

Speech-Language Pathology Program

Strategic Plan

2021 – 2026

Building Pipelines and Pathways to Excellence

University of the District of Columbia

College of Arts and Sciences

Division of Education, Health, and Social Work

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[UDC SLP Program](#)

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EXECUTIVE SUMMARY PERFORMANCE OUTCOMES AND FUTURE PLANS

Executive Summary

The University of the District of Columbia's Speech-Language Pathology Program (UDC SLP Program: A Beacon of Opportunity for Diverse Perspectives in Teaching, Learning, and Service 2016-2021 strategic plan concluded during the 2020-2021 academic year with the following goals accomplished:

1. Maintain a diverse student body and learning environment through innovation in admission, matriculation, and post-graduate experiences (*crosswalk – University Goals 1 and 5*)
2. Identify and access resources that fuel innovation in teaching, scholarship, and service (*crosswalk – University Goal 3*)
3. Promote an efficacy-driven research environment that fosters faculty-student collaboration and that informs and improves our service to our clients (*crosswalk – University Goal 4*)
4. Develop an Interprofessional Education (IPE) and Interprofessional Practice (IPP) model of teaching and learning consistent with the workforce requirements for multidisciplinary teaming across the professions (*crosswalk – University Goal 1*)

Goal 1 was accomplished via expansion of recruitment efforts including establishing social media platforms promoting the Program, events, and initiatives to diversify the student body. This is captured through Program demographic data. Diversity in the learning environment was enhanced by the initiation of the Gender-Affirming Voice Clinic. Matriculation experiences were enhanced by the development and use of the SLP Student Success model designed to address emergent academic/professional challenges, barriers and access levels of potential to empower students across matriculation.

Goal 2 was accomplished by establishing the Simulation Lab using state-of-the-art technology. The Simucase clinic, a computer-based simulation technology platform was also established to enhance clinical experiences.

Goal 3 was accomplished through the development of the Research Symposium which is held annually to showcase research projects conducted by the Speech-Language Pathology Program's students and faculty. This initiative has now evolved into a collaboration with other programs within the college and is now titled the College of Arts and Sciences research week. The UDC chapter of the National Student Speech Language and Hearing Association instituted NSSLHA Research Day. Faculty and students have presented research at the American Speech-Language and Hearing Association (ASHA) annual conferences and at the National Black Association for Speech Language and Hearing (NBASLH) conventions. Additionally, the Program's academic/clinical collaboration efforts involving the Research Methods course aligns clinical practice for students to develop single case studies using their assigned clients as a launching point for further research.

Goal 4 was accomplished and continues to evolve through a series of invited guests from other disciplines including Physical Therapy, Occupational Therapy, and Social Work. This concept allows for demonstration of the transdisciplinary team approach, allowing students to understand the role and rationale of the team and how transdisciplinary collaboration ensures client success. The implementation of the Simucase clinic allows students to use simulated clients.

Other program achievements during the 2016-2021 Strategic plan include the enhancement of elective course offerings: Seminars in Bilingualism, Foundations in Literacy Development, and the Art and Science of Singing. The Telehealth model was implemented, providing students with an expanded experience of clinical service offerings. It is with these and achievements and continued excellence over the previous academic years, of the program faculty, staff, College of Arts and Sciences, and university support that the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) voted to continue accreditation for the graduate education program in speech-language pathology at UDC for a period of 8 years beginning August 1, 2021 through July 31, 2029.

Program History

The University of the District of Columbia Speech-Language Pathology Program (UDC SLP) has been at the forefront of graduate education in communication sciences and disorders 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 demonstrate success in the following areas: external demand, faculty productivity, graduation rates, employment outcomes, performance on national measures of knowledge and skill, and recognition by certifying bodies.

UNIVERSITY MISSION AND VISION

Mission

Embracing its essence as a public historically Black urban-focused land-grant university in the nation's capital, the University of the District of Columbia (UDC) is dedicated to serving the needs of the community of the District of Columbia and producing lifelong learners who are transformative leaders in the workforce, government, nonprofit sectors and beyond.

Vision

All students will achieve their highest levels of human potential.

Core Values

Excellence
Collaboration
Sustainability
Innovation
Integrity

UNIVERSITY GOALS

The Equity Imperative—Strategic Plan 2022 outlines THREE broad goals for the University.

Goal 1: UDC will be a public higher education model of urban student success by:

- Offering effective and affordable academic and workforce programs
- Launching nationally recognized urban research and scholarship
- Strengthening links to government and community stakeholders

Goal 2: UDC will award more degrees and workforce credentials by:

- Charting seamless pathways between training, education, and employment
- Ensuring students succeed by providing coaching, tutoring, and financial aid
- Creating environments conducive to learning

Goal 3: UDC will graduate passionate learners and leaders who will transform our lives and urban spaces as we:

- Encourage multicultural engagement
- Enrich our curriculum with experiential learning
- Equip students with self-awareness tools and senses of empowerment

SPEECH-LANGUAGE PATHOLOGY PROGRAM MISSION AND VISION

Mission Statement

To promote innovation in scholarship and service that fosters excellence in evidence-based clinical knowledge and produces effective, engaged practitioners who are compassionate and culturally competent to serve the communication needs of a diverse and global community.

Vision Statement

Empower courageous and globally responsive speech-language practitioners who effectively cross state, cultural, and international borders to transform lives.

Statement of Curricular Intent

We are a generalist speech-language pathology program educating and training students to become culturally responsive and community-oriented practitioners. Utilizing state-of-the-art technology and innovative approaches, our students will support the needs of individuals with communication and swallowing disorders.

Program Description

The UDC SLP graduate education program is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA), and has the designation of being the first accredited training program at a Historically Black College or University. The program has also been recognized as a Center of Excellence by its University of the District of Columbia peers. The master's program has a long history of distinction in serving marginalized communities, honoring the values of diversity, equity, and inclusion. The UDC SLP program has been ranked as one of the top Speech-Language Pathology Master's programs for exceptional quality and value by SpeechPathologyGraduatePrograms.org. Clinicians are prepared to serve children and adults with a variety of communication disorders.

The UDC SLP program is a two-year program, including summers, with clinical practicum initiated within the first year of instruction. Clinical practicum is aligned with academic coursework to ensure competency as students advance through clinical levels. The program also offers a 3-year track for students who do not possess an undergraduate degree in Speech-Language Pathology whereby prerequisite courses can be obtained.

2021-2026 UDC Speech-Language Pathology Program Goals

Goal 1: Stimulate existing Interprofessional Education (IPE) and Interprofessional Practice (IPP) model of teaching and learning to optimize global collaborative opportunities across disciplines. (crosswalk – University Goals 1 and 3) (CAA standards 3.0)

- Partner with institution and college-wide programs and initiatives to develop a robust community of practice model to foster a culture of human-centeredness.
- Partner with local/regional/national/international Communication Sciences and Disorders (CSD) programs and other professional organizations to develop a vigorous community of practice model to foster a culture of human centeredness.
- Evaluate existing Interprofessional Education (IPE) and Interprofessional Practice (IPP) model of teaching and learning for efficacy.

Goal 2: Develop an efficacy-based research agenda designed to support faculty-student collaboration (crosswalk – University Goal 1) (CAA standards 2.0; 4.0)

- Identify and access funding sources that promote opportunities for students to explore social determinants of health and environmental factors that impact existing and potential

client base and its implications for service delivery across local/regional/national/international communities.

- Identify and access opportunities for students to explore approaches to address cultural and linguistic variables that exemplify cultural humility, affirmation, and competence within service delivery across local/regional/national/international communities.

Goal 3: Develop an equity-minded recruitment strategy to expose and challenge existing biases/barriers to create ports of entry for underinvested students. (crosswalk – University Goals 1 and 2) (CAA standard 4.0)

- Identify, access, and coordinate infrastructural resources to support student success through admission, retention, and pre-/post-professional experiences.

Goal 4: Integrate high-impact and efficacy-driven instructional/professional practices throughout curricular framework (crosswalk – University Goals 1 and 3) (CAA standard 3.0B)

- Propose and redesign affiliation partnership models to extend instructional capacity, diverse clinical experiences, and professional exposure.
- Audit and reconfigure courses for opportunities to integrate inclusive and equity-centered instructional practices that embrace diversity and sustain active learning communities.
- Identify and access global service opportunities to extend student engagement in preparation for global community service.
- Leverage digital literacy resources to strengthen effective instructional technology to support student engagement.

STRATEGIC PLANNING PROCESS AND MODEL

Strategic Planning is a critical benchmark for success. The UDC SLP program utilized a planning process that borrowed from the planning concepts developed by Steven Bell's Run, Grow, Transform model (Bell, 2013). This model was used to achieve our vision, mission and strategy for the next five years (2021-2026). This model includes work done at three levels: Run, Grow and Transform.

- Work at the Run level addresses ongoing operations, including process improvement initiatives
- The Grow category of work focuses on expanding, revamping, experimenting or innovation within programs, operations, or functions
- Initiatives that embody revolutionary change are conducted at the Transformational level

Bell, S and Betz, C. (2013)

CRITICAL ASSESSMENT BENCHMARKS

Benchmark	Action	Annual Timeline
1	CAA Annual Report Finalize Student Outcomes (Praxis Pass Rates, Degree Completion Rate Employment Rates)	Summer
2	Course Evaluation and Course Assessments	Fall/Spring
3	Higher Education Survey	Fall
4	Graduation Audit/Reporting Confirmation of Graduate Roster	Spring/Summer
5	Stakeholder Surveys (Graduate Exit Survey Alumni Survey, Externship Survey, Employer survey, Clinic Client Survey)	Fall/Spring/Summer
6	Strength Weakness Opportunities and Threats (SWOT) Analysis	Spring/Summer

PROGRAM FACULTY AND STAFF

Angela Bradford Wainwright, Ph.D. CCC-SLP

Dr. Bradford Wainwright holds a Ph.D. degree in Speech-Language Pathology from the University of Memphis, an M.S. degree in Speech-Language Pathology from the University of the District of Columbia, and a B.A. degree in vocal performance from Maryland University College Park. She is a specialist in adult neurogenetics with an emphasis in aphasia and provides instruction in anatomy and physiology of speech, aphasia, voice disorders, research methods, and medical speech pathology. Her research interests include language and cognitive aging, psychogenic voice and language disorders, and aphasia.

Weynshet Demessie, B.S. SLP, Office Manager

Ms. Demessie holds a B.S. degree from the University of the District of Columbia and serves as the UDC Speech and Hearing Clinic manager.

Dorothy Gaspard-St. Cyr, M.Ed. CCC-SLP, Clinical Coordinator

Professor Gaspard-St. Cyr, M. Ed CCC-SLP, holds the M.S. in Communication Disorders from the University of Virginia, the B.A. in Speech Pathology and Audiology from the City University, City College of New York. Professor St. Cyr has over 20 years of experience as a Speech-Language Pathologist in early intervention and preschool programs as well as the public-school setting, skilled nursing facilities, and outpatient clinics/private practice. Her passion is working with both the adult and pediatric populations and has experience with, voice, fluency, childhood language disorders, and adult neurogenic/cognitive-communication disorders. Professor St. Cyr's research interests include pragmatic/social communication as well as bilingual/ bicultural issues. She hopes to one day provide speech therapy services to those in need in her parents' home country, Haiti.

Emily Gibson, M.S. CCC-SLP, Clinical Instructor

Professor Gibson holds a B.A. degree in Hearing & Speech Sciences from the University of Maryland at College Park and a M.S. degree in Speech-Language Pathology from the University of the District of Columbia. She is a certified brain injury specialist with a history of providing speech-language pathology services across the lifespan in acute, acute inpatient, subacute, home and outpatient medical settings. Areas of clinical expertise include management of adult neurological disorders of swallowing and communication, gender affirming voice and communication, voice disorders and management of laryngeal airway problems including PVFM and chronic cough. Special interests include evidence-based practice for management of neurological disorders, cognitive motor learning principles for management of voice and laryngeal airway disorders and dynamic assessment and functional treatment geared towards community reentry for individuals recovering from traumatic brain injury and stroke.

Tiffany C. Gurley Nettles, Ph.D. CCC-SLP, Program Director

Dr. Gurley Nettles holds the Ph.D. in Health Psychology from Walden University, an M.S. in Speech-Language Pathology from the University of the District of Columbia, and a B.S. in Public Administration and Management from Virginia State University. She is a specialist in adult neurological disorders with an emphasis in cognitive disorders, dysphagia, aphasia, and counseling. Her instructional and supervisory focus is Medical Speech-Language Pathology. Her

research interests include post-stroke depression, cognitive traumatic encephalopathy, concussion syndrome, family caregiver stress, and cognitive aging.

Richard Kalunga, Ph.D. CCC-SLP, Associate Professor

Dr. Kalunga holds the Ph.D. 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.S. degree in Mechanical Engineering from the University of Manchester Institute of Science and Technology, Manchester, UK. He specializes in articulation, phonological and language development, and disorders with a research emphasis in literacy and developmental correlates.

April Massey, Ph.D. CCC-SLP

Dr. Massey holds a Ph.D. degree in Communication Sciences and Disorders from Howard University, the M.A. degree in Speech-Language Pathology from the University of Cincinnati, and the B.A. degree in Speech and Hearing Science from The Ohio State University. Dr. Massey is the Dean of the College of Arts and Sciences and is a specialist in child language development and disorders.

Natalie A. Ottey, Ph.D. CCC-SLP

Dr. Ottey holds the Ph.D. 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 Early Childhood Education from Ryerson University in Toronto, Canada. Her research interests include neurogenic motor speech disorders and pediatric neurogenic language impairments with an emphasis in the treatment of apraxia of speech disorders. She provides instruction in neurophysiological disorders of speech and swallowing.

Dr. Tabia Pope, Ph.D. CCC-SLP

Sulare Telford Rose, Ph.D. CCC-SLP

Dr. Telford Rose received her Ph.D. in Communication Sciences and Disorders from Howard University with a specialization in child language disorders and a concentration in sociolinguistics and psychometrics. She obtained her undergraduate degrees in Spanish and Speech-Language Pathology and Audiology from Andrews University. Dr. Telford has over seven years of experience working as a bilingual speech-language pathologist, early interventionist, and clinical supervisor. She is keenly interested in exploring and developing effective assessment and intervention methods for addressing the needs of culturally and linguistically diverse populations, particularly those from Caribbean English Creole-speaking backgrounds.

REFERENCES

Bell, S and Betz, C. (2013). *Run, Grow, Transform- Integrating Business and Lean IT*, CRC Press (Taylor and Francis Group) Boca Raton, FL

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