

GEORGIA SOUTHERN UNIVERSITY
College of Education
Department of Leadership, Technology, and Human Development
Year 2002-2003

Overview

College of Education

Georgia Southern University has a long and distinguished history of preparing educators for schools throughout the region. In the early 1920s, this campus was one of only three normal schools in the state. By the end of that decade, the institution became a four-year college and was renamed South Georgia Teachers College, and later became Georgia Teachers College earning the distinction as the statewide college for teacher education.

The College of Education enrolls 1,356 undergraduate and 1,010 graduate students and has gained a national reputation for graduating high-quality and well-prepared educators. According to a 2003 survey of beginning teachers conducted by the Georgia Professional Standard Commissions, Georgia Southern had the highest percentage of teachers (98.4%) who reported overall readiness to teach (in comparison to all other state university graduates).

As schools face challenges related to the shortage of qualified school personnel and persistent student achievement gaps, the College's enrollment and outreach efforts are expanding. The College of Education seeks active partnerships with neighboring communities and their schools to help meet the challenges. The College also aspires to offer the highest quality preparation for educators in Georgia through programs that emphasize leadership, practical application, and collaboration with schools and community agencies.

The College of Education has 75 full-time professional education faculty. The unit is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and all certification programs are approved by the Georgia Professional Standards Commission. The College offers exceptional programs that encompass a wide variety of disciplines and specialties including teacher preparation programs in 19 fields, 20 Master's degrees, and 17 Education Specialist degrees. Additionally, the College offers two Doctor of Education programs - the only doctoral programs offered by the University. The programs delivered by the College include:

- Undergraduate B.S.Ed. Programs
 - Art Education
 - Early Childhood Education
 - Foreign Language Education (French, German, Spanish)
 - Health and Physical Education

- Middle Grades Education
- Secondary Education
 - Biology
 - Business
 - Chemistry
 - English
 - Family and Consumer Sciences
 - Geography
 - History
 - Mathematics
 - Physics
 - Political Science
 - Technology
- Graduate M.Ed. Programs
 - Art Education
 - Business Education
 - Counselor Education
 - Community Counseling
 - School Counseling
 - Student Services in Higher Education
 - Early Childhood Education
 - Educational Leadership
 - Higher Education Administration
 - School Leadership
 - English Education
 - French Education
 - Health and Physical Education
 - Instructional Technology
 - Mathematics Education
 - Middle Grades Education
 - Music Education (alternative)
 - Reading Education
 - School Psychology
 - Science Education
 - Social Science Education

- Spanish Education
- Special Education
- Technology

- Graduate Ed.S. Programs
 - Art Education
 - Counselor Education
 - Early Childhood Education
 - Educational Leadership
 - English Education
 - Health and Physical Education
 - Instructional Technology
 - Mathematics Education
 - Middle Grades Education
 - Music Education
 - Reading Education
 - School Psychology
 - Science Education
 - Social Science Education
 - Special Education
 - Technology Education

- Graduate Ed.D. Programs
 - Curriculum Studies
 - Education Administration

Department of Leadership, Technology, and Human Development

The Department of Leadership, Technology, and Human Development houses programs that help to insure student success in schools. Five program areas are represented: Educational Leadership and Administration, Counselor Education, School Psychology, Instructional Technology, and Special Education. This department was formed during a College of Education reorganization in 1997 that reduced the number of departments from five to four by merging two departments that served primarily graduate students. Special Education serves undergraduate majors and Instructional Technology teaches an undergraduate service course in addition to their graduate instruction. The other program areas serve only graduate students. There are fourteen programs of study leading to

degrees housed in the department. The department has 22 full-time faculty and 481 degree seeking students and another 173 non-degree/certification students (Fall 2002).

- Counselor Education
 - EdS in Counselor Education
 - MEd in Counselor Education
 - School Counseling track
 - Community Counseling track
 - Student Services in Education track
- Educational Leadership and Administration
 - EdD in Educational Administration
 - EdS in Educational Leadership
 - EdS in with Concentration in Higher Education Administration
 - MEd in Educational Leadership
 - MEd in Higher Education Administration
- Instructional Technology
 - EdS in Instructional Technology
 - MEd in Instructional Technology
 - Media Specialist Certification track
 - Non Certification track
 - Staff Development and Training track
- School Psychology
 - EdS in School Psychology
 - MEd in School Psychology
- Special Education
 - EdS in Special Education
 - MEd in Special Education
 - BEd in Special Education

Additionally, in Educational Leadership and Instructional Technology, there are programs for Georgia state certification of school personnel that do not lead to degrees.

Institutional Effectiveness Plan

The College of Education has an assessment system that collects and analyzes data on student (candidate) qualifications, candidate and graduate performance, and unit (college) operations to evaluate and improve the unit and its programs. It is essential that our candidates possess adequate knowledge of their disciplines, including a thorough understanding of the central concepts, tools of inquiry, and structures of their fields as delineated in professional, state and institutional standards. Professional standards and the College's conceptual framework guide the unit assessment system and each program's ongoing assessment and revision efforts.

The unit's assessment system uses multiple information sources for the purpose of assessing the College's effectiveness in preparing educators and fulfilling its expectations for students as stated in its conceptual framework. The Dean of the College of Education and the Teacher Education Advisor Council (TEAC) are primarily responsible for reviewing the data on a regular basis and evaluating the unit. Recommendations for improvement are provided to the Dean and the various program areas by TEAC as a result of the unit assessment.

Program assessment plans use data and other evaluative information provided from various sources (multiple measures) for the purpose of assessing program effectiveness and bringing about continual program improvement. Program Action Teams (PATs made up of program faculty, public school practitioners, and when appropriate, arts and sciences faculty) are key contributors of evaluative information. PATs play an additional key role in program assessment: they are responsible for reviewing the various evaluative information annually and recommending changes to support program improvement. Program faculty identify key indicators of program success and identify benchmarks upon which success can be measured. Performance-based assessments of student success in meeting outcomes (based on standards and the conceptual framework) are primary components considered in program assessments.

The College of Education expects both programmatic and student outcomes are assessed at the department and college (unit) levels. Overarching programmatic outcomes for the College of Education include the following. Programs will:

1. Enhance our capacity to communicate and collaborate at all levels (local, regional, national and international).
2. Increase technical and support services for faculty, staff, and students.
3. Enhance our reputation as an academically distinguished regional leader in higher education by providing enriched opportunities for student learning.
4. Recruit and retain quality, diverse students, staff, faculty, and administrators.

Overarching student outcomes for the College of Education include the following. Graduates will:

1. Demonstrate sufficient depth of knowledge in their fields as evidenced on the required certification examination or other required exit assessment.
2. Evaluate favorably their readiness to meet the expectations of their professional roles and responsibilities.
3. Compare favorably with graduates from other institutions in their professional performance.



Mission and Conceptual Framework

The mission of Georgia Southern University is to meet the needs of the region through its commitment to “teaching first” and promoting student growth and success through a curriculum that offers excellent instruction, strengthened by research and service. This institutional focus on academic distinction is supported by the five major commitments of the College of Education’s mission and reflect its vision to become a regional leader in the professional preparation and continuing development of educators for school and communities.

A Commitment to Academic Distinction in Undergraduate and Graduate Education:

Our first responsibility is to our students. We shall build upon our tradition of preparing exemplary professionals to work in schools. Our pursuit of academic distinction will be deliberate, decisive, and designed to cultivate a cadre of educated and thoughtful learners. We will provide a rigorous academic environment and a student-centered pedagogy that ensure high standards. We are committed to the integration of emerging technologies that enhance instructional delivery, program development, and student learning.

A Commitment to Collaboration:

We shall create, maintain, and refine focused and well-chosen external collaborations. Successful change requires us to engage in sustained long-term relationships that will link the College of Education, schools, and community agencies as sources for ideas, support, and assistance. Alliances with P-12 colleagues through partner school and professional development school initiatives and further linkages with our regional community through campus and community internships and additional collaborations will be key attributes of our learning paradigm. Collaboration among all Georgia Southern University colleges will be invited, sustained, and nurtured. We will be the initiators who develop a collaborative culture that really works.

A Commitment to Diversity:

It is imperative that we prepare our students for work in diverse settings from classrooms to clinics and from computer labs to community agencies. It is essential for the College of Education to ensure that embracing diversity in its many dimensions becomes an important theme undergirding and informing our programs. All of our graduates must function successfully in communities that are challenged by expanding and emerging technology and large shifts in population. We shall continue to define, devise, and develop ways to achieve greater diversity in undergraduate, graduate, and terminal degree programs through recruitment, admission, and retention policies that are sensitive to the differences, needs, and strengths of our students and the communities they represent. We shall, congruent with the vision and mission of the University, continue to engage in affirmative recruitment and retention of women and minorities among our faculty and staff.

A Commitment to Professional Development

We shall continue to initiate and sustain opportunities for faculty to grow professionally and to become more expert so that their influence in theory and practice is enhanced. Programs that create a context for collaboration and reduce the artificial boundaries of program and department will be maintained, refined, and valued. We are committed to refining our processes and protocols to ensure that service and scholarship are respected and rewarded. We shall continue to promote faculty competence in using and encouraging technology, and we shall continue to refine and develop strategies to encourage and provide incentives for positive change.

A Commitment to Regional Service

We shall develop practical strategies that meet the challenge of being a truly regional College of Education by carefully selecting programs that promote contemporary practices and emergent technologies for meeting the needs of stakeholders across our entire area of service. We shall also have clearly defined strategies and well articulated priorities for expanding our service and our influence. Instructional opportunities in new sites are important elements of our regional orientation and have clear and significant implications for faculty recruitment, strategic planning and enrollment management. These realities require that we be focused and united in our approaches to managing our resources and serving the needs of our region.

The College of Education has adopted the theme “*reflective educators for diverse learners*,” which represents its conceptual framework, the beliefs that guide the College’s curriculum and endeavors. The College of Education is responsible for the preparation and continuing development of present and future educators. We believe in the inclusive nature of the term *educator* as it refers to all students in all programs of the College of Education who work in schools or other educational agencies or settings. We understand our work affects both the students we have in our programs and the individuals with whom they work. Toward that end, our conceptual framework extends beyond the traditional boundaries of the College. The College of Education professional community commits to frame its work on the ideas that follow. The College of Education’s professional community frames its work on the beliefs described below. This conceptual framework is embedded in the competencies in all programs ensures coherence among curriculum, instruction, field experiences, clinical practice, and assessment across a candidate’s program.

We believe it essential to present a strong research base, linked with practice, that will facilitate the growth of our students as informed and reflective practitioners, problem posers, and problem solvers. This represents the wide spectrum of educational activities in the College of Education and recognizes the dynamic nature of the work environments in which our students are or will be engaged. We intend to foster collaboration across academic fields and to prepare our graduates to support and promote positive change. Indeed, we believe that it is of utmost importance that our students work with change both proactively and reactively and recognize its implications on the future of individuals and groups with which they work. This change is found in all the facets of the educational process.

Toward that end, reflective educators evaluate the results of past actions and use the information to anticipate or plan for the future. They have the ability to define and frame a problem, to consider reasoned courses of action, to act, and, finally, to reflect on the

appropriateness of their actions. We strive to develop in all our students both an awareness of their surroundings and the consequences of their actions, with the hope they will foster the same in the individuals with whom they work.

We believe that educators must be knowledgeable about learning theories and related methodologies, the application of emerging technologies, and the influence of human growth and development on the educational process, coupled with a strong subject-matter knowledge base grounded on a firm ethical foundation. Educators must have the ability and the knowledge to create and evaluate personal guidelines for decision making in a professional context. We believe in the necessity of a strong historical understanding of one's profession and the willingness to view knowledge as a personal construction affected by one's cultural beliefs.

We believe that educators must also recognize their responsibilities to, and the rights and needs of, all students. We believe educators must be able to enhance students' learning by addressing diverse learning styles and abilities and taking into account each individual's physical, cognitive, emotional, and social development.

We believe that educators must understand the interrelatedness of individuals, small groups, and society, both locally and globally. Educators must be active in working with issues of culture, diversity, and equity; understand the political nature of education; and have the skills to effect change. Educators must be cognizant of the ideological, economic, and special interest pressures exerted on the institution of education at all levels. We believe educators must be able to enhance communication among all users of education in the school, community, home, and industry.

We believe that educators must understand how human emotions interact with the education process, both in terms of the student and the educator. Educators must understand how personal perceptions of self, work, and professional relationships affect the daily decision-making process. Educators must be sensitive to prejudice and the effect it has on educational environments.

We believe that *reflective educators for diverse learners*, as the theme for our conceptual framework, considers all learners and represents a vision of professional practice for undergraduate students, graduate students, and faculty, joining together to form a community of learners. Therefore, we believe that all educators, at all levels, must acknowledge the multifaceted nature of their work and engage in an informed pedagogy that both recognizes and celebrates the diversities of contemporary life.

MISSION: COMPARATIVE ANALYSIS

UNIVERSITY VISION	COLLEGE VISION
<p>Georgia Southern University will be recognized as one of the best public comprehensive universities in the country within the next ten years.</p>	<p>The College of Education will become a regional leader for the professional preparation and continuing development of reflective educators and other stakeholders by creating a transcultural community of public and private partnerships that will facilitate enriched opportunities for student learning.</p>
UNIVERSITY MISSION	COLLEGE MISSION
<p>Georgia Southern University is a predominantly undergraduate university devoted to teaching first, a student-centered residential campus that nurtures a fulfilling college experience and a serving institution strongly identified with the heritage and hopes of its region. Georgia Southern is cultivating a resident cadre of leaders with advanced education in critically-needed professions. The institutional mission is supported by six strategic planning themes: (a) academic distinction, (b) student-centered university, (c) technologically advancement, (d) transcultural opportunities, (e) private and public partnerships, and (f) physical environment.</p>	<p>The College of Education’s mission is defined by five major commitments that reflect its vision to become a regional leader in the professional preparation and continuing development of educators for school and communities. The College is committed to: (a) collaboration, (b) diversity, (c) professional development, and (d) regional service. These commitments, the College’s mission, reflect the institutional focus on academic distinction and closely parallel the strategic themes of the University.</p>

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Institutional Effectiveness Efforts

UNIT EXPECTED OUTCOME	MEANS FOR ASSESSMENT	BENCHMARK ASSESSMENT CRITERIA	ASSESSMENT OF OUTCOME (Achieved, partially achieved, not achieved)	EVIDENCE OF IMPROVEMENT BASED ON ANALYSIS OF RESULTS IMPROVEMENT/ACTIONS
<p>PROGRAMMATIC OUTCOMES:</p> <p>Enhance our capacity to communicate and collaborate at all levels (local, regional, national and international).</p>	<ul style="list-style-type: none"> • Faculty publication, grants received, recognition for service to professional organizations • Program Action Team minutes • Faculty membership in collaborative projects 	<ul style="list-style-type: none"> • Above national averages • Increase relative to meeting local needs • Sustained high level of involvement 	<p>Achieved</p>	<ul style="list-style-type: none"> • 29 books, scholarly journal publications • 53 professional presentations • 40 editorships/memberships on professional advisory boards • Positive remarks on the way programs are meeting the students' and schools' needs • Each program has a TEAC rep • Professional Development District with Screven County • Mentoring Assistant Principals program favorably reviewed <p><u>Improvement/Actions</u> College reorganization provides an opportunity to broaden impact with the formation of the GA Center for Ed Renewal. Director of the GA Center for Ed Renewal needs to be identified. Need to search out funding sources for collaborative projects.</p>
<p>Increase technical and support services for faculty, staff, and students.</p>	<ul style="list-style-type: none"> • IT equipment age • Professional development attendance 	<ul style="list-style-type: none"> • <5 years • Above university average 	<p>Partially Achieved</p>	<ul style="list-style-type: none"> • 100% of faculty have computers < 5 years old

	<ul style="list-style-type: none"> • Student end-of-course critiques • Number of GAs • WebCT/GSAM S course listings • Student Satisfaction survey on Advising 	<ul style="list-style-type: none"> • Above 4 & increasing • Stable or Increasing • 50% of the courses and increasing • Above national average 		<ul style="list-style-type: none"> • Average instructor rating 4.4 on a 1-5 point scale • GAs stable at 4.5 • 50% of courses have a WebCT or GSAMS component • Student satisfaction with Advisement Center below average <p><u>Improvement/Actions</u> End of year funds to replaced older equipment.. GA assistance to be increased when budget allows. Emphasize WebCT as a course delivery vehicle. Reorganize Advisement Center.</p>
<p>Enhance our reputation as an academically distinguished regional leader in higher education by providing enriched opportunities for student learning.</p>	<ul style="list-style-type: none"> • SACS report • NCATE/PSC report • BOR Principles report • Program Review • Departmental efficiency 	<ul style="list-style-type: none"> • Reaffirmation • Accredited • Level 4 ratings on all rubric items • Rating of Continue • Above NSIPC norm 	<p>Partially Achieved</p>	<ul style="list-style-type: none"> • SACS accredited • NCATE/PSC accredited. No discrepancies. • EDLD BOR Principles 3 level 4 areas • ITEC/SPED EdS programs marginal • 2.27 (1.4%) below NSCIP norm <p><u>Improvement/Actions</u> Prepare for SACS reaffirmation SP 05. Prepare for NCATE/PSC accreditation visit, SP 06. Develop computer-based portfolio assessment system. Consolidate EdS with other marginal programs. Develop 3 year schedule with an emphasis on increasing scheduling efficiency.</p>
<p>Recruit and retain quality, diverse students, staff, faculty, and administrators.</p>	<ul style="list-style-type: none"> • Department manning document • Student Enrollment Report • Student 	<ul style="list-style-type: none"> • 100% of needs authorized, 90% filled • Headcount up • Above GSU 	<p>Partially Achieved</p>	<ul style="list-style-type: none"> • EDLD and COUN faculty searches stopped by Provost 01/03 due to budget restrictions • Vacant lines authorized full-time temporary for 2003-04 • Search for tenure track faculty authorized 2003-04 • Fall 2002 headcount up 11% vs 2001 (Fact Book) • First year retention, FA 2001 cohort for Spl Ed (most

	Retention data	average		<p>recent stats) = 62.5% - above the GSU average</p> <p><u>Improvement/Actions</u> The Provost has provided funds to hire faculty while the budget crisis precludes tenure-track hires. However, attention must be paid to filling tenure-track lines. Develop and implement a viable recruiting plan focusing on minority students hard to get and faculty. Develop a systematic analysis of graduate losses.</p>
<p>STUDENT LEARNING OUTCOMES:</p> <p>Demonstrate sufficient depth of knowledge in their fields as evidenced on the required certification examination or other required exit assessment.</p>	<ul style="list-style-type: none"> PRAXIS II Institutional Report CPCE assessment NBCC exam NASSP assessment Comprehensive exit examinations Dissertations Student portfolios 	<ul style="list-style-type: none"> 80% pass rate on PRAXIS 70% pass rate Above the CACREP national average on the standardized exams 80% first-time pass rate for comprehensive exams, 100% eventual pass rate 85% successful completion of dissertation End-of-course objectives achieved 	Partially Achieved	<ul style="list-style-type: none"> Overall departmental PRAXIS pass rate 83.6% Pass rate 57% first-time, 100% eventual NBCC mean 117 vs national average of CACREP schools of 115.81 92% first-time pass rate Cumulative dissertation completion 90% Analysis of student portfolios indicates that students are mastering the required knowledge, skills, and dispositions <p><u>Improvement/Actions</u> Comprehensive examinations being restructured from a test-based model in ITEC and HiEd to a portfolio assessment. COUN program to be restructured to improve CCPE scores and to address CACREP accreditation issues.</p>
Evaluate favorably their readiness to meet the expectations of their professional roles and responsibilities.	<ul style="list-style-type: none"> NCATE/PSC report 	<ul style="list-style-type: none"> Meet standards 	Partially Achieved	<ul style="list-style-type: none"> Most recent NCATE/PSC report showed one weakness – faculty load. This has been addressed in a number of ways, but the manning remains problematic in two programs – Ed Leadership & Counseling.

	<ul style="list-style-type: none"> • Partner school evaluations • PAT survey 	<ul style="list-style-type: none"> • Meet expectations 		<ul style="list-style-type: none"> • Cooperating teachers very complimentary • Positive remarks on the way programs are meeting the students' and schools' needs <p><u>Improvement/Actions</u> Resolve manning issues so that faculty load will not be a repeated weakness. Study alternative ways of reducing faculty load such as restricting enrollment.</p>
Compare favorably with graduates from other institutions in their professional performance.	<ul style="list-style-type: none"> • PAT survey • PSC employer survey • Partner school evaluations • Praxis II pass rates 	<ul style="list-style-type: none"> • Meet expectations 	Achieved	<ul style="list-style-type: none"> • Positive remarks on the way programs are meeting the students' and schools' needs • Georgia Southern first-year teachers ranked number one in the state • Positive remarks on the way programs are meeting the students' and schools' needs • Overall departmental PRAXIS pass rate 83.6% <p><u>Improvement/Actions</u> Continue to monitor. No action needed currently.</p>