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

- 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.

Oxley College of Health Sciences Vision
The College of Health Sciences will play a leadership role in improving health at the local, national and global levels through the efforts of our students, faculty, staff, graduates and strategic partnerships. In doing so, the College of Health Sciences will contribute to the value of the student experience at The University of Tulsa and the advancement of both the University and the Tulsa region.

The mission of the College of Health Sciences fully embraces and incorporates the mission of The University of Tulsa and asserts that students will be able to think critically, write and speak clearly, behave ethically, accept leadership responsibilities, develop an appetite for lifelong learning, and succeed in their professional careers.

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 or audiology. The undergraduate degree program provides a broad liberal arts curriculum with specific and sequential academic and
clinical coursework in communication sciences and disorders so that the student may apply to
graduate programs in speech-language pathology or audiology. The master’s program in speech-
language pathology seeks to produce competent 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 bachelor’s degree program in communication sciences and
disorders will apply to graduate programs in speech-language pathology or
audiology.
• Graduates from the master’s degree program in speech-language pathology will be able
to:
  • Meet eligibility for ASHA 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

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
Sciences & Disorders at The University of Tulsa. The clinic further provides speech,
language and hearing 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 and
swallowing disorders; and support for persons with communication disorders and their
families.

Long-term program goals

1. Continue to document student competence in knowledge and skills in
communication sciences and disorders by using electronic tracking systems;
specifically, Chalk and Wire Assessment for Learning eportfolios and CALIPSO.
   a. Use Chalk and Wire eportfolios for graduate students in order to
demonstrate and record formative and summative assessments regarding
knowledge and skills in communication disorders
   b. Use CALIPSO as an application that tracks clinic contact hours, offsite
supervisor evaluations, and links student performance to ASHA 2017
standards for certification in speech-language pathology.

2. Continue to provide outreach as well as speech, language, and hearing services to
Hispanic and low-income communities in the Tulsa area.
   a. Clinical outreach: advertising in local magazines; conducting speech and
hearing screenings in the Tulsa community
b. Provide diagnostic evaluations and therapy services for child and adult communication disorders including specialty clinics: cleft palate, feeding, apraxia boot camp, autism spectrum disorders

c. Provide interpreters when needed for evaluations and or therapy sessions

3. Incorporate electronic medical records in order to train students, increase confidentiality for clients, increase efficiency in clinical procedures, consolidate data in order to implement quality improvement measures, and reduce paper use/forms in the clinic.
   a. Train faculty in the use of Medicat electronic medical records
   b. Faculty and Departmental Assistant conduct clinic scheduling and billing utilizing medical records system (and instruct clients to sign into the system)
   c. Train students in the use of the Medicat system procedures, implementing clinical notes and correct billing codes
   d. Faculty collect data in order to analyze results for potential quality improvement measures in the clinic

4. Increase clinical services and student knowledge about the needs of persons who have hearing disorders.
   a. Increase screenings and hearing evaluations in the clinic and in the overall Tulsa community
   b. Purchase a hearing aid verification system for the clinic
   c. Purchase a new podium with versatile options for visual and auditory supports in the classroom where the CI support group meets

5. Increase services reimbursed through third party payers for speech, language and hearing services in the clinic.
   a. Train a billing expert in billing for speech, language and hearing services in the clinic
   b. Implement billing procedures with third party payers for speech, language and hearing services in the clinic.
   c. Increase third party payment options for clinical services in speech-language pathology and audiology.

6. Continue to receive supports and funding from various sources to administer the programs in Communication Sciences and Disorders at The University of Tulsa.
   a. Continue to receive University support for department building maintenance, library, IT services, and Departmental Assistant.
   b. Continue to receive funding for the departmental budget
   c. Continue to receive funding from Trustees Discretionary funds that support clinical services, clinical services and student education, and technology advancements in the department and clinic.
   d. Continue to receive support from grants and discretionary funds to support faculty projects, research, and travel.
Specific Measurable Objectives

1. **FOCUS AREA:** Continue departmental mission by documenting that master’s students in speech-language pathology meet eligibility for ASHA 2017 certification standards.

**ISSUE:** Document student competence in knowledge and skills in communication sciences and disorders by using electronic tracking systems; specifically, Chalk and Wire Assessment for Learning eportfolios and CALIPSO.

**OUTCOMES:**
1. Update and refine assessments and criteria for academic courses in the master’s program (i.e. add new assignments and criteria).
2. Link assessments on Chalk and Wire to specific competencies related to ASHA 2017 standards for clinical certification
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.
4. Use CALIPSO as an application for tracking clinic contact hours, onsite supervisor evaluations, and linking student performance to ASHA 2017 standards for certification in speech-language pathology.

**INDICATORS OF SUCCESS:**

<table>
<thead>
<tr>
<th>Strategies for development and use of eportfolios and CALIPSO systems:</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(2016-2018) Strategy 1:</strong> By December 31, 2018, 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.</td>
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<tr>
<td><strong>(2016-2017) Strategy 2:</strong> By December 31, 2017; all updated criteria will be linked to ASHA 2017 certification standards on chalk and wire</td>
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<tr>
<td><strong>(2016) Strategy 3:</strong> By December 31, 2016, criteria and goals will be linked to ASHA standards on CALIPSO.</td>
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<tr>
<td><strong>(2016-2018) Strategy 4:</strong> By December 31, 2016, 2017, 2018, reports describing results of chalk and wire data will be generated and discussed by the faculty in order to determine strengths, weaknesses and subsequent changes indicated for the academic/clinic program.</td>
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<tr>
<td><strong>(2016-2018) Strategy 5:</strong> By December 31, 2016, 2017, 2018, reports describing results of CALIPSO data will be generated and discussed by the faculty in order to determine strengths, weaknesses and subsequent changes indicated for the academic/clinic program.</td>
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</tbody>
</table>
2. **FOCUS AREA:** Continue clinical mission to provide outreach as well as speech, language, and hearing services to Hispanic and low-income communities in the Tulsa area.

**ISSUE:** Continue to provide clinical services to Hispanic and low income Tulsa communities and to develop clinical skills specific to these populations for students in speech-language pathology by identifying and treating Hispanic and low SES children/families with communication disorders.

**OUTCOMES:**
1. Provide outreach to these specific populations at least 3 times per year
2. Provide diagnostics and therapy for at least 5 clients who are Hispanic, multicultural, and/or lower SES per year in the clinic.
3. Utilize at least 5 interpreters for Hispanic and/or Deaf (ASL) clients who receive clinical services or attend clinical support groups at the Mary K. Chapman Speech and Hearing Clinic.

**INDICATORS OF SUCCESS:**

<table>
<thead>
<tr>
<th>Strategies for increasing clinical services and expertise with Spanish speaking and low income clients and families in the clinic</th>
<th>2016 100%</th>
<th>2017 100%</th>
<th>2018 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>(2016-2018) <strong>Strategy 1:</strong> By December 31, 2016-2018, the Clinic Coordinator will have conducted 2 or more contacts with the Hispanic or low income communities regarding communication disorders.</td>
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<tr>
<td>(2016-2018) <strong>Strategy 2:</strong> By December 31, 2016-2018, clinical services will be provided to at least 5 clients who are Hispanic, multicultural, and/or lower SES.</td>
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<tr>
<td>(2016-2018) <strong>Strategy 3:</strong> By December 31, 2016-2018, Utilize at least 5 interpreters each year for Spanish-speaking and/or Deaf (ASL) clients who receive clinical services or attend clinical support groups at the Mary K. Chapman Speech and Hearing Clinic.</td>
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</table>

3. **FOCUS AREA:** Incorporate electronic medical records into the clinic in order to train students, increase confidentiality for clients, increase efficiency in clinical procedures, consolidate data in order to implement quality improvement measures, and reduce paper use/forms.

**ISSUE:** Increase student knowledge and use of electronic medical records using the Medicat system.
OUTCOMES:
1. Train departmental faculty and departmental assistant in the use of Medicat system
2. Purchase computers to support Medicat system in the clinic
3. Train clients to check in by using the Medicat system
4. Train students to use Medicat system with clinical assignments
5. Consolidate data in order to implement quality improvement measures

<table>
<thead>
<tr>
<th>Strategies for development of knowledge and use of electronic medical records with the Medicat system</th>
<th>NS</th>
<th>25</th>
<th>50</th>
<th>75</th>
<th>100</th>
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</thead>
<tbody>
<tr>
<td>(2016) Strategy 1: By Dec 31, 2016; faculty and departmental assistant will be able to schedule and/or document client progress using the Medicat system.</td>
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<tr>
<td>(2016) Strategy 2: By December 31, 2016, computers will be purchased and installed so that clients can check in using the Medicat system.</td>
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<tr>
<td>(2016-2017-2018) By December 31, 2018, student will be fluent with using the Medicat system to schedule and do progress notes on clients.</td>
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<tr>
<td>(2017-2018) By December 31, 2018, faculty will consolidate data in order to implement potential quality improvement measures in the clinic.</td>
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</tbody>
</table>

4. FOCUS AREA: Continue clinical mission by increasing service delivery to persons with hearing disorders.

ISSUE: Increase student knowledge about the needs of persons who demonstrate hearing disorders.

OUTCOMES:
1. Increase screenings and hearing evaluations in the clinic and in the overall Tulsa community
2. Purchase a hearing aid verification system for the clinic
3. Purchase a new podium with versatile options for visual and auditory supports in the classroom where the CI support group meets

**INDICATORS OF SUCCESS:**

<table>
<thead>
<tr>
<th>Strategies for development of increasing student knowledge regarding persons who demonstrate hearing disorders.</th>
<th>NS</th>
<th>25</th>
<th>50</th>
<th>75</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>(2016-2018) Strategy 1:</em> By December 31, 2016, the number of hearing screenings and hearing evaluations will increase and increase each year for three years.</td>
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<tr>
<td><em>(2013) Strategy 2:</em> By December 31, 2016; a new hearing aid verification system will be purchased by the clinic and utilized by the audiologist for clients with hearing aids.</td>
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<tr>
<td><em>(2013) Strategy 3:</em> By December 31, 2016, a new podium will be installed and utilized in the classroom in which the CI support group meets.</td>
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5. **FOCUS AREA:** Increase services reimbursed through third party payers for speech, language and hearing therapy in the clinic.

**ISSUE:** Increase third party payment options for clinical services in the Mary K. Chapman clinic.

**OUTCOMES:**

1. Train a billing expert in third party payment options for speech, language and hearing services in the clinic
2. Implement billing procedures with third party payers for speech, language and hearing services in the clinic.
3. Increase third party payment options for clinical services in speech-language pathology and audiology.

**INDICATORS OF SUCCESS:**

<table>
<thead>
<tr>
<th>Strategies for development of billing in the clinic</th>
<th>NS</th>
<th>25</th>
<th>50</th>
<th>75</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>*(2016-2018) by December 31, 2016; a billing specialist will become fluent in billing procedures related to third party payment options for speech, language and hearing services in the clinic</td>
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<tr>
<td>*(2016-2018) Clinic revenue related to monies received for third party payments for clinical services will increase in fiscal years 2016, 2017, and 2018.</td>
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</tbody>
</table>
(2017-2018) Billing specialist implement and monitor billing procedures to third party payers for speech-language pathology and audiology services

6. FOCUS AREA: Continue to receive supports and funding from various sources to administer the programs in Communication Sciences and Disorders at The University of Tulsa.

ISSUE: Continue to receive funding from various sources to run the department and the onsite clinic.

OUTCOMES:
1. Continue to receive funding for the departmental and clinic budget to purchase paper, postage, travel, and so forth.
2. Continue to receive funding for adjunct faculty and other expenses from clinic fees
3. Continue to receive funding from grants for clinic scholarships, equipment, interpreters, and special clinic programs

INDICATORS OF SUCCESS:

<table>
<thead>
<tr>
<th>Strategies for maintaining departmental funding</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
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</thead>
<tbody>
<tr>
<td>(2016-2018) Departmental budget is maintained</td>
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<tr>
<td>(2016-2018) Clinic fees are collected and utilized for adjunct faculty and other expenses</td>
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<tr>
<td>(2016-2018) Grant funding is obtained to provide clinic scholarships, equipment, interpreters, and special clinic programs</td>
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</table>

Updated 5/2016