

**Mission/Vision/Strategic Plan
Audiology and Speech-Language Sciences
2011-2016**

UNC Mission Statement

The University of Northern Colorado shall be a comprehensive baccalaureate and specialized graduate research university with selective admission standards. The University shall offer a comprehensive array of baccalaureate programs and master's and doctoral degrees primarily in the field of education. The University of Northern Colorado has statewide authority to offer graduate programs for the preparation of educational personnel.

UNC Vision Statement

The University of Northern Colorado strives to be a leading student-centered university that promotes effective teaching, lifelong learning, the advancement of knowledge, research, and a commitment to service. Graduates are educated in the Liberal Arts and professionally prepared to live and contribute effectively in a rapidly changing, technologically advanced society.

Description: The University of Northern Colorado is a comprehensive baccalaureate and specialized graduate research university with a continuing commitment to its historical role in the preparation of educators. The University offers a broad range of undergraduate and graduate programs in the arts, sciences, humanities, business, human sciences and education. The array and quality of UNC programs provide a unique resource to Colorado. All students are required to study in the liberal arts tradition, which prepares them to think and act responsibly in a dynamic, diverse and global society. Multicultural content and interdisciplinary programs enrich academic experiences. University curricula are designed to improve students' competencies in critical thinking, communication, and problem solving, leadership, and technological applications.

As a Carnegie Research Intensive Institution, the University of Northern Colorado's graduate programs emphasize advanced scholarship within a discipline and acquisition of professional abilities for career advancement. Graduate education includes a variety of master's degrees that complement the University's mission and purposes and a select number of doctoral programs that emphasize scholarship and research, clinical practice, pedagogy, or performance. The University provides a full range of student support services and recreational opportunities. The James A. Michener Library and the Music Library provide information resources through sophisticated technology and established collections.

UNC Values, Purposes and Goals

The University provides services that support equal learning opportunities for all students. Learning occurs in an environment characterized by small classes taught by full-time faculty.

UNC faculty, at both the graduate and undergraduate levels, subscribe to a teacher/scholar model in which excellence in instruction is complemented by activities in scholarship and service. Support for the continuous improvement of teaching, learning, scholarship and service is provided through University programs, policies and practices.

Values: The University of Northern Colorado believes that its distinctive service to society can only be offered in a student-centered atmosphere of integrity that is grounded in honesty, trust, fairness, respect, and responsibility. For this reason, the University is committed to promoting an environment in which:

1. academic integrity is valued and expected;
2. excellence is sought and rewarded;
3. teaching and learning flourish;
4. diversity of thought and culture is respected;
5. intellectual freedom is preserved; and
6. equal opportunity is afforded.

Purposes and Goals: The University of Northern Colorado is committed to the following purposes and goals. To prepare a well-educated citizenry whose understanding of issues enables them to be contributing members of a rapidly changing, technologically advance, diverse society.

To prepare undergraduate students

1. Students will acquire a solid foundation of general knowledge in the liberal arts and sciences.
2. Students will develop a variety of competencies in critical thinking, communication, problem-solving and current technology.
3. Students will develop an appreciation for diversity, citizenship, artistic expression, and a positive, healthy lifestyle through educational, cultural, social, and recreational programs.
4. Students will develop a life-long commitment to scholarship and service.
5. Students will acquire depth of knowledge in a specialized scholarly discipline.
6. Students will acquire the knowledge and skills that prepare them for careers and/or advanced scholarly work.
7. Students will master methods of inquiry to acquire deeper understanding of their discipline.
8. Students will demonstrate knowledge of professional standards and practice.

To prepare graduate students in specialized fields of study.

1. Students will acquire an appreciation for and ability to work in an increasingly diverse population.
2. Students will engage in scholarly activity, research, and creative endeavors to advance the knowledge and practices of the discipline.
3. Students will acquire advanced knowledge and skills consistent with the professional preparation and standards of the discipline.
4. Students will develop a commitment to scholarship and life-long learning.
5. Students will develop those competencies essential to assuming leadership positions in their professional fields.

ASLS Mission Statement (purpose and primary objectives)

The mission of the programs in Audiology and Speech-Language Sciences (ASLS) is to provide academic and clinical training for undergraduate, masters, and doctoral students majoring in Audiology and Speech-Language Pathology and to benefit the professions and community through our educational programs, research endeavors, and clinical activities.

ASLS Vision Statement (future, purpose, values)

Stakeholders: students, faculty, staff, clients/community, employers, alumni

The vision of the programs in Audiology and Speech-Language Sciences is to foster growth in the following areas:

- Integrating academic training and research with clinical practice using teacher/scholar and analogous clinician/researcher models in the context of evidence-based clinical practice.
- State of the art technology for the advancement of teaching, research, and clinical services.
- Diversity in terms of a broad client base, on and off campus clinical opportunities, research experiences, faculty expertise and background, and student demographics.
- Collaborative research opportunities for graduate and undergraduate students and faculty.
- Multi-disciplinary and alternative learning opportunities such as service-learning, and cross-disciplinary and on-line coursework.
- Leadership at local community, state, regional, and national levels.

ASLS VALUES:

ASLS creates an environment that cultivates the following values: Flexibility, adaptability, creativity, diversity, integrity, student-centered instruction, mentorship, collegiality, leadership, and celebration of faculty achievement and student success.

STRATEGIC PLAN 2011-2016:**ASLS Program Goals and Objectives:**

1. Program:
 - a. To explore the development of an interdisciplinary clinical/research collaboration.
 - b. To establish an advisory board for the program.

2. Academic (Curriculum committees)
 - a. Growth of undergrad program: offerings, students, majors.
 - b. Review and revise undergraduate degree, second bachelors, leveling: CAA/CFCC accreditation standard changes, curriculum, writing, clinical training, service-learning, keystone experience, research, graduate school options, co-curricular options, and electives.
 - c. SLP Grad - Review and potentially revise SLP master's program curriculum including clinical training, on-line program, and capstone/thesis to align with current accreditation and certification and professional practice patterns.
 - d. AuD - Review and revise AuD program curriculum including clinical training and research capstone.
 - e. SLP/AuD Grad - To prepare master's level speech-language pathologists or doctoral audiologists for practice in all settings such as medical, public school, private practice, industry and clinical.
 - f. SLP/AuD Grad -Students will demonstrate critical thinking skills as clinician researchers in the context of EBP.
 - g. SLP/AuD Grad - Students will demonstrate effective interpersonal communication skills and professionalism during clinical and academic activities.

- h. SLP/AuD Grad - The program will provide opportunities for students to become proficient in state-of-the art technologies.
- 3. Scholarship: Research, Grants, Publications (student and faculty/staff) (Research Comm)
 - a. Obtain student research assistantship(s) from externally funded sources.
 - b. Recruit and retain undergraduate students in faculty research projects.
 - c. Facilitate and encourage participation in off-campus research traineeships/fellowship for graduate students.
 - d. 5-10% of SLP graduate students will complete an optional master's thesis
 - e. Increase student attendance and/or presentations in university, local and national research venues.
 - f. Disseminate information to students related to professional conference podium or poster presentations and publications along with funding opportunities.
- 4. Clinical (Clinical Ops + academic)
 - a. To increase diversity of client base in order to provide our students with a broader, balanced and in-depth clinical experience. This includes increasing adult population for SLP and pediatric for Aud.
 - b. To implement clinical track for promotion and faculty position ranking as approved by the Board of Trustees.
 - c. To review needs for clinical materials and designated physical space for student training and clinical service. Specifically, the need to update the kitchen room to include a "home" setting needs to be determined.
 - d. To involve clinical faculty (on-campus and off-site) through recognition, appreciation, professional development and support.
 - e. To review and revise as necessary the student clinician evaluation protocols for speech-language pathology and audiology.
 - f. To review and revise as necessary the Quality Monitoring Program for clinical outcomes, including but not limited to physical space, clinical effectiveness and clinician training.

5. Accreditations (PC) Quality Measure Outcome
 - a. The ASLS program will maintain accreditation with the following agencies/boards: CAA/CFCC and NCATE – in conjunction with UNC and the School of Education.
 - b. To explore the possibility of obtaining accreditation through ACAE (Accreditation Commission for Audiology Education)

6. Faculty (PC) – Obtain and maintain staffing levels to meet needs of the program as well as the requirements of the accrediting bodies. At present we have one active search and one faculty member in transition-to-retirement.

7. Leadership: Faculty will demonstrate professional, academic and administrative leadership, through participation and development in institutional, local, state and national organizations and communities.

8. Diversity (Recruitment & Retention): To explore ways to recruit new students with diverse backgrounds within NHS, campus-wide and community.

9. To promote student engagement in ASLS student programs.

10. Technology: Evaluate current clinical, teaching, and research technology and develop a plan to achieve goals of attaining state-of-the-art technology across domains.

11. Professional development (PC)
 - a. PC or Asst. PC will participate in professional development regarding accreditation standards via CAPCSD (Council on Academic Programs in Communication Sciences and Disorders) or other comparable professional organization.
 - b. Maintain licensure/certification, and professional membership for faculty/staff.

12. Mentorship:

- a. New/Junior Faculty - The ASLS faculty will explore the feasibility of developing a mentoring system for new incoming and junior level faculty. This system may or may not work in conjunction with the SHS mentor list.
- b. Student Mentorship Program - The ASLS faculty will formalize the current peer mentorships program for graduate students in audiology and speech-language pathology (residential program).
 1. Peer mentorship for graduate students in audiology and speech-language pathology (residential program) will continue year-round having 1st year students paired with 2nd year student mentors
 - a. Assessment Method: Student mentor evaluation forms will be given to 1st year students
 - b. Criteria: at least 80% of students will feel the mentoring experience was positive and worthwhile
 - c. Schedule: end of fall and/or spring semesters
 - d. Feedback Loop: clinic coordinators will collect student mentor evaluations and share with Audiology and SLP faculty
 2. To utilize a Blackboard shell to help audiology and speech-language graduate students who are on externship to share experiences and maintain communication with each other and faculty.
 - a. Assessment method: monitor blackboard use
 - b. Criteria: at least 90% of students utilize the blackboard shell at least once a month
 - c. Schedule: Blackboard shell monitored monthly
 - d. Feedback loop: Faculty will discuss outcomes at least annually.

- c. Professional-Student Mentorship – AuD
 - i. To pair second year audiology graduate students with a professional in the field.
 - 1. Assessment method: students complete critique of mentoring experience
 - 2. Criteria: At least 75% of critiques will be positive.
 - 3. Schedule: Each academic year.
 - 4. Feedback loop: Report at faculty meeting

Student Learning Outcome Plan:

1. Undergrad Curriculum - Undergraduate students will demonstrate the ability to access and critically evaluate research, and integrate ideas in a written format using standards of the professions.
 - a. Curriculum/Strategy/Action – i.e., ASLS 478
 - b. Assessment Method – i.e., research paper
 - c. Criteria – At least 80% will obtain a C or above on the paper using the rubric.
 - d. Schedule – Data collected by course instructors each semester the course is taught.
 - e. Feedback Loop – Undergrad curriculum committee will meet every year to discuss assessment results.
2. Undergraduate students will demonstrate emerging clinical skills including but not limited to screening techniques and implementing treatment plans.
 - a. Curriculum/Strategy/Action – i.e., ASLS 483 or 474.
 - b. Assessment Method – i.e., clinical supervisor observation and clinician evaluation form.
 - c. Criteria – at least 90% students enrolled will obtain a passing grade for the practicum.
 - d. Schedule – data collected by course instructor each semester the course is taught.
 - e. Feedback Loop – Undergrad curriculum committee will meet every year to discuss assessment results.

3. SLP Grad - Students will produce required projects of excellent quality in the areas of inquiry, theory, clinical/interpersonal, integrated problem solving as part of a culminating matrix portfolio.
 - a. Curriculum: throughout program (courses and/or outside projects)
 - b. Assessment method: individual project rubrics, comprehensive faculty review
 - c. Criteria: At least 90% of students will pass matrix. Required for graduation.
 - d. Schedule: Fall before internship
 - e. Feedback look: Comprehensive faculty review
4. SLP Grad - To establish professional relationships with clients, caregivers, and others. To demonstrate ethical decision making.
 - a. Curriculum: ASLS 583, 585, 586, 588, 569
 - b. Assessment: ASLS Clinician Evaluation System
 - c. Criteria: At least 90% will score a B- or above on the identified items.
 - d. Schedule: One evaluation per client/semester plus bi-semester performance reviews for each graduate student.
 - e. Feedback Loop: Grad Coordinator with Clinic Coordinator and Grad curriculum committee.
5. SLP Grad - Students will become proficient in current and emerging technologies during assessment, intervention and labs.
 - a. Curriculum: ASLS 571, 580
 - b. Assessment: Student Clinician evaluations, course exams and projects/labs
 - c. Criteria: At least 90% will score a B on the above items for each course
 - d. Schedule: Each semester the courses are offered.
 - e. Feedback Loop: Results will be reviewed by Graduate Curriculum committee annually.
6. SLP Grads will develop treatment plans that are appropriate for meeting client needs and convey principles of evidence based practice.
 - a. Curriculum/Strategy/Action – ASLS 588

- b. Assessment Method – client treatment plan is reviewed by supervisor for each student
 - c. Criteria – at least 90% will score at or above proficient on the clinician evaluation form used to evaluate clinician performance
 - d. Schedule – data collected by clinic coordinator and/or course instructor each semester
 - e. Feedback Loop – clinical faculty will meet every year to discuss assessment results
7. AuD students will produce required capstone research projects of publishable quality.
- a. Curriculum: ASLS 615, ASLS 715
 - b. Assessment method: Doctoral written and oral examinations
 - c. Criteria: 100% of students will pass the exams
 - d. Schedule: Prior to graduation
 - e. Feedback loop: Student’s doctoral committee review
8. AuD students will demonstrate comprehensive knowledge of theory and clinical practices in audiology
- a. Curriculum: throughout the program (courses and /or outside projects)
 - b. Assessment method: Praxis examination in audiology
 - c. Criteria: Pass rate higher than the national average
 - d. Schedule: Final semester of student’s program
 - e. Feedback loop: Faculty review at student exit interview
9. AuD students will demonstrate integration of course work and clinical service delivery
- a. Curriculum: throughout the program (didactic and clinical courses and practicum)
 - b. Assessment method: Progressive clinical competency evaluations
 - c. Criteria: 90% of students will achieve a passing rating at the end of each semester
 - d. Schedule: End of each semester of the program
 - e. Feedback loop: AuD faculty and clinical supervisor review

Quality Measures Plan:

1. Undergrad Curriculum: Undergraduate students will be admitted to graduate programs in speech-language pathology, audiology or related fields.
 - a. Strategies – advising, annual graduate application workshop
 - b. Assessment method – annual senior survey
 - c. Criteria – at least 75% of students who applied to graduate school are admitted or have alternate status.
 - d. Schedule – data collected by instructor of 478 and/or 469 each spring.
 - e. Feedback loop - Undergrad curriculum committee will meet every year to discuss assessment results.

2. Undergraduate students who plan to pursue graduate work in audiology or speech-language pathology will complete at least 25 observation hours.
 - a. Strategies – completion of observation reports in courses.
 - b. Assessment method – Observation summary reports reviewed by instructors of ASLS 483 and/or 474 as prerequisite to clinical experiences.
 - c. Criteria – 100% will complete requirement within one month of class beginning.
 - d. Schedule – data collected by instructors of 474 and/or 483 each semester courses are offered.
 - e. Feedback loop – Instructors will review and report to undergraduate curriculum committee annually.

3. SLP/AuD Grad: Program graduates will be employed in the field within 12 months of graduation.
 - a. Strategy/action – i.e., internship/externship/career advising
 - b. Assessment method – Graduate Coordinator tracks
 - c. Criteria – at least 90% of graduates will report finding employment in their field within 12 months of graduation
 - d. Schedule – data will be collected annually

- e. Feedback Loop – graduate coordinators will review results each year, administrative assistant will post on website and share with accreditation bodies.
4. SLP/AuD Grad: Program graduates will pass the PRAXIS exam.
 - a. Curriculum/Strategy/Outcome: Completed coursework
 - b. Assessment Method: PRAXIS exam
 - c. Criteria: At least 80% pass the first time.
 - d. Schedule: Annual
 - e. Feedback Loop: PRAXIS supplies data to program annually. Graduate curriculum committees will review annually.
5. Technology: The program will obtain and maintain the technology necessary to prepare students for entry into the profession.
 - a. Strategies/Actions: Annual inventory, refresh schedule, periodic review of new technologies, faculty involvement in professional organizations.
 - b. Assessment Methods: Technology inventory database, faculty observation.
 - c. Criteria: New technologies deemed essential by faculty will be targeted for acquisition.
 - d. Schedule: The ASLS Technology and Space Committee will maintain a technology inventory and will provide a report detailing anticipated refresh needs and costs. A copy of this report will be provided to the ASLS administrative assistant.
 - e. Feedback loop: Faculty will discuss technology issues during the annual retreat.
6. Accreditations: The ASLS program will maintain accreditation with the following agencies/boards: CAA/CFCC and NCATE
 - a. Strategy – meet or exceed accreditation standards.
 - b. Assessment method – Annual reports and comprehensive reviews. Reports prepared by Program Coordinators.
 - c. Criteria – 100% in good standing
 - d. Schedule – Annual reports and regular comprehensive evaluations
 - e. Feedback loop – Reports reviewed by Director, Dean and accreditation agencies. Feedback provided by accrediting bodies.
7. Obtain and maintain staffing levels to meet needs of the program as well as the requirements of the accrediting bodies.

- a. Strategy – Recruit and advertise using professional venues. Provide support to current faculty to reach career goals.
 - b. Assessment method – Review staffing needs
 - c. Criteria – 0% position vacancy and sufficient positions to meet program needs and accreditation requirements.
 - d. Schedule – Annual reports and regular comprehensive evaluations
 - e. Feedback loop – Review by program and Reports reviewed by Director, Dean and accreditation agencies. Feedback provided by accrediting bodies.
8. Faculty will demonstrate professional, academic and administrative leadership, through participation and development in institutional, local, state and national organizations and communities.
- a. Strategy – Organizational committee membership or similar involvement.
 - b. Assessment method – Review faculty vitae and annual reports.
 - c. Criteria – At least 80% of faculty will demonstrate leadership through participation in professional organizations.
 - d. Schedule – Annual reports and regular comprehensive evaluations
 - e. Feedback loop – Reported by faculty at end of academic year and summarized by Program Coordinator.