Mission Statements

The 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:

1. Demonstrate literacy through information inquiry and application of knowledge in the sciences, humanities, and arts.
2. Think critically by analyzing, synthesizing, and evaluating information.
3. Write and present clearly, practicing the skills of effective communication across the curriculum.
4. Recognize ethical dilemmas and determine how best to respond to them.
5. Apply knowledge and talents to identify and address real world problems in the local or global community.

Oxley College of Health Sciences
The mission of the newly established College of Health Sciences (2015) fully embraces and incorporates the above mission of the University of Tulsa.

Department of Communication Sciences and Disorders Mission
The mission of the Department of Communication Sciences and Disorders is to provide a high-quality educational experience, clinical training, and research opportunities for students pursuing professional careers in speech-language pathology, audiology and other related fields. The undergraduate and master’s programs combine a broad liberal arts curriculum with specific and sequential academic and clinical coursework in communication sciences and disorders. The Department seeks to produce competent master’s degree graduates to treat persons with communication and swallowing disorders in any professional setting. Based on this mission statement, the Department of Communication Sciences and Disorders has established several overall goals listed below:

Graduates from the master’s degree program in speech-language pathology will be able to:
- Meet eligibility for ASHA certification
- Meet eligibility for licensure in many states
- Meet eligibility for SLP teacher certification in many states
- Provide services as an entry level professional in a medical facility, educational facility, or private practice setting

Mary K. Chapman Center for Communication Disorders Mission
The Mary K. Chapman Center for Communication Disorders provides a setting for the clinical education of undergraduate and graduate students in the Department of Communication Sciences & Disorders at The University of Tulsa. The clinic further provides speech, language/literacy, cognitive communicative, hearing and swallowing/feeding services to clients and their families who exhibit communication and swallowing disorders. Finally, the clinic contributes to the community by providing speech, language and
hearing screenings; information regarding communication disorders; and culturally competent supports for persons with communication disorders and their families.

**Long-Term Program Goals**

1. Continue to provide culturally competent speech, language/literacy, hearing, cognitive communicative, and swallowing/feeding services to the community at the Mary K. Chapman Center for Communication Disorders, including outreach of these services to the Spanish-speaking and the low-income communities in the Tulsa area.
   
a. Provide diagnostic evaluations and therapy services for child and adult communication disorders including specialty clinics: cleft palate, feeding, apraxia boot camp, autism spectrum disorders, etc.
   
b. Clinical outreach: advertise in local magazines; conduct speech and hearing screenings in the Tulsa community, etc.
   
c. Respect cultural differences and integrate cultural competence into practice; e.g. working with interpreters, persons with disabilities, and persons who are culturally-linguistically diverse and/or from lower SES backgrounds.

2. Continue to meet departmental mission by documenting that master’s students in speech-language pathology meet eligibility for ASHA 2020 certification standards.
   
a. Continue to document student competence in knowledge and skills in communication sciences and disorders by using electronic tracking systems; specifically, *Calipso, ChalkandWire Assessment for Learning eportfolios, Simucase, Survey Monkey*, etc.
   
b. Establish additional interprofessional partnerships and educational opportunities for students (Center for Individuals with Physical Challenges, Little Light House, Cleft Palate Clinic, school screenings, etc.
   
c. Continue to increase student knowledge about the needs for persons who are considering obtaining an augmentative communication device and increase service delivery to persons with assistive technology and their families.

3. Meet accreditation standards for the master’s program in speech-language pathology so as to receive reaccreditation in 2022.
   
a. Use student data and analysis as basis for continuing improvement for the program.
   
b. Establish Advisory Council for input regarding program plans and curriculum.
   
c. Plan for changes in departmental leadership positions; e.g. department chair, undergraduate and graduate advising, writing continuing improvement reports, liaison with TU Department of Education, etc.

4. Continue to increase billing to Medicaid and private insurance companies.
   
a. Increase billing for Medicaid clients
   
b. Implement billing procedures to private insurance companies for speech-language pathology and audiology services

**Specific Measurable Objectives**

1. **FOCUS AREA:** Continue to provide speech, language, hearing, cognitive, and swallowing services to the community at the Mary K. Chapman Center for Communication Disorders, including outreach of these services to the Spanish-speaking and low-income communities in the Tulsa area.
ISSUE: Continue to provide services to the community and to develop knowledge and skills for students in speech-language pathology, by identifying and treating persons with communication and swallowing disorders, including culturally and linguistically diverse and/or children/families from lower SES.

OUTCOMES:
1. Continue to serve approximately 100 clients per semester at MKCC
2. Continue to advertise to the community including reaching out to persons who are culturally-linguistically diverse and/or lower SES, by initiating two to three contacts per year
3. Provide diagnostic and/or therapy services in at least 5 situations per year with clients/families who are culturally and linguistically diverse and/or from low SES.
4. Use interpreters with at least 5 clients/situations receiving clinical services or attending clinical support groups at the Mary K. Chapman Speech, Language and Hearing Clinic.

INDICATORS OF SUCCESS:

<table>
<thead>
<tr>
<th>Strategies for increasing students’ knowledge and skills with persons with communication disorders including those from multicultural populations:</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
</tr>
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<tbody>
<tr>
<td>(2019-2022) Strategy 1: By December 31, 2020-2022, the clinic coordinator will have evidence of 100 or more clients served at MKCC per semester.</td>
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<tr>
<td>(2019-2022) Strategy 2: By December 31, 2020-2022, the Clinic Coordinator will have evidence of 2 or more contacts with diverse and/or low-income communities regarding services for persons with communication disorders.</td>
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<tr>
<td>(2019-2022) Strategy 3: By December 31, 2020-2022, clinical services will be provided to at least 5 clients/families/situations who are culturally and linguistically diverse and/or low SES.</td>
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<tr>
<td>(2019-2022) Strategy 4: By December 31, 2020-2022, interpreters will be used with at least 5 client/families/situations (e.g. support groups, evaluations, therapy, etc.) that include persons who are culturally-linguistically diverse and/or low SES.</td>
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2. FOCUS AREA: Continue departmental mission by documenting that master’s students in speech-language pathology meet eligibility for ASHA 20 certification standards.

ISSUE: Continue to document and track student competence in knowledge and skills in communication sciences and disorders by using electronic tracking systems, establishing new interprofessional educational opportunities for students, and increasing service delivery to clients who need assistive technology.

OUTCOMES:
1. Update and refine knowledge assessments and criteria for academic courses in the master’s program on Chalkandwire eportfolio (i.e. add new assignments and criteria).
2. Link assessments on ChalkandWire to specific competencies related to ASHA 2020 standards for clinical certification
3. Use Calipso as an application for tracking clinic contact hours, offsite supervisor evaluations, and linking student performance to ASHA 2020 standards for certification in speech-language pathology.

4. Establish one new interprofessional educational opportunity for master’s students

5. Conduct at least three evaluations per year with clients/families requesting assistive technology devices.

**INDICATORS OF SUCCESS:**

<table>
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<tr>
<th>Strategies for documenting/tracking knowledge/skills for students’ competence on 2020 standards:</th>
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<tr>
<td><strong>(2019-2020) Strategy 1:</strong> By December 31, 2020, each faculty member will review/edit electronic data (assignment/goals/criteria) from graduate coursework pertaining to the demonstration of goals/standards on ChalkandWire eportfolios.</td>
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<tr>
<td><strong>(2019-2021) Strategy 2:</strong> By December 31, 2020; all updated criteria will be linked to ASHA 2020 certification standards on Chalkandwire eportfolio</td>
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<tr>
<td><strong>(2019-2020) Strategy 3:</strong> By December 31, 2020, criteria and goals will be linked to ASHA 2020 standards on Calipso.</td>
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<tr>
<td><strong>(2019-2022) Strategy 4:</strong> By December 2021, at least one new interprofessional educational opportunity will be provided for SLP graduate students</td>
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<tr>
<td><strong>(2019-2022) Strategy 5:</strong> At least three evaluations per year with clients/families requesting assistive technology devices will be scheduled in the MKCC.</td>
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3. **FOCUS AREA:** Meet accreditation standards for the master’s program in speech-language pathology so as to receive reaccreditation in 2022.

**ISSUE:** Analysis of student data used as basis for continuing improvement for the program; establish Advisory Council for input regarding program plans and curriculum; and plan for changes in departmental leadership positions; e.g. department chair, undergraduate and graduate advising, writing continuing improvement reports, liaison with TU Department of Education, etc.

**OUTCOMES:**

1. Use student data and analysis as basis for continuing improvement for the program. Continue to implement analysis procedures for reports related to student performance on ChalkandWire eportfolios, Calipso, Simucase, Harvey, and Survey Monkey in order to determine areas of strength/weakness and subsequently make program improvements in faculty teaching strategies and student learning outcomes.
2. Establish Advisory Council for input regarding program planning and graduate curriculum.
3. Plan for changes in departmental leadership positions when the current Department Chair retires.

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<tr>
<td><strong>(2019-2022) Strategy 1:</strong> Each year faculty will review and discuss student and program data in order to determine strengths/weakness of student achievement and program; update outcomes of changes from weaknesses identified from previous year.</td>
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<td><strong>(2019-2022) Strategy 2:</strong> Advisory Council will meet fall and spring semesters each year in order to provide feedback and input based on program data and events.</td>
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<td><strong>(2019-2022) Strategy 3:</strong> Faculty will determine new leadership in the department for positions of chair, graduate advisor, graduate admissions, education liaison.</td>
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4. FOCUS AREA: Increase billing to Medicaid and private insurance companies.

ISSUE: Increase billing for Medicaid clients and implement billing procedures to private insurance companies for speech-language pathology and audiology services

OUTCOMES:
1. Department Assistant maintains competency in filing for Medicaid
2. Department Assistant successfully bills for services with Medicaid
3. Department Assistant is trained to bill for services with private insurance companies

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<tbody>
<tr>
<td>(2019-2022) Strategy 1: Departmental Assistant will attend two Medicaid training sessions per year.</td>
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<tr>
<td>(2019-2022) Strategy 2: Departmental Assistant will submit and receive funding for 4 Medicaid clients per year.</td>
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<tr>
<td>(2019-2022) Strategy 3: College will determine when and how Departmental Assistant will proceed with billing procedures for private insurance companies.</td>
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