



Department of Communication Sciences and Disorders Mission and Strategic Plan

Department of Communication Sciences and Disorders

The Department of Communication Sciences and Disorders (CSD) is one of eight departments in the College of Education and Professional Studies (COEPS). The department delivers two related programs but with very different missions. First, the department provides the academic and clinical preparation for undergraduate students in normal communication processes and introductory skill development in communication disorders. Second, the department provides a comprehensive academic and clinical education program for graduate students including on-campus and off-site clinical experiences that culminate in the requisite Master's degree for practice as a state licensed and ASHA certified speech-language pathologist.

Undergraduate Program in Communication Sciences and Disorders

The mission of our undergraduate program is two-fold. Our program is committed to providing students with foundation knowledge in communication sciences and disorders required for graduate study in speech-language pathology and audiology. Our broader mission is to prepare baccalaureate graduates:

- To acquire the knowledge and skills to pursue a variety of post-baccalaureate options;
- To communicate effectively as speakers and writers;
- To become life-long learners who can engage in inquiry, analysis, critical and creative thinking and collaborative team work; and
- To embrace with understanding individuals from diverse and multilingual heritage.

Graduate Program in Communication Sciences and Disorders

The overall vision of the CSD graduate program is to be recognized regionally and nationally for its exceptional clinical education program and its dedicated network of faculty, clinical instructors and alumni.

The mission of the graduate program in Communication Sciences and Disorders (CSD) is to prepare speech-language pathologists to practice across the lifespan and all settings particularly in the southeastern region of Wisconsin. Specific objectives include:

- To prepare highly qualified professionals in speech-language pathology who exceed the guidelines of the [American Speech-Language Hearing Association \(ASHA\)](#) for clinical and academic preparation;
- To prepare speech-language pathology professionals to assess, diagnose and treat clients of diverse cultural and linguistic backgrounds; and
- To act as a resource for the University and community by serving as consultants, facilitators and authorities in the various areas of communication disorders.

CSD STRATEGIC GOALS and ALIGNED with SGSCE and COEPS

Strategic Emphasis	Programs & Learning
School of Graduate Studies Continuing Education (SGSCE)	<ol style="list-style-type: none"> 1. Nurture the development of new academic programs (and the revision of existing programs) in ways that promote program-level entrepreneurship--exploring opportunities for establishing new (self-sustaining) academic programs, and facilitating the conversion of traditional (under-performing) programs to self-sustaining models using credit outreach mechanisms and service-based pricing where appropriate. 2. Lead the development of an institutional approach to recruiting, matriculating, retaining, and graduating non-traditional student populations through enhancement of services for non-traditional student populations, and expansion of curricula and co-curricular programs targeted for non-traditional (particularly adult) students. 3. Expand opportunities to develop and promote (non-camp) non-credit programming that effectively and profitably utilizes the skills and expertise of UW-W faculty and staff to serve continuing professional development needs at regional, national, and international levels. 4. Work collaboratively with the Alumni Office to facilitate the development of non-credit programs that address learning needs of undergraduate and graduate alumni in ways that address personal enrichment needs and reconnects these individuals with the campus.
College of Education and Professional Studies (COEPS)	<ol style="list-style-type: none"> 1. Review the current academic program array (undergraduate and graduate), adjusting program size and creating new academic programs that align with the university mission, resources, evolving workforce, institutional plans for growth, and projected state, regional, and national needs. 2. Develop a comprehensive approach to improved advising that promotes an integrated learning and enhanced general education experience, consistent with our campus LEAP initiative. 3. Develop an institutional approach to consider assessment data across campus units including strategies to evaluate the data, improve teaching and learning, set curricular and co-curricular goals and methods, and communicate the findings to the campus community.
CSD	<p>Academic and Clinical Education Program</p> <p>Curriculum</p> <p>Undergraduate</p> <ol style="list-style-type: none"> 1. Will adjust undergraduate BS curriculum to reflect updated content and new personnel 2. Will adjust credit to degree 3. Will revise the minor in CSD <p>Graduate</p> <ol style="list-style-type: none"> 1. Will revise the academic graduate curriculum to reflect updated content and new personnel 2. Will Align curriculum with assessment (ePortfolios below) 3. Will address IPP and IPE explicitly in the curriculum <p>Program Admission and Advising</p> <p>Undergraduate Advising</p> <ol style="list-style-type: none"> 1. Will distribute advisees across faculty equitably 2. Will engage in innovative group advising methods

Graduate Advising and Admission

1. Will continue to expand use of national online application system CSDCAS (Utilize enhanced data collection and analysis features at CSDCAS)
2. Will migrate to electronic records for administrative and clinical education for cross-sectional and longitudinal data collection:
3. Will develop templates, enroll students and implement Calipso software for tracking KASA, ASHA hours, preceptor assessments
4. Will advise graduate students regularly in their program: academic and clinical course work, licensure and ASHA certification

Undergraduate Program Assessment Plan

5. Will implement LEAP ELOs:
6. Will implement writing assessment May 2015 with analysis in start of fall 2015 semester.

Graduate Program**Program Assessment**

1. Will address CAA concerns:
 - Curriculum revision
 - Hire PhD faculty
 - Address areas of clinical competencies (Voice, Fluency)
2. Will complete scope and sequence for information needed to revise curriculum

Student Assessment

1. Graduate students will develop a prescribed portfolio including a research project:
 - Graduate class (2014-2016) will have completed a D2L ePortfolio with oral presentations scheduled for May 2016.
 - Graduate class (2015-2017) will begin D2L ePortfolio during first semester.
2. Graduate students will present their portfolios at end of May semester of their 2nd year.

Evolving Workforce

1. Will develop graduate program faculty member and clinical educators
 - Complete Search and Screen: Replace Dr. Ding medical speech-language pathology
 - Plan to replace Dr. DePaul
 - Request for additional FTE clinical assistant professor
 - Hire on-site supervisor
2. Will implement approved promotion and tenure standards
 - Mentor faculty and academic staff to tenure and promotion

	<p>3. Will continue to develop clinical educators in the region and educate as demands of the profession change</p> <ul style="list-style-type: none"> • Develop alumni as field clinical instructors (CI) • Provide CI training • Train preceptors on use of Calipso • ASHA continuing education modules <p>4. Will continue to develop and expand the clinical instructor program (engage off-site clinical instructors (CI) across settings and lifespan)</p> <ul style="list-style-type: none"> • Increased urban presence • Increase participation in Milwaukee Public School (Target 10%-20% per class) • Seek new specialty populations: • Redevelop on-site literacy group planned <p>Interprofessional Initiatives</p> <p>1. Will engage in campus initiatives as models and opportunities for undergraduate pre-professional and graduate clinical education</p> <p>Campus</p> <p>1. Will maintain programs with Department of SpecEd/ Early childhood, Department of C/I, Roseman Preschool</p> <p>Off-site</p> <p>1. Will seek and then develop new urban regions for clinical education opportunities</p> <ul style="list-style-type: none"> • Urban Milwaukee, Racine, Kenosha
Strategic Emphasis	Scholar/Educator Community
SGSCE	<p><i>1. Develop a process for promoting and chronicling the value of expanding applied and community-based research projects, including an identification and evaluation of community impact dimensions.</i></p> <p><i>2. Promote and facilitate technology commercialization, entrepreneurship, intrapreneurship, and economic development in ways that utilize skills and talents of faculty and staff and maximize benefits to the campus and the region.</i></p> <p><i>3. Provide support and leadership, as necessary, in the launch (January 2011) and long-term success of the Whitewater University Technology Park through the coordination of skills and ideas of UW-W faculty and staff.</i></p>
COEPS	<p><i>1. Increase support for faculty, staff, and students to engage in research, creative, and scholarly activity.</i></p> <p><i>2. Collect, review and disseminate data regarding the levels of participation and effectiveness of high-impact educational practices for various student populations, and use these data to improve our high-impact practices.</i></p>
CSD	<p>1. Will develop faculty and academic staff goals in the direction of scholarship, program grant writing and program goals for clinical education</p> <ul style="list-style-type: none"> • Will use annual face to face meetings for goal setting <p>2. Will support opportunities for publications and grants</p> <ul style="list-style-type: none"> • Will support conference attendance • Will provide graduate assistant support for research <p>3. Will engage in mentored student research</p>

Strategic Emphasis	Diversity & Global Perspectives
SGSCE	<ol style="list-style-type: none"> 1. Identify, examine, and support strategies for achieving the campus's diversity plan, including: <ol style="list-style-type: none"> a. Promote and provide access to higher education for all students, including those from historically underrepresented groups. In doing so, to educate a student body that is representative of the population of southeastern Wisconsin. b. To employ a workforce that is representative of the population of southeastern Wisconsin. c. To ensure success of all students who are admitted to UW-Whitewater. d. Promote a campus climate that is accepting and respectful of diversity. 2. Identify ways to use credit outreach and non-credit programming to better blend internationalism and multiculturalism, and increase understanding of these commitments as central to university curricular and co-curricular priorities.
COEPS	<ol style="list-style-type: none"> 1. Increase the understanding of both domestic multiculturalism and international perspectives as central to university curricular & co-curricular priorities. 2. Identify, examine and implement models for success for students of opportunity 3. Examine and improve campus policies, procedures, and practices to increase the diversity of students, faculty, and staff, as a way to enhance the learning environment for all.
CSD	<p>Increase Cultural Competence</p> <ol style="list-style-type: none"> 1. Will promote and recruit graduate students including those from historically underrepresented groups. 2. Will increase the understanding of both domestic multiculturalism and international perspectives in the graduate curriculum. <ul style="list-style-type: none"> • Will identify bilingual or multi-lingual student applicants on CSDCAS • Will target admission considerations for 25% bilingual or fluent in two or more language domains (spoken, written, auditory comprehension, reading), but with a preference for Spanish • Will provide clinical education opportunities in bilingual settings for students with requisite skills <p>International practicum abroad</p> <ol style="list-style-type: none"> 1. Will identify and make available to graduate students an international field placement that aligns with competent clinical education <p>The McNair Program Model: Longitudinal Development</p> <ol style="list-style-type: none"> 1. Will adopt the McNair program model for identifying undergraduate researchers who will qualify for admission to the graduate transition program (accelerated program).
Strategic Emphasis	Regional Engagement
SGSCE	<ol style="list-style-type: none"> 1. Coordinate and support the sharing of institutional resources and expertise with local communities generally, and the City of Whitewater specifically, in ways that promote and endorse life-long learning. 2. Foster collaborations and improve relationships between UW-Whitewater and area educators generally and school districts in southeastern Wisconsin specifically. 3. Expand use of digital technologies in improving operational efficiency and creating greater awareness of credit and non-credit programs among internal and external constituencies. 4. Identify and implement strategies to better foster the reputation and visibility of UW-Whitewater as a resource to the region. 5. Expand and improve efforts at evaluating the impact (economic and otherwise) of credit outreach and non-credit programming on the region.

COEPS	<ol style="list-style-type: none"> 1. <i>Improve community and regional connections in ways that enhance UW-W capacity to align educational, cultural and athletic programs and services with community and regional needs, and assess the outcomes of these efforts.</i> 2. <i>Increase campus capacity to connect students, faculty, and staff in service engagement, entrepreneurship, and economic development in ways that advance student learning and foster community and regional partnerships.</i>
CSD	<ol style="list-style-type: none"> 1. Will continue to develop and expand outreach as an implicit component of the clinical graduate education, on and off campus with regional partners. <ul style="list-style-type: none"> • Will continue to develop regional partnerships and in targeted urban and rural communities • Will continue to identify underserved populations who would benefit from participation at the UWW-CCD • Will continue to engage graduate program alumni to serve as clinical instructors across setting and populations 2. Will continue to develop specialty clinics in this region: (Fluency, Voice, Swallowing) <ul style="list-style-type: none"> • Will hire clinical educators to supervise to develop and maintain these clinics. 3. Will expand graduate medical experiences to include the NICU: <ul style="list-style-type: none"> • Will provide regional opportunities to observe • Will provide extern opportunities for 10-20% graduate students
Strategic Emphasis	Professional and Personal Integrity
SGSCE	<ol style="list-style-type: none"> 1. <i>Engage in responsible budgeting and fiscal practice, with particular emphasis in eliminating deficits in all credit and non-credit programs.</i> 2. <i>Share program revenues in responsible and strategic ways that assist colleges, divisions, and the institution in fulfilling its outreach and engagement mission.</i> 3. <i>Provide leadership in campus-wide efforts to assess the extent to which we are perceived to be student and/or client oriented, as we claim.</i> 4. <i>Support, where possible and prudent, campus efforts to develop long-term strategies to address challenges related to faculty/staff compensation and workload.</i>
COEPS	<ol style="list-style-type: none"> 1. <i>Develop a fair and reasonable structure for workload and compensation for faculty, staff, and students.</i> 2. <i>Assess and enhance the campus culture where respect, civility, personal responsibility, and honesty are valued, modeled, and affirmed.</i>
CSD	<ol style="list-style-type: none"> 1. Will continue to develop a team composed of graduate faculty and staff who have work toward sustaining a viable and relevant graduate program 2. Will expect all graduate faculty, staff and graduate students to adhere to the ASHA code of ethics: http://www.asha.org/code-of-ethics/
Other	Use this area of the table to include important department goals and accomplishments that don't align with the SPBC or College strategic planning goals listed above.
	<ol style="list-style-type: none"> 1. Will seek clinic upgrades: <ul style="list-style-type: none"> • Will install new camera recording system in the clinic • Will install sink in materials room 2. Will provide new faculty and staff with improved office space: Will provide painting, carpeting and improved office furniture 3. Will work with the university to provide research space for new faculty and for ongoing research opportunities for staff and graduate students. 4. Will continue to grow the UW Foundation Communication Sciences and Disorders Department Scholarship in order to support graduate student education.