, let alone the many new programs that are in the process of becoming accredited.
Let’s examine more closely the data from the recent CSD Education Survey on the number of **Professorial Searches and Positions filled by Area of Study**, which appears in the first column and is broken into three categories – searches specifying an opening in **speech-language pathology**, in **speech and language science**, or **not specified**.

- Focusing on speech-language pathology area, the majority of position searches were filled with candidates with a research doctorate in CSD.
- Note that 44 of the 96 faculty searches in speech-language pathology went unfilled. That’s **46%** that went unfilled.
- It is also important to notice that 7 of the 96 speech-language pathology searches were filled by individuals with a clinical doctorate in speech-language pathology. According to the CSD Education Survey, SLPs with clinical doctorates are contributing to the didactic teaching, clinical education and administrative needs of approximately 50 academic programs.
- From the CSD Education Survey, we also know that there are more than 80 individuals with clinical doctorates teaching in academic programs in the U.S.

### SLP Searches and Positions Filled by Area of Study (2020-21)

<table>
<thead>
<tr>
<th>Area of study</th>
<th># of searches filled</th>
<th>Filled with research doctorate in CSD</th>
<th>Filled with research doctorate in other discipline</th>
<th>Filled with clinical doctorate in CSD</th>
<th>Filled with Master’s in CSD</th>
<th>Unfilled</th>
<th>Percent unfilled</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLP</td>
<td>96</td>
<td>74</td>
<td>4</td>
<td>7</td>
<td>11</td>
<td>45</td>
<td>32</td>
</tr>
<tr>
<td>SL Sci</td>
<td>6</td>
<td>6</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>3</td>
<td>33</td>
</tr>
<tr>
<td>NS</td>
<td>6</td>
<td>4</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

*Source: 2021 CSD Education Survey; 2020-21 Academic Year*
Enrollment in Research Doctoral Programs directly impacts the pipeline of SLP faculty. Here you see some key data points from the recent 2020 – 2021 CSD Education Survey:

- Capacity for new doctoral students in research doctoral programs was only **43%** filled, leaving more than half the slots empty.
- Across all research doctoral programs, the biggest impact on enrollment has been:
  - insufficient student funding and
  - an insufficient number of qualified applicants
- However, of the 267 offers of admission made, 89.5% of these were with funding.
- There’s also some good news with respect to increasing diversity in our future professoriate. The percentage of students enrolled in research doctoral programs from underrepresented racial and ethnic groups has increased almost **42%** in the past 10 years. The proportion of those enrolled was highest this past year at **18%**.
How Can We Better Recruit And Retain Research Doctoral Students?

We’ve explored:
• Number of research degrees granted
• Number of master’s SLP programs
• Academic searches and positions filled
• Research doctoral enrollments

Thus far, we have explored some of the variables that address the question of whether there will continue to be sufficient PhD level faculty in speech-language pathology to support the number of current and future programs.

These include: the number of research degrees granted, the number of academic searches and proportion of positions filled, the number of current and emerging master’s SLP programs, and research doctoral enrollments.

We turn next to exploring variables that effect recruitment and retention of research doctoral students.
What are Prospective Research Doctoral Students Looking For?

(Tucker, Compton, Ellen, et al., 2020; ASHA Focus Group Report, Practicing Professionals Without PhDs, 2004)

- Programs with part-time option
- Online components
- Flexibility
- Barriers cited:
  - Time
  - Need for relocation
  - Funding

Data concerning What Prospective Research Doctoral Students are Looking for in a program are important to consider. From a variety of sources, we know that prospective students are looking for:

- Programs with a part-time option
- Online components in program delivery
- Flexibility
- And barriers prospective students cite include; time, the need for relocation and sufficient funding.
Mentoring in Research Doctoral Education: Best Practices

• Focus on “fit” to recruit and retain students
• Provide timely and continuous mentoring (e.g., early and often)
  • Provide clear, documented metrics for program completion with timely progress monitoring and feedback
• Prepare students for roles and responsibilities of academic life
  • Provide a positive, but realistic view of obtaining a PhD and working in academe
  • Provide different opportunities to students seeking academic careers at different institutions
• PhD Completion Project (Council on Graduate Schools)

Mentoring is another important variable; a recent project of the Council on Graduate Schools on PhD completion provides us with information on Best Practices, which include:
• Focus on “fit” to recruit and retain students
• The importance of providing timely and continuous mentoring (e.g., early and often)
  • Part of this includes providing clear, documented metrics for program completion with timely progress monitoring and feedback
• Preparing students for the roles and responsibilities of academic life, which for example, might include:
  • Providing a positive, but realistic view of obtaining a PhD and working in academe
  • Providing different opportunities to students seeking academic careers at different institutions
Mentoring in Research Doctoral Education: Best Practices

“The AAB suggests that if we can act as a collective community to improve PhD CSD education, we can increase enrollment and completion, increase the number of graduates who choose academic positions, and add to the research and scientific base in our discipline.” (Final Report, PhD Programs in Communication Sciences and Disorders: Innovative Models and Practices, Nov. 2016)

Programs in place:
ASHA’s Academic and Research Mentoring (ARM) Network (e.g., PROGENY, ARTA, SPARC, RMPTA)
ASHA Students Considering and Pursuing a PhD in CSD

With respect to mentoring best practices the Academic Affairs Board of ASHA (or AAB) suggested in their 2016 final report on PhD programs in CSD that...“if we can act as a collective community to improve PhD CSD education, we can increase enrollment and completion, increase the number of graduates who choose academic positions, and add to the research and scientific base in our discipline.”

ASHA has launched a number of Academic and Research Mentoring programs through the ARM Network, for example, some of those listed here. These is also information at the ASHA link for Students Considering and Pursuing a PhD in Communication Sciences and Disorders.
Identifying Possible Solutions

• Innovative and creative research doctoral programs focused on student-centered practices
• Better mentoring for better retention

If we consider how to improve PhD education in the Communication Sciences and Disorders, and thus increase enrollment and the number of graduates, some possible solutions include:
• Focusing on student-centered practices as we think creatively to innovate research doctoral programs
• And to use best practices in mentoring to increase retention in the research student pipeline.
Innovative Programming Examples

<table>
<thead>
<tr>
<th>Long Island AuD Consortia</th>
<th>Combined Degree Programs</th>
<th>Part-Time Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Consist of Adelphi, Hofstra, and St. John’s University</td>
<td>• Sometimes called “bridge” programs; 28 programs report offering combinations (e.g., MS/PhD)</td>
<td>• Offered by 25 programs, such as</td>
</tr>
<tr>
<td>• Students attend classes on all campuses with 1/3 credits taken at “home” institution</td>
<td>• Bowling Green State – doctoral work starts in the second year of study</td>
<td>• Arizona State</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• University of Oregon</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Kent State</td>
</tr>
</tbody>
</table>

Innovative Programming is another possible solution; here are some examples:

- The Long Island AuD Consortia – wherein students attend classes on all three campuses with 1/3 credits taken at “home” institution.

- Combined degree programs (or sometimes called “bridge” programs – where in students work on the PhD and masters in an integrated manner.

- Part-time enrollment – 25 programs offer an opportunity to earn the master’s degree on a part-time basis.
Here are trend data for **First Employment Position for Research Doctoral Graduates**

Note, in yellow, the fluctuating percentages of graduates choosing faculty/academic positions which is trending to smaller proportions.
While those assuming postdoctoral positions – the dark blue - may be increasing.
It’s important to consider some of the Possible Barriers to Pursuing Academic Employment

Some of these barriers cited across several survey and focus group reports include:
• Stagnant salaries
• Stress related to multiple responsibilities
• Lack of teaching experience
• Threat of not being tenured

From recent survey years, approximately one third of graduates entered faculty/academic positions. In the recent CSD Education Survey, 34.8% joined academe.
Challenge

Not all SLP Master’s programs consistently have departmental capacity to cover teaching across the full scope of practice and lifespan with their faculty expertise (see 2020 AHC report on Grad Educ in SLP)

Related to our challenges in growth of the professoriate is the Challenge that....
When asked about their Departmental capacity to cover the full scope of practice we find from recent CSD Education Survey data that 47% of programs indicated that faculty had concerns about their department’s capacity to teach across the full scope of practice and the lifespan.

Further, curricular areas for which programs reported having limited faculty expertise included all of the Big 9.
Identifying Possible Solutions

There are alternate models of faculty utilization:
• Role of interdisciplinary health sciences degree and other related programs
• Role of those with a clinical doctorate in SLP

Are there other models of faculty utilization that could help programs to cover the full scope of the master’s SLP curriculum?

Questions to consider when we think about the range of possible solutions to our challenges in covering the SLP curriculum include:
• Are there other models of faculty utilization that could help programs to cover the full scope of master’s SLP content?
• What are some alternate models of faculty utilization to consider?
  • For example, graduates from interdisciplinary health sciences degree programs and other related disciplines may be excellent candidates for faculty positions in SLP programs.
  • Graduates of clinical doctoral programs in SLP are already assuming faculty roles.
Identifying Possible Solutions

• Programs from different types of institutions have unique needs

• Challenges to cover the full curricula within budgetary constraints

Additionally, we’ve considered what opportunities exist for shared course work or consortia? Programs from different types of institutions have unique needs and challenges in covering the full curricula within their various budgetary constraints. There are certainly many constraints and barriers to programs collaborating across universities to provide the full depth and breadth needed to teach our expanded scope of practice across the lifespan, but there are also some exciting opportunities to be explored along this vein.
In this slide and the next, examples of Innovative Collaborations are provided. San Diego State University has two OSEP grants; One of them, Project MAINSAIL, is an interdisciplinary education program for 16 ECSE and 16 SLP students with a focus on children with significant autism who are dual language learners. The other focuses on service delivery for dual language and English learners; it will prepare 36 fully qualified bilingual school psychologists and SLPs skilled at collaborating for these learners with high intensity needs.
More examples of innovative collaborations are through Department of Education personnel preparation grants at the University of Central Florida.

- Project SPEECH is an innovative federally-funded project from the Office of Special Education Programs (OSEP) designed to prepare professionals to work with children with high-intensity needs. The project provides funding for courses leading to either a Masters of Education (M.Ed.) in Exceptional Student Education or a Masters of Arts (MA) in Speech Language Pathology. Additionally, scholars who participate in Project SPEECH earn a graduate certificate in Interdisciplinary Language and Literacy Intervention.

- The Graduate Certificate for Interdisciplinary Language and Literacy Intervention emphasizes interdisciplinary preparation of special education teachers and speech-language pathologists to support students with high-intensity needs.

- We know there are other models and examples of innovative approaches to working through these challenges to maintain educational quality and we’d like to know more about them. Please share relevant information and your opinions with us. We’d really appreciate hearing from you! So please provide input on this important topic by taking the survey. Thank you watching this webinar!
STOP RECORDING

Announcement: ASHA staff and ad hoc committee members can now leave the meeting as they will not be included in the breakout session. Also, anyone who does not intend to participate in a breakout group discussion should leave now as that will help us to sort everyone who wants to participate into groups. Thank you.
Breakout Group Instructions

- There are two questions provided to kick off your discussion.
- There will not be a facilitator so please take turns.
- You will have approximately 30-45 minutes.
- No idea is a bad idea!
- There is a person in each breakout group who has volunteered to record the discussion via Zoom. The Zoom recording will be transcribed for qualitative analyses. No personally identifying information will be available or reported.
- Please complete a short survey after the breakout ends. Your participation is essential to the committee’s work and will provide you with additional opportunities to have your opinion heard. You will have up to 2-days to respond to the survey.
- Please copy the link to the survey from the chat or scan the QR code on the next slide. The survey URL and QR code will also be displayed throughout the breakout group discussion.
- Both the recording and survey data will be analyzed and incorporated into the ad hoc committee’s final report. Only group data will be reported.

There are a few things we want to tell you about before you break into discussion groups.

- There are two questions provided to help focus and kick off your discussion.
- There will not be a facilitator in the breakouts so please be mindful to take turns.
- You will have approximately 30-45 minutes and remember - no idea is a bad idea!
- There is a person in each breakout group who has volunteered to record the discussion via Zoom. The Zoom recording will be transcribed for qualitative analyses. No personally identifying information will be available or reported.
- Please complete a short survey after the breakout ends. Your participation is essential to the committee’s work and will provide you with additional opportunities to have your opinions heard. You will have up to 2-days following this webinar to respond to the survey.
- Please copy the URL to the survey or scan the QR code on the next slide.
- The survey’s URL and QR code will be displayed throughout the breakout group discussion.
- Both the recording of the breakout group discussion and the data from the survey will be analyzed and incorporated into the ad hoc committee’s final report. Only group data will be reported.
Breakout Questions

What strategies should be considered to enhance faculty growth, retention, and sufficiency?

What strategies should be considered that could help programs to cover the full scope of practice across lifespan given persistent faculty shortages?

Please take this survey
https://www.research.net/r/Faculty_Growth_Webinar

This is the final slide, and it will be displayed during the breakout. Please discuss the questions posed here and provide your ideas, concerns, and other thoughts you may have related to tonight’s webinar topic.

- As previously stated, your breakout group discussion will be recorded in Zoom, transcribed, and then read and analyzed by the committee. Again, no personally identifying information will be available to or reported by the committee.
- The QR code for the survey can be seen on this slide and that same URL link is also written out below. These links to the survey will continue to be available throughout the breakout session and for 2-days following the webinar. Please remember to take a few minutes at the end to respond to this short survey. It is very important! Thank you!
- And just for those of you who agreed to record, an email was sent to you that provides the URL for uploading the Zoom recording. Please remember to press record at the beginning of the discussion and end the recording before returning to the main room at the end. All other participants who are not recorders need not return to the main room. We will just be going over how to find and upload the video recording. Thanks again for your help recorders!
- And thank you all for participating! We look forward to reading the transcripts from your discussion and analyzing the survey results! You will now be placed into a breakout room.