

**Strategic Plan
Audiology & Speech-Language Sciences
2007-2010**

UNC Mission: 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: 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.

UNC 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.

UNC 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.

Retrieved 10-18-2007: <http://www.unco.edu/pres/mission.html>

Natural and Health Sciences, School of Human Sciences: ASLS

ASLS Goals & Objectives Summary: The Audiology and Speech Language Sciences program strives to integrate academic and clinical programs across all endeavors engaged in by students, faculty and staff.

- 1. Objective: Theoretical Foundations of Knowledge:** Faculty and students will generate and integrate the theoretical foundations of human communication disorders in oral and written demonstrations.
- 2. Objective: Application of Knowledge and Skills:** Students will integrate and apply the theoretical foundations of the discipline in assessments and interventions of communication disorders to all populations.
- 3. Objective: Competence:** The program will prepare graduate students to be competent entry level speech-language pathologists or audiologists across practice settings.
- 4. Objective: Competence:** ASLS will integrate clinical and academic educational activities to promote synergism.
- 5. Objective: Leadership:** Faculty and students will demonstrate professional, academic and administrative leadership, through participation and development in institutional, local, state, and national organizations and communities.
- 6. Objective: Recognition:** ASLS will provide programs and clinical services recognized by the university, profession and community as maintaining high standards of excellence.
- 7. Objective: Service:** Faculty and students will collaborate in service projects/activities that benefit the campus and local community.

IMPLEMENTATION TIMELINE:

Update and document outcomes May 1 each year

Review in first month of new academic year (Fall semester) each year and revise as needed.

Short-term: incorporate into academic year goals

Long-term: address over a 3-5 year time period.

STRATEGIC PLAN 2007:

- 1. Objective: Theoretical Foundations of Knowledge:** Faculty and students will generate and integrate the theoretical foundations of human communication disorders in oral and written demonstrations.

Short-term Strategies and Status:

1. ASLS faculty will foster and engage in scholarly development opportunities
 - a. Grant writing workshops
 - b. Establish collaborative relationships within UNC and other institutions
2. ASLS faculty will produce scholarly outcomes
3. ASLS faculty will engage in grant-writing activities
4. ASLS students will engage in scholarly development opportunities
 - a. McNair Scholars Program
 - b. UNC Honors Program
 - c. Independent studies
 - d. Research Day participation
 - e. State and National Professional meetings
5. ASLS students will produce scholarly outcomes
 - a. Student peer-reviewed publications
 - b. State and National Professional meeting presentations
 - c. SLP Thesis
 - d. AuD Capstone
6. Establish ASLS Research Committee

Long-term Strategies:

1. Promote and engage scholarly activities for both faculty and students through a (1) climate of support and (2) access to opportunities and resources.
 - a. Articulate “climate of support” philosophy within ASLS

- i. E.g. Consideration for work-load allocations for individuals and program
 - ii. Guest lecture for peers
 - b. Identify and share opportunities and resources
 - c. Define role of research committee
 - d. Establish collaborative partnerships
 - i. within the ASLS program
 - ii. across discipline areas on campus
 - iii. among community organizations
 - iv. with other universities
- 2. Identify and formalize opportunities for mentors for new faculty with content experts of other universities and research institutions.
 - a. American Speech-Language-Hearing Association program
 - b. American Academy of Audiology program

2. Objective: Application of Knowledge and Skills: Students will integrate and apply the theoretical foundations of the discipline in assessments and interventions of communication disorders to all populations. Students will be prepared using a clinician-researcher model emphasizing ethical and evidence-based practices in the profession.

Short-term Strategies:

- 1. Enhance clinical education and experience to benefit the broader campus and local community.
- 2. Develop and maintain formative and summative student assessment strategies for academic knowledge/skill areas.
- 3. Develop and maintain formative and summative student assessment strategies for clinical knowledge/skill areas.
- 4. Provide opportunities for extended learning opportunities
 - a. ASLS 508 Courses
 - i. Intraoperative Neurophysiological Monitoring: William Hal Martin, PhD (OSU)
 - b. Mayo Symposium Video Teleconference
 - c. ASHA Video Teleconference

- d. Guest lecturers from visiting scholars
 - e. Adjunct faculty with specialized expertise
5. Maintain/update clinical guidelines.
 6. Maintain and enhance Laboratory and Clinical learning opportunities
 7. Monitor the use of evidence-based practice in clinical practicum classes and academic coursework.
 8. Create and maintain an environment conducive to learning and academic achievement.
 - a. Address student/faculty/staff concerns in a timely and responsive manner
 - b. Inform students of appropriate complaint procedures within the university and professional systems.

Long-term Strategies and Status:

1. Secure and maintain clinical resources to provide an optimal clinical teaching/learning environment.
 - a. Personnel
 - i. Add 1 FTE SLP clinical supervisor/clinic supervisor
 - ii. Maintain current level of 1 FTE SLP and AuD supervision through full-time or part-time hires
 - b. Equipment / Technology
 - c. Resource utilization plan
 - d. Investigate *“Quality Indicators for Integration of Clinical Practice and Research: Program Self-Assessment”* tool from ASHA
 2. Establish multiple avenues for assessing student development and identifying and promoting opportunities for growth.
- 3. Objective: Competence:** The program will prepare graduate students to be competent entry level speech-language pathologists or audiologists across practice settings.

Short-term Strategies and Status:

1. Recruit quality academic, clinical and program staff.
 - a. Recruit (2) Full-time tenure track speech-language pathology faculty members

- i. 1 position filled: Fall 2007: Mark Guiberson, Ph.D.
 - ii. 1 position under active recruitment: AY 2007-2008
 - iii. Seek authorization, initiate search and fulfill SLP position vacated by promotion
 - b. Secure academic program staff member to replace retiring personnel
 - i. 1 position filled: Fall 2007: Diane Kettelson
 - c. Secure clinical supervisors for UNC Speech and Audiology Clinic
 - i. Recruit clinical supervisors with appropriate clinical and supervisory experience with a diversity of professional backgrounds.
- 2. Establish and enhance specialty diagnostic/treatment clinical rotation opportunities for students.
- 3. Recruit students to the program with strong academic and leadership backgrounds.
 - a. Undergraduate
 - b. AuD
 - c. Speech-Language Pathology
- 4. Prepare students for successful graduate school entry and/or professional employment.
 - a. SLP
 - b. SLP-A
 - c. Au.D.
 - d. K-12 Teacher Prep
- 5. Ongoing development of faculty teaching skills
- 6. Students participate in activities conducive to the development of life-long learning skills.

Long-term Strategies:

- 1. Implement a disposition assessment tool to promote professional skill development.
- 2. Develop and pilot a comprehensive clinical competencies assessment process for AuD.
- 3. Design clinical practicum experiences that require students to find, appraise, and apply relevant clinical research in the process of treating and evaluating their clients.

- 4. Objective: Competence** ASLS will integrate clinical and academic educational activities to promote synergism.

Short-term Strategies:

1. Academic and clinical faculty share activities and information presented in their courses/practica during at least one group discussion per semester.
2. Include clinical faculty in discussion of student learning issues.
3. Develop a mechanism for dialogue about clinical and academic perspectives which incorporates student feedback.

Long-term Strategies:

1. AuD faculty and clinical supervisors will integrate evidence-based practice concepts into the syllabi for appropriate academic and clinical courses and develop measureable outcomes reflecting the integration of these concepts within the curriculum.
2. SLP faculty and clinical supervisors will integrate evidence-based practice concepts into the syllabi for appropriate academic and clinical courses and develop measureable outcomes reflecting the integration of these concepts within the curriculum.
3. Develop and integrate student ability to find and appraise clinical research and apply it appropriately to various clinical situations involving clinical decisions for the prevention, evaluation, and treatment of a range of communication disorders.
4. The academic faculty members are aware of the clinical and student learning issues that arise in clinical practica.
5. The clinical faculty members are aware of the research, theory and literature presented in academic courses.

- 5. Objective: Leadership:** Faculty and students will demonstrate professional, academic and administrative leadership, through participation and development in institutional, local, state, and national organizations and communities.

Short-term Strategies:

1. Identify current skills, needs and opportunities for faculty leadership skill development

2. Identify current skills, needs and opportunities for student leadership skill development.

Long-term Strategies:

1. Provide and support opportunities for faculty to engage in leadership activities (international, national, state, community, college and program levels)
2. Provide and support opportunities for students to engage in leadership activities on multiple levels (international, national, state, community, college and program levels)

- 6. Objective: Recognition:** ASLS will provide programs and clinical services recognized by the university, profession and community as maintaining high standards of excellence.

Short-term Strategies:

1. Program Accreditation
 - a. CAA Accreditation
 - b. NCATE
2. Colorado Department of Education
 - a. Sliver grants
 - b. Licensure requirements for SLP & Audiologist
3. Certification & Licensure
 - a. American Speech-Language Association
 - b. American Board of Audiology (ABA)
 - c. Colorado Department of Regulatory Agencies
4. Clinical Programs
 - a. Scottish Rite (Daniel's Fund, Wells Fargo)
 - b. Better Business Bureau
 - c. Physician referrals
5. Faculty Awards
 - a. Outstanding Researcher (Dr. Katie Bright 2007)
6. Student Scholarship
 - a. Research Day Recognition
 - b. Edgren Scholarships

- c. State Improvement Grant (SIG) CDE
 - d. Scottish Rite Scholarships
 - e. National Hearing Conservation Association (NHCA) Scholarship
7. Student Awards
- a. Colorado Academy of Audiology Student Poster Award

Long-term Strategies:

1. The clinical community is aware of the research, theory and literature presented in academic courses.
2. Academic and clinical faculty members are provided and opportunities to attend continuing education courses/workshops focused on evidence-based practices.
3. Develop guest lecture/visiting scholar model to enhance opportunities for student learning and professional collaboration.
4. Explore development of alumni/community advisory boards.

- 7. Objective: Service:** Faculty and students will collaborate in service projects/activities that benefit the campus and local community.

Short-term Strategies:

1. National Association of Future Doctors of America (NAFDA)
2. National Speech-Language Hearing Association (NSHLA)
 - a. Toy Drive
 - b. 24/7 Kids service learning (respite program)
3. Community Outreach Activities
 - a. Screening

Long-term Strategies:

1. Establish departmental award for outstanding student service
2. Identify campus and community clinical service needs
3. Establish planned development for mobile unit services

4. Establish collaborative mechanism with local community programs/organizations that acknowledges diversity to benefit student training and community services.
5. Expand opportunities for students to provide speech-language and hearing screenings.