

Chenell Smith Loudermill, Ph.D., CCC-SLP

Purdue University

Department of Speech, Language & Hearing Sciences

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EDUCATION & PROFESSIONAL EXPERIENCES

EDUCATION

Ph.D.	2014	Arkansas Consortium for the PhD in Communication Sciences and Disorders	Communication Sciences and Disorders
M.S.	2003	University of Arkansas for Medical Sciences	Speech Pathology
B.S.	2001	University of Arkansas at Little Rock	Speech Pathology

PROFESSIONAL/ADMINISTRATIVE APPOINTMENTS

2018-Present	Clinical Professor, Director of Clinical Education in Speech-Language Pathology	Purdue University West Lafayette, Indiana
2015-2018	Advanced Instructor, Clinic Director for Speech-Language Pathology	University of Arkansas at Little Rock University of Arkansas for Medical Sciences Little Rock, Arkansas
2003-2015	Speech-Language Pathologist	Little Rock School District Little Rock, Arkansas
1996-2006	Human Resources Officer (last appointment- 2 nd Lieutenant)	United States Army Reserves North Little Rock, Arkansas

ADMINISTRATIVE ACCOMPLISHMENTS

- Secured and implemented the use of an electronic records keeping and student evaluation system for the MS-SLP program
- Implemented systematic clinical rotations for MSSLP students enhancing the breadth of clinical education opportunities for all students
- Supported clinical faculty in the development of eight new programs to increase clinical education opportunities
- Proposed new space utilization plan for the Speech & Language Clinic to accommodate the expansion of clinical programs
- Co-founded the Purdue Literacy Education and Practice Project (Purdue-LEaPP) to enhance clinical education opportunities and didactic coursework in the area of Literacy
- Secured funding to upgrade the department's observation system and increase undergraduate exposure to clinical services in the MD Steer Clinics

- Collaborated with the Development Office to increase fundraising and alumni outreach
- Managed budget for the Speech and Language Clinic
- Successfully navigated MSSLP students through the COVID-19 pandemic for on-time graduation
- Enhanced processes and procedures for undergraduate students to observe, volunteer, and participate in clinical education opportunities
- Developed and implemented initiatives to support the department and university mission regarding Diversity, Equity, and Inclusion (e.g., SLHSCares, JEDI Curriculum for graduate students)
- Contributed to the implementation of third party billing for speech, language, swallowing, and hearing services in the MD Steer Clinics
- Increased visibility of SLHS in the BIPOC Community
- Co-developed Interprofessional Education program for Speech-Language Pathology and Applied Behavior Analysis
- Expanded externships options to include more opportunities for students to learn from BIPOC professionals

TEACHING

COURSES

Purdue University

- SLHS 41900 Science of Reading (2021, Undergraduate)
 SLHS 54300 Assessment and Treatment of Literacy Disorders (2019, 2021; Graduate)
 SLHS 54900 Clinical Practice (2018, 2019, 2020, 2021, 2022; Graduate)

University of Arkansas for Medical Sciences

- CSDM 5133 Infant & Toddler Communication: Development & Assessment (2015-2018; Graduate)
 CSDM 5051 Clinical Practicum I & II (2015- 2018; Graduate)
 CSDM 5173 Counseling in Communication Disorders (2014; Graduate)
 CSDM 5353 Voice Disorders (2015; Graduate)
 CSDM 5363 Independent Research (2016-2017; Graduate)

University of Arkansas at Little Rock

- AUSP 4162 Clinical Practicum I (2015- 2018; Undergraduate)
 AUSP 4163 Clinical Practicum II (2015- 2018; Undergraduate)
 AUSP 3365 Clinical Management (2016- 2018; Undergraduate)

University of Central Arkansas

- CSD 6345 Language Disorders (2012; Graduate)

PROGRAM/TEACHING INNOVATION

Undergraduate Clinical Education Opportunities

- Opportunities for undergraduate students to observe, volunteer, and participate in clinical education were expanded. The process and procedures were updated, digitized, and shared more broadly with students. During the Spring 2022 semester, 77 students have participated in clinical observations, 13 students volunteered in the clinic and clinical

faculty dedicated more than 700 hours of engagement with undergraduate students outside of the classroom.

SLHS Justice, Equity, Diversity, and Inclusion Curriculum for Graduate Students

- This program was designed for SLHS graduate students to meet certification standards addressing Cultural Competence. It is embedded within the current SLHS 54900/64800/64900 clinical practicum courses in which students are enrolled during the duration of their graduate program. The program includes pre-, mid-, and post assessments measures. Over 80 SLHS graduate students have benefitted from this curriculum.

SLHS 54900 Clinical Practice Redesign with the implementation of clinical rotations

- The clinic scheduling process was redesigned to increase 1) equity among students in clinical experiences, 2) equity among clinical educators in clinical supervision, and 3) efficiency in clinic scheduling. Since implementation, over 70 MS-SLP students have had the opportunity to learn from all clinical faculty and professional staff in our department during their two year program.

SLHS 54900 Clinical Practice Seminar Redesign

- The seminar portion of this course was redesigned to strategically address issues affecting professional practice throughout the clinical training program. Through this redesign, clinical education modules targeting Therapy Basics, Interprofessional Education/Advocacy, Cultural Competence, Ethics, and Telepractice were implemented and are addressed each semester beginning with acquiring basic knowledge of each topic and gradually moving to project-based learning activities to demonstrate the acquisition of knowledge, application of skills, and competency in service delivery. Over 70 MS-SLP students have benefitted from the redesign of the clinical practice seminar course.

Pragmatic Language Groups

- The Pragmatic Language Groups were redesigned to provide opportunities for children and adults with social communication difficulties to interact with peers, learn and practice skills for social interaction, and develop/maintain friendships/relationships. Graduate students gain experience in working with individuals with a wide range of disabilities such as Attention Deficit Hyperactive Disorder, Selective Mutism, Autism Spectrum Disorder, Social Pragmatic Disorder, etc. Nearly 50 children and adults have benefitted from this service since 2019.

Purdue Literacy Education and Practice Project (Purdue-LEaPP)

- Purdue-LEaPP was developed to address the local and national call for overall improved literacy outcomes in school-age children. This project strives to provide services to children in the community who struggle with literacy development and provide a more supportive and systematic way to increase knowledge and skills in the science of reading for aspiring and current educators and professionals by providing access to resources and education in the areas of reading development, practice, and research. The scope of this project includes five pillars: 1) Community Engagement, 2) Equal Access, 3) Continuing Education, 4) Interprofessional Education and Practice, and 5) Implementation Science. Current programming includes the SLHS Literacy Lab, the Summer Literacy Challenge, diagnostic evaluations for reading and written language disorders, and preventative services in partnership with a local elementary school in collaboration with faculty from the College

of Education. Since 2019, over 100 children and 60 aspiring professionals have benefited from innovations through Purdue-LEaPP.

FUNDING

GRANTS

- Title: IPE-SHINES: Interprofessional Education for Supporting High Intensity Needs of Exceptional Students.
- Agency: Office of Special Education Programs (OSEP): Personnel Development to Improve Services and Results for Children with Disabilities Grant. Award Number: H325K210078.
- Amount: \$1,100,000
- Duration of Funding: 2001-2026
- Role: Co-PI
- Title: LIFT: Literacy Innovation and Faculty Teaching. Online literacy-cast faculty professional development in response to the COVID-19 pandemic to support Purdue's VirALL [Virtual Instruction: Research and Literacy Learning]
- Agency: Protect Purdue Innovations Faculty Grant, Purdue University
- Amount: \$49,996
- Duration of Funding: 2020- 2021
- Role: Co-PI
- Title: Strategic Pedagogical Practices in Addressing Cultural Humility in Communication Sciences and Disorders
- Agency: Center for Intercultural Learning, Mentorship, Assessment, and Research (CILMAR) Seed Grant
- Amount: \$1,700
- Duration of Funding: 2020-2021
- Role: Co-PI
- Title: Bringing the Clinic Into the Classroom Using Video, Audio, Learning Technology
- Agency: Instructional Equipment Grant, Office of the Provost, Purdue University
- Amount: \$100,000
- Duration of Funding: 2019-2020
- Role: Co-recipient

CONTRACT

- Title: Project I.M.P.A.C.T.: Innovation, Multidimensionality, Participation, Accessibility, Collaboration, and Training
- Agency: Little Rock School District
- Amount: \$60,000
- Duration of Funding: 2016-2018
- Role: Contract lead

PUBLICATIONS

Loudermill, C., Greenwell, T. & Brosseau-Lapr , F. (2021). A comprehensive treatment approach to address speech production and literacy skills in school-age children with speech sound disorders. *Seminars in Speech and Language*, 42(2), 136-146. <https://doi.org/10.1055/s-0041-1723840>

Loudermill, C. S. (2015). *An investigation of the relationship between reading comprehension and morphological awareness skills*. (Doctoral Dissertation). Available from ProQuest Dissertations and Theses database. (ISBN: 9781303929717).

PRESENTATIONS

Greenwell, T., **Loudermill, C.**, Masters, C, & Simpson, J. (November, 2020). Telehealth in pediatric populations during and beyond COVID-19: the Purdue SLHS perspective. Webinar.

Loudermill, C. (October, 2020). Choosing the MS-SLP program that is right for you. Virtual presentation to the University of Arkansas National Student Speech-Language-Hearing Association Chapter. (Invited)

Greenwell, T., Brosseau-Lapre, F., **Loudermill, C.**, & Masters, C. (November, 2019). Making the Case for Phonological Awareness Instruction in Speech Production Services. Presentation at the American Speech-Language-Hearing Association (ASHA) Convention, Orlando, FL.

Loudermill, C. (2019, October). Morphological Awareness: Improving vocabulary, word recognition, and reading comprehension in struggling readers. Presentation at the ISHA Annual Fall Conference. West Lafayette, IN. (Invited)

Pait, A., **Loudermill, C.**, Traughber, J., Fisher, J., Cook, A. (2018, October). *Fostering Clinical Thinking and Feedback Reception to Develop Excellent Future Clinicians*. Presentation at the Arkansas Speech-Language Hearing Association annual convention. Little Rock, AR. (Invited)

Loudermill, C., Gentry, B., & Satra, K. (2017, November). *An examination of knowledge of derivational morphology in African American poor comprehenders*. Poster presentation at the American Speech-Language-Hearing Association annual convention. Los Angeles, CA.

Gentry, B., Palmer, P., & **Loudermill, C.** (2017, November). *Stress levels in mothers of children with ASD compared to mothers of typically developing children*. Poster presentation at the American Speech-Language-Hearing Association annual convention. Los Angeles, CA.

Cockcroft, J., Drost, R., Robinson, G., **Loudermill, C.**, Moser, D., & Mahurin, S. (2017, November). *Measuring spelling predictability: Calculating entropy for phonemes and graphemes of standard American English*. Poster presentation at the American Speech-Language-Hearing Association annual convention. Los Angeles, CA.

Satra, K., Robinson, G., Moser, D., Bracy, C., & **Loudermill, C.** (2017, November). *Transgender individuals' perceptions of speech-language services in Arkansas to aid in*

transitioning: A web-based survey. Poster presentation at the American Speech-Language-Hearing Association annual convention. Los Angeles, CA.

Loudermill, C. (2017, October). *Matters of Morphology*. Professional Development Workshop for Little Rock School District. Little Rock, AR. (Invited)

Loudermill, C., Traugher, J., Fisher, J, Pait, A., McDaniel, K., Cook, A., & Franklin, J. (2017, October). *It Takes a Village: Why your clinical supervision matters (Clinic Director Collaboration)*. Presentation at the Arkansas Speech-Language Hearing Association annual convention. Hot Spring, AR.

Gentry, B. & **Loudermill, C.** (2017, October). *Change Is Good: Transitioning from Adolescence to Adulthood with ASD*. Presentation at the Arkansas Speech-Language Hearing Association annual convention. Hot Springs, AR.

Atcherson, S., **Loudermill, C.,** & Gentry, B. (2016, October). *Reducing Self-stimulating Behaviors in Individuals with ASD: A Non-pharmaceutical Method*. Presentation at the Arkansas Speech-Language Hearing Association annual convention. Hot Springs, AR.

Rowland, K. & **Loudermill, C.** (2016, April). *Utilizing our Expertise in Addressing the Special Education Task Force Responsibilities*. Presentation for the Arkansas Special Education Task Force. Little Rock, AR.

Loudermill, C. (2015, November). *Dyslexia Strategies for Students with Language Impairments*. Professional Development Workshop for Little Rock School District. Little Rock, AR. (Invited)

Loudermill, C., & Gentry, B. (2015, October). *All that ChitChat: Addressing Social Language Skills Through Guided Conversation*. Presentation at the Arkansas Speech-Language Hearing Association annual convention. Little Rock, AR.

Atcherson, S., **Loudermill, C.,** & Gentry, B. (2015, October). *Body Language in Speech Pathology and Audiology: A Worthwhile Skill*. Presentation at the Arkansas Speech-Language Hearing Association annual convention. Little Rock, AR.

Loudermill, C. (2015, September). *Clinical Services in Speech Pathology*. (Guest Lecture). University of Arkansas at Little Rock. Little Rock, AR. (Invited)

Loudermill, C. (2015, September). *Speech Pathology in the Public Schools*. (Guest Lecture). University of Arkansas at Little Rock. Little Rock, AR. (Invited)

Loudermill, C. (2014, November). *Good vs. Poor Comprehenders' Knowledge of Derivational Morphology*. Poster session presented at the annual convention for the American Speech-Language-Hearing Association, Orlando, FL.

Loudermill, C., (2014, November). *Food for Thought: Ideas for implementing social language groups in the school*, Professional Development Workshop for Little Rock School District. Little Rock, AR. (Invited)

Loudermill, C., (2014, November). *Addressing the YOU in aUtism*, Professional Development Workshop for Little Rock School District. Little Rock, AR. (Invited)

Loudermill, C. (2014). *Poor Readers' Awareness of Derivational Morphology*. Poster session presented at the annual convention for the American Speech-Language-Hearing Association, Chicago, IL.

Loudermill, C., (2014, January). *Morphological Awareness in School-age Children*, Presenter at Little Rock School District professional development in-service. Little Rock, AR. (Invited)

Loudermill, C., Gentry, B., Shapley, K., & Robinson, G. (2013, November). *Poor Readers' Awareness of Derivational Morphology*. Poster session presented at the annual convention for the American Speech-Language-Hearing Association, Chicago, IL.

Loudermill, C., & Gentry, B. (2013, October). *From Phonological to Morphological Awareness* Presentation at the Arkansas Speech-Language Hearing Association annual convention. Little Rock, AR.

Loudermill, C., (2013, June). *Speech Pathology in the Public Schools*. (Guest Lecture). University of Arkansas at Little Rock. Little Rock, AR. (Invited)

Loudermill, C. & Lance, D. (2010, June). *Reading Comprehension: Both an art and a science*. Presentation at the 5th Annual Jane H. LeBlanc Conference in Communication Disorders. Jonesboro, AR.

Lowry, M, **Loudermill, C.**, & McCullough, K.C. (2010, November). *What's going on there? The brain across the lifespan*. Poster session presented at the annual convention for the American Speech-Language-Hearing Association, Philadelphia, PA.

Loudermill, C., Lowry, M., & McCullough, K.C. (2010, October). *The Aging Brain: What's Normal and What's Not*. Presentation at the Arkansas Speech-Language Hearing Association annual convention, Little Rock, AR.

Loudermill, C. & Lance, D. (2010, October). *Reading comprehension assessment: How does it all add up?* Presentation at the Arkansas Speech-Language Hearing Association annual convention, Little Rock, AR.

Loudermill, C. (2010, November) *Overview of Seeing Stars & More*. Professional Development Workshop for Little Rock School District. (Invited)

Loudermill, C. (2008, October). *Understanding Response to Intervention & School Based Intervention Teams*. Presentation at Cloverdale Middle School professional development in-service. (Invited)

Loudermill, C. (2008, October). *Assessment in the Public Schools*. (Guest Lecture). University of Arkansas at Little Rock. (Invited)

DIRECTED STUDENT RESEARCH/EVIDENCE-BASED PROJECT MENTOR

Title: Isolated Morphological Awareness Training for Elementary School Students

Student Name: Mikala Bowen

Year: 2022

Title: Static vs Dynamic Assessment in Assessing Language Impairment with Bilingual Children

Student Name: Angela Gonzalez

Year: 2022

Title: Morphological Awareness Intervention and Reading Comprehension of School-aged Children with Dyslexia

Student Name: Madison Collignon

Year: 2021

Title: Social Skills Treatment in Autism Spectrum Disorders: Music Therapy and Social Skills Training

Student Name: Isabelle Underwood

Year: 2021

Title: How Storybooks Can Teach Vocabulary: Learning Through Listening

Student Name: Katie Smith

Year: 2020

Title: Systematic Review of Literature of Orton-Gillingham Based Reading Programs

Student Names: Derenda Alexander, Morgan Miller, Madelyn Blanchard

Year: 2017-2018

Title: Teaching Phonemic Awareness Using Children's Literature

Student Names: Madison White, Stephanie Friemel, & Karishma Gujral

Year: 2016-2017

THESIS COMMITTEES

*Thesis Committee Chair

Thesis Title: Speech errors produced by bilingual Spanish-English speaking children and monolingual English-speaking children with and without speech sound disorders

Student's Name: Itzel Matamoros

Committee Members: *Françoise Brosseau-Lapre, Larry Leonard, Chenell Loudermill

Year: 2020-2021

Thesis Title: The impact of auditory distractors on visual search performance in individuals with ASD

Student's Name: Courtney King

Committee Members: *Brandon Keehn, Alexander Francis, Chenell Loudermill

Year: 2019-2020

Thesis Title: Transgender Individuals' Perceptions of Speech-Language Services in Arkansas to Aid in Transitioning: An Web-based Survey

Student's Name: Kinnari Satra

Committee Members: *Gregory Robinson, Dana Moser, Connie Bracy, Chenell Loudermill

Year: 2017-2018

Thesis Title: Measuring the Depth of English Orthography: Calculating Bi-Directional Entropy Values of Grapheme & Phoneme Correspondences in Standard American English

Student's Name: Jacob Cockcroft

Committee Members: *Gregory Robinson, Robert Drost, Chenell Loudermill, Dana Moser, Stacey Mahurin

Year: 2016-2017

ENGAGEMENT/SERVICE

National

- 2022 ASHA Convention Planning Committee member, Health Literacy: Access, Communication, and Outcomes, New Orleans, LA.
- 2021 Peer Reviewer, Council of Academic Programs on Communication Sciences and Disorders 2021 Annual Convention
- 2021-present Committee Member, National Black Association for Speech-Language-Hearing (NBASLH) Exam Review Committee

University

- 2022 Reviewer, Center for Intercultural Learning, Mentorship, Assessment and Research (CILMAR) Seed Grant
- 2021-present Mentor, Coaching and Resource Network, Susan Bulkeley Butler Center for Leadership Excellence
- 2021- present Faculty Affiliate, Purdue Autism Research Collaboration
- 2021 Participant, Building Consensus: Aligning Reading Research with Practice, Purdue University Literacy Forum
- 2020-present Faculty Advisor, Women of Color in Healthcare Association
- 2016-2018 Member, University of Arkansas for Medical Sciences Chancellor's Diversity Committee

College

- 2021- present Member, HHS Diversity, Equity, and Inclusion Committee
- 2017-2018 Chair, University of Arkansas for Medical Sciences College of Health Professions, Diversity Committee
- 2016-2017 Member, University of Arkansas for Medical Sciences College of Health Professions, Diversity Committee

Department

- 2021-present Chair, SLHS Diversity, Equity, and Inclusion Committee
- 2019-2020 Chair, Clinical Faculty Search Committee

2018-present	Advisory Committee to the Head
2018-present	Member, MS-SLP Admissions Committee
2018-present	Member, MS-SLP Curriculum & Standards Committee
2018	Member, Clinical Faculty Search Committee
2016-2018	Interprofessional Education Liaison
2015-2018	Chair, Clinic Committee for Speech-Language Pathology
2015-2018	Chair, Graduate Assistantship Committee for Communication Sciences and Disorders Master's Program
2015-2018	Member, Admissions Committee for the Communication Sciences and Disorders Master's Program
2015-2018	Member, Appointment and Promotions Committee-Non-tenure Track
2015-2018	Member, Graduate Student Orientation Committee

Community

2016-2018	Vice President for Speech-Language Pathology, Arkansas Speech-Language-Hearing Association (ArkSHA)
2016-2018	Board Member, A(utism)-Camp
2016-2018	Member, A(utism)-Camp Curriculum Committee
2009-2010	Member, Speech Pathology Resource Guide Collaboration- Arkansas State Department of Education
2008-2010	Chair, Special Education Department-Cloverdale Middle School
2008-2010	Member, Literacy Team-Little Rock School District
2007-2015	Member, School-Based Intervention Team-Little Rock School District
2004-2005	Member, Special Education Paraprofessional Task Force, Arkansas State Department of Education

PROFESSIONAL CREDENTIALS, HONORS & AFFILIATIONS

PROFESSIONAL CREDENTIALS

2018-Present	Indiana License in Speech Pathology (#22006994A)
2004-Present	Certification of Clinical Competence-Speech Language Pathology-American Speech-Language Hearing Association

AWARDS & HONORS

2021	Award for Exceptional Teaching and Instructional Support during the COVID-19 pandemic (clinical faculty team award)
2021	Selected Participant, CAPCSD Leadership Academy
2020	Selected Participant, CAPCSD Leadership Academy-cancelled due to COVID-19
2019	Award for Continuing Education (ACE)
2019	Selected Participant, ASHA Leadership Development Program
2018	Selected Participant, CAPCSD Clinic Director Basic Training
2013	McNiece Doctoral Research Fellowship Award
2012	ArkSHA Paula D. Gober Public School Award

ORGANIZATIONAL MEMBERSHIPS

2021-present ASHA Special Interest Group Division 14, Cultural and Linguistic Diversity
2019-Present Indiana Speech-Language Hearing Association (ISHA)
2019-Present National Black Association for Speech, Language, and Hearing (NBASLH)
2010-Present ASHA Special Interest Group Division 1, Language Learning and Education
2010-Present ASHA Special Interest Group Division 11, Administration and Supervision
2003-Present Member, American Speech-Language Hearing Association (ASHA)