

College of Education

2007-2008 Accomplishments & 2008-2009 Unit Goals

<u>Accomplishments</u> <u>2007-2008</u>	2008-2009 Goals The Unit will:	COE Vision/Mission COE Conceptual Framework	Academic Affairs	University Strategic Plan	BOR Goals & Principles	NNER Four-Part Mission	NCATE Standards	Department/Program Goals
<ul style="list-style-type: none"> • Removal of PSC Areas for Improvement & NCATE Standard 2 AFIs • Record number of undergraduate and graduate students • New M.Ed. Ed. Leadership Program Approved • New Ed.S. Ed. Leadership Program Approved • New Ed. Leadership Teacher Leader Endorsement Approved • Implemented Accomplished Teacher & Instructional Technology Franchise Programs • Revised Ed.D. in Curriculum Studies • Revised and Reorganized MAT Programs • Revised T&L Key Assessments to align with GA Frameworks 	(1) complete the entry of Graduate programs' key assessment program data into TaskStream.	Commitment to Academic Distinction in Undergraduate and Graduate Education COE CF 4: Commitment to the Practice of Continuous Reflection & Assessment	1: Enhance the quality of teaching and learning.	Academic Distinction	Principle 1: All institutions will meet NCATE Standards at the acceptable level.	Promoting responsible stewardship of our schools and universities.	Standard 2: Assessment System and Unit Evaluation	
	(2) complete the assessment aspects of Graduate programs' online programs.	Commitment to Academic Distinction in Undergraduate and Graduate Education COE CF 4: Commitment to the Practice of Continuous Reflection & Assessment	1: Enhance the quality of teaching and learning.	Academic Distinction	Principle 1: All institutions will meet NCATE Standards at the acceptable level.	Improving teaching and learning through pedagogy that nurtures and challenges all learners.	Standard 1: Candidate Knowledge, Skills, and Professional Dispositions Standard 4: Diversity	
	(3) develop a procedure to assess effective HE teaching and learning (Undergrad and	Commitment to Academic Distinction in Undergraduate and Graduate Education COE CF 4: Commitment to the	1: Enhance the quality of teaching and learning.	Academic Distinction	Strategic Goal 1: Renew excellence in undergraduate education to meet students' 21 st century educational needs.	Improving teaching and learning through pedagogy that nurtures and challenges all learners.	Standard 5: Faculty Qualifications, Performance, and Development	

<ul style="list-style-type: none"> Revised Ed.S. Guidelines T&L implemented MARS student mentoring program T&L Ed.S. offered completely on-line ILEP Grant funded and implemented Continuation of PRISM grant Teacher Quality Grants Standards-Based Physical Science for High School Teachers Grant Implementing Middle Grades GPS in Heart of Georgia Grant Background Check policy for Undergraduate & Graduate Programs Developed Georgia Conference on Information Literacy, October 2007 8th Annual Southeastern Conference on Cross-Cultural Issues in Counseling and Education, February 2008 19th Annual Youth-At-Risk Conference, March 2008 Educational Renewal Conference, Wuhan, China, May 2008 Dr. Meng Deng, Fulbright scholar in residence at GSU with Special Ed Program 	Graduate).	Practice of Continuous Reflection & Assessment						
	(4) develop and implement a plan to support tenure-track faculty grant development	Commitment to Professional Development COE CF 1 Commitment to the Knowledge, Skills and Dispositions of the Profession	2. Enhance faculty success in broader academic community.	Academic Distinction	Strategic Goal 3: Increase the USG's participation in research and economic development to the benefit of a Global Georgia.	Promoting responsible stewardship of our schools and universities.	Standard 5: Faculty Qualifications, Performance, and Development	
	(5) increase the number of faculty/candidate co-authored publications and/or grants.	Commitment to Professional Development COE CF 1 Commitment to the Knowledge, Skills and Dispositions of the Profession	3. Enhance the scholarly inquiry and creative endeavors of Georgia Southern faculty.	Academic Distinction	Strategic Goal 3: Increase the USG's participation in research and economic development to the benefit of a Global Georgia.	Promoting responsible stewardship of our schools and universities.	Standard 5: Faculty Qualifications, Performance, and Development	
	(6) create and maintain updated data bases for initial and advanced programs RPG data.	Commitment to Academic Distinction in Undergraduate and Graduate Education COE CF 4: Commitment to the Practice of Continuous Reflection & Assessment	4. Improve student success at the graduate and undergraduate levels to exceed peer and aspirational targets.	Academic Distinction	Principle 3: University System institutions that prepare teachers will implement aggressive recruitment, retention, progression, completion, and induction policies to increase the numbers, to expand the diversity of candidates, and to balance supply and	Promoting responsible stewardship of our schools and universities.	Standard 2: Assessment System and Unit Evaluation	

<ul style="list-style-type: none"> Licensed Professional Counselors Association named most outstanding state association in the USA Implemented TaskStream in all undergraduate programs Implementation of Digital Measures Development and Implementation of On-Line Induction Program Student Success Center/ Undergraduate Teacher Education Program Developed Banner-based demographic tracking system for undergraduate programs including transition points Youth Art Extravaganza COE Homecoming Activities & other Alumni events Implementation of Area F Expansion of International Study Opportunities (ISO) with student teaching exchanges for GSU and Great Britain students COE Smart Classrooms Update of COE classroom furniture—tables that move PSC Training College-wide Assessment Policy developed 	(7) develop a graduate program model for efficient applicant admissions flow.	<p>Commitment to Academic Distinction in Undergraduate and Graduate Education</p> <p>COE CF 4: Commitment to the Practice of Continuous Reflection & Assessment</p>	5. Develop, implement, and support graduate education through strong, high quality programs of academic distinction.	Academic Distinction	<p>demand.</p> <p>Principle 3: University System institutions that prepare teachers will implement aggressive recruitment, retention, progression, completion, and induction policies to increase the numbers, to expand the diversity of candidates, and to balance supply and demand.</p>	Promoting responsible stewardship of our schools and universities.	Standard 2: Assessment System and Unit Evaluation	
	(8) complete a self-study to identify COE graduate program niche.	<p>Commitment to Academic Distinction in Undergraduate and Graduate Education</p> <p>COE CF 4: Commitment to the Practice of Continuous Reflection & Assessment</p>	5. Develop, implement, and support graduate education through strong, high quality programs of academic distinction.	Academic Distinction	<p>Principle 4: University System institutions that prepare teachers will develop and implement innovative teacher preparation programs to respond to state need and to contribute to increased student learning and achievement in Georgia's public schools.</p>	Providing equal access to quality learning for all students, promoting responsible stewardship of our schools and universities, improving teaching and learning through pedagogy that nurtures and challenges all learners, and providing students with the knowledge, skills, and dispositions to become fully engaged participants in our democratic society.	<p>Standard 1: Candidate Knowledge, Skills, and Professional Dispositions</p> <p>Standard 2: Assessment System and Unit Evaluation</p> <p>Standard 3: Field Experiences and Clinical Practice</p>	

<ul style="list-style-type: none"> Organized college Assessment and Research Committees Development of a college-wide Graduate Level Dispositions Assessment Created and implemented a graduate level assessment data collection and reporting system NNER Leadership Georgia Center for Educational Renewal (GCER) facilitated training for Leaders for Teachers Preparing Schools (LTPS), League of Democratic Schools (LODS) GCER added 9 members to the NNER Tripartite from COE, CLASS, & P-12 & added 25 US schools to the International Network for Educational Transformation (iNet) GCER assisted numerous faculty with grant writing Lean Six Green Belt Training for Dr. Chance & Dr. Rittschof—an RPG initiative Jeff Palis, Fulbright Scholar, Ed.D. Curriculum Studies student Sherry Smith received Staff Award of Merit 							Standard 4: Diversity	
	(9) remain responsive and, whenever possible, selective when addressing university and state level mandates.	All Vision/Mission Commitments All COE CF Commitments	All Academic Affairs Goals	All Strategic Themes	All BOR Strategic Goals	Providing equal access to quality learning for all students, promoting responsible stewardship of our schools and universities, improving teaching and learning through pedagogy that nurtures and challenges all learners, and providing students with the knowledge, skills, and dispositions to become fully engaged participants in our democratic society.	All NCATE Standards	
	(10) institutionalize a range of partnership initiatives that support improved teaching and learning in schools, university and communities.	Commitment to Collaboration and Commitment to Regional Service All COE CF Commitments	All Academic Affairs Goals	All Strategic Themes	All BOR Strategic Goals, Principle 4: University System institutions that prepare teachers will develop and implement innovative teacher preparation programs to respond to state need and to contribute to increased student learning and achievement in Georgia's public schools.	Providing equal access to quality learning for all students, improving teaching and learning through pedagogy that nurtures and challenges all learners, and providing students with the knowledge, skills, and dispositions to become fully engaged participants in our democratic society.	Standard 1: Candidate Knowledge, Skills, and Professional Dispositions Standard 3: Field Experiences and Clinical Practice Standard 4: Diversity	

