



**COLLEGE OF EDUCATION
GRADUATE SCHOOL OF EDUCATION
MASTER OF SCIENCES IN SPEECH-LANGUAGE PATHOLOGY**



PROGRAM STRATEGIC PLAN

EXECUTIVE SUMMARY

The Strategic Plan 2026–2030 of the Speech-Language Pathology Program establishes clear, measurable priorities to promote student success, academic and clinical excellence, ethical formation, and long-term program sustainability. Aligned with the Institutional Strategic Plan, the plan emphasizes continuous assessment, responsible use of resources, and compliance with accreditation standards.

Key priorities include supporting student academic progress, retention, and on-time completion through structured support strategies and systematic monitoring. The plan integrates community service, ethical development, and leadership opportunities within the curriculum, consistent with the principles of the Social Doctrine of the Church. The Program also prioritizes instructional innovation through the development of digital learning modules, expansion of online course offerings, and effective integration of instructional technology supported by faculty professional development. A sustained commitment to maintaining accreditation by the Council on Academic Accreditation of the American Speech-Language-Hearing Association (CAA) guides ongoing assessment and program improvement efforts.

Overall, this strategic plan provides a focused and achievable framework to advance the Program's mission, enhance student learning, and ensure continued academic quality and relevance.

INTRODUCTION

The Strategic Plan of the Speech-Language Pathology Program of the Pontifical Catholic University of Puerto Rico (PCUPR) is developed in full alignment with the Vision, Mission, and priorities established in the Institutional Strategic Plan (ISP) 2024–2030. This document serves as a programmatic roadmap that guides the academic, clinical, research, and service development of the Program, responding to contemporary local and global challenges while remaining faithful to the Catholic identity that distinguishes the Institution.

PCUPR aspires to be the first choice for Christian and academic formation, integral and of excellence, for the adventure and fullness of life. In harmony with this Vision, the Speech-Language Pathology Program is committed to preparing competent, ethical professionals who are sensitive to the dignity of the human person and capable of providing effective and compassionate intervention for communication disorders across the lifespan.

The institutional Mission to celebrate and promote life and the dignity of the human person, educating according to the values of the Gospel within the disciplines of up-to-date scientific knowledge, is directly reflected in the nature of the Program. Speech-Language Pathology, as a service-oriented discipline, integrates scientific knowledge, evidence-based clinical practice, research, and social commitment to contribute to the construction of a better local and global world, particularly through services to vulnerable populations and individuals with diverse abilities.

The Program is situated within an institutional context shaped by significant political, demographic, social, economic, and technological challenges that continue to transform the student profile and the needs of Puerto Rican society. In response, the Program's Strategic Plan emphasizes the importance of a competitive, innovative, and relevant academic offering that incorporates the strategic use of technology, the development of current professional competencies, and the expansion of academic, cultural, and clinical experiences that transcend geographic and disciplinary boundaries.

This Programmatic Plan is also aligned with the **PUCPR Graduate Profile 2024–2030**, intentionally promoting the development of competencies related to social and community engagement, moral integrity and ethical values, critical and creative thinking, effective communication in both Spanish and English, multicultural sensitivity, ethical use of technology, research skills, information literacy, and lifelong learning. These competencies are essential for responsible and competent professional practice in the field of Speech-Language Pathology.

In accordance with the Institutional Strategic Plan 2024–2030, the Program Plan aligns with the **strategic priority areas** and **cross-cutting priorities**, recognizing that student success, academic excellence, research, faith and life, community service, human resource development, administrative and financial sustainability, as well as physical and technological infrastructure, are interdependent elements that support program quality.

This Program Strategic Plan is conceived as a dynamic document, subject to continuous evaluation and adjustment, which will guide the goals, objectives, and strategies of the Speech-Language Pathology Program throughout the 2024–2030 period, ensuring its relevance, sustainability, and meaningful contribution to the institutional mission of the Pontifical Catholic University of Puerto Rico.

The objective and strategies in the Strategic Plan 2026-2030 of the Program are presented below:

Objective

- A. At least 80% of enrolled students will demonstrate satisfactory academic progress each year (ISP 3.1).

Strategies

- A1. Implementation of student support workshops.
- A2. Systematic use of curriculum and competency alignment tools (DT-01, DT-02, CAI-01C).

A3. Integration of clinical reasoning and evidence-based practice across coursework.

A4. Ongoing monitoring through academic advising and progress reviews.

Objective

B. At least one academic or clinical course per academic year will include a documented community service or volunteer-based activity aligned with the principles of the Social Doctrine of the Church (ISP 6.1).

Strategies

B1. Collaborative participation of faculty, student associations, and institutional community service or volunteer units in the planning and implementation of service activities.

B2. Establishment and maintenance of collaborative agreements with faith-based and charitable organizations that support community service initiatives.

B3. Integration of reflective activities within courses to connect community service experiences with ethical, professional, and academic learning outcomes.

Objective

C. By the end of each academic year, at least 50% of enrolled students will participate in at least one College committee or student organization.

Strategies

C1. Promotion of student participation in College committees and student organizations through orientation activities and program communication.

C2. Faculty encouragement and mentoring to support student involvement in leadership, governance, and collaborative activities.

C3. Coordination with student affairs and College leadership to identify and disseminate opportunities for student participation.

Objective

D. By 2030, the Program will develop independent digital learning modules to support students' academic and professional development, with the number and scope of modules determined by program needs and available resources (ISP 9.2).

Strategies

D1. Identification of priority content areas suitable for independent digital learning (e.g., clinical reasoning, evidence-based practice, professional writing).

D2. Development and integration of digital learning modules into selected academic or clinical courses.

D3. Periodic review of module usage and effectiveness to inform updates and future development.

Objective

E. Achieve an overall retention rate of at least 80% of enrolled students during the academic years 2026–2027 through 2029–2030 in the Master of Science Program in Speech-Language Pathology (ISP 4.2).

Strategies

E1. Early identification of students at academic or clinical risk through course performance and faculty observations.

E2. Strengthening academic advising, orientation, and referral to institutional support services as needed.

E3. Continuous review of retention data to inform targeted interventions and program improvements.

Objective

F. Achieve an on-time completion rate of at least 80% of students admitted to the academic program(ISP 4.2).

Strategies

F1. Clear communication of program requirements, sequencing of courses, and clinical expectations during orientation and advising sessions.

F2. Ongoing monitoring of student academic and clinical progress to identify and address potential delays.

F3. Coordination of course scheduling and clinical placements to support timely program completion.

Objective.

G. Achieve and maintain the Accreditation of the Council on Academic Accreditation of the American Speech-Language-Hearing Association (CAA).

Strategies

G1. Ongoing monitoring of compliance with CAA accreditation standards and reporting requirements.

G2. Systematic collection and analysis of assessment data to support continuous program improvement.

G3. Collaboration with institutional offices to ensure timely submission of accreditation reports and documentation.

Objective

H. Develop at least one program courses in the online learning modality (ISP 9.4).

Strategies

H1. Identify a program course appropriate for online delivery based on course objectives, instructional requirements, and alignment with accreditation standards.

H2. Encourage faculty interested in developing online courses to participate in the online teaching certification offered by the Institute of Virtual Education prior to course development.

H3. Promote open invitations to all program faculty to participate in professional development opportunities related to online pedagogy and instructional design offered by the Institute of Virtual Education.

H4. Utilize institutional and College of Education resources to support the design, development, and approval of the online course.

H5. Ensure that the online course meets institutional policies for distance education, accessibility standards, and academic quality.

H6. Review student feedback and course evaluation data to inform continuous improvement of the online course.

Objective

- I. Integrate interactive technology in the classroom to achieve greater efficiency and effectiveness in the teaching-learning encounter (ISP 9.3).

Strategies

I1. Faculty participation in professional development workshops related to online instruction and educational technology.

I2. Utilization of internal resources and workshops offered by the College of Education to support course design and delivery.

I3. Internal recognition and dissemination of best practices for faculty who demonstrate innovative and effective integration of technology in the classroom.

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