Communication Sciences and Disorders Program
Strategic Plan 2016-2017

CSD Mission Statement
UWG Communication Sciences aspires to be the best comprehensive graduate Speech-Pathology Program in America – sought after as the best place to work, learn, and succeed!

COE Vision Statement
The College of Education at the University of West Georgia will be recognized for Leading a New World of Learning, with relevant and innovative programs that change lives and contribute to the betterment of society.

Key Descriptors
Key Descriptors of Programs – Relevant, Distinctive, Robust
Key Descriptors of Graduates - Effective, Innovative, Globally Aware

Strategic Imperative #1: STUDENT SUCCESS – Student Progression

Goal 1: Enhance CSD enrollment, progression, and graduation:
Processes
- Refine and streamline equitable processes for admission, at both the undergraduate and graduate levels;
- Increase of undergraduate GPA to 3.25 effective fall 2017;
  - Seek more diversity in admissions at both the undergraduate and graduate levels through outreach efforts;
  - Provide pre-major orientation.
- Identify and reduce any curricular bottlenecks in order to student progression & graduation;
  - Revised undergraduate admissions to not require “Teacher Education” qualification;
  - Coordinate curricular/scheduling revisions with the COE Advisement Center; (conduct a curriculum revision)
  - More closely align “core” undergraduate requirements with ASHA/CAA academic standards;
  - Balance graduate course sequencing.
- Make CSD programs engaging and relevant for students by ensuring that all undergraduate and graduate students participate in at least one high-impact experiences (e.g., study abroad, immersive environments, and/or service learning)
  - Broaden both first and second year graduate opportunities for clinical experiences through both external sites and Comprehensive Community Clinic service offerings;
  - Develop “study abroad” opportunities for graduate students

Outcome
Admit 30 students per academic year with a 100% graduation rate
Maintain (at least one per academic year) experiential learning (e.g., study abroad opportunities, camp, intensive external placement
Revised curriculum
Strategic Imperative #2: ACADEMIC SUCCESS - Academic Programming and Faculty Support

Goal 2: Enhance Academic Programs:

- Using COE Program Vitality Data and other sources of information, expand and continue to modernize thriving programs; consolidate or eliminate under-performing programs
  - Annual “Closing the Loop” data analysis and goal setting initiative.
- Ensure compliance with BOR, PSC, SACSCOC, CAEP, ASHA,
  - Acquisition of ASHA/CAA accreditation consulting services for accreditation preparation and program review;
  - Development of an internal “compliance and curriculum work group” within the CSD Program.
- Continuously examine technological support within the COE for faculty and students
  - Development of an internal “compliance and curriculum work group” within the CSD Program.
- Expand use of innovative technology to support learning outcomes
  - Ongoing review of technology enhancements within the CCC and the classroom;

Outcome
Comprehensive curriculum for passing the praxis at a 90% rate
Provide at least one opportunity for an outside specialist to contribute to curriculum and professional development for students

Goal 3: Promote faculty productivity related to teaching, scholarly activity, and service:

- Provide support and incentives for writing external grants
  - Development of a “research working group”;
- Revision of the faculty performance evaluation system (Tk20);
  - Revisions to the “Faculty Qualifications” section of Tk20 will provide more relevant information through a simpler process.
- Set College expectations for Promotion and Tenure
  - Currently being addressed by the Faculty Governance Committee in the COE;
- Recognize faculty initiatives and achievements
  - Ongoing program based in the Dean’s Office to acknowledge the achievements of faculty.

Outcomes
At least 10% Student participation in faculty research opportunity at a state or national meeting
All tenure-track faculty will present on scholarly activities at a state, national, and/or international meeting
20% of tenure-track faculty will submit a minimum of intramural or extramural proposal each academic year

Strategic Imperative #3: SUCCESSFUL PARTNERSHIPS – Professional Collaborations and Service

Goal 4: Enhance Regional Community Partnerships

- Expand our academic presence in Newnan
  - Assign a clinical faculty member to coordinate services/supervision at the Newnan Campus;
- Enhance Comprehensive Community Clinic services in the region
  - Continually review opportunities to provide services and clinician training in the region.

Outcome
Host an annual advisory meeting for community stakeholders
Provide clinical services at all CCC satellites (e.g., Newnan, Waco)

Strategic Imperative #4: OPERATIONAL SUCCESS – Operational Effectiveness and Sustainability

Goal 5: Improve Work-life Balance:

- Move COE tenure-track faculty to a 3/3 load
  - Faculty currently reviewing and will be implemented in fall 2017;
- Move CSD/CCC to a new scheduling model
  - Developing new clinical/class scheduling model which will support student and faculty planning and transitions.

Outcome
All tenure-track faculty will be on a 3-3 teaching load by fall 2017
New scheduling model will be implemented by fall 2018

Goal 6: Improve Communication and Diverse Points of View:

- Continue to highlight diversity in the COE and connect the work of the COE Diversity Advisory Committee to campus-wide efforts.
  - Diversity Symposium
  - Formal and informal opportunities for faculty and administration to interact at the college, department and program level;
  - Department Chair’s “open door” policy

Outcome
A minimum of one student will apply for the ASHA Minority Student Leadership Program
A minimum of two students will present at the COE Diversity Symposium
A minimum two students will participate in the Multicultural Initiative