

**College of Education  
2006-07 Annual Report  
Section A  
A Summary of Major Accomplishments**

- 1 Please list major accomplishments, highlights, and points of pride of your unit for fiscal year 2006 (July 1, 2006-June 30, 2007) and identify in parenthesis the appropriate strategic theme(s). *Section A should be no more than 3 pages in length.*
  - 1.1 All programs in the College of Education were reaccredited by NCATE and the Professional Standards Commission as a result of the NCATE/PSC review in the Spring of 2006. (*Academic Distinction*)
  - 1.2 The new Master of Arts in Teaching was implemented in the Summer of 2006 in secondary education, special education, middle grades education, art education, and foreign language education. (*Academic Distinction and Student-Centered University*)
  - 1.3 Initial teacher preparation programs were refined to reflect the new NCATE performance assessment system, including a stronger emphasis on professional dispositions. (*Student-Centered University*)
  - 1.4 COE and CLASS faculty developed model for collaborative school-based research with partner UK universities and schools to internationalize our graduate programs. Based on common needs, faculty teams are developing courses with co-taught inquiry projects to be offered in the partner schools. (*Transcultural, Academic Distinction*)
  - 1.5 Redesigned the “High-Flying Schools Award” criteria to require evidence of democratic practices in the schools’ curricula and activities. This supports and ties more closely the NNER, ILC, and iNet activities to the College Conceptual Framework and Mission. (*Private and Public Partnerships, Academic Distinction*)
  - 1.6 Created a new on-line Collaborative Induction Program with school systems in the region. A cohort of National Board Certified Teachers and other master teachers along with COE and other university faculty will serve as E-mentors. Online modules and training for mentors and school leaders will also be available for teachers, counselors, school leaders and other program graduates. (*Private and Public Partnerships, Student-Centered University, and Academic Distinction*).

- 1.7 Faculty members in the college remained at the forefront of using the Internet for instructional purposes. Faculty spent a significant amount of time updating and refining their online courses as well as exploring avenues for incorporating new technologies into their online instruction in an effort to enhance the instruction for distance education students. (*Academic Distinction, Student-Centered University, Technological Advancement*)
- 1.8 New Area F courses (EDUC 2110, EDUC 2120, EDUC 2130) were developed and approved during the 2006-2007 academic year. Faculty members in Educational Psychology and Social Foundations attended BOR-sponsored training for these new courses. Two faculty members developed instructional materials and activities for these courses that will be used by faculty at all USG institutions. (*Academic Distinction, Student-Centered University*)
- 1.9 Efforts were initiated to update and refine graduate programs in order to make them more appealing and relevant to our constituents. Example: Curriculum Studies faculty began working with faculty from the Department of Teaching and Learning to develop a new pedagogy strand for the Ed.D. in Curriculum Studies. (*Academic Distinction, Student-Centered University*)
- 1.10 Nicole Harper, a doctoral candidate in Curriculum Studies, was awarded a U.S. Student Fulbright Grant to study in Slovenia for 2007-2008. (*Academic Distinction, Student-Centered University, Transcultural Opportunities*)
- 1.11 Based on input from student and employer surveys, the COE Technology Committee was charged to examine best-practices and other cutting-edge technology initiatives and to develop a COE Technology Strategic Plan. This work will continue on 08/09. (*Technological Advancement*)
- 1.12 The COE Administrative Team participated in a special visit at the University of Texas, Austin to view the UT Laptop Initiative. A three-day working session provided insight into this model as an option for the future. (*Technological Advancement*)
- 1.13 Dr. Ming Fang He received a grant (\$72,955) from the U.S. Department of State that allowed Georgia Southern University to host the International Educators Program on campus from January – June, 2007. This program supported 14 international P-12 educators in residence at GSU. This program provided a significant number of students, faculty, and staff opportunities to interact with and learn from these international visitors. (*Transcultural Opportunities, Private and Public Partnerships*)
- 1.14 Dr. Dorothy Battle served as the Academic Faculty Liaison for the Ronald E. McNair Program at Georgia Southern University. This newly developed position was created to provide academic support to undergraduate students and their

mentors during the development, implementation, and presentation of the student research. (*Academic Distinction, Student-Centered University*)

- 1.15 Faculty provided meaningful service both on-campus and to their professional organizations. Select examples include: FYE Task Force; National Youth-at-Risk; International Leadership Conference; Cross Cultural Conference; and Georgia Public Broadcasting Technology in Education Conference. (*Student-Centered University, Public and Private Partnerships*)
- 1.16 A Fulbright Scholar from China joined the faculty for the 2006-2007 academic year. (*Academic Distinction and Trans-cultural Opportunities*)
- 1.17 A number of faculty received special honors for excellence in teaching, scholarship, service (*Academic Distinction*):
  - Dr. Marti Schriver received the Jack Miller Educator of the Year Award
  - Dr. Susan Franks received the Jack Miller Teaching Award
  - Dr. Kent Rittschof received the Jack Miller Award for Service
  - Dr. John Weaver received the Jack Miller Award for Scholarship
  - Dr. Ming Fang He received the University Award for Scholarship
  - Dr. Dana Sparkman and Dr. Kymberly Harris received the LDA Teacher Educator Team Stipend
- 1.18 Faculty continue to be engaged in scholarly research and grant writing as reflected in the spreadsheet. (*Academic Distinction and Public and Private Partnerships*)
- 1.19 Faculty continue to be productive in publishing and other scholarly work as reflected in the spreadsheet. (*Academic Distinction*)
- 1.20 Faculty continue to serve in leadership roles in professional organizations, local and state agencies as reflected in the spreadsheet. (*Academic Distinction and Public and Private Partnerships*)
- 1.21 The Instructional Technology program was awarded the University System of Georgia franchise in Instructional Technology. (*Academic Distinction*)
- 1.22 The Instructional Technology program was approved by the Board of Regents as a fully online program. (*Academic Distinction, Student-Centered University*)
- 1.23 The Goizueta Chair in Educational Administration submitted several research grants and contracts. The Lincoln Project is a growing venture marketing instructional CDs. (*Academic Distinction and Public and Private Partnerships*)
- 1.24 Two different faculty in Counselor Education led their professional state associations. (*Academic Distinction and Public and Private Partnerships*)

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**Section B**

**Annual Progress on Assessing Institutional Effectiveness**

- 2 Describe the major advances achieved in the past year, to include the following, as appropriate. *Section B should be two pages in length.*
  - 2.1 Each program (initial and advanced) in the College met all standards for re-accreditation by NCATE and the Professional Standards Commission as part of the re-accreditation review in the Spring of 2006.
  - 2.2 The Administrative Team developed and implemented a new and significantly revised student learning outcomes measure for general education and/or degree majors.
  - 2.3 The Administrative Team developed and implemented a new and significantly revised outcome measure in administrative support functions. One such instrument is a student satisfaction survey for all service units. A new on-line system for making room reservations for non-classroom space was developed to improve service to doctoral students.
  - 2.4 Internal self-study and peer reviews resulted in the deletion of several low-enrollment programs (BSEd, Health and Physical Education and MEd, Music Education) revision of others (EdS), and identification of others that are deemed 'on the bubble' (MEd, Higher Education and BSEd, Technology Education). The 'on the bubble' programs will undergo the Program Review process in 07/08 to determine viability.
  - 2.5 Candidate performance assessments were refined across programs in order to align learner outcomes with the new NCATE assessment system, with a special emphasis on the development and implementation of an assessment tool to assess professional dispositions of candidates.
  - 2.6 Performance data of candidates in each of the programs were collected, analyzed, and interpreted in order to identify areas in the programs that need modifications. Data were aggregated across programs in order to identify patterns in candidate performance at the departmental level. These reports were submitted to the Administrative Team in the College of Education as part of the unit assessment. The Administrative Team met to analyze the performance data and identify areas for improvement at the unit level.
  - 2.7 Each departmental faculty mentoring plan has been refined and implemented in order to ensure that new faculty, part-time faculty, and temporary faculty receive the guidance needed and to ensure that the conceptual framework commitments,

program assessment system, and mission of the college is understood and implemented.

- 2.8 Faculty goal setting documents are now aligned with the College of Education conceptual framework commitments, the university strategic themes, and the appropriate program learner outcomes. These goals are now used for faculty annual evaluations in teaching, scholarship, and service.

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**Section C**

**Improving Student Retention and Graduation**

3. Please indicate activities and initiatives aimed at increasing student retention and graduation. If available, you should include analytical data to explain the effectiveness of these practices and behaviors in impacting retention and graduation. Section C should be one page in length.
  - 3.1. Departmental plans are being developed to assign faculty mentors to teacher candidates who need assistance in meeting program standards. This plan is included in departmental goals.
  - 3.2. Additional courses have been converted to online courses or have been revised to include online components in order to meet the needs of candidates who travel to campus.
  - 3.3. Summer session course offerings and schedules have been modified to include high demand courses, required courses that provide an opportunity for candidates to complete the degree on schedule, and schedules that provide an opportunity to maximize enrollments.
  - 3.4. Additional field sites have been identified in order to accommodate the increase in enrollments and to ensure that candidates can complete their degree on schedule.
  - 3.5. The new Master of Arts in Teaching was implemented in the Summer of 2006 to provide a program for individuals seeking initial certification and a masters. The program is organized in support of candidates working full-time in schools.
  - 3.6. The program performance assessment system is organized in order to aggregate, collect, analyze, and interpret performance data to determine needs for program changes. This system provides an opportunity to identify areas in each program that need modifications for the purpose of candidate retention and progression.
  - 3.7. Communication across the academic departments has increased in order to coordinate course offerings and schedules that will ensure that candidates have access to the courses they need to complete their degree on schedule.
  - 3.8. An additional cohort of students was accepted into the Modified Residency Program (MRP) for the Ed.D. in Curriculum Studies. The MRP, which combines online course delivery with a limited number of face-to-face meetings on weekends, provides convenient access to doctoral study for a wider range of students.

- 3.9. Doctoral Program faculty provided a program orientation to newly admitted doctoral students. These sessions provided a program overview and outlined expectations and timelines for students in an effort to inform as well as increase retention in and graduation from the program.
- 3.10 As a result of analyzing data related to RPG of graduate students, the College sponsored a two-day workshop for doctoral candidates who were stalled in their programs. The workshop was extremely well attended and praised. The result has been the re-entry of several students.
- 3.11 The Administrative Team, with the involvement of COGS, developed and approved a revised set of EdD Guidelines with a checklist and common terminology across programs, to help students better understand the process as they matriculate through their programs.
- 3.12 Faculty continued to provide mentorship to doctoral students in the area of research that resulted in several presentation and publication opportunities for the students. Providing these connections to the larger academic community strengthens the ties of graduate students to their programs.
- 3.13 Summer session courses offerings and schedules were designed to facilitate the progression of students enrolled in COE undergraduate and graduate programs. Almost all of the courses were offered online in a compressed schedule and efforts were made to ensure that all students were able to enroll in the courses they needed to remain on track and/or complete their degrees.
- 3.14 The MEd programs in the teacher education fields were combined into one MEd Teaching and Learning degree which provides more common courses among the various concentrations. The departments are now more able to offer the courses on a more frequent rotation, with some courses fully on line, to help students matriculate through the program easier.
- 3.15 Student Success Center developed and implemented:
- SOAR MAT Information Sessions
  - Structured Procedures for “U” Mid-Term Grades
  - SSC Website Revised
  - Database for High School Students Visiting COE
  - Course Registration Follow-Up
  - (COE) Student Ambassadors Team
  - Test Anxiety Workshops (in conjunction with MEd Counselor Ed faculty)

**College of Education  
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Section D  
Quantifiable Summary of Faculty Research & Awards**

<b>Summary of Faculty Research and Awards</b>		
<b>Column1</b>	<b>Number of</b>	<b>Comments</b>
a. scholarly books, textbooks, and monographs	3	
b. articles in scholarly journals, chapters in books, scholarly essays, proceedings, and other similar publications	55	
c. creative activities in the fine and performing arts	0	
d. journal editor positions or editorial board memberships	20	
e. positions on professional organizations, boards, and agencies	30	
f. presentations of papers or invited speeches	101	
g. external awards in teaching	2	
1. recognition for performance 2. grant funding		
h. external awards in scholarship/research	2	
1. recognition for performance 2. grant funding		
i. external awards in service	0	
1. recognition for performance 2. grant funding		

Detailed information on outstanding research accomplishments and awards should be addressed in Section A.

**COUNTING GUIDELINES:**

A co-authored publication involving 2 or more of faculty in your college will count as one.

A co-authored publication involving your faculty and faculty from another college at Georgia Southern will count as one, but please make note of this collaboration in the comments cell.

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