STRATEGIC PLAN

Department of Communication Disorders
Master's Program in Speech-Language Pathology
January 1, 2012-December 31, 2014 (3 year plan)

Mission

University of Tulsa Mission

The University of Tulsa is a private, independent, doctoral-degree-granting institution whose mission reflects these core values: excellence in scholarship, dedication to free inquiry, integrity of character, and commitment to humanity.

The university achieves its mission by educating men and women of diverse backgrounds and cultures to

- become literate in the sciences, humanities, and arts;
- think critically, and write and speak clearly;
- succeed in their professions and careers;
- behave ethically in all aspects of their lives;
- welcome the responsibility of citizenship and service in a changing world; and
- acquire the skills and appetite for lifelong learning.

College of Arts and Sciences Mission

The College nourishes free and rigorous intellectual inquiry among students and faculty in an atmosphere that respects differences in background, belief, and aspiration; it also maintains and strengthens the academic and civic values that underlie and support an open, culturally diverse, and democratic society. We seek to create, refine, conserve, and disseminate knowledge and artistic expression at the highest levels. The success of the College in offering all students of the University of Tulsa a broadly based liberal arts education depends upon the rigor with which the Faculty approaches teaching and scholarship and upon the degree to which students commit to intellectual excellence, aesthetic appreciation, and critical thinking. The Faculty affirms that service to the institution, the profession, and the community is a significant dimension of the professional life of faculty members.

Department of Communication Disorders Mission

The mission of the Department of Communication Disorders is to provide a high-quality educational experience, clinical training, and research opportunities for students pursuing professional careers in speech-language pathology and Deaf education. These programs combine a broad liberal arts undergraduate curriculum with strong academic coursework and practicum opportunities as a background for the management of communication disorders. The Department seeks to produce highly qualified graduates to serve persons with communication disorders in any professional setting. Based on this mission statement, the Department of Communication Disorders has established several overall goals which are listed below:

Graduates from the master's degree program in speech-language pathology will be able to:

- Meet eligibility for ASHA/CAA certification
- Meet eligibility for Oklahoma state license and Oklahoma teacher certification

- Provide services as an entry level professional in a medical facility, public school, or private practice setting
- Be prepared for admission into a doctoral level program
- Be prepared to assume leadership positions in employment/professional organizations

Clinic Mission
The Mary K. Chapman Speech and Hearing Clinic provides a setting for the clinical education of undergraduate and graduate students in the Department of Communication Disorders at the University of Tulsa. The clinic further provides speech, language and hearing services to clients and their families who exhibit communication disorders. Finally, the clinic contributes to the community by providing screenings, information, and support for persons with communication disorders and their families.

Long-term program goals

- Continue to update the online tracking system (Chalk and Wire) for graduate students to demonstrate and record formative and summative assessments regarding the KASA (Knowledge and Skills Assessment) in order to document student competence and self-analysis of teaching and student learning.
- Continue to provide outreach and speech, language and hearing services to the Spanish-speaking and the low-income communities in the Tulsa area.
- Increase student knowledge and community involvement in the area of augmentative communication assessment/treatment in persons with communication disorders.
- Increase student knowledge about the needs of persons who are considering a cochlear implant and increase service delivery to persons with cochlear implants and their families.
- Incorporate additional procedures that utilize electronic records in order to reduce paper use/forms in the clinic.

Specific measurable objectives

1. FOCUS AREA: Continue departmental mission by meeting eligibility for ASHA certification
ISSUE: Continue to develop an online tracking system for graduate student to demonstrate and record formative and summative assessment regarding the KASA (Knowledge and Skills Assessment).
OUTCOMES:

1. Refine assessments and criteria for graduate academic courses for submission to Chalk and Wire
2. Link assessments on Chalk and Wire to specific competencies related to ASHA standards
3. Continue to develop analysis procedures for reports related to student performance on Chalk and Wire in order to determine areas of strength/weakness and subsequently make improvements in faculty teaching strategies and student learning outcomes.

INDICATORS OF SUCCESS:

Strategies for development of eportfolios:	NS	25	50	75	100
(2012) Strategy 1: By December 31, 2012, each faculty member will review/edit electronic data (assignment/goals/criteria) from graduate coursework pertaining to the demonstration of goals/standards on chalk and wire.				ongoing	
(2012) Strategy 2: By December 31, 2012, faculty will review/edit electronic data (assignment/goals/criteria) from graduate clinical practicum pertaining to the demonstration of goals/standards on C&W.					completed
(2013) Strategy 3: By July 1, 2013, criteria and goals will be linked to ASHA standards on C&W.				ongoing	
(2012-14) Strategy 3: By July 1, 2012-14, a report describing results of chalk and wire data will be generated and discussed by the faculty in order to determine strengths, weaknesses and subsequent changes to the academic/clinic program.			ongoing		

2. FOCUS AREA: Continue clinical mission by providing assessment/service delivery to Spanish speaking, multicultural, and low income populations as well as those who need augmentative communication.

ISSUE: Continue to develop clinical skills for students in speech-language pathology by identifying and treating Spanish speaking (multicultural) and low SES children/families with communication disorders.

OUTCOMES:

1. Reach out to the Hispanic, multicultural, and lower income communities by initiating 2-3 contacts per year
3. Increase online resources for the clinic, such as videotaping testing sessions, methods for using an interpreter during diagnostic testing and augmentative communication evaluations.
3. Install video recording equipment and software to record and save clinical sessions so that they may be used for classroom instruction.

INDICATORS OF SUCCESS:

Strategies for increasing clinical expertise with multicultural populations:	NS	25	50	75	100
(2012) Strategy 1: By December 31, 2012-14, the Clinic Coordinator will have conducted 2 or more contacts with the Hispanic or low income communities regarding communication disorders.				screenings at least two locations each year.	
(2014) Strategy 2: By December 31, 2014, department will purchase equipment and		Pending building			

software to record, edit, and present therapy/evaluations to students in academic settings.		rewire			
(2014) Strategy 3: By December 31, 2014, instructors will have stored several sessions portraying multicultural testing sessions, sessions utilizing interpreters, and augmentative communication evaluations to shared space/available to students and instructors for teaching/learning.			ongoing		

3. FOCUS AREA: Continue clinical mission increasing student learning in assessment and treatment of persons qualifying for augmentative communication devices.
ISSUE: Increase student knowledge about the needs of persons who are considering obtaining an augmentative communication device and increase service delivery to persons with assistive technology and their families.
OUTCOMES:

1. Continue to participate in the AbleTec Federal lending program
2. Continue graduate student educational opportunities in hands on AAC lab

Strategies for development of increasing knowledge of AAC devices:	**NS**	**25**	**50**	**75**	**100**
(2012) Strategy 1: By Dec 31, 2012, graduate students will have assisted a client with the selection of a device for trial period					AAC class Project; ALS evals
(2013) Strategy 2: By December 31, 2013-4, graduate students will have completed competencies on at least 5 different AAC systems.				ongoing	
(2012-4) Continue to manage Federal lending program for persons in the community who need assistive technology; continue to perform evaluation with the MD association					ongoing

4. FOCUS AREA: Continue clinical mission by increasing service delivery to persons with cochlear implants and their families.
ISSUE: Increase student knowledge about the needs of persons who are considering obtaining a cochlear implant and increase service delivery to persons with cochlear implants and their families.

OUTCOMES:

3. Search/recruit a new audiologist for the position of Applied Assistant Professor of Audiology.
4. Continue hosting Cochlear Implant Support Group led by new audiologist hired

5. Continue graduate student involvement in cochlear implant support group and therapy with clients who have CIs.

INDICATORS OF SUCCESS:

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Strategies for development of increasing knowledge of cochlear implants:	**NS**	**25**	**50**	**75**	**100**
(2013) Strategy 1: By August 15, 2013, a new applied assistant professor of audiology will be hired in the department.	Ongoing search				
(2013) Strategy 2: By August 15, 2013, new audiologist continue to lead CI support group					
(2013) Strategy 3: By August 15, 2013, continue to require graduate students to attend CI support group; continue audiology supervision of clients with CIs in the clinic					

5. FOCUS AREA: Increase methods for keeping electronic records in the clinic
ISSUE: Increase methods/procedures for eliminating paper and utilizing electronic forms/folders for clients who attend the clinic.

INDICATORS OF SUCCESS:

Strategies for development of electronic records:	**NS**	**25**	**50**	**75**	**100**
(2012) Place scheduling of clients/diagnostic evaluations on shared space					completed
(2013) Have case histories available on the website for electronic submission.				Some are available	
(2014) Investigate electronic folders/charts for clients.		Contacted software options; contacted dean about funding			