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# The University of Georgia

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College of Education  
*Department of Communication Sciences and Disorders*

06 July 2004

To: Louis A. Castenell, Jr., Dean College of Education

From: Albert R. De Chicchis, Ph.D. *AD*  
Program Director, Communication Sciences and Disorders

Re: Dissolution of the Department of Communication Sciences and Disorders

As part of the re-organization of the College of Education, the Department of Communication Sciences and Disorders agrees to dissolve for the purposes of merging with the Department of Special Education. On 06 July 2004, the vote on the motion to dissolve the department was as follows:

Yes - 11

No - 0

Abstain - 1

The vote to dissolve the department is based on the assumption that all courses, programs and majors in the Department of Communication Sciences and Disorders will be transferred to the proposed new Department of Communication Sciences and Special Education. No curricular changes accompany this request to dissolve the department.



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# The University of Georgia

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College of Education  
*Department of Special Education*

June 22, 2004

To: Louis A. Castenell Jr., Dean, College of Education

From John Langone, Head, Department of Special Education

Re; Dissolution of the Department of Special Education

Please consider this as a request from the Department of Special Education to voluntarily dissolve for the purposes of merging with the Department of Communication and Sciences disorders. On April 19, 2004 the vote on the motion to dissolve the department was

Yes 9

No 0

Abstain 0

The vote to dissolve the department is based on the assumption that all courses, programs and majors in the Department of Special Education will be transferred to the proposed new Department of Communication Sciences and Special Education, No curricular changes accompany this request to dissolve the department.

## NAME CHANGE JUSTIFICATION FORM

School/College: College of Education

Name: N/A

Proposed Name: N/A

**Department Name Changes:**

Current Department Name:  
Department of Communication Sciences and Disorders

Proposed Department Name:  
Department of Communication Sciences and Special Education

Department of Special Education

Department of Communication Sciences and Special Education

**Major Name Changes:**

Current Major Name:	Degree:	Proposed Major	Degree:
<u>Communication Sciences and Disorders</u>	<u>B.S.Ed.</u>	<u>N/A</u>	<u>N/A</u>
	<u>M.Ed.</u>	<u>N/A</u>	<u>N/A</u>
	<u>MA</u>	<u>N/A</u>	<u>N/A</u>
	<u>Ed.S.</u>	<u>N/A</u>	<u>N/A</u>
	<u>Ph.D.</u>	<u>N/A</u>	<u>N/A</u>

<u>Special Education</u>	<u>B.S.Ed.</u>	<u>N/A</u>	<u>N/A</u>
	<u>M.Ed.</u>	<u>N/A</u>	<u>N/A</u>
	<u>MA</u>	<u>N/A</u>	<u>N/A</u>
	<u>Ed.S.</u>	<u>N/A</u>	<u>N/A</u>
	<u>Ed.D.</u>	<u>N/A</u>	<u>N/A</u>
	<u>Ph.D.</u>	<u>N/A</u>	<u>N/A</u>

**Minor Name Change:**

Current Minor Name:	Degree:	Proposal Minor Name:	Degree:
<u>N/A</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>

**Prefix Changes:**

A prefix change package should be submitted after name change has been approved.

Current Prefix:	Department:	Proposed Prefix:	Department:
<u>CMSD</u>	<u>Communication Sciences and Disorders</u>	<u>N/A</u>	<u>N/A</u>
<u>SPED</u>	<u>Special Education</u>	<u>N/A</u>	<u>N/A</u>

**JUSTIFICATION:** See Attached



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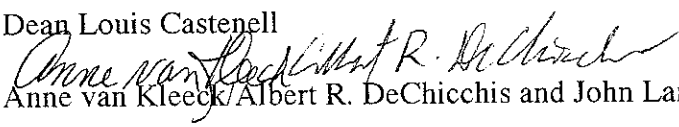


# The University of Georgia

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College of Education  
*Department of Special Education*

## MEMORANDUM

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TO: Dean Louis Castenell  
FROM:  Anne van Kleeck /  Albert R. DeChicchis and John Langone   
RE: Proposal for Merging CSD and Special Education  
DATE: June 21, 2004

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Attached please find a proposal from the Departments of Communication Sciences and Disorders and Special Education to merge and become one department. The faculties from both units have voted to unanimously to request this action. We look forward to working with your office to complete the merger process.

Thank you for your consideration in this matter.

**Departments of Communication Sciences and Disorders and Special Education**  
**Proposal for Merger of Departments**

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May 27, 2004

**Proposed Name of New Department:** Communication Sciences and Special Education  
**Programmatic and Academic Rationale**

The Departments of Communication Sciences and Disorders and Special Education recognize the need to reorganize the College into a manageable, cost efficient structure. The faculties from these units also recognize the need to merge programs that have a similar focus relative to their instructional, research, and service missions. To that end, there are a number of compelling programmatic and academic reasons that indicate such a merger will benefit both programs and facilitate their growth over the next decade. Moreover, the faculties in both departments unanimously support combining these two units.

Programmatically, the primary goals of both departments are to educate and prepare professionals who provide services to individuals with special needs across the lifespan. The disciplines represented by both departments frequently collaborate in public school settings and in private/public residential facilities. This collaboration is founded on the principal objectives stated in the core mission of both departments, specifically the assessment and intervention/teaching components. For example, special educators and speech language pathologists engage in assessment activities and, based on those data, develop instructional interventions designed to assist the individual. It is, in part, due to the integrative nature of these professions that Speech Language Pathology and Audiology fall under the auspices of Special Education in the Georgia State Department of Education and in the public schools throughout the state.

The academic rationale for such a merger is related to the instruction, research, and service missions of both current departments. There are several compelling reasons why such a merger will position both units for future growth and improved services to a number of important constituencies. One example might be related to Regional Education Service Agencies (RESA) by enhancing the partnerships between faculty in this proposed department and the staff in these service units. This merger can also benefit both

programs by increasing student credit hour production, developing innovative programs, and improving opportunities to secure external funding.

Important to the success of any department in the College depends on maximizing student credit hour production. The success of Special Education's distance education initiative can serve as a model and provide an already existing administrative structure for the development of similar service level courses in CSD. An example of this potential relates to the development of a sequence of flexible delivery methods that address the frequently requested sign language courses, for which classroom enrollment is difficult due to limited resources. Similarly, there is considerable demand for the preparation of certified teachers to work with students who have hearing impairments. Such an endeavor could eventually be a collaborative effort by both programs and offered at a distance via the SETWEB program.

There are a number of potential innovative programs that can be jointly implemented for students enrolled in the CSD and Special Education programs. There is a long tradition of collaboration between early childhood special education teachers, early interventionists, and speech language pathologists. In fact, the Early Intervention system (for infants and toddlers with disabilities) nationally and statewide (Babies Can't Wait) is moving toward a transdisciplinary teaming model of service delivery that requires close collaboration among all professionals working with a young child and family. This in turn will necessitate a closer working relationship at the university level regarding both research and personnel preparation. In addition, the teacher certification endorsement for preschool special education requires three courses that can be added to an existing certification in special education, speech language pathology or early childhood education. For over 10 years, two of these courses have been taught in the Special Education Department and one required course has been offered through Communication Sciences and Disorders. The proposed merger will facilitate closer alignment of the content of these three courses as well as coordinating their scheduling.

The collaborative effort described above could be duplicated for faculty in both units who are interested in communication issues for individuals with severe disabilities. Similarly, innovative program efforts for students in training can be developed for those faculty members interested in issues such as language differences and reading disabilities

among students with high incidence disabilities (e.g., learning disabilities). Merging CSD and Special Education improves the likelihood that faculty with interests in individuals who have disabilities and their families will collaborate even more, enhancing the opportunity to obtain external funding that would support personnel preparation programs and to fund joint research projects. For example, the US Department of Education's Office for Special Education and Rehabilitative Services yearly issues grant funding programs. In addition to potential joint funding opportunities, there are also a number of scholarly journals and professional organizations that would be outlets for the faculty from both units to publish and present their collaborative work. For instance, there are a growing number of professional outlets for work in the area of augmentative and alternative communication research that currently is being conducted by faculty from both units.

In sum, the core mission of both current departments is to prepare professionals to provide services to individuals with special needs across the lifespan. We believe that a merger of these two units will position the faculty and staff to further their work in the changing landscape of higher education. Therefore, the faculty from Communication Sciences and Disorders and Special Education unanimously vote to merge units into one department. We propose the new department be named Communication Sciences and Special Education.

**Proposed Faculty and Staff Structure  
Communication Sciences and Special Education  
June 3, 2004**

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**Names of all programs in proposed department**

B.S.Ed., Special Education

B.S.Ed., Communication Sciences & Disorders

M.A., Special Education

M.A., Communication Sciences & Disorders

M.Ed., Special Education

M.Ed., Communication Sciences & Disorders

Ed.S., Special Education

Ed.S., Communication Sciences & Disorders

Ph.D., Special Education

Ph.D., Communication Sciences & Disorders

SETWEB (Special Education Training on the Web)  
Non-Degree, Interrelated Certification Only

**Number of undergraduate and graduate students enrolled in each department fall semester, 2003**

Special Education Undergraduate Students: 81

Special Education Graduate Students: 437

Communication Sciences & Disorders Undergraduate Students: 138

Communication Sciences & Disorders Graduate Students: 52

**Names of all faculty in proposed department**

Kevin Ayres, Lecturer

William Bender, Associate Professor (Professor – Fall 2004)



Richard Boon, Assistant Professor  
Mack Burke, Assistant Professor  
Shanna Hagan Burke, Assistant Professor  
Thomas Clees, Associate Professor  
Alicia Davis, Academic Professional Associate  
Mary Kathryn Everitt, Lecturer  
Cecil Fore, Assistant Professor  
David Gast, Professor  
Noel Gregg, Research Professor of Special Education  
Cheri Hoy, Professor and Associate Dean for Academic Affairs  
John Langone, Professor  
Phillip McLaughlin, Associate Professor (Request to be replaced)  
Cynthia Vail, Associate Professor

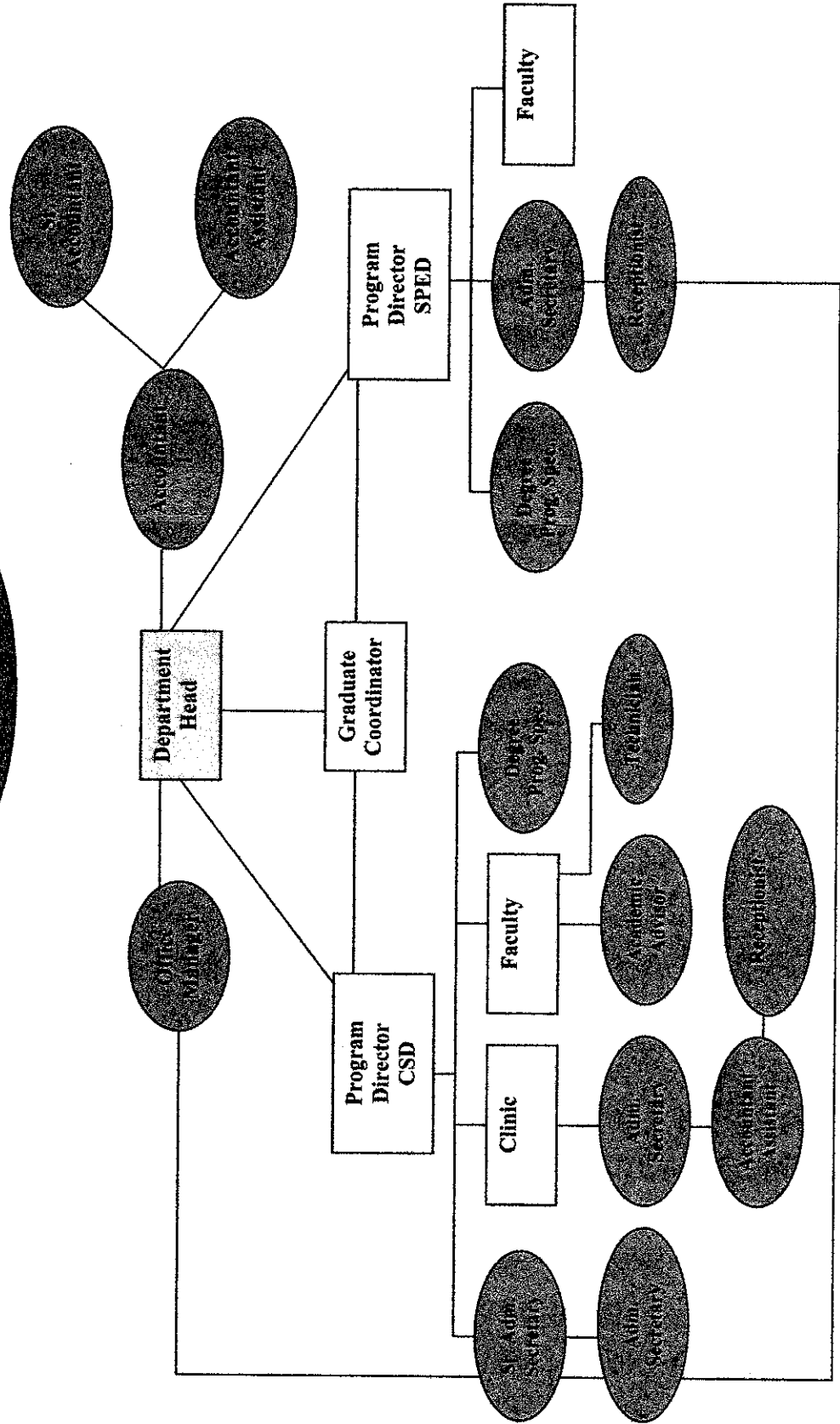
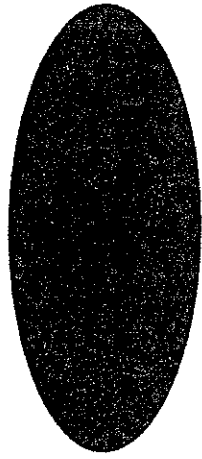
Richard D. Andreatta, Assistant Professor  
Anne Cordes Bothe, Associate Professor  
Albert De Chicchis, Associate Professor  
Nancy Dellaria, Education Program Specialist  
Sue Fillingim Ford, Lecturer  
Gretchen P. Galvin, Education Program Specialist  
Jane Harvey, SLP Academic Professional  
Holly Kaplan, Academic Professional  
Yolanda D. Keller-Bell, Assistant Professor  
Linda Lauderdale, Program Specialist  
Suneeti Nathani, Assistant Professor  
Carol Ann Raymond, Program Coordinator  
M. Adelaida Restrepo, Associate Professor (Request to be replaced)  
Alice Sanderson, Program Specialist  
Rebecca Shisler, Assistant Professor  
Ann van Kleeck, Professor (Request to be replaced)

**Names of all staff in the proposed department**

Angela Callaway, Office Manger  
Angel Evans, Degree Program Assistant  
Karen Myers, Administrative Secretary  
  
Luann Causland, Senior Administrative Secretary, Gwinnett University Center  
  
Theresa Miller, Coordinator of SETWEB and SETWEB Business to Teaching  
Kimberly Wood, SETWEB Student Coordinator  
Barbara Dial, SETWEB Administrative Secretary  
  
Harriet Elder, ITN Education Program Specialist

Laura Clark, ITN Education Program Specialist  
Katie McLaughlin Malcom, ITN Conference Facilitator

Judy Allison, Clinic Administrative Secretary  
Chelita Edwards, Administrative Secretary  
Judy Harper, Office Manager  
Kaye Laverette, Degree Program Assistant



## JOB DESCRIPTION FOR COE DEPARTMENT FINANCIAL POSITION

### **MINIMUM QUALIFICATIONS ESSENTIAL TO THE PERFORMANCE OF THE JOB**

**Training/degree required:** Accounting courses and or equivalent experience and training.

**Skills required:** Familiar with accounting principles and procedures; experience in a professional academic department setting; detail oriented; strong organizational skills; ability to work on multiple tasks and communicate effectively.

**Computer skills required:** Microsoft Word and Excel, knowledge of email and the internet as well as other software (IMS). Ability to use Excel in a shared environment to prepare financial reporting and analysis through consolidation and linking of spreadsheets.

**Prior experience required:** Prior accounting and office experience required specifically with federal grant funded projects and state funded contracts.

**List any license, certification, or registration required:** None

### **JOB DESCRIPTION**

Serves as the key financial contact to the department head and liaison to the Business Office. Assists the department head with fiscal problems.

Have knowledge of and initiate personnels, budget amendments and PAR's. Process journal vouchers, budget amendments, faculty appointment papers, travel authorities, check request, purchase orders, status reports, income, grant, foundation, indirect cost recovery and travel accounts and UGA policies and procedures.

Maintain petty cash accounts.

Process bookstore charges and library charges.

Maintain accounts on significantly large income accounts, ranging from dealing with processing of medicare/medicaid and insurance payments, to individual payments on clinic income accounts.

Maintain accounts on inservice generated accounts. From developing to maintaining the budget to assure that policy and procedures are followed.

Having knowledge of and initiate the development of proposed budgets for the submission of grants.

Prepare and initiates Academic, Monthly, bi-weekly and hourly payroll time sheets to be submitted to the Business Office for processing.

Maintain shared spreadsheets for state, grant and contract accounts (distributing and following state policies/procedures and grant budget guidelines).

Have working knowledge of purchase order system including use of Pcards.

Maintains various administrative, fiscal, and academic records. Providing the department head and dean's office with accurate and up to date information about any state/grant/contract/foundation/income/indirect account housed at the departmental level.

Financial oversight and overall responsibility for equipment inventory.

Performs related work as required.

### **CHARACTERISTICS AND QUALIFICATIONS**

Willingness to:

- be a team player by attending weekly meetings with Business Office
- gain additional training if needed
- be flexible to change if more change is needed
- maintain professionalism in dealing with difficult situations and people
- Performs other duties as assigned by Department Head