

**Five-Year Program Plan
2005-2010
Department of Communication Sciences and Special Education**

I. Statement of Vision and Goals

A. Vision

The Department of Communication Sciences and Special Education (CSSE) will advocate for and facilitate the inclusion of consumers with diverse special educational needs and remediation of speech, language, and hearing disorders through the life span. This will be accomplished by: Assessment and expansion of its leadership and service personnel preparation programs; research in the areas of human development, instruction, and clinical methods; and technological applications of distance education at state, national and global levels.

The goals of the department are stated below, followed by a description of the external factors that have shaped the goals. Priorities are then given, including necessary resources, followed by the College of Education Institutional-Level Performance Measures (these go across departments), and the CSSE Performance Measures for the goals and objectives.

B. Goals

1. CSSE will conduct analyses of graduate and undergraduate programs to determine the extent to which they are meeting local, state and national personnel demands for highly qualified clinicians and special education teachers, the latter with an emphasis in the teaching of math, sciences and reading in inclusive settings.
2. CSSE will expand the delivery of its campus, on-line, and international pre- and in-service academic and related programs to reach and better prepare teachers, speech-language pathologists, and leadership personnel statewide, nationally and internationally.
3. CSSE will initiate partnerships within the college, university, and with other institutions of higher education (e.g., HBCU, 2-year colleges) to foster inclusion of underrepresented populations in educational, clinical and community settings.
4. CSSE will expand efforts to acquire external and internal funding in order to facilitate research, teaching and service efforts.

C. External Factors

- “Highly qualified” teachers are those that are knowledgeable in the content (reading, math, science) they teach.

Traditional teacher preparation models have not given special educators the skills necessary to meet the demands of teaching across the various content areas. In order to foster inclusion of students with disabilities in their general education communities, it is incumbent upon preparation programs to collaborate with P-12 educators in designing programs of study that produce highly qualified personnel.

- “Highly qualified” speech-language pathologists are those who have acquired the knowledge and skills mandated by the American Speech-Language-Hearing Association (ASHA) and meet the minimum standards for teacher certification or state licensure.

Speech-language pathologists need the knowledge and skills for prevention, assessment, and intervention of communication and swallowing disorders that impact cultural and linguistic diverse populations. Traditionally, personnel preparation in Communication Sciences and Disorders programs has been limited in the ability to provide adequate training due to a shortage of qualified academic and clinical instructors who possess bilingual skills. In order to ensure that individuals with various cultural and linguistic backgrounds obtain appropriate treatment from qualified personnel, it is imperative that speech-language pathologists receive sufficient education to recognize the distinction between “difference” and “disorder” concerning these populations.

- The viability of continuing to exclusively offer graduate and undergraduate courses in a traditional “on-campus” model is being challenged by growing competition by the distance learning segment of professional development.

Teacher training pre- and in-service programs in Georgia are increasingly being offered by a growing number of colleges at real and virtual campuses. The latter web-based programs present a unique concern in that their campuses are found on servers across the country. Exacerbating the challenges is the fact that the Georgia Department of Education has opened avenues to teacher certification that do not require students to complete some of the requirements of certain degree programs. This has created an incentive for graduate students to pursue less rigorous programs of study. Thus, the routes to certification have expanded while quality control is being threatened. Such factors call for an analysis of not only the extent to which existing programs are meeting the needs of consumers (teachers and their students), but also of the sustainability of our traditional programs of study.

- There is an increasing interest within the state to offer an ED. S. degree in Communication Sciences and Disorders via a distance learning program. School based speech-language pathologists are interested in obtaining an advanced degree, which will better enable them to move into positions of leadership.

An ED. S. distance learning program will allow speech-language pathologists throughout the state to upgrade their skills, obtain a higher level of teacher certification, and advance their professional careers.

- Georgia is rich in the diversity of its population, as is the nation. However, there is still an under representation of some consumer groups, e.g., African American, in the programs at UGA; this includes the COE and CSSE programs.

Such disparity is a result of numerous factors (such as GPA and SAT admissions policies and increased admissions applications due to HOPE); yet current policy has not presented a solution to the discrepancies. In an increasingly diverse state there is a persistent lack of means to make our programs representative.

- The cost of developing and expanding our delivery models to our student consumers is a major factor in the initiation of such initiatives.

The “up-front” costs of developing on-line courses and of initiating new programs (e.g., Master program at Gwinnett University Center) require assistance from the university and external funding sources, some of which are from the private sector. Although the State and consumers have communicated the need for expansion of the delivery models, the competition for these resources is high.

D. Program Priorities

Based on the goals of the department and the external factors that influence and to some degree shape them, the following program priorities have been identified:

1. Increase the breadth, resources, and number of CSSE degree and non-degree programs delivered at the Athens campus, on extension campuses and/or through flexible delivery systems (e.g., online).
2. Increase enrollment of students from traditionally underrepresented groups in all CSSE programs.

Table 1 summarizes the needed resources for each program/activity to be initiated under each of the two priorities.

Table 1: Summary of Needed Resources

Priority	Program / Activity	Resources		Costs		
		2005 - 2007	2007 - 2010	2005 - 2007	2007 - 2010	
1) Increase the breadth, resources, and number of CSSE degree and non-degree programs delivered at the Athens campus, on extension campuses and/or through flexible delivery systems (e.g. online).	Gwinnett Masters (Special Education)	1 Assistant Professor	1 Associate Professor	\$50,000	\$60,000	
	Griffin BSED (Special Education)	1 Academic Professional or Instructor	2 Instructors	\$53,000	\$45,000 x 2	
	P-5 Cooperative BSED with Elementary Education, Child and Family Development and Special Education	1 Lecturer	1 Associate Professor	\$53,000	\$60,000	
	Dual Certification BSED with Elementary Education and Special Education	1 Lecturer	1 Associate Professor	\$53,000	\$60,000	
	Emphasis in Latino Issues in Communication Sciences and Disorders	1 Asst./Assoc. Professor (Bi-lingual, SLP)	1 Asst./Assoc. Professor (Bi-lingual, SLP)	\$52,000	\$50,000	
	Increased Capacity and Credit Hour Production (Communication Sciences and Disorders)	1 Associate Professor	1 Clinic Supervisor (CSD)	\$58,000	\$58,000	
	2) Increase enrollment of students from traditional undergraduate groups in CSSE degree and non-degree programs	Develop Leadership Grant with HBCO	Release Time (2 Faculty)		\$8,000 x 2	
Travel (2 Faculty)				\$2,000 x 2		
Recruit masters and non-degree students from underrepresented populations		Advertise on Web Sites			\$2,500	
		Develop/Copy Recruitment Materials			\$1,500	
		Release Time			\$8,000	
		Travel			\$2,500	

II. Institutional-Level Performance Measures

The methods described below are taken directly from the College Of Education Five-Year Plan and will be used to annually measure demand, quality, productivity and impact. Additional evaluation measures are presented in the sections below, and are specific to the departmental goals and priorities:

A. Demand

- Documented personnel shortages
- Intended majors enrollment reports
- Ratio of applicants to admitted students in undergraduate and graduate programs

B. Quality

- **The following key outcomes identified in our existing major assessment plans(s) will be monitored annually:**
Praxis II or other certification licensures exams
- **The following key outcomes identified in our existing graduate program assessment plan(s) will be monitored annually:**
Certification or licensure exam passage rates

C. Productivity

a. Faculty – the following methods will be used and reported annually in order to monitor and measure the full range of faculty accomplishment.

- **Teaching**
Undergraduate credit hour production
Graduate credit hour production
Credit hour production/EFT
Tuition dollar production (undergraduate x 1 + graduate x 3/# of faculty)
- **Research**
Number of publications in peer reviewed journals
Externally funded research activity
- **Service**
Number of leadership positions in national, regional, and state organizations

b. Students

Average time to graduation by program
Graduation rates – students admitted versus those who graduate

c. Benefits to Community, State, Region, Nation, Global Community

Number of workshops conducted locally, statewide, nationally, & internationally

Number of clients/visits seen in College clinics

Number of activities with schools and community based agencies.

D. Impact

The impact on the University's three strategic goals will be measured and monitored as follows:

- **Building New Learning Environment**
 - Number of students participating in alternative delivery programs
 - Number of graduates taking positions in-field
 - Retention of graduates in-field, three years post degree
- **Research Investments**
 - Amount of grants awarded
 - Amount as a percent of state funded expenditures
- **Competing in a Global Economy**
 - Number of students and faculty participating in study abroad programs
 - Number of programs admitting international students
 - Number of faculty conducting research or service to international schools &/or human service agencies
- **Our contributions to enhancing diversity will be measured and monitored as follows:**
 - Number and percent of underrepresented students in all programs
 - Number and percent of underrepresented faculty
 - Annual survey of the climate for diversity
 - Number of diverse students/clients served in school and clinical settings

III. CSSE performance measures

The evaluation and performance measures for each of the department's goals are presented below.

Goal 1:

CSSE will conduct analyses of graduate and undergraduate programs to determine the extent to which they are producing highly qualified speech-language pathologists and special education teachers, the latter which are expert in the teaching of math, sciences and reading in inclusive settings.

Objectives

- a. Review and modify course and program objectives in relationship to accreditation competencies.
- b. Modify graduate and undergraduate major assessment activities, including survey of graduates, employers, and consumers to increase data sources.

Key Performance Measures

a. 2005-2007 - Modify courses to comply with CEC and ASHA standards and assessment measures

2007-2010 – Evaluate the modifications above and adapt as necessary

b. 2005-2007 – Develop a website for students and employers of graduates and designed to collect program evaluation data

2005-2007 – Increase the number of individuals that access the follow up survey websites by 50% over the system currently in use.

2007-2010 – Increase the number of surveys completed by former students and employers of former students by an additional 50% over the 05-07 targets.

Goal 2:

CSSE will expand the delivery and modalities of its campus, on-line, and international pre- and in-service academic and related programs to reach and better prepare teachers, speech-language pathologists clinicians and leadership personnel statewide, nationally and internationally.

Objectives

a. Establish SPED Master degree program in the Gwinnett County area and increase offerings autism and severe disabilities.

b. Expand on-line programs to better reach rural areas in Georgia and surrounding states, the latter with out-of-state tuition waivers.

c. Establish cohort program with SPED, Elementary Education, and Child & Family Department to address the need for certified birth-5 teachers.

d. Create a special education/general education joint degree/certification program.

e. Increase program options that prepare bilingual speech-language pathologists.

f. Increase capacity of the CSD program to prepare speech-language pathologist

g. Increase study-abroad options

Key Performance Measures

a. 2005-07 – Move the assistant professor position assigned to the undergraduate program at GUC to the masters degree program and assign as a budget line to the department.

2007-2010 – Hire an associate professor to assist with the growing graduate program in the Gwinnett area

b. 2005-2007 - Hire an academic professional or an Instructor to be assigned to Griffin Campus

2007-2010 – Hire two additional instructors for supervision of increased students enrolled in the Griffin cohort

c. 2005-2007 - Hire a lecturer (possibly joint appointment with Elementary Education)

2007-2010 – Hire an associate professor (joint appointment with Elementary Education) to coordinate the COE component for the program and develop grant related research activities

d. 2005-2007 - Hire a lecturer (possibly joint appointment with Elementary Education)

2007-2010 – Hire an assistant and an associate professor (joint appointment with Elementary Education) to increase the capacity of the dual certification program

e. 2005-2007 - Hire a bilingual faculty member (rank open)

2007-2010 – Hire a bilingual speech-language pathology supervisor

f. 2007-2010 – Hire an assistant/associate professor to increase capacity of the Communication Sciences and Disorders program

2007-2010 – Hire a speech-language pathology supervisor

g. 2005-2010 - Allocate travel, instructional buyout and summer salaries to conduct the study abroad programs

Goal 3:

CSSE will initiate partnerships within the college, university other institutions of higher education (e.g., HBCU, 2-year colleges) to foster inclusion of underrepresented populations in educational, medical and community settings.

Objectives

a. Identify potential partnerships with HBCU and 2-year colleges including possible joint doctoral programs with HBCU's

b. Evaluate recruitment efforts in partnership with HBCU's and 2-year colleges

c. Monitor CHP growth related to joint programs, student exchanges.

Key Performance Measures

a. 2005-2007 – Develop joint leadership grant across programs within and across departments and in partnership with a target HBCU to prepare SPED and CSD leadership personnel from traditionally underrepresented groups
Develop partnership with 2-year colleges to recruit students into the SPECTRUM Program from traditionally underrepresented groups
2007-2010 – Develop curriculum and implement program using extramural funding

b & c. 2005-2010 – Develop an institutionalized evaluation system to monitor recruiting of students from traditionally underrepresented groups
Track CHP of joint programs

Goal 4:

CSSE will expand efforts to acquire external and internal funding in order to facilitate research, teaching and service efforts.

Objectives

- a.** Increase the average external funding per faculty member
- b.** Increase the ratio of faculty submitting proposals for external funding

Key Performance Measures

- a. & b. Fall 2005 - 2%**
- a. & b. Fall 2006 & beyond - 3% each year**