

**DEPARTMENT OF SPEECH**  
**Speech Communication**  
**2012-2017**

Speech Communication Mission Statement			
<p>In addition to providing support for the university, college, and department's mission, the Speech Communication division of the Department of Speech has as its primary mission the responsibility to provide a high quality education for students to prepare them for employment in fields in which communication competency is valued. To fulfill this mission, the curriculum is designed to give students the academic knowledge and practical experience that will prepare them to function as communication specialists in a variety of organizational and interpersonal contexts. A second mission of the division is to contribute to the successful implementation of the core curriculum by preparing non-majors to use public speaking skills in the community and the workplace. To fulfill this mission, the department offers two presentation courses available to all university students: Speech 110 (Principles of Speech) and Speech 377 (Professional Speaking).</p>			
Expanded Statement of Institutional Purpose: (Institutional Mission Statement) Tech 2020	Academic Unit Goal Statement:	Program Intended Educational (Student) Outcomes:	Means of Program Assessment and Criteria for Success:
<p>Louisiana Tech University is committed to quality in teaching, offering master's degrees in a variety of areas including liberal arts. (<i>Louisiana Tech University Mission Statement</i>)</p> <p>Louisiana Tech University serves the educational needs of its population through strong graduate programs in a broad range of studies including liberal arts. (<i>Louisiana Tech University Board of Regents' Mission Statement</i>)</p> <p><b><u>THEME TWO</u></b>  <b><i>Integrating learning, discovery and development for an unparalleled education.</i></b></p> <p>Primary Strategies:</p> <p>2.2 - Enhance interdisciplinary, experiential learning, international experiences, and student involvement in campus organizations and community activities.</p>	<p>All graduates of this program will have developed a depth of understanding of their area of concentration.</p>	<p>1. Students completing an undergraduate degree in Speech Communication will be knowledgeable in their verbal presentation, written, and analytical skills.</p>	<p>1a. Fifty percent or more of the undergraduate students completing Speech 300 (Argumentation) will successfully complete a performative argument project.</p> <p>1b. Eighty percent or more of the undergraduate students completing Speech 300 (Argumentation) will successfully complete an intercollegiate competitive debate.</p> <p>1c. At least 75% of graduating seniors who respond to the Assessment of Bachelor's Degree Program in Speech survey will indicate Very Good or above to the question, "How would you rate the undergraduate education in speech communication you received at Louisiana Tech in preparing you for a graduate program in speech communication?"</p>
		<p>2. Students completing an undergraduate degree majoring in Speech Communication will demonstrate their formal writing and research abilities by completing at least one major research project in which data is collected, analyzed, interpreted, and reported formally in a professional or competitive context.</p>	<p>2. Fifty percent or more of the qualitative research papers resulting from the Rhetorical Criticisms (Speech 439) course will be submitted to some form of state or nationally recognized conference (National Communication Association, Southern States Communication Association, American Communication Association, etc.).</p>
		<p>3. Students completing an undergraduate degree majoring in Speech Communication will learn to engage others in a context of debate that involves prior research, critical thinking abilities, and the construction of insightful argumentation.</p>	<p>3. Fifty percent or more of the undergraduate students completing Speech 433 (Applied Organizational Communication) will successfully complete the service learning project.</p>
		<p>4. Students completing an undergraduate degree majoring in Speech Communication will learn to directly apply discipline specific theories to real world scenarios and organizational contexts.</p>	<p>4a. Fifty percent or more of the research papers resulting from the Research Methodology (Speech 325) course will be submitted to some form of state or nationally recognized conference (National Communication Association, Southern States Communication Association, etc.).</p> <p>4b. Of the undergraduate Speech Communication majors enrolled in Speech 325, 100% will present their research papers in a formal manner.</p>

**DEPARTMENT OF SPEECH  
PRE-PROFESSIONAL SPEECH-LANGUAGE PATHOLOGY  
2012-2017**

Pre-Professional Speech-Language Pathology Mission Statement			
In addition to providing support for the university, college, and department's mission, the <b>Pre-Professional Speech-Language Pathology</b> division of the Department of Speech has as its primary mission the responsibility to provide a high quality education for students to prepare them for entry into graduate programs in speech-language pathology or audiology. To fulfill this mission, the pre-professional curriculum is designed to permit students to (a) obtain knowledge in the basic sciences; (b) obtain knowledge in the basic communication sciences and disorders; and (c) participate in learning experiences that are fundamental to the continuation of their professional education through graduate study in speech-language pathology or audiology.			
Expanded Statement of Institutional Purpose: (Institutional Mission Statement) Tech 2020	Academic Unit Goal Statement:	Program Intended Educational (Student) Outcomes:	Means of Program Assessment and Criteria for Success:
<p>Louisiana Tech University is committed to quality in teaching, offering a broad range of fully accredited undergraduate degrees to qualified students in Louisiana, as well as from the region, the nation and foreign countries. (<i>Louisiana Tech University Mission Statement</i>)</p> <p>Louisiana Tech University serves the educational needs of its primary population of citizens of north Louisiana through strong baccalaureate programs in a broad range of studies including liberal arts. (<i>Louisiana Tech University Board of Regents' Mission Statement</i>)</p> <p><b>THEME TWO</b> <i>Integrating learning, discovery and development for an unparalleled education.</i></p> <p>Primary Strategies:</p> <p>2.2 - Enhance interdisciplinary, experiential learning, international experiences, and student involvement in campus organizations and community activities.</p> <p>2.3 - Establish a student success facility to provide centralized academic, technical, life-skills, and personal development/support.</p>	<p>All graduates of this program will develop and demonstrate a depth of understanding of their major field.</p>	<p>1. Students completing a pre-professional degree will have mastery of the academic material in their major field of study.</p>	<p>1a. Eighty percent of graduating seniors will score 75% or better on a faculty-developed objective examination to measure general knowledge in speech, language, and hearing.</p>
		<p>Students will acquire the knowledge and skills to prepare them for advance scholarly work.</p>	<p>2. Students completing a pre-professional degree will have a broad-based knowledge of speech, language, and hearing disorders and treatment which will prepare them for a graduate program in speech-language pathology or audiology.</p>
			<p>3. Students completing a pre-professional degree who demonstrate the knowledge and skills required will be accepted into a graduate program in speech-language pathology or audiology</p>

**DEPARTMENT OF SPEECH  
GRADUATE PROGRAM IN SPEECH-LANGUAGE PATHOLOGY  
2012-2017**

Mission Statement of Graduate Program in Speech-Language Pathology			
<p>In addition to providing support for the university, college, and department's missions, the primary mission of the <b>Master's Program in Speech-Language Pathology</b> is to prepare students for professional practice. To fulfill this mission, the academic and clinical curricula are designed to permit students to (1) satisfy the university, college, and departmental requirements for a master's degree in speech-language pathology; (2) meet the nationally recognized standards of the American Speech-Language-Hearing Association for certification as a speech-language pathologist; (3) satisfy the academic and clinical practicum requirements of the Louisiana Board of Examiners for Speech Pathology and Audiology (LBESPA) for licensure for entry-level practice; (4) meet the academic and clinical practicum requirements of the Louisiana Department of Education for an ancillary certificate for practice in a public school setting; (5) demonstrate the knowledge and skills for entry into professional practice that are consistent with the scope of practice and standards of ethical conduct for speech-language pathologists; (6) serve the university, surrounding community, and state by providing quality services to evaluate, treat, and prevent communication and swallowing disorders for individuals of different ages, cultures, and backgrounds in a variety of clinical settings; and (7) demonstrate knowledge of basic research principles used in human communication sciences and disorders and to know sources of research information and how to access them.</p>			
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<p>Louisiana Tech University is committed to quality in teaching, offering master's degrees in a variety of areas including liberal arts. (<i>Louisiana Tech University Mission Statement</i>)</p> <p>Louisiana Tech University serves the educational needs of its population through strong graduate programs in a broad range of studies including liberal arts. (<i>Louisiana Tech University Board of Regents' Mission Statement</i>)</p> <p><b><u>THEME TWO</u></b> <i>Integrating learning, discovery and development for an unparalleled education.</i></p> <p>Primary Strategies:</p> <p>2.3 - Establish a student success facility to provide centralized academic, technical, life-skills, and personal development/support.</p>	<p>All graduates of this program will have developed a depth of understanding of their area of concentration.</p>	1. Students completing the M.A. in Speech-Language Pathology will be knowledgeable in the content areas for the specialty.	1a. The pass rate for the National Examination in Speech-Language Pathology (PRAXIS) will be 80% for the program's graduates.
		2. Graduates completing the M.A. in Speech-Language Pathology will be judged to have the clinical expertise necessary for entry-level positions in the specialty area.	2a. Seventy-five percent of students assigned to external practicum sites will be judged by their supervisors as prepared for entry-level positions in the specialty area.
		3. Students completing the M.A. in Speech-Language Pathology will judge themselves as qualified to work in the specialty area.	3a. Seventy-five percent of respondents to the program's Exit Interview will indicate that their course work and practicum experiences adequately prepared them for employment  3b. Eighty percent of respondents to an alumni questionnaire, one-year post-graduation, will indicate that their program adequately prepared them for their professional careers.  3c. Eighty percent of respondents to an alumni questionnaire, three years post-graduation, will indicate that they are either employed in a satisfactory position or enrolled in an appropriate post-graduate program of study.

**DEPARTMENT OF SPEECH  
Doctor of Audiology (Au.D.)  
2012-2017**

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	<p>Graduates completing the Doctor of Audiology program will have a diversity of clinical experiences available throughout the program.</p>	<p>2. A wider variety of diverse clinical experiences will be made available to graduate students over the next five years.</p>	<p>2a. The faculty will review the diversity of clinical experiences available to graduate students over the next five years by measuring:</p> <ul style="list-style-type: none"> <li>i. types of client appointments</li> <li>ii. age of clients</li> <li>iii. total clients served</li> <li>iv. extern placement sites</li> <li>v. residency sites</li> <li>vi. graduate student exit interview data</li> </ul>
	<p>Graduates of the Au.D. program will judge themselves as qualified to work in the specialty area.</p>	<p>3. Seventy-five percent of respondents to the program's exit interview will indicate that their course work and practicum experiences adequately prepared them for employment.</p>	<p>3. Faculty will review the outcomes by measuring responses to the final exit interview for each student.</p>
	<p>Graduates of the Doctor of Audiology program will complete their degree within the four year program as designed.</p>	<p>4. Seventy-five of students enrolled at the beginning of their four year program in audiology will complete their degree within the four year specified term.</p>	<p>4. The faculty will review the graduation rate of students over the next five years by measuring the following rates:</p> <ul style="list-style-type: none"> <li>ii. number of students who withdraw from the program</li> <li>iii. number of students who complete the program at a later than the expected graduation date.</li> </ul>
	<p>The facility will have an increase in the number of students applying to the Doctor of Audiology program over the next five years.</p>	<p>5a. The Doctor of Audiology program will have at least 15 applicants each year.</p> <p>5b. At least two undergraduate students from Louisiana Tech University will apply to the Doctor of Audiology graduate program.</p>	<p>5a. The faculty will review the number of students enrolling in the graduate program each year over the next five years.</p> <p>5b. The faculty will review the number of undergraduate students that enter the graduate program over the next five years from both Louisiana and out of state colleges.</p>

**DEPARTMENT OF SPEECH**

**Research**

**2012-2017**

Department of Speech Mission Statement			
The Department of Speech, one of nine academic units within the College of Liberal Arts at Louisiana Tech University, has as its primary mission the responsibility to provide educational, cultural, and training experiences that enable students to fulfill their potential to become educated and refined individuals. Secondly, the department seeks to promote the acquisition of new knowledge through scholarly activity and scientific research. Thirdly, the department is concerned with dissemination and use of knowledge. The primary roles of the Department of Speech are teaching, research, and service. The teaching role is fulfilled by promoting scholarship and creative works through its undergraduate and graduate degree programs. Departmental faculty is committed to preparing students to be knowledgeable citizens in the 21st century and to integrate life-long learning into their professional experiences. Research is an integral part of the instructional programs allowing opportunities for faculty and students to discover and disseminate critical knowledge relative to their fields of study and fostering critical thinking in student-centered programs of study. Service to the university and the community is woven into the student's academic experience to ensure practical training experiences as well as instill a sense of civic responsibility and satisfaction in enhancing the quality of life in the community and state. The Department of Speech offers education, concentration, and training experiences in speech communication, speech-language pathology, and audiology. Undergraduate and graduate programs are offered in each area of concentration.			
Expanded Statement of Institutional Purpose: (Institutional Mission Statement) Tech 2020	Academic Unit Goal Statement:	Program Intended Outcomes:	Means of Program Assessment and Criteria for Success:
<p>Louisiana Tech University is committed to quality in teaching, offering master's degrees in a variety of areas including liberal arts. (<i>Louisiana Tech University Mission Statement</i>)</p> <p>Louisiana Tech University serves the educational needs of its population through strong graduate programs in a broad range of studies including liberal arts. (<i>Louisiana Tech University Board of Regents' Mission Statement</i>)</p> <p><b><u>THEME ONE</u></b> <b><i>Recruiting and retaining a model student body and university community.</i></b> Primary Strategies:</p> <p>1.3 - Recruit an increasingly selective and diverse undergraduate student body.</p> <p>1.5 - Recruit an increasingly selective and diverse graduate student body.</p> <p><b><u>THEME TWO</u></b> <b><i>Integrating learning, discovery and development for an unparalleled education.</i></b> Primary Strategies:</p> <p>2.3 - Establish a student success facility to provide centralized academic, technical, life-skills, and personal development/support.</p>	<p>Promote increased activity in academic and applied research, contribute to the growth of knowledge in the specialty areas, and increase the level of faculty-student research productivity in the department.</p>	<p>1. Increase the number of faculty who seek outside funding to support faculty and student research activities.</p> <p>1b. At least ten percent of the faculty will present a research paper at a professional conference.</p>	<p>1a. At least five percent of the full-time faculty will submit proposals for grants to support research activities.</p> <p>1b. This year 12 presentations at local, regional and/or national conferences were presented by 7 (of 16) faculty; 43% of the faculty presented a research paper at a conference. Presentation sites included the American Speech and Hearing Association (ASHA), the American Audiological Association, the Council for Exceptional Children, and the Louisiana Chapter of ASHA.</p>
		<p>2. Increase the level of faculty-student research productivity in the department.</p>	<p>2. At least five graduate students per academic year will be involved in a faculty-directed research project.</p>
		<p>3. Investigate new avenues of research funding while increasing graduate student awareness of the importance of research to the field.</p>	<p>3a. Maintain research as a recurring agenda item on monthly self-study meetings.</p> <p>3b. Inclusion of research importance and funding opportunities in graduate student courses as appropriate.</p>
		<p><b><u>NOTE: OUTCOMES 4 AND 5 WERE ADDED BEGINNING IN THE 2013-2014 ACADEMIC YEAR:</u></b></p> <p>4. Provide an adequate and quality environment for employees and students to function for academic, clinical, and research purposes.</p>	<p>4a. No more than 10% of courses will be scheduled outside of Robinson Hall annually due to time conflicts or class sizes.</p> <p>4b. Clinical spaces will analyzed quarterly to determine if clinical space met the needs of the Community with no more than 5 speech-language pathology cases waiting for therapy for the following quarter and no more than 5 audiology clients waiting for longer than a week to be scheduled.</p> <p>4c. Ninety percent of faculty will report through annual evaluations and students through annual exit interviews that enough space and time was adequate and available for research purposes.</p>

<p><b><u>THEME THREE</u></b>  <i>Elevating Tech's research and graduate program to national prominence and expanding our engine for economic growth.</i></p> <p>Primary Strategies:</p> <p>3.1 - Increase the volume of externally supported research and scholarly activity</p>		<p>5. Provide adequate clinical materials and technology to students, faculty and staff to function for academic, clinical and research purposes.</p>	<p>5a. Self-study committees will review the adequacy of resources for the applicable program annually. No later than May 1 of each academic year, each program will report the needs of each program to the Head of the Department of Speech. The Head of the Department of Speech will prioritize the list for the next budgetary year and assess the means to meet the needs of the academic, clinical and research needs of the Department.</p> <p>5b. Student exit interviews will be analyzed annual for what is documented as needs of the Department. These will be reported in the Fall of each year.</p>
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**DEPARTMENT OF SPEECH**  
**Speech and Hearing Center (Service)**  
**2012-2017**

The Louisiana Tech University Speech and Hearing Center Mission Statement			
The Louisiana Tech University Speech and Hearing Center, administered by the Department of Speech, is housed in Robinson Hall. Clinical services are provided during each quarter of the nine-month academic year; referrals for services are accepted from all sources. Graduate students-in-training, under the direct supervision of program faculty who have the appropriate professional state license and national certification, provide the clinical services. In addition to providing support for the university, college, and department's mission, the primary mission of the Speech and Hearing Center is to serve as the principal clinical training site for the program's graduate students in speech-language pathology and audiology. To fulfill this mission, the Speech and Hearing Center (a) provides appropriate and directly supervised clinical practicum experiences for students entering the discipline of human communication sciences and disorders; (b) provides comprehensive and direct diagnostic, habilitative, and rehabilitative services to individuals across the life span from diverse language, ethnic, cultural, and socioeconomic backgrounds who have disorders of speech, language, swallowing, hearing, and cognitive aspects of communication; (c) promotes practices for the prevention of communication, swallowing, and hearing disorders; (d) serves a consultative and collaborative role for exchange of information among persons and organizations concerned with human communication, with special reference to speech, language, and hearing; and (e) provides opportunities for research activities that enhance knowledge about human communication processes and disorders.			
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		2. Faculty and graduate students, through the Louisiana Tech University Speech and Hearing Center, will provide clinical services to the citizens of North Louisiana.	2a. The Louisiana Tech University Speech and Hearing Center will provide speech, language, and hearing screenings to children attending various preschool programs in the community and to other members of the community who request this service.  2b. The Louisiana Tech University Speech and Hearing Center will provide speech, language, and hearing services to individuals who request appointments in the facility.
		3. Faculty and graduate students, through the Louisiana Tech University Speech and Hearing Center, will cooperate with the medical community in provision of health-related services to citizens of North Louisiana.	3a. The Louisiana Tech University Speech and Hearing Center will provide speech and hearing screenings at health and wellness fairs in North Louisiana.
		4. The Recruitment Committee in the Department of Speech will expand its activities to increase recruitment efforts of both undergraduate and graduate students to the department's programs.	4a. The Departmental Recruitment Committee will review annual recruitment rates and develop new and innovative ways to market our Undergraduate, Graduate and Doctoral Programs.
		5. Faculty and staff will provide timely and accurate advising to students enrolled in Department of Speech programs.	5a. The faculty will annually review the survey of advising services to improve and enhance advising strategies and methods in the department.

**DEPARTMENT OF SPEECH**  
**Additional Long-Term Goals for the Department of Speech**  
**2012-2017**

Department of Speech Mission Statement			
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	For Pre-Professional Speech-Language Pathology unit, additional long-term goals include offering an intermediate course in Sign Language.	2. The unit currently teaches and undergraduate course in Sign Language. Development and implementation of an intermediate course would not only provide additional opportunity for the undergraduate SLP students, but also increase community involvement with the deaf community in our area.	2a. The undergraduate SLP unit will meet with the Departmental Curriculum Committee to determine the process for adding an additional elective course in Sign Language to the current course offerings.
	For the Master's in SLP unit, additional long-term goals include increasing the number of off-site (extern) clinical sites and begin the process of expanding the program to include a doctoral level degree (SLPD or PhD).	3a. Unit faculty will meet with local and regional clinical sites not currently involved in the off-site clinical placement program for our SLP Graduate students. 3b. Unit curriculum committee members will develop the groundwork for implementation of an SLPD or PhD program.	3a. MA SLP faculty will continually report to the Dept Head and faculty of additional external sites to be included in the clinical program. 3b. MA SLP faculty will continually report to the Dept Head and faculty on the progress toward the addition of a doctoral program at the SLP graduate level.
	For the Au.D. unit, additional long-term goals include increasing the number of off-site (extern) clinical sites and employ additional personnel in order to assure continued growth in enrollment.	4a. Unit faculty will meet with local and regional clinical sites not currently involved in the off-site clinical placement program for our SLP Graduate students. 4b. The Search Committee will investigate advertisement of current openings in the AuD unit, as well as development justification for additional faculty.	4a. Au.D. faculty will continually report to the Dept Head and faculty of additional external sites to be included in the clinical program. 4b. The Search Committee will report to the Dept Head the possibility of filling current vacancies as well as the implications of recruiting additional faculty.
	For the Department of Speech, a primary additional long-term goal is a move to a new facility.	5. Movement to a new facility will allow expansion of the clinic in order to serve more clients, thus providing more opportunities for our graduate students. This will also allow room for growth in the Speech Communication and Au.D. units as well.	5a. Department Head and Faculty will investigate avenues to allow for expansion to a new facility. Information will be documented and assessed as it is collected.

<p><b><u>THEME THREE</u></b>  <b><i>Elevating Tech's research and graduate program to national prominence and expanding our engine for economic growth.</i></b></p> <p>Primary Strategies:</p> <p>3.1 - Increase the volume of externally supported research and scholarly activity</p>	<p>Additional long-term goals in the area of research include increasing dissemination of published research throughout the University, and revising the thesis component for the MA SLP degree.</p>	<p>6. An increase in dissemination of current published research from the Department of Speech to other Departments/Colleges in the University may increase recruitment of students from other content areas to consider programs in the Department of Speech. New guidelines for the thesis option in the MA SLP graduate program will increase the amount of student-faculty research in the department and make research a more attractive option for graduate students.</p>	<p>6a. The Research Committee will investigate avenues by which to disseminate research information from the Department of Speech throughout the University community.  6b. The SLP graduate faculty will develop new guidelines for the thesis option in the MA program, as an alternative to written/oral comprehensives, and as a way to increase research in the department.</p>
	<p>An additional long-term goal in the area of service includes increasing information dissemination regarding services provided by the Louisiana Tech Speech and Hearing Center.</p>	<p>7. This increase in information dissemination will enhance community service as well as increase the number of local clients available for graduate students' clinical needs.</p>	<p>7. Faculty will investigate and report ways to increase information dissemination regarding services provided by the LTSHC.</p>