SPEECH – LANGUAGE PATHOLOGY
CURRICULUM RE-DESIGN: EMBRACING INTERPROFESSIONAL EDUCATION

STRATEGIC PLAN
2010 – 2015

WWW.UDC.EDU
PROGRAM MESSAGE

Strategic Planning is a critical benchmark for success. The University of the District of Columbia (UDC) Speech – Language Pathology (SLP) Program continues to utilize planning and assessment as a means to engage all stakeholders (students, faculty, staff, campus and local community) to maintain a strong Program that meets the communication needs of the those we serve. The theme, *Speech – Language Pathology Curriculum Re-design: Embracing Interprofessional Education*, is our guide to redesign of the SLP Curriculum with a focus on cross-disciplinary teaching and teaming in clinical practice.

Initiated during 2009-2010, the current plan draws from University-wide assessment strategies, faculty planning retreats and external program review to lead this five-year vision. It defines a period of change, transition and progressive steps to stabilize and enhance the Speech – Language Pathology Program. During this period of transition and stabilization, the University’s vision remains focused on a firm commitment to offer exceptional, research-driven graduate and professional programs of importance to the District and the nation. The emphasis during these critical years is on embracing the concept of interprofessional teaming in the classroom and clinical practice as we build hybrid courses and dual-discipline learning activities.

To this end, the SLP Program will continue to offer a comprehensive curriculum designed to produce graduates from diverse backgrounds who meet certification requirements and are skilled to work in diverse, interprofessional teaming environments. Throughout the process, we are guided by the University’s mission and by a commitment to the standards of excellence as delineated by our accrediting body (Council on Academic Accreditation of Audiology and Speech – Language Pathology).

The 2010-2015 Strategic Plan will drive planning, assessment and program evaluation to ensure excellence in education and best-practice in clinical service. We feel certain that the Re-design of Curricula in the UDC Speech – Language Pathology Program will lead to a higher level of student and faculty collaboration that will propel learning in the classroom and in clinical practice. The knowledge gained from this plan will serve the profession and guide new research to enhance the lives of persons with communication challenges.

Wanda M. Colston, Ph.D., CCC-SLP
Program Director
Program History

The University of the District of Columbia Speech-Language Pathology Program (UDC SLP) has been in existence for more than thirty years. The Program was first accredited in 1981 and has maintained continuous accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association. The Program has been recognized by the University as a Center of Excellence. Programs and academic units identified for this award demonstrated success in the following areas: external demand, faculty productivity, graduation rates, employment outcomes, performance on national measures, and recognition by certifying bodies. The Program is further distinguished by the number of UDC SLP graduates who continued their education and earned the doctoral degree. Many of its faculty and students, both past and present, have been recognized in the field for scholarship, leadership and service and Program efforts and expertise have resulted in excellent outcomes in external funding and research.

The UDC SLP program has a long history of excellence in preparing speech-language pathologists for service delivery to children and adults with a variety of communicative disorders. The academic and clinical training experiences provide students with a strong generalist foundation and offers opportunities for expanded exposure and expertise necessary to prevent, identify, assess, and treat expressive and receptive communication and swallowing disorders. The curriculum expands knowledge in all modalities of expression, including spoken, written, pictorial and manual. Students learn through active engagement in class-based instruction, clinical practicum, research activities and clinical seminars.

Historically, the program is ideal for persons who seek a strong theoretical base for evidenced-based clinical practice to meet the needs of persons with communicative disorders. A variety of cultures and ethnicities are represented in the classroom and clinic and this commitment continues to fuel a respect for multiple perspectives. Program graduates are eligible for certification to practice in the discipline and leave the experience with a strong commitment to diversity.
UNIVERSITY MISSION AND VISION

Mission

The University of the District of Columbia is a Historically Black College and University (HBCU) and an urban land-grant institute of higher education. Through its community college, Flagship University, law school and graduate programs, it offers affordable post-secondary education to District of Columbia residents at the certificate, associate, baccalaureate, graduate and professional levels. These programs will prepare students for immediate entry into the workforce, the next level of education, specialized employment opportunities for life-long learning.

Vision

The University of the District of Columbia will be a diverse, selective, teaching, research and service university in the land-grant and Historically Black College and University traditions, serving the people of Washington, DC, the nation and the world. It will also provide non-academic services, such as workforce development to help citizens with immediate entry into the workforce.

UNIVERSITY GOALS

GOAL I
Create and nurture a premier community college
* Open Admissions Policy
* Major Vehicle for Workforce Development
* Gateway to a Four-year College Education

GOAL II
Become an outstanding institution for undergraduate education with a global focus

GOAL III
Offer exceptional, research-driven graduate and professional programs of importance to the District and the nation

GOAL IV
Provide an important economic engine for the District of Columbia and region

The University’s evolving strategic plan [UDC 2020] is soon to be released and will define the path forward and provide a roadmap to the future as it revisits the Vision, goals and objectives.
## THE UDC-SLP PLANNING TIMELINE

<table>
<thead>
<tr>
<th>PHASE</th>
<th>TITLE</th>
<th>DATE</th>
<th>PURPOSE</th>
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<tbody>
<tr>
<td>I</td>
<td>Preliminary Phase</td>
<td>Fall 2009 – Fall 2010</td>
<td>Reference documents are assembled and available for use and stakeholder review</td>
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<tr>
<td>II</td>
<td>Assessment Phase</td>
<td>Ongoing</td>
<td>Convened Faculty focus groups, student surveys, annual faculty evaluations</td>
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<td>III</td>
<td>Reporting Phase</td>
<td>2010 - 2011</td>
<td>SLP &amp; University-wide Assessment Committee reports &amp; recommendations disseminated</td>
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<td>IV</td>
<td>Prioritization Phase</td>
<td>Annual</td>
<td>Summary recommendations and consensus on final priorities</td>
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<td>V</td>
<td>Community Comment Phase</td>
<td>Ongoing</td>
<td>Public Comment campus and general public (students, faculty, staff, clients, external practicum partners)</td>
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<td>VI</td>
<td>Consensus Building - Confirmation of Priorities</td>
<td>2011 - 2012</td>
<td>Identification &amp; confirmation of strategic priorities and process changes</td>
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<td>VII</td>
<td>Implementation Phase</td>
<td>2010-2015</td>
<td>Submission, approval, and publication of the UDC – SLP Strategic Plan, Assessment Plan, and Assessment Calendar</td>
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EXECUTIVE SUMMARY

PLANNING AND IMPLEMENTATION PROCESS

The Speech – Language Pathology planning and implementation process uses assessment data to monitor goals and objectives in order to inform change. Beginning with academic year 2009 – 2010, the Program experienced a period of fluid decision-making, as a University-wide Program Review was implemented. As the University continued to reorganize in order to achieve a more effective and efficient structure, the SLP program was preliminarily housed with the Department of Nursing and Health Professions (2011 – 2012). Following further evaluation and review of interprofessional fit and a desire to provide a ready synchrony with other disciplines, the SLP Program achieved a more sustainable fit in the Center for Urban Education during academic year 2012-2013.

During these critical years of University-wide program review, data collection and data analysis, the SLP Program invited three experts in the field to serve as outside reviewers. (Reference: Speech – Language Pathology Program Review, May 11, 2010.) Outcomes from this review guided program planning in six areas:

- Elimination of the undergraduate program in Speech – Language Pathology
- Development of the 2012-2014 Teach-out Plan for the SLP Bachelor of Science Degree
- Improved Clinical Processes and Business Operations
- Enhanced Student Recruitment and Admissions Process
- Personnel Stability
- Curriculum Review

Academic years 2013 – 2015 will focus on (1) Curricula Change and Revitalization; (2) a new initiative to increase Interprofessional Education in collaboration with education and Health Professions; and (3) Creation of a new Interdisciplinary Model for Clinical Training with an emphasis on team teaching and interdisciplinary teaming in clinical practice.
UDC – SLP MISSION AND GOALS

MISSION

Educate, train, graduate and certify students in speech – language pathology in order to enhance and diversify the number of qualified speech language pathologists in the workforce.

GOALS

- To Redesign and Revitalize the SLP Curriculum
- To Increase Interprofessional Collaboration
- Develop an Interdisciplinary Model for Clinical Training

CRITICAL ASSESSMENT BENCHMARKS

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<tr>
<th>Benchmark</th>
<th>Action</th>
<th>Timeline – by:</th>
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<tbody>
<tr>
<td>1</td>
<td>Review Assessment Calendar – Establish Freeze Dates</td>
<td>July 1</td>
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<td>2</td>
<td>CAA Annual Report - Finalize Student Outcomes (Praxis Pass rate, Progression to Degree and Employment rates)</td>
<td>August 1</td>
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<tr>
<td>3</td>
<td>Course Evaluation and Course-level Assessments - Confirm Format and Disseminate Information (Students &amp; Faculty)</td>
<td>August 16</td>
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<td>4</td>
<td>Higher Education Survey - Confirm Deadline and Finalize Data</td>
<td>September 1</td>
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<tr>
<td>5</td>
<td>Graduation Audit and Reporting – Confirm Dates</td>
<td>Each Semester</td>
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<td>6</td>
<td>Stakeholder Surveys - Target Dates for Data Collection</td>
<td>Ongoing</td>
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<td></td>
<td>(Graduate Exit Interview, Alumni Survey, Practicum Site Survey, Employer Survey, Client/Clinic Survey,)</td>
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Goal I: To Redesign and revitalize the SLP Curriculum

Building upon outcomes from the 2009-2010 program review, the SLP faculty retreats and a special committee on curriculum review, this plan will result in a Re-design of the SLP curriculum. Preliminary work includes an extensive review and a national sampling of SLP programs locally, regionally and nationally to ensure that the revitalization process captures current trends in clinical practice and the workforce. This effort responds to the imperative that Program academic offerings are sufficient to capture the depth and breadth of knowledge and skills necessary in the SLP profession. Final recommendations will guide faculty decision-making through academic year 2013-2014 with a finalized curriculum targeted for spring 2014.

The following objectives for curriculum effectiveness and revitalization will be assessed:

IA  Given a core curriculum of theoretical bases in phonological, language, neurological, and anatomical knowledge of communication processes, students will successfully complete the comprehensive examination with a minimum 80% success rate by the end of year one.

1B  Students will demonstrate knowledge and skills sufficient to earn the ASHA Certificate of Clinical Competence as demonstrated by 80% pass rate on the Praxis examination as one criteria for certification.

1C  Students will demonstrate knowledge and skills in diagnostic/evaluative and intervention best-practice by successful completion of Level 2 or Level 3 Exit Examination with a minimum 80% level of competence.

1D  The Program will finalize a Re-designed Curriculum in Speech – Language Pathology by Spring 2014.
Goal 2: To increase Interprofessional Collaboration

The SLP Program currently engages in interprofessional collaborations in teaching and teaming with other disciplines at the University. Recent collaborations include partnering with nursing and respiratory therapy faculty in the classroom and in clinical simulations. The SLP Course in Voice Disorders has been infused with guest lectures by a colleague in respiratory therapy. In addition, the nursing Department’s patient simulation laboratory is being utilized for cross-disciplinary clinical practice activities and teaming. The Program aspires to build similar relationships with the Department of Education in the Center for Urban Education and maintain these collaborative efforts through 2015. Interprofessional research and presentations on lessons learned are targeted for presentation at local, regional and national conferences and workshops.

The following objectives for interprofessional collaboration will be assessed:

2A The Program will engage interprofessional collaboration to infuse multifaceted perspectives in courses through guest lectures and collaborative research, ongoing

2B The Program will build cross-disciplinary clinical simulation exercises and activities within core courses and clinical courses prior to Level III clinical rotation in the acute and sub-acute care setting by spring 2014

2C The Program will team with community agencies and engage in multidisciplinary developmental screening for at-risk children, annually
Goal 3: To develop an Interdisciplinary Model for Clinical Training

The 2010-2015 Strategic Plan concludes with an emphasis on piloting an interdisciplinary model for clinical training. The model builds on utilization of interprofessional knowledge and skill to build multi-faceted/comprehensive approaches to service delivery.

Student learning outcomes in such areas as course-level assessment, praxis scores, program completion and employment outcomes continue to drive decision-making related to program changes.

The following objectives for initiating an interdisciplinary clinical training model will be assessed:

3A SLP faculty will engage education and health profession professionals in planning and course preparation to foster team teaching across the curricula, ongoing

3B The Program will initiate a cross-disciplinary focus-group to convene discussions for development of a model of interdisciplinary clinical training by Fall 2014
PROGRAM FACULTY

Wanda Mitchener-Colston, Ph.D., CCC-SLP, Program Director
Dr. Colston holds the Ph.D. degree in Communication Sciences and Disorders from Howard University, the M.S. degree in Speech – Language Pathology from the University of the District of Columbia and the B.A. degree in Speech Pathology from Shaw University.

Angela Bradford Wainwright, Ph.D., CCC-SLP
Dr. Bradford Wainwright holds a Ph.D. degree in Speech – Language Pathology from the University of Memphis, the M.S. degree in Speech – Language Pathology from the University of the District of Columbia and the B.A. degree in vocal performance from Maryland University-College Park.

Myesha G. Carter, M.S. CCC-SLP, Clinical Instructor
Professor Carter holds M.S. and B.A. degrees from the University of the District of Columbia in Speech – Language Pathology.

April Massey, Ph.D., CCC-SLP
Dr. Massey holds the Ph.D. degree in Communication Sciences and Disorders from Howard University, the M.A. degree in Speech – Language Pathology from University of Cincinnati, and the B.A. degree in Speech and Hearing Science from The Ohio State University.

Angela M. Miles, M.S., CCC-SLP, Clinical Instructor
Professor Miles holds the M.S. degree in Speech – Language Pathology from Loma Linda University and the B.S. degree in Language Arts Secondary Education from Oakwood University.

Natalie A. Ottey, Ph.D., CCC-SLP
Dr. Ottey holds the Ph.D. degree in Communication Sciences and Disorders from Howard University, the M.Sc. degree in Speech-Language Pathology from the University of the District of Columbia and the B.A.A. degree in Early Childhood Education from Ryerson University in Toronto, Canada.

Toni Walters, M.S., CCC-SLP
Professor Walters holds the B.A. degree from University of Massachusetts in English and the M.S. degree from Boston University in Speech Pathology.

Rachelle Nelson, M.S., CCC-SLP
Professor Nelson holds M.S. and B.S. degrees in Communication Sciences and Disorders from Howard University in Speech-Language Pathology.

Patricia Randolph, Ph.D., CCC-Aud
Dr. Randolph holds the Ph.D. degree in Audiology from the University of Maryland College Park, the M.S. degree in Audiology from Temple University and the Bachelor's degree from Duquesne University.
ACKNOWLEDGEMENTS

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