

LEVEL III STRATEGIC PLAN
ACADEMIC PLAN – COLLEGE OF EDUCATION
April 2003

Action items for the Level III Strategic Plan in Academic Affairs appear below, sorted by college under each of the six strategic themes. The following actions are common to all colleges and therefore apply to all units. Academic Affairs will set and achieve measures of excellence in each program, identify and develop online baccalaureate and graduate programs, ensure that student credit hours to FTE ratios are consistent with national averages, develop unit-specific plans for the capital campaign through work with units' external advisory councils, implement the results of program review and the assessment of learning outcomes, pursue all feasible program accreditations, increase extramural support significantly through the Office of Research Services and Sponsored Programs, seek enhancements to the learning environment, and promote the values of lifelong learning and information literacy.

➤ **ACADEMIC DISTINCTION**

UNIT	ACTION	TIME TABLE	PROGRESS
COE	Achieve CACREP accreditation for Counselor Education Achieve NASP approval for School Psychology Program	Fall 2003 Begin CACREP self-study Search for Student Services faculty Search for Counseling faculty 4 Spring 2004 Complete CACREP self-study Hire Student Services faculty Hire Counseling faculty Fall 2004 Schedule CACREP accreditation team visit Fall 2004 Begin NASP self study Search for School Psychology faculty (4) total Spring 2005 Complete NASP self-study Hire additional School Psychology faculty (2 additional) (4 total) Fall 2005 schedule NASP approval visit/procedures.	Analysis of needs and accomplishments needed for CACREP accreditation Involved in development of BOR Principles for Counseling Analysis of needs and objectives to be accomplished for NASP approval
COE	Implement the college reorganization	Complete Fall 2003	Administrative Staff Reorganized Fall 02 Approved by BOR Budget/Faculty/Staff Reorganization Summer 03 Full Implementation Fall 03

COE	Implement the Georgia Center for Educational Renewal	<p>Approve Spring 2003 Request to Provost to appoint interim chair for 2003/04</p> <p>GA allocation for Center Support approved for 2003/04 (pending approval to appoint interim director)</p> <p>1/2 time secretary approved for 2003/04 (pending approval to appoint interim director)</p>	Search for Goizueta Chair/Center Director—discontinued Spring 03 due to budget
COE	Enhance the EdD	<p>Restore funding to lines that were added during previous enhancement that was lost during 03 budget cuts (03-04 academic year)</p> <p>Conduct nationwide search, interview, and selection of the leading candidate for the Goizueta Endowed Chair in Educational Administration / Leadership. ('03-'04 academic year)</p> <p>Develop comprehensive recruitment plan for the best Ed. D. students in the regional area served by Georgia Southern University. This should be targeted at the 3 specific population groups to be served. ('03-'04 academic year)</p> <p>Develop a comprehensive public relations plan that addresses the attributes and advantages of completing an Ed. D. program in Educational Administration at Georgia Southern University. ('03-'04 academic year)</p> <p>Develop comprehensive criteria for selection for the Ed. D. program in Educational Administration at Georgia</p>	<p>Based on needs assessments, identify and develop online baccalaureate and graduate programs</p> <p>Timeline:</p> <ol style="list-style-type: none"> 1. Review all LTHD programs to determine the advisability of developing additional on-line courses. (Fall 03) 2. Develop a plan for the systematic development of courses to be added to the on-line course offerings. (Sp 04)

		<p>Southern University. (ongoing)</p> <p>Increase the number and stipend amount of doctoral fellowships in order to make program more attractive to out-of-state and international students.</p>	
COE	Increase grant activity significantly (working with ORSSP)	<p>Hire a graduate assistant dedicated to supporting grant activity</p> <p>Develop newsletter 4 times annually (twice each semester) to distribute info about grant opportunities and about ongoing projects</p> <p>Maintain database on faculty research interests and expertise to better connect grant opportunities with faculty</p> <p>Implement faculty training/workshops (in collaboration with ORSSP and Library staff) on funding source and research databases, grant development, federal grant writing, etc.</p> <p>Implement focus groups (COE, A&S, P-12) to foster collaborative grant writing and to identify potential projects</p>	<p>Graduate assistant approved for 2003-04</p> <p>Begun spring 2003, ongoing.</p> <p>Begun fall 2002, ongoing.</p> <p>Begins 2003-04</p> <p>Begins 2003-04</p>
COE	Implement the MEd to MA redesignation	<p>Completed the redesignation of the M.Ed. in Spanish to an MA in Spanish and the M.Ed. in French to an M.Ed. in Foreign Language in the Spring of</p>	<p>Complete</p> <p>The degree will be implemented in the Fall of 2003.</p>

		2003. The redesignation was approved by the college and university committees in the Spring of 2003 and is waiting for an approval by the Vice President, PSC, and the Board of Regents.	
COE	Develop/Implement graduate assistant efficiency model	<p>Develop comprehensive job descriptions (from approved proposals) for each assistantship position (summer/fall 2003)</p> <p>Develop and implement comprehensive evaluation system (bi-annual) for grad assistants incorporating job descriptions (2003-04 and ongoing)</p> <p>Conduct analysis of what graduate assistants are doing (types of tasks that are occupying their time on the job), where overlap between assistantship jobs are occurring and gaps that need to be filled (by adjusting current assignments or requesting additional assistantship position/s) (2003-04 and ongoing)</p>	<p>Completed Spring 2003 Implement Fall 2003</p> <p>Completed Spring 2003 Implement Fall 2003</p>
COE	Increase the number of teaching graduate assistants in COE	<p>Use GA analysis (see above) to determine uses and misuses of GAs and to identify ways in which GAs can and are supporting instruction in the COE (2003-04 and ongoing)</p> <p>Survey faculty to determine instructional needs that can be supported by use of GAs (2003-04 and ongoing)</p> <p>Develop a GA teaching plan based on faculty survey results (2003-04 and</p>	Requested additional GAs for 2003/04 Building a GA position into all grants/contracts

		ongoing)	
COE	Increase funding for doctoral fellowships	<p>Use GA analysis (see above) to determine uses and misuses of GAs and to identify ways in which GAs can and are supporting instruction in the COE (2003-04 and ongoing)</p> <p>Survey faculty to determine instructional needs that can be supported by use of GAs (2003-04 and ongoing)</p> <p>Develop a GA teaching plan based on faculty survey results (2003-04 and ongoing)</p>	Requested additional funding to increase stipend and number of GA
COE	Reduce/Reorganize MEd and EdS programs	<p>Completed in the Spring of 2003. Programs in secondary, early childhood, middle grades, instructional technology, special education, and reading were deleted. A new Ed.S. in Teaching and Learning was approved by the college and university committees in the Spring of 2003.</p>	<p>Completed Spring 2003 Approved PSC—Spring 2003</p> <p>Implemented Fall 2003</p>
COE	Ensure that student credit hour to FTE ratios are consistent with averages of GA peer institutions	<p>Survey and determine State averages—Summer 2003 Increase by 5% for 2002/03 Increase for 2003/04 Meet State averages by 04/05</p>	Met 2002/03 (5% increase) Plan in place for continued improvement
COE	Based on needs assessments, identify and develop online baccalaureate and graduate programs	<p>Most COE programs now offer courses online. The faculty develop a plan to increase online courses during the Fall of 2003.</p> <p>Develop a Modified Residency Program (MRP) for Ed.D. in Curriculum Studies. A majority of courses for students enrolled in the MRP are offered online.</p>	First MRP group of students entered Fall, 2002, with the goal of admitting a new group each year.

COE	Implement the results of program review	EdS reduced, EdD leadership enhancement plan in place	Completed Spring 2003 Implement Fall 2003
COE	Pursue all feasible standards-based program accreditations including meeting the Professional Development School standards for all partnership schools/system	Fall 2003 Begin CACREP self-study Search for Student Services faculty Search for Counseling faculty 4 Spring 2004 Complete CACREP self-study Hire Student Services faculty Hire Counseling faculty Fall 2004 Schedule CACREP accreditation team visit	Analysis of needs and accomplishments needed for CACREP accreditation Involved in development of BOR Principles for Counseling

➤ **STUDENT CENTERED UNIVERSITY**

UNIT	ACTION	TIME TABLE	PROGRESS
COE	Develop and implement recruitment and retention plans	Develop a needs based recruitment plan (Fall 2003) Implement	
COE	Strengthen flexibility of delivery of programs	Most programs now offer courses online. The faculty develop a plan to increase online courses during the Fall of 2003. Develop and get approved an on-line general administration master's. (2003/04)	Committee in place Committee in place
COE	Improve advising/mentoring support	Develop a plan to better serve students Spring 2003 Implement plan Fall 2003	Plan developed.

➤ **TECHNOLOGICAL ADVANCEMENT**

UNIT	ACTION	TIME TABLE	PROGRESS
COE	Implement portfolio and performance-based system	Fall 03, The Ad Hoc Assessment Committee will complete the development of a common format for COE performance assessment instrument.	

		Fall 03/Spring 04 Work with Tk20 to develop student data management system	
COE	Increase WebCT and other flexible modes	<p>COE Technology Plan Infuse technology into teaching, scholarship, and service, and review new models, tools, and strategies of instruction based on emerging technologies. <i>Develop incentives for faculty to use appropriate technologies.</i> <u>Timeline:</u> 2003-2004</p>	<p>Technology Committee functioned 2003/04 Developed Plan of Action</p>
COE	Increase access to appropriate technologies	<p>Increase access to appropriate technologies I support of teaching, scholarship, and service. <i>Ensure that all learning environments are equipped with, or have access to contemporary instructional hardware (defined in the plan).</i> <u>Timeline:</u> 2003-2004</p> <p><i>Ensure that all faculty, staff, and students will have access to portable technologies that will be used off-campus or in non-traditional environments in fulfilling faculty missions of teaching, research, and service, staff missions of administration and service, and student missions of learning.</i> <u>Timeline:</u> Ongoing</p> <p><i>Ensure that all faculty, staff, and students will have access to a range of basic software systems.</i> <u>Timeline:</u> 2003-2004</p> <p><i>Ensure that al f, s, and s will have access to profession-specific advanced technologies to meet specialized accreditation needs.</i></p>	<p>Technology Committee functioned 2003/04 Developed Plan of Action</p>

		<p><u>Timeline:</u> 2003-2004 <i>The College will incorporate guidelines provided by the University to assure that faculty, staff, and students with disabilities have reasonable access to technical equipment and instructional materials.</i></p> <p><u>Timeline:</u> Update Yearly <i>Review college policies on a regular basis to ensure access to and update of software as well as equipment.</i></p> <p><u>Timeline:</u> 2003-2004 <i>Review IRC policies and procedures on a regular basis to ensure coordinated access to appropriate technologies.</i></p> <p><u>Timeline:</u> 2002-2003 <i>Tactic 8: Work with computer services to provide trained support personnel on site and implement systems to respond to problems which disrupt the work of faculty, staff, and students.</i></p> <p><u>Timeline:</u> 2003-2004 <i>Obtain a comprehensive list of information, instructional, and laboratory technology needs, including justification, priorities, and costs. Seek funding to support technology.</i></p> <p><u>Timeline:</u> Ongoing</p>	
COE	Develop/Implement computer replacement plan	Replacement/Update Schedule – 1/3 each year=all every 3 years (\$45,400.00)	Technology Committee functioned 2003/04 Developed Plan of Action

➤ **TRANSCULTURAL OPPORTUNITIES**

UNIT	ACTION	TIME TABLE	PROGRESS
COE	Increase the number of students and faculty participating in	Develop an implement an	Fall 2002—Concept Development trip

	study abroad programs	International Learning Community with P-16 student, faculty exchanges with a focus on improved teaching and learning.	to the UK—Chance, Kenney Fall 2002/Spring 2003—College concept development Spring 2003—13 UK faculty begin exchanges with trip to GaSou Summer 2003—first GaSou student teachers in the UK Summer 2003—15 faculty and staff in the UK (Improved Teaching and Learning ILC Conference)
COE	Implement Xalapa and China programs		Xalapa—Planning Session May 3-10 with University of Vera Cruse and University of Pedagogy. Program development in progress. China—Trip postponed due to SARS Rescheduled summer 2004
COE	UK International Learning Community/Center	Move all international activities, including the Center for the Study of International Schooling into the GA Center for Educational Renewal	Until the Gizueta Chair/Center Director can be hired, a request to appoint an interim is pending.
COE	Increase the number of international doctoral students	Incorporate international doctoral student recruitment in the COE recruitment plan, in coordination with EdD program coordinators (2003-04 and ongoing) Develop plan with Center of Educational Renewal Director for recruitment and use of international doctoral students with on-going Center initiatives. (2003-04 and ongoing) Investigate initiate to recruit international doctoral students through international partnership programs. (2003-04 and ongoing)	

		Investigate and remove barriers to recruiting international doctoral students through doctoral fellowships. (2003-04 and ongoing)	
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➤ **PHYSICAL ENVIRONMENT**

UNIT	ACTION	TIME TABLE	PROGRESS
COE	Upgrade all classrooms with teaching stations	2002-2003/Ongoing	The Technology Committee goal was to get as many teaching stations approved as possible. During the first round of proposals sent to the Provost, three teaching stations were approved and have been ordered. In the second list developed, the first request on the list is the equipment needed for the teaching stations. This goal will be a continuous one as it will take some time to outfit all classrooms. As of now, every lab and the designated teaching rooms are outfitted with stations. Beginning in the fall, three stations will be available for checkout and use in any COE classroom.
COE	Ensure effective use of existing facility	Input Dept Chair for your Dept	Space utilization examination complete by Chairs and Adm Team. Space use policy developed by each Dept for College.

➤ **PUBLIC/PRIVATE PARTNERSHIPS**

UNIT	ACTION	TIME TABLE	PROGRESS
COE	Enhance P-16 initiatives focused on improved P-12 learning.	All partner schools will meet NCATE PDS standards by spring 2006	NCATE PDS Self Studies completed Spring 2002. Used to guide growth and development. Another round of Self-studies is planned for Fall 2005 in conjunction with next unit NCATE visit (Spring 2006). Programs are moving toward

			performance-based and K-12 learning impact assessment under the framework being developed by the COE ad hoc Assessment Committee.
COE	Refine and extend Professional Development District (PDD)	<p>Develop and implement the PDD model</p> <p>Develop alternative methods for delivery of clinical and student teaching using the expertise of PDD faculty</p>	<p>2003 FIPSE Comprehensive Program grant proposal submitted 5/8/03. Focus continues to be on reducing achievement gap through comprehensive, site-supported professional development for all educators (Screven & COE). Other examples include Screven-based TSS course, Counseling workshops by COE for Savannah River Challenge Program. All Screven Partner Schools (and SRCP) have submitted proposals to further the goals of the PDD and work to include ILC.</p> <p>Fall 2002—Program planning including meetings to discuss the development of site-based model for clinical and student teaching.</p>
COE	Continue to strengthen educational renewal efforts through active participation in NNER and Holmes	Become and active and contributing member of the NNER	<p>Developing Networks of Responsibility to Educate America’s Youth (Kellogg Foundation sponsored NNER grant) in Portal. Election of three representatives to serve on NNER Governing Council (Missy Bennet (COE), Dianne Bath (Bulloch County Schools) and Caren Town (GASOU Literature & Philosophy Dept.). Also nominated Laura Hoyle (Screven County HS) and Annie Sobel (Dean-Elect, COST) to 2003-04 Initiating Simultaneous Renewal Leadership Associates Training for 20 days in Seattle, WA. Conceptual Framework and COE Teacher</p>

			Education Program Standards have been refined to better reflect the NNER Agenda and Moral Dimensions. Finally, TEAC has assumed full governance of NNER issues for GASOU.
COE	Develop 2+2 teacher certification program with two-year institutions	Develop 2+2 with MGC and EGC	Model developed and implemented Spring 2003 with MGC Model underdevelopment with EGC BOR Grant received to support development and implementation of both
COE	Hire two rotating clinical faculty (P-12 teachers)	Hire 4 rotating clinical faculty from area schools to teach courses and supervise student teachers/interns Fall 2003—Discussions with faculty committee to develop plan of action. Fall 2003—Discussions with area superintendents to develop the plan Fall 2004—Implement plan	Discussions in Adm Team meeting
COE	Establish a COE external advisory council and develop a plan for the capital campaign	Develop the Board of Advisors—complete First BOA meeting—Spring 2003—complete BOA Annual meetings scheduled—complete Develop a COE Alumni Advisory Committee—complete First AAC meeting—spring 2003—complete Develop and implement a Development Plan for Capital Campaign	