

**OVERVIEW OF THE INSTITUTION**

Georgia Southern University is a comprehensive residential university located in Statesboro, a community of 30,000 in the southeast region of Georgia approximately 60 miles from Savannah and the Georgia coast. Founded in 1906 as a district agricultural school, the institution advanced to become a teachers' college, then a senior college, and in 1990 earned its status as a regional university, the first university in South Georgia. The University extends educational opportunities throughout the region at graduate centers in Savannah, Brunswick, Dublin, and Hinesville and at numerous remote sites via distance learning.

As a University with over 14,000 students, it is the largest and most comprehensive center of higher education in the southern half of Georgia and is third in student enrollment among the 34 state universities. One of the top two choices in Georgia for new freshmen, including HOPE Scholars, Georgia Southern enrolls an increasingly selective student body representing all of Georgia, every state, and more than 80 nations. Ninety percent of undergraduates are full-time students.

Accredited by the Southern Association of Colleges and Schools (SACS), Georgia Southern offers undergraduate and graduate degree programs through the doctoral level in more than 150 majors in its six Colleges: Business Administration, Education, Health and Professional Studies, Liberal Arts and Social Sciences, the Allen E. Paulson College of Science and Technology, and the Jack N. Averitt College of Graduate Studies.

Georgia Southern is under new leadership. In July 1999 Dr. Bruce Grube began his service as President, and Dr. Vaughn Vandegrift filled the position of Provost in July 2000. An intensive strategic planning process has been initiated (Fall 1999) that will guide the institution as it moves forward in the fulfillment of its mission.

**University Mission**

Georgia Southern University is a predominantly undergraduate university devoted to "teaching first." Most of the University's students are Georgians who begin as full-time freshmen, reflect Georgia's and the globe's cultural diversity, and have the motivation and ability to complete increasingly demanding programs. Working professionals and transfer students are a growing presence. Georgia Southern's mission is to graduate students who are knowledgeable, clear-thinking, articulate, and effective in problem-solving.

The University's mission is rooted in South Georgia, a largely rural region. Its commitment to serving the region is evidenced especially through research, service, and its graduate programs. By offering an array of graduate programs designed to meet the needs of the region, Georgia Southern is cultivating a resident cadre of leaders with advanced education in critically-needed professions, including education.

**Strategic Planning**

During 1999-2000 Georgia Southern University adopted a Strategic Plan (April 2000) based on the following vision: Georgia Southern University will be recognized as one of the best public comprehensive universities in the country within the next ten years. The Strategic Plan, developed by the University's Strategic Planning Council, offers a detailed, coordinated plan for achieving the University's vision. The purpose of the plan is to (a) enable Georgia Southern to recognize and pursue opportunities within the University System of Georgia and the nation; (b) raise our collective expectations for ourselves, the services we provide, and the students we serve; (c) encourage quality in all that we do; and (d) enable the university to utilize its resources with more efficiency and effectiveness (Letter from President Grube to Faculty, Staff and Students of GSU, dated October 11, 1999). The plan calls for three levels of planning, with the final level, that of program review and implementation plans for academic units, conducted during academic years 2000-2002.

Six essential strategic themes have guided the overall planning and will be the basis for all decision-making

regarding requests for new resources and claims to maintain existing resources. Given the differences among the units within the University, every unit is not expected to pursue the same themes; however, as a foundational element to College of Education planning, the University's strategic themes are critical. The strategic themes are: Academic Distinction, Student-Centered University, Technological Advancement, Transcultural Opportunities, Private and Public Partnerships, and Physical Environment.

## **OVERVIEW OF THE COLLEGE OF EDUCATION**

Georgia Southern University is among the top three producers of certified educators in the state. Fifty-eight professional education programs at the bachelor's, master's, specialist's, and doctoral levels are offered that prepare individuals to serve in various roles in schools and the community. The College of Education has over 70 full-time faculty, with approximately 25 other staff members, who serve approximately 1,525 undergraduate and 870 graduate students in four departments: Curriculum, Foundations, and Research; Early Childhood Education and Reading; Leadership, Technology, and Human Development; and Middle Grades and Secondary Education. The College is administered by a Dean, an Associate Dean for Curriculum and Student Affairs, an Associate Dean for External Relations, and four Department Chairs. The College is enjoying new facilities with its move in Fall 2000 into a new classroom and office building complex.

### **COE Mission and Commitments**

In support of the adopted conceptual framework, "Reflective Educators for Diverse Learners," the vision for the College of Education was reviewed in 1999-2000 and a set of commitments was articulated. The commitments are intended to provide a clear pathway into the future as a way to realize our mission. The College of Education's mission, commitments and goals are supportive of the University's *Mission Statement* and newly-developed Strategic Plan (April 2000).

***Mission.*** The mission of the College of Education is to provide the highest quality education to our students by offering content-rich preparation and abundant field experiences. Our mission is enhanced by cooperating with colleagues in all colleges of the University and with local school districts, community agencies, and higher education settings. Therefore, as a dynamic network of professionals, we are anchored in the promotion of partnership, a reflection of Georgia Southern University's stated mission to cultivate a cadre of leaders and to serve as a catalyst for the aspirations of our community.

#### ***Commitments.***

**A COMMITMENT TO UNDERGRADUATE AND GRADUATE STUDY:** Our first responsibility is to our students. We will build on our tradition of preparing exemplary professionals. Our pursuit of excellence will be deliberate, decisive, and designed toward cultivating a cadre of educated and thoughtful learners. We will provide a rigorous academic environment and a student-centered philosophy to insure high standards.

**A COMMITMENT TO COLLABORATION:** We shall maintain and redefine focused and well-chosen external collaborations. Successful change requires sustained long-term relationships that link the College of Education and schools and community agencies as external sources for ideas, support, and assistance. Alliances with P-12 colleagues, demonstration teachers and clinical associates, partner schools, campus and community internships, and other linkages with regional communities will be key attributes of our learning paradigm. Internal collaboration with all Georgia Southern University Colleges will be sustained and nurtured. We will promote a collaborative culture that really works.

**A COMMITMENT TO DIVERSITY:** We have an imperative to prepare our students to work in diverse settings from classrooms to clinics, and from computer labs to community agencies. It is essential that the College of Education ensures that diversity in its many dimensions becomes an important theme which undergirds our programs. All of our graduates need to be able to function successfully in communities marked by racial, ethnic, class and ability differences, expanding technology, and population shifts. We will also continue to define, devise, and develop ways to achieve diversity in the recruitment, admission, and retention of a diverse population of our students from the B.S.Ed. to the Ed.D. Congruent with the policies of the University, the College of Education will continue to engage in affirmative recruitment and retention of women and minorities among faculty and staff.

**A COMMITMENT TO PROFESSIONAL DEVELOPMENT:** We will continue to develop opportunities for faculty to grow professionally and expand their expertise and impact on professional practice. Programs such as *Crossing Borders*, *Designing Colleagues*, *Making Connections*, *Creative Pathways*, and *Reversing the Arrow* serve as contexts for collaboration and as ways that reduce artificial departmental and program boundaries. We will actively refine our existing protocol to make sure it continues to respect service and scholarship. We will promote faculty competence in the uses of technology. Professional development will be used as an ongoing change strategy with a variety of incentives to be codified and disseminated.

**A COMMITMENT TO REGIONAL SERVICE:** We shall develop practical responses to meet the challenge of being a true regional College of Education by carefully selecting programs that address contemporary practice and using current technology to meet the needs of the educators in the region we serve. Expanding access to new instructional sites has important implications for faculty recruitment, long-range planning, and enrollment management. We will have clearly developed priorities for expansion. Regional extension will be focused and comprise a unified approach to serve verifiable professional needs.

### **Education Programs**

Candidates earn a Bachelor of Science in Education (B.S.Ed.) degree in all teacher preparation program areas except in Music Education where candidates receive a Bachelor of Music (B.M.) degree. Undergraduate programs that prepare teachers are offered in the following fields:

- Art Education (P-12)
- Early Childhood Education (P-5)
- Foreign Language Education (P-12)
  - French, German, and Spanish
- Health and Physical Education (P-12)
- Music Education (P-12)
- Middle Grades Education (5-8)
- Secondary Education (7-12)
  - Biology Education \*
  - Business Education
  - Chemistry Education \*
  - English Education
  - Family and Consumer Sciences
  - Geography Education \*
  - History Education \*
  - Mathematics Education
  - Physics Education \*
  - Political Science Education \*
  - Technology Education
- Special Education (Interrelated/Mild, P-12)

\* These programs replaced the broad fields programs in Science and Social Studies beginning Fall 2000.

All of these programs were reformulated for conversion to the semester system in Fall 1998. Significant changes occurred at that time as program faculty met with P-12 educators to address the guiding question, "What do today's teachers need to know and be able to do?" Additional revisions were made for implementation Fall 2000 to meet the University System of Georgia Board of Regents' (BOR) 1998 *Principles and Actions for the Preparation of Educators for the Schools* (<http://www.usg.edu/admin/accaff/teachprep/>).

The College of Education offers 38 of the University's 56 graduate programs and is responsible for approximately 60% of all graduate enrollments at Georgia Southern. Graduate degree programs are offered in the following program areas:

- Art Education (M.Ed., Ed.S.)
- Business Education (M.Ed.)
- Counselor Education (M.Ed., Ed.S.)
- Curriculum Studies (Ed.D.)

Early Childhood Education (M.Ed., Ed.S.)  
Educational Administration (Ed.D.)  
Educational Leadership (M.Ed., Ed.S.)  
English Education (M.Ed., Ed.S.)  
French Education (M.Ed., Alternative M.Ed.)  
Health and Physical Education (M.Ed., Ed.S.)  
Higher Education Administration (M.Ed.)  
Higher Education Student Services (M.Ed.) \*

\* This program is proposed to become an option  
in the Counselor Education program beginning Fall 2001.

Instructional Technology (M.Ed., Ed.S.)  
Mathematics Education (M.Ed., Ed.S.)  
Middle Grades Education (M.Ed., Ed.S.)  
Music Education (M.M., Alternative M.Ed., Ed.S.)  
Reading Education (M.Ed., Ed.S.)  
School Psychology (M.Ed., Ed.S.)  
Science Education (M.Ed., Ed.S.)  
Social Science Education (M.Ed., Ed.S.)  
Spanish Education (M.Ed., Ed.S.)  
Special Education (M.Ed., Ed.S.)  
Technology Education (M.Ed., Ed.S.)

The Master of Education (M.Ed.) is designed, in the case of most teacher education programs, to build upon and extend initial preparation, and candidates must meet admission requirements that stipulate certification as well as admission test scores and grade point average. Some graduate programs provide avenues for changing fields at the M.Ed. or Ed.S. levels, i.e. Special Education, Educational Leadership. Alternative M.Ed. programs are available in Middle Grades, Secondary Education fields, and select P-12 certification fields and provide a route to achieve initial Level 4 certification en route to completion of a M.Ed. and Level 5 certification in the teaching field. Candidates must meet all content requirements as prerequisites to the program, either through their baccalaureate or through non-degree graduate and/or post-baccalaureate course work. Programs such as Instructional Technology, Counselor Education, Educational Leadership, and School Psychology are initial preparation programs at the graduate level. Graduate programs in Higher Education, Community Counselor Education, tracks in the Instructional Technology program, and Curriculum Studies are not certification programs, although the Ed.D. Curriculum Studies program provides an option for obtaining Level 5 Educational Leadership certification.

To serve regional needs, graduate courses are offered at various off-campus sites and through the use of distance learning and web-based technologies. Some programs are offered at off-campus centers in Savannah, Brunswick, Dublin, and Augusta. For example, the Ed.D. Educational Administration program and the Ed.S. Counselor Education program are both being offered to cohorts in Augusta, in collaboration with Augusta State University. Course rotations in Counselor Education, Reading Education, Instructional Technology, as well as various teacher education programs, are offered in Savannah and Brunswick. In response to a recent decision by the BOR, the Dublin Center is a new location for the delivery of off-campus courses and select programs. The scheduling of various graduate courses in Dublin began in Fall 2000, as well as the full delivery of the B.S.Ed. program in Early Childhood Education. The B.S.Ed. in Middle Grades Education will be offered in Dublin beginning Fall 2001, as mandated by the BOR.

## **SUMMARY OF CHANGES AND NEW INITIATIVES**

Many changes will be evident in all categories of standards. The transition to the semester system in Fall 1998 necessitated the revision of all programs. Instead of converting programs and courses as they existed under the quarter system, much reflection and collaborative involvements precipitated substantive changes, from program

admission and retention requirements, the conceptual framework, programs of study, course development, and assessment plans. The Georgia P-16 Initiative and the BOR's *1998 Principles and Actions for the Preparation of Educators for the Schools* have also had a significant impact on our undergraduate and graduate preparation programs. New levels of collaboration with P-12 and arts and sciences colleagues exist that provide for a model of shared responsibility. Program revisions over the past two years reflect the contributions that resulted from these collaborations as well as state-level mandates.

Georgia Southern University has elected to remain with the 1995/97 NCATE Standards for its Spring 2001 on-site review; however, through its continuous assessment and improvement efforts, NCATE 2000 Standards have been studied and initial steps taken to address the new foci of those standards, namely in the areas of content preparation, technology, performance assessment, and diversity.

## **DESIGN OF PROFESSIONAL EDUCATION**

A redesign of professional education at Georgia Southern has been underway since its last NCATE/PSC review. In Fall 1996, Georgia Southern initiated plans for teacher education program co-reform and received a \$200,000 state P-16 challenge grant to fund the work. Systemic changes occurred in various areas and were linked with program revisions made in conjunction with the University's transition to the semester system in Fall 1998. The BOR's *1998 Principles and Actions for the Preparation of Educators for the Schools* followed and allowed an opportunity to address state-wide concerns, such as content preparation, increased field experiences, and a guarantee of graduates. In Fall 1999 Georgia received a one year \$3.9 million Title II State Teacher Quality Enhance Grant from the U.S. Department of Education (renewable for three years and the second largest in the U.S.) to improve student achievement and increase accountability regarding teacher quality in the state. This will extend the work of the Georgia P-16 Initiative and the BOR's Principles. In addition to the original grant, Georgia Southern will have received \$84,000 in Title II funding, \$30,000 in P-16 funding, and \$400,000 in special initiatives funding over a three year period (1998-2001) to support program renewal at both undergraduate and graduate levels.

### ***Conceptual Framework***

Refinement of the conceptual framework has evolved since 1990. Following the 1996 NCATE/PSC review, responding to the weakness cited, the Teacher Education Advisory Council (TEAC) and the COE Curriculum Committee reevaluated the conceptual framework and a process for creating a revised conceptual framework was initiated. During 1997-98 the theme "Reflective Educators for Diverse Learners" was proposed and the knowledge base document with references and bibliography was significantly revised. The College's Undergraduate and Graduate Curriculum Committees (UCC/GCC), TEAC, and faculty and administrative groups engaged in discussions and deliberations over the conceptual framework. A faculty ad hoc committee, organized in Fall 1999, pursued the final formulation of the conceptual framework and completed its written articulation. A faculty vote in Spring 2000 formalized the adoption of the revised conceptual framework. In the meantime, the key themes of the conceptual framework—reflection and diversity—have guided the significant curriculum revision work that has been underway. The following explains and summarizes the revised conceptual framework.

### ***Reflective Educators for Diverse Learners***

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. Consequently, Georgia Southern University's College of Education has adopted ***Reflective Educators for Diverse Learners*** as the theme for its conceptual framework. The College of Education professional community commits to frame its work on the ideas that follow.

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 whom they work. This change is found in all 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.

The conceptual framework has been shared with all stakeholders including over 260 Demonstration Teachers, 11 Partner Schools, the 37-member TEAC, Program Action Teams (PATs), the Partner School- Demonstration Teacher Council, and arts and science colleagues across the campus. Each of the committees provide an opportunity for P-12 educators and faculty outside the College of Education to offer input into the conceptual framework, help share it, and evaluate and recommend improvements to programs based on it. A PowerPoint presentation has been developed to assist in sharing the conceptual framework across the campus and in partnering schools. The conceptual framework is shared with students in various ways and is implemented in the curriculum through course materials and activities, at seminars, and at orientations. References to the conceptual framework are evidenced in course outlines, class syllabi and other handouts, field experience packets, and course assessment materials. Program and unit assessment systems are aligned with the Conceptual Framework, as well as long range planning.

### ***Core Curriculum***

The general education component of the curriculum, known as the Core Curriculum, was completely revised with the transition to the semester system. The current Core Curriculum went into effect Fall 1998. The Core Curriculum requires completion of 60 semester hours of course work that is organized into six areas: Area A– Essential Skills (9 hours); Area B– Institutional Options (4 hours); Area C–Humanities and Fine Arts (6 hours); Area D–Science, Mathematics, and Technology (11 hours); Area E–Social Science (12 hours), and Area F– Courses Specific to the Major (18 hours). An additional 6 hours are required for University Orientation/Leadership, Healthful Living, and Physical Activity courses.

Principles that guided the development of the Core Curriculum included the development of written and oral communication skills and critical thinking within the broader academic context. Opportunities for interdisciplinary learning, international components, and the use of information technology were stressed. Offerings reflect special characteristics of Georgia Southern and link specifically with the general education outcomes of the institution. For example, a unique requirement of the Core Curriculum is the course, *Turning Points and Connections* in Area B. In this course, turning points in history are chosen as references to show how fine arts, intellectual currents, sciences, and social sciences were related and subsequently transformed. This multimedia and multidisciplinary course helps students gain insight into the nature and breadth of change initiated by historical events, as well as gain basic knowledge in the areas of humanities and fine arts. Another example would be the Area D requirements; all Area D options include significant analytical and problem-solving components and provide environmental and ecological science options.

The Core Curriculum is required of all education majors; and candidates must complete a minimum of 50 semester hours in the Core Curriculum, including Area F's Pre-Professional Block (PPB), in order to be admitted into the Teacher Education Program (TEP). In addition to other assessment requirements for TEP admission, candidates must have a cumulative grade point average (gpa) of 2.50 or better on all course work and have completed Area A and Area F course work with a "C" or better and an adjusted gpa of 2.75 or better in both areas combined.

The College provides significant, dedicated resources for TEP admissions and the student advisement process. The Education Advisory Center (EAC) has five professional staff advisors, an administrative secretary, and a coordinator who also serves as the College's certification coordinator. Beginning with freshmen who are matriculating through the Core Curriculum, candidates are advised in the EAC as pre-education majors. Through a well-devised process that involves a performance assessment in the PPB and database/Banner-aided screening, candidates are admitted and then monitored throughout their program. Transcript evaluation is required for all non-degree certification and Alternative M.Ed. applicants and is conducted by the EAC Coordinator. These students must complete all required content courses with a 2.75 gpa and this is monitored by the EAC advisor. Arts and sciences faculty Education Liaisons are available to support the advisement process for the various content fields. Information about admission into the TEP and advisement are available in EAC publications and on their web site (<http://www2.gasou.edu/edadvctr/>).

### ***Professional and Pedagogical Studies /Integrative Studies***

Upon admission into the Teacher Education Program, candidates matriculate through a well-sequenced and

structured program of study that involves 60 semester hours of course work and field experiences. All programs, both undergraduate and graduate, have undergone major revisions since Fall 1998. The catalog and advisement check sheets reflect the current programs.

As a result of the P-16 initiative at Georgia Southern, Teacher Education Program (TEP) Standards that are based on INTASC Principles and local P-12 input and Technology Standards that are based on ISTE Standards were adopted. [Note: The ISTE standards have been refined and we are now working to incorporate the new NETS standards.] The standards support the conceptual framework, and program outcomes and assessments are aligned with the standards. In general, the standards serve to inform our programs and all stakeholders of the institution's expectations for its teacher education graduates.

To implement the revised programs, each program area has incorporated various delivery structures. These include new configurations of courses and their prerequisites and/or corequisites, or "blocks." For example, in Early Childhood Education, candidates matriculate through a Methods I, a Methods II, and a Student Teaching block. The program is structured developmentally to provide candidates with experiences in learning environments where individual, small group, and large group instruction occurs. Candidates' field experiences graduate from working with preschool-aged children to upper elementary-aged children, and from lesser to greater length, intensity, and instructional responsibility. In the secondary education programs, candidates enroll in a pre-student teaching block that includes a secondary methods class, a special section of education psychology for secondary education majors only, and a secondary curriculum class. Time is blocked off to provide for over 50 hours of extended observation and supervised teaching experiences in partner schools. Middle Grades Education and Special Education also have well formulated programs of study that deliver the professional, pedagogical, and integrative study components in an effective manner.

### ***Content Preparation***

Graduates of Georgia Southern's teacher preparation programs are well-prepared in content knowledge as evidenced by the Praxis II pass rates. The institution's average pass rate, based on the Title II institutional report of program completers for 1999-2000 is 92.5%. The minority pass rate is the highest among Georgia's public institutions with a pass rate of 78.1% for African-American test-takers, compared with a 88.2% pass rate for Caucasian test-takers. A passing score on Praxis II is required to graduate with a B.S.Ed. degree. Although the pass rates are comparatively high, a commitment to improve content preparation and student assessment of content knowledge continues.

Aligning our programs with P-12 content standards, national standards for the disciplines, and program outcome and assessment expectations has been an on-going initiative at Georgia Southern. Each program documents the alignment of the outcomes/competencies with content standards. Efforts continue to build close collaboration with colleagues in the other colleges (CLASS, COST, CHPS, and COBA) and P-12 teachers in order to analyze content preparation components of the curriculum, to make needed program changes, and to develop sound assessments of content knowledge and candidates' ability to effectively teach the content.

As a result of the BOR's 1998 *Principles* we replaced our broad fields science and social studies secondary education programs with subject-specific programs (Biology, Chemistry, Physics, Geography, History, and Political Science), effective Fall 2000. Early Childhood and Middle Grades Education programs were also revised to accommodate required concentrations in specified content fields.

In Spring 2000 Georgia Southern received Title II funding to launch the STEP project (Standards-based Teacher Education Program) that is coordinated by the Council for Basic Education and the American Association of Colleges for Teacher Education. With the transition from broad fields to subject-specific social science education programs, a STEP task force was organized to conduct an institutional analysis of the three social science programs based on existing local, state, and national content standards. Their report was submitted to TEAC in Fall 2000, and task forces to analyze the content preparation of other teacher education programs are being initiated.

### ***Field Experiences***

A major change in teacher preparation at Georgia Southern occurred with the closing of the Bulloch County School's Marvin Pittman Laboratory School after 50 years of close association. Funding was redirected at Georgia Southern to allow continued support of strong field components in the teacher preparation programs. Additionally, semester conversion provided an opportunity to rethink and restructure field experiences in conjunction with overall program revision that was based on a model of shared responsibility. Collaboration across colleges and especially with P-12 educators occurred in various settings, including Program Action Teams (PATs), TEAC, and the Partner School-Demonstration Teacher Council. With the adoption of the conceptual framework that is based on the theme "Reflective Educators for Diverse Learners," field experience assignments and assessments have been modified to provide meaningful opportunities for candidates to engage in reflection and design instruction for diverse populations of learners.

Currently every teacher preparation program provides approximately 1,000 contact hours in school settings. Initial field experience occurs in the Pre-Professional Block during the sophomore year and entails approximately 50 hours of structured experiences with a supervising Demonstration Teacher. After a sequence of field experiences offered by the various programs, a 15-week capstone experience occurs in student teaching. In Fall 2000 the Board of Regents recognized this strong focus on well-formulated and extensive field experience components in our teacher preparation programs with a rating of "5." Georgia Southern was the only USG institution to receive this highest possible rating on implementation of the BOR's 1998 Principle.

To support this high level of field work and promote quality experiences in the schools, the Demonstration Teacher program was initiated. The program offers a unique opportunity for the University to involve exemplary P-12 teachers as partners in teacher preparation. Annually about 260 master teachers are selected through a collaborative process to serve as Demonstration Teachers, and for their ongoing involvement receive a stipend of \$1,000 yearly, technology support for their classrooms, and opportunities for professional development. Demonstration Teachers must possess (a) clear evidence of service as an exemplary teacher, (b) evidence of knowledge, attitude, and skills as a supervising teacher, and (c) commitment as a partner in teacher preparation and induction through program planning, implementation, and evaluation. The Demonstration Teacher program differs from the traditional supervising teacher model in the quality of supervision, the additional areas of service open to Demonstration Teachers, and the entirely different view of field experiences in general. The shared focus, commitment, and decision-making required of Demonstration Teachers and University faculty members are producing a teacher education program that is improving the teaching and learning at all levels.

Also in support of strengthening field components is the recent formation of Partner School relationships with local schools. The Partner School initiative is built upon the highly successful Demonstration Teacher program, existing relationships with schools, and the continuing Clinical Associate program. (Clinical Associates are teacher-leaders who serve as liaisons and mentors in support of field experiences and are identified in 26 schools where field experiences regularly occur.) In accordance with the partnership's shared purpose, that is, *collaboration to improve learning for all*, three goals are being pursued: (a) to improve the quality of teaching by program graduates/beginning teachers, (b) to improve the quality of teaching by practicing teachers, and (c) to improve student learning in the Partner Schools. To fulfill this commitment, three areas of focus are identified: mutual renewal, professional development, and initial teacher preparation.

In January 1999 Georgia Southern formed a new standing committee in the College of Education, the Partner School-Demonstration Teacher Council. The Council, made up of education, arts and sciences and P-12 faculty, has coordinated the process of establishing Partner Schools. Guided by a set of Operating Principles and guidelines that were collaboratively developed, 11 Partner Schools have been established for the 2000-01 academic year. Each Partner School has a Clinical Associate (school liaison), a Field Associate (University faculty liaison), and a cohort of Demonstration Teachers. The adopted model promotes inquiry-informed mutual renewal, needs-based and on-going professional development, and collaborative initial teacher preparation that is informed by research and practice.

The Partner School model outlines four stages of development and participation. In Stage One a foundation is established through developing an understanding of school-university partnership, identifying school needs and resources, and creating governance structures. Stage Two involves the formulation of an action plan. Stage Three entails the implementation of the action plan and reporting of outcomes. Stage Four continues the cycle by the reformulation of action plans and their implementation. A Partner School Assessment Framework has been adopted that provides a credible, systematic, and ongoing assessment model, and faculty are being encouraged to conduct collaborative research with the P-12 partners. A website is being constructed to promote the exchange of ideas, to facilitate the sharing of research resources, and to foster thoughtful inquiry into the impact of our work and the questions that are raised. Networking and professional development opportunities are provided to facilitate this work.

A new COE database has been created for multiple purposes, but one primary purpose is the tracking of field experiences. Through this database, information on school demographics, Demonstration Teachers and other supervising teachers, individual candidate placements, and student field evaluations are maintained and accessed by those scheduling and monitoring field placements. The database facilitates the programs' tracking of field placements and the assurance of diversity in those placements.

Evaluation components have been added to the various field experiences to help ensure continuing quality and improvement. Student assessment systems incorporate revised field experience evaluation components that are directly linked to identified program outcomes/competencies and the key elements of the conceptual framework—reflection and diversity. Demonstration Teachers as well as University supervisors are reviewed on their performance in their respective roles in field experiences. Through the involvement of Program Action Teams (PAT), Demonstration Teachers, and the Partner School-Demonstration Teacher Council, P-12 educators and University faculty collaborate in program and/or unit assessments of field experience components.

### ***Professional Community - Shared Responsibility***

A model of shared responsibility has been adopted as a result of the University's commitment to P-16 co-reform. New structures have been created that provide avenues for collaboration at the program, school, college, and regional levels. Program Action Teams have been created by each program area and include both University and P-12 educators. Each PAT meets on a regular basis to review programs and recommend improvements. TEAC has been restructured as a standing committee in the COE and includes representatives from every department on campus involved in educator preparation as well as Demonstration Teacher representatives. TEAC meets once each term and its work is supplemented by a well-maintained web site. To facilitate TEAC's effective communication and decision-making, a 10-member TEAC Executive Committee, made up of elected members of TEAC, has been formed and meets monthly.

Collaborative relationships with arts and sciences faculty have existed for over ten years. The number has been increased over the past two years to include all content areas. This cohort of faculty from the arts and sciences are now formally recognized as Education Liaisons. They serve on PATs and TEAC, assist with scheduling and advisement issues, and work with the STEP project. The COE dean and the faculty's dean will recognize this service by jointly providing a small stipend annually to each Education Liaison to support professional development, research, or travel.

The Partner School-Demonstration Teacher Council is a new COE standing committee that promotes professional community and shared responsibility for teacher preparation. University field experience coordinators and Demonstration Teachers constitute this 16-member committee. As described above, this Council coordinates both the Demonstration Teacher program and the development of Partner Schools. The University's P-16 Coordinator chairs the Council.

In 1996 the East Central Georgia P-16 Council was formed. Georgia Southern University serves as the lead institution and Council membership includes a two-year community college, three technical institutes, 13 school systems, and community and business partners in the region. The P-16 Council worked collaboratively to formulate a set of co-reform plans that have guided subsequent efforts. Highly successful curriculum

articulation workshops were sponsored that each involved between 30 and 50 English and mathematics teachers and curriculum coordinators, from 16 school systems in the region as well as First District RESA consultants. Each program was collaboratively planned and delivered by CLASS and COST faculty, P-12 teachers, RESA staff, and COE faculty. As a result of P-16 commitments over the past four years, alliances with P-12, arts and sciences, and community partners have been strengthened.

### ***Quality of Instruction***

With the adoption of a revised conceptual framework, instruction stresses the themes of reflection and diversity in the curriculum and instructional delivery. Evidence provided by programs shows how instructional strategies and course requirements promote candidates' development of reflection and their development of competencies to meet the needs of diverse learners.

Instruction, as well as the curriculum, is impacted by the standards that have been adopted by the programs. In particular, the Technology Standards have instigated greater use of instructional technology in courses by faculty and candidates. A two-hour instructional technology course is required in Area F's Pre-Professional Block. Each teacher preparation program follows this introduction with well-constructed integration of technology in course instruction.

Annual evaluation of instruction occurs within each department and results are used to assure quality of instruction and continuing improvement. In Fall 1997 the University standardized the course evaluation process and instruments for use across all colleges and departments. Every course, including practica, is evaluated by students at the end of each term. Course evaluations are conducted in an objective fashion; they may not be administered by the course instructors and are submitted to the Provost's office for computerized reporting. Student comments are anonymous and are processed within the departments. Early in the subsequent semester, faculty receive the results of the student evaluations of their courses so that instructional improvements can be facilitated. Course evaluation data, along with other evidence of teaching effectiveness, scholarship, and service, are considered in the annual evaluation process. Upon the submission of annual evaluation information by faculty to the department chair, individual conferences are conducted to discuss performance levels, areas for improvement, and individual goals for the upcoming year.

### ***Graduate Programs***

Semester conversion and the BOR's *1998 Principles* have also significantly affected graduate programs. Graduate program review and development has been informed primarily by revised standards of the specialty organizations and the input of P-12 educators through the involvement of Program Action Teams. All graduate teacher education programs are aligned with the five propositions of the National Board for Professional Teaching Standards (NBPTS). In addition, Counselor Education and Educational Leadership programs have been aligned to meet the BOR's Principle #4 that serves as a state framework for these preparation programs. This principle states that "The University System will assure that graduates of its programs for school leaders and counselors are able to create learning environments that support teacher success in bring students from diverse groups to high levels of learning." Courses and assessment systems in Counselor Education and Educational Leadership have been restructured to meet this mandate.

The professional education core requirements for the M.Ed. were revised with semester conversion. The M.Ed. Core now includes three courses (9 semester hours): EDUC 9130 Curriculum Theories and Design, EDUF 7130 Learning Theories and Application, and EDUR 7130 Educational Research. "Theory to practice" is emphasized in the core courses and provides a common foundation for all M.Ed. graduates.

Various options have been created for candidates through the M.Ed. programs. Counselor Education currently offers three options: School Counseling, and Community Counseling (non-certification), and Student Affairs Practice in Higher Education (to be replaced with a revised Higher Education Student Services non-certification program option). Through the specification of a limited number of prerequisites, candidates who hold any teaching certification may enter the M.Ed. program in Special Education. To meet the needs of schools, the M.Ed. in Special Education program provides candidates the opportunity to tailor their programs of study to meet their individual professional needs by specializing in one of three areas of emphasis—Behavior Disorders,

Learning Disabilities, or Mental Retardation. Candidates may add interrelated certification through a non-degree graduate program.

Alternative M.Ed. programs continue to be offered in Middle Grades, four areas of Secondary Education, and in Foreign Languages and Music Education. In Music, candidates holding Level 4 certification enter the Master of Music (M.M.) program; those who wish to seek initial Level 4 certification are admitted into the Alternative M.Ed. program. All candidates who are admitted into an Alternative M.Ed. program must meet TEP admissions requirements, including the admissions folio review.

A comprehensive exit exam remains a central component of M.Ed. programs' assessment plans. The M.Ed. comprehensive exit examination policy was revised for Fall 2000. Programs may elect to use the traditional area and content examination format, use an integrated Core and area format, or use a nationally standardized examination appropriate to the field. Programs must continue to assure validity of the exam by aligning examination items with the Core and major content of the respective program.

The Ed.S. programs require a 9-hour research sequence that includes: EDUR 8131 Educational Statistics, EDUR 8434 Field-Based Educational Research, and a 3-hour action research/field study offered by each program area. Some program areas now offer additional options for candidates in their Ed.S. programs. For example, Educational Leadership and Instructional Technology provide Ed.S. options for candidates seeking Initial Level 5 certification and Level 6 certification within the program, thereby allowing candidates an opportunity to change fields of study at the Ed.S. level. Technology Education now offers a non-certification Ed.S. program that accommodates educators in technology-related fields who work in educational settings other than P-12 schools. The Ed.S. in Special Education offers three options, as well—specialization strands in Administration, Master Teacher/Collaborator, and Technology. Endorsements may be added in Gifted Education and Preschool Handicapped through selected course work.

The Ed.D. in Curriculum Studies now offers three options, each consisting of 15 semester credit hours, for those candidates who pursue an emphasis in Instructional Improvement. In addition to the Learning and Instruction option, an Instructional Supervisor Endorsement option is available as well as an L5 Leadership Certificate option. The requirements of both options meet PSC standards, and candidates are closely advised in the process.

Off-campus program delivery has been increased over the past five years including Internet delivery of M.Ed. core courses. A rotation of courses continues to be offered in various off-campus locations, mainly in Savannah, Brunswick, and Hinesville (the Liberty Center), to support program delivery at those locations. Additionally, Georgia Southern is offering the Ed.D. Educational Administration program and the Ed.S. Counselor Education program in Augusta, Georgia, in affiliation with Augusta State University, having received special permission from the Board of Regents. The Board of Regents also assigned Georgia Southern University as the agency to deliver undergraduate programs and graduate programs to the Dublin Center beginning Fall 2000. This has required the delivery of the B.S.Ed. in Early Childhood Education in Dublin beginning in Fall 2000 with its first cohort of 11 students. The B.S.Ed. in Middle Grades Education is expected to begin a cohort in Fall 2001. Most of these students transfer from Middle Georgia College, the two-year institution that operates the Dublin Center. Graduate courses are also being offered in Dublin by Early Childhood Education, Educational Leadership, Instructional Technology, Middle Grades, and School Psychology. To support this new commitment to Dublin, Georgia Southern has employed a coordinator who holds a terminal degree in Educational Leadership and who has extensive experience as a teacher and administrator in the Dublin area. The Department of Early Childhood Education and Reading gained a full-time temporary faculty position to support its program. A full-time secretarial position has also been provided. The University has installed two distance learning (GSAMS) classrooms to support the delivery of undergraduate and graduate courses in Dublin.

### ***Non-degree Graduate Certification/Alternative M.Ed. Programs***

Candidates who hold a non-education bachelor's degree and wish to acquire teaching certification have two options. They may enter as a "non-degree certification" graduate student or they may enter one of the Alternative M.Ed. programs. In both instances, transcripts are first evaluated by the Advisement Center and Certification Coordinator. Application is made by prospective students to the College of Graduate Studies, and the application packets forwarded to the COE Associate Dean for Curriculum and Student Affairs. If the graduate admission requirements are satisfied, the student is assigned an advisor. An Advisement Center staff member advises all non-degree certification students and, until all content prerequisites are completed, the Alternative M.Ed. students as well. After identified content deficiencies are satisfied, Alternative M.Ed. candidates matriculate through their prescribed program of study with the guidance of a faculty graduate advisor. All non-degree certification and Alternative M.Ed. candidates must meet TEP admissions requirements. A policy was approved in Spring 2000 that provides an alternative TEP admissions folio review process for those students who do not need to enroll in the Pre-Professional Block (PPB). A reference from a field experience supervisor, a writing sample, and a personal interview are required in lieu of the PPB folio review process and a modified rubric assessment based on the same criteria is incorporated.

## **CANDIDATES IN PROFESSIONAL EDUCATION**

### ***TEP Admissions and Retention***

Criteria for admission into the Teacher Education Program (TEP) have been raised and a more stringent process for reviewing candidates for admission adopted. TEP admission is required for all students wishing to pursue a degree in any program that results in initial teacher certification. Students must be admitted into the TEP as a prerequisite for enrollment in junior and senior-level education courses. Students must make formal application for admission into the TEP which includes a TEP folio review process. Typically the folio review occurs during enrollment in the Pre-Professional Block, a set of four two-hour courses and a one-credit hour field experience course, taken concurrently during the second semester of the sophomore year. A decision is made by a TEP admissions review committee at the end of the term. If the candidate is a transfer student, a non-degree certification student, or an Alternative M.Ed. student, an alternative folio review process is used. The TEP Admissions application packet verifies candidates' knowledge of and adherence to the *Code of Ethics for Professional Educators* and the *University Student Conduct Code* documents tort liability insurance coverage, and requires disclosure of any criminal convictions. The conceptual framework is provided to applicants in the TEP Admissions packet and in the PPB.

In order to be admitted into the TEP, a student must have:

1. a cumulative GPA of 2.50 or better on all course work (both Georgia Southern course work and any transfer hours which have been accepted by the University).
2. completed Area A and Area F course work (including the PPB) with a "C" or better in each course and an adjusted GPA of 2.75 or better in both areas combined.
3. successfully completed the Regents Testing Program.
4. successfully completed the Praxis I examination.
5. earned a minimum of 50 semester credit hours in the Core Curriculum courses, including PPB courses.
6. successfully completed the TEP admissions folio review.

The TEP admissions folio review process is designed to evaluate applicants during the PPB semester to determine their level of performance on the following characteristics of teacher behavior: Domain #1 Personal (including Intrapersonal and Interpersonal skills); Domain #2 Communication (including Oral Communication and Written Communication skills); and Domain #3 Professionalism. Because the COE believes the development of these behaviors is essential to success as a professional educator, several people in different settings and situations participate in the evaluation, including each student's PPB instructors and supervising Demonstration Teacher.

For retention in the TEP, the following criteria have been established:

1. Students must maintain a cumulative GPA of 2.50 or better on all course work.
2. Students must maintain an adjusted GPA of 2.75 or better on all professional education and all teaching

field course work.

3. Students must successfully complete all field experiences.
4. Students must not have been found in violation of the University Student Conduct Code. Reviews are made on a case-by-case basis based on the seriousness of the violation and with regard to consistency.
5. Students must not have violated the Georgia Professional Standards Commission's *Code of Ethics for Professional Educators*. Students are provided a copy upon admission and must sign a statement agreeing to abide by this Code of Ethics upon admission into TEP.
6. Students must be making satisfactory progress toward meeting program objectives. Programs will be responsible for monitoring student progress and providing guidance to students who may be having difficulty meeting retention requirements.

### ***Assessment and Monitoring Progress***

Each program has developed a well-formulated student assessment plan that identifies how candidates' progress is monitored in the program and how their achievement of program competencies is evaluated. Program expectations and the conceptual framework are shared with program candidates in special orientation sessions. For teacher preparation programs, candidates are advised in the Education Advisement Center by a professional staff advisor. Through the use of the Banner student information system and the COE database, advisors monitor elements that affect candidates' admission and retention in the Teacher Education Program. Advisors are able to monitor gpa requirements, test scores, and course grades through the COE database. Program faculty assume responsibility for making retention and progression determinations on individual candidates based on their performance in meeting program competencies. Field experience placement and evaluation data is recorded in departments and is used for assessment and monitoring purposes. Each program area has its own system for student assessment. For example, Special Education uses a portfolio plan with individual presentations and reviews each term with a team of faculty mentors. Middle Grades and Secondary Education programs adopted Program Admission and Retention Checklists with specific program retention checkpoints that are signed off by the program coordinator. Criteria for admission into Student Teaching are established, and candidates' eligibility based on those criteria is checked prior to placement by advisors in the EAC program coordinators, and OSCR staff.

Added recruitment efforts have been underway in order to increase diversity in the population of candidates and increase overall enrollments, especially in the high needs areas. An ad hoc Diversity Committee has developed a Diversity Plan that addresses goals and strategies for recruiting and retaining candidates in teacher preparation programs and addressing diversity issues in curriculum and instruction. The work of this committee resulted from a reconsideration of the Ambassadors for Diversity (ADE) program that, through interdepartmental evaluation, was not achieving the desired effectiveness with candidates. Recruitment activities that are more recent initiatives and are proving to be productive are the increased number of recruitment receptions for high school students in various cities across the state, the SPAGE campus visits, and the growing Teacher Cadet/Apprenticeship program. Enrollments in teacher preparation programs have experienced a decline that is attributable to the raised TEP admission requirements (2.75 GPA, Praxis testing, and folio review requirements initiated in Fall 1998 and the *cumulative* 2.50 GPA requirement initiated in Fall 2000). It is expected that enrollments will rise as candidates transition and accommodate the higher standards. However indicators already show that the quality of candidates being admitted into the TEP is higher. The COE has an increased number of candidates who have been awarded state-sponsored HOPE scholarships. In Fall 2000, approximately 600 of Georgia Southern's undergraduate teacher preparation candidates received Georgia HOPE scholarships, and about 10% of those candidates are HOPE Promise scholars. This represents a 50% increase in both scholarships over the past four years.

A change in admissions for M.Ed. programs has also been implemented. Whereas candidates could be admitted provisionally into a M.Ed. program prior to Fall 1998 with a 2.2 GPA, applicants must hold a cumulative 2.5 GPA in all course work in order to be admitted. No provisional admission is allowed based on an insufficient GPA. An individual may enroll at Georgia Southern as a post-baccalaureate student in order to raise the GPA; however, those courses may not be credited toward the degree program.

### Composition and Diversity

#### Undergraduate Enrollment in COE by Race/Gender Fall 1996-Fall 2000

|      | Total UG Enrollment | White Non-Hispanic | Black | Other Ethnicity | Male | Female |
|------|---------------------|--------------------|-------|-----------------|------|--------|
| 2000 | 1243                | 76%                | 21%   | 3%              | 22%  | 78%    |
| 1999 | 1530                | 74%                | 24%   | 2%              | 20%  | 80%    |
| 1998 | 1651                | 70%                | 27%   | 3%              | 22%  | 78%    |
| 1997 | 1666                | 72%                | 26%   | 2%              | 21%  | 79%    |
| 1996 | 1549                | 74%                | 24%   | 2%              | 22%  | 78%    |

#### Undergraduate Enrollment at Georgia Southern University by Race/Gender Fall 1996-Fall 2000

|      | Total UG Enrollment | White Non-Hispanic | Black | Other Ethnicity | Male | Female |
|------|---------------------|--------------------|-------|-----------------|------|--------|
| 2000 | 12536               | 67%                | 28%   | 5%              | 47%  | 53%    |
| 1999 | 12793               | 67%                | 28%   | 5%              | 46%  | 54%    |
| 1998 | 12300               | 69%                | 27%   | 4%              | 46%  | 54%    |
| 1997 | 12245               | 67%                | 28%   | 5%              | 47%  | 53%    |
| 1996 | 12550               | 69%                | 27%   | 4%              | 46%  | 54%    |

#### Enrollments in Undergraduate Programs Fall 2000

| Program                                     | Total | White | Black | Other Ethnicity | Male | Female |
|---|-------|-------|-------|-----------------|------|--------|
| <i>Art Education (P-12)</i>                 | 15    | 93%   | 7%    | 0%              | 27%  | 73%    |
| <i>Business Education (7-12)</i>            | 22    | 77%   | 23%   | 0%              | 27%  | 73%    |
| <i>Early Childhood Education (P-5)</i>      | 534   | 76%   | 21%   | 3%              | 5%   | 95%    |
| <i>English Education (7-12)</i>             | 54    | 74%   | 22%   | 4%              | 22%  | 78%    |
| <i>Family and Consumer Sciences (7-12)</i>  | 25    | 84%   | 16%   | 0%              | 0%   | 100%   |
| <i>Foreign Language Education (P-12)</i>    | 19    | 68%   | 16%   | 16%             | 26%  | 74%    |
| <i>Health and Physical Education (P-12)</i> | 87    | 71%   | 24%   | 5%              | 76%  | 24%    |
| <i>Mathematics Education (7-12)</i>         | 52    | 77%   | 23%   | 0%              | 31%  | 69%    |
| <i>Middle Grades Education (5-8)</i>        | 102   | 73%   | 25%   | 2%              | 17%  | 83%    |
| <i>Music Education (P-12)</i>               | 61    | 72%   | 28%   | 0%              | 62%  | 38%    |
| Program                                     | Total | White | Black | Other Ethnicity | Male | Female |
| <i>Science (7-12)</i>                       | 42    | 69%   | 29%   | 2%              | 56%  | 44%    |
| <i>Social Science (7-12)</i>                | 97    | 78%   | 21%   | 1%              | 48%  | 52%    |
| <i>Special Education (P-12)</i>             | 117   | 79%   | 19%   | 2%              | 7%   | 93%    |
| <i>Technology Education (7-12)</i>          | 30    | 67%   | 30%   | 3%              | 67%  | 33%    |
| <i>Pre-Education</i>                        | 47    | 89%   | 9%    | 2%              | 32%  | 68%    |

#### Enrollments in Graduate Programs Fall 2000

| Program                                 | Total | White | Black | Other Ethnicity | Male | Female |
|---|-------|-------|-------|-----------------|------|--------|
| <i>M.Ed. Art Education</i>              | 1     | 100 % | 0%    | 0%              | 0%   | 100%   |
| <i>Ed.S. Art Education</i>              | 3     | 100%  | 0%    | 0%              | 0%   | 100%   |
| <i>M.Ed. Business Education</i>         | 8     | 87%   | 13%   | 0%              | 13%  | 87%    |
| <i>M.Ed. Counselor Education</i>        | 76    | 76%   | 24%   | 0%              | 11%  | 89%    |
| <i>Ed.S. Counselor Education</i>        | 8     | 87%   | 13%   | 0%              | 0%   | 100%   |
| <i>Ed.D. Curriculum Studies</i>         | 73    | 96%   | 4%    | 0%              | 26%  | 74%    |
| <i>M..Ed. Early Childhood Education</i> | 30    | 90%   | 10%   | 0%              | 0%   | 100%   |
| <i>Ed.S. Early Childhood Education</i>  | 5     | 80%   | 20%   | 0%              | 0 %  | 100%   |

|                                     |     |      |      |    |      |      |
|-------------------------------------|-----|------|------|----|------|------|
| Ed.D. Educational Administration    | 86  | 87%  | 10%  | 3% | 34%  | 66%  |
| M.Ed. Educational Leadership        | 69  | 88%  | 12%  | 0% | 43%  | 57%  |
| Ed.S. Educational Leadership        | 52  | 92%  | 8%   | 0% | 63%  | 37%  |
| M.Ed. English Education             | 8   | 100% | 0%   | 0% | 12%  | 88%  |
| Ed.S. English Education             | 2   | 100% | 0%   | 0% | 50%  | 50%  |
| M.Ed. Foreign Language              | 6   | 100% | 0%   | 0% | 50%  | 50%  |
| M.Ed. Health and Physical Education | 7   | 86%  | 14%  | 0% | 86%  | 14%  |
| Ed.S. Health and Physical Education | 2   | 100% | 0%   | 0% | 50%  | 50%  |
| M.Ed. Higher Education              | 23  | 61%  | 39%  | 0% | 4%   | 96%  |
| M.Ed. Instructional Technology      | 36  | 91%  | 6%   | 3% | 22%  | 78%  |
| Ed.S. Instructional Technology      | 5   | 100% | 0%   | 0% | 0%   | 100% |
| M.Ed. Mathematics Education         | 7   | 100% | 0%   | 0% | 43%  | 57%  |
| Ed.S. Mathematics Education         | 2   | 100% | 0%   | 0% | 0%   | 100% |
| M.Ed. Middle Grades Education       | 31  | 94%  | 6%   | 0% | 23%  | 77%  |
| Ed.S. Middle Grades Education       | 11  | 91%  | 9%   | 0% | 27%  | 73%  |
| M.M./Alt M.Ed. Music Education      | 0   | 0%   | 0%   | 0% | 0%   | 0%   |
| Ed.S. Music Education               | 0   | 0%   | 0%   | 0% | 0%   | 0%   |
| M.Ed. Reading Education             | 14  | 100% | 0%   | 0% | 23%  | 77%  |
| Ed. S. Reading Education            | 1   | 0%   | 100% | 0% | 0%   | 100% |
| M.Ed. School Psychology             | 10  | 80%  | 20%  | 0% | 40%  | 60%  |
| Ed.S. School Psychology             | 16  | 96%  | 6%   | 0% | 19%  | 81%  |
| M.Ed. Science Education             | 6   | 100% | 0%   | 0% | 17%  | 83%  |
| Ed. S. Science Education            | 4   | 100% | 0%   | 0% | 25%  | 75%  |
| M.Ed. Social Science Education      | 6   | 100% | 0%   | 0% | 17%  | 83%  |
| Ed.S. Social Science Education      | 3   | 100% | 0%   | 0% | 0%   | 100% |
| M.Ed. Special Education             | 32  | 88%  | 9%   | 3% | 6%   | 94%  |
| Ed.S. Special Education             | 8   | 88%  | 12%  | 0% | 12 % | 88%  |
| M.Ed. Technology Education          | 6   | 83%  | 17%  | 0% | 83%  | 17%  |
| Ed.S. Technology Education          | 2   | 100% | 0%   | 0% | 50%  | 50%  |
| Total COE Graduate Enrollment       | 842 | 86 % | 13%  | 1% | 24%  | 76%  |

### Ensuring the Quality of TEP Candidates

To ensure the quality of our candidates, a student assessment plan has been developed in each program.. Following is a depiction of the framework used for student assessment.

#### Freshman Year

- SOAR and COE advisement/orientation sessions
- Establish personal relationship with Education Advisor
  - Complete Area A courses with C or better



#### Sophomore Year

- Rigorous Core Curriculum completion with cumulative 2.50 GPA
  - Pre-Professional Block with grades of C or better
    - PPB field experience completed successfully
      - 2.75 GPA in Areas A and F combined
      - Regents exam in reading and writing
    - Praxis I exam in reading, writing, and math
      - Advisors and students assess readiness



### *Admission to TEP*

- Evidence of successful fulfillment of GPA, course work, and testing requirements
  - Complete application for admission to TEP
- Complete TEP admission folio review by TEP admissions committee with Demonstration Teacher and PPB instructor evaluations in three domains
  - Programs review TEP admissions material on candidates
  - Program orientation by departments



### *Program Assessment for Retention*

- Rigorous professional and pedagogical course work with grades of C or better and 2.75 GPA
  - Course work in content concentrations/majors with grades of C or better and 2.75 GPA
  - Integrated technology components with demonstrated competence assessed in programs
- Sequence of field experiences that require candidate reflection and instruction for diverse learners
- Evaluations of student performance in field experiences by Demonstration/Supervising Teachers
  - Evaluations of student performance in field experiences by University supervisors
  - Self evaluations of candidate performance
  - Maintenance of overall cumulative 2.50 GPA
- Review of COE database candidate profiles of academic achievement and field experiences
  - Review by program faculty of student success in meeting program competencies
- Remediation for candidates who are not meeting program competencies and/or TEP retention requirements



### *Admission to Student Teaching*

- Application made on-line to Office of School and Community Relations
- Review by program coordinators of candidates' achievement of competencies using pre-student teaching benchmarks
- Review by EAC advisors of candidates using TEP retention criteria and Student Teaching admission requirements
  - Review of application for admission to Student Teaching by the OSCR and EAC advisor



### *Student Teaching*

- 15-week field experience with extended instructional responsibilities
- Evaluations of student teacher performance by University supervisor
- Evaluations of student teacher performance by Demonstration/Supervising Teachers
  - Self evaluations of student teacher performance



### *Program Completion*

- Completion of Praxis II exam
  - Post-student teaching survey by program completers
- Analysis of data on program completers/non-completers by OSCR and program coordinators
  - Final review for graduation clearance by Education Advisement Center
- Review and recommendation for Georgia Level 4 clear renewal certification by Certification Coordinator
  - Annual review of program and candidate success by PATs
- Annual assessment based on unit and program profile reports by COE leadership and TEAC



### *Post Graduation / Induction*

- First year teacher survey conducted by OSCR, PSC and/or programs
- Employer surveys conducted by OSCR, PSC and/or programs
  - Partner School induction programs (under development)
  - Quality Assurance Plan (two-year warranty of graduates)

## **Ensuring the Quality of Graduate Candidates**

### *Admission to Graduate Study*

- Application submitted to and reviewed by College of Graduate Studies
- Application reviewed by COE Associate Dean for Curriculum & Student Affairs/COE Graduate Program Director for specific program admissions criteria
  - Verification of satisfactory GPA (Non-degree & M.Ed: 2.50, Ed.S.: 3.25, Ed.D.: 3.50)
- Verification of acceptable MAT or GRE test score (M.Ed.: 44 MAT or 450V/450QorA GRE; Ed.S.: 49 MAT or 450V/450QorA GRE; Ed.D. see program)
  - Verification of required bachelor's degree and/or certification for specified program
- Application reviewed by program admissions committee, if required, with supplemental material
  - Graduate faculty advisor assigned and advisement folder created



### *Advisement*

- Candidate confers with advisor and receives information about the program requirements including program outcomes, conceptual framework, course and field experience descriptions, sequencing of courses and experiences, prerequisites, assessments and exit requirements
- Individualized program of study, based on program options, delineated with graduate faculty advisor
  - Advisement checklist placed in candidate's advisement folder and provided to candidate
- Approved program of study signed by student, advisor, COE Associate Dean and Dean of Graduate Studies
  - Candidate's program of study placed on file in College of Graduate Studies
  - Registration advisement by conference, phone, or e-mail each semester
  - Registration by mail (advisor signs and submits form to Registrar's office) or by web (candidate requests PIN from advisor)
  - Off-campus advisement and registrations on scheduled dates each term
- Review by graduate advisor of candidate success in meeting program outcomes and progression in program



### *Course Work / Field Experiences*

- Course objectives clearly stated and aligned with program outcomes, the conceptual framework, and assessments
  - Course assessments including performance-based components
    - Field-based course components
  - Close interactions with professors in small classes
    - Course evaluations
- Academic standing checked each semester by College of Graduate Studies and advisor to verify 3.0 GPA is maintained and grades of C or better applied toward degree requirements



### *Comprehensive Exit Assessment*

#### **M.Ed.**

- Candidate applies for comprehensive exit examination after completion of core courses and at least 18 semester hours of content area course work
  - Advisor confirms eligibility for exit examination
- Successful completion of exit examination required for graduation
  - Blind review of examination by two or more readers
- Successful completion of EDUR 8131 Educational Statistics I
  - Field-based research topic approved by graduate advisor
- Prospectus developed by candidate and evaluated by EDUR 8434 Field Based Education Research professor
  - Implementation and completion of field study in program's Field Project course
    - Candidate's Advisory Team evaluates the study
  - Formal oral presentation of the study at open forum with Advisory Team
- "Completion of Ed.S. Comprehensive Assessment" signed by Advisory Team and submitted to College of Graduate Studies



#### ***Program Completion***

- Successful completion of all course work and assessments required for graduation checked by graduate advisor
  - Application for graduation submitted to College of Graduate Studies
- Verification that candidate has met graduation requirements, including maintaining 3.0 GPA; grades of C or better; completion of required course work in approved program of study; and transfer and non-degree credit limits applied



#### ***Post Graduation***

- Graduate surveys by program and/or College of Graduate Studies
  - Informal communication with graduates
- Quality Assurance Plan (two-year warranty of graduates)

## **PROFESSIONAL EDUCATION FACULTY**

### ***Composition***

The COE faculty represents cultural, racial, and gender diversity, although continued efforts are made to attract more minority faculty into the College's various programs. The Diversity Plan identifies strategies that are currently used and that are proposed that will guide the College's efforts to attract and retain a diverse faculty. Search committees are taking advantage of Internet resources for accessing potential applicants and for advertising positions. Ardent support for minority recruitment is exhibited by the new President and Provost. Comprehensive guidelines are established at the University level that guide the faculty recruitment process. The process is directly supervised by the Associate Vice President for Academic Affairs with the involvement of the University's Affirmative Action Officer. Currently, five faculty searches are underway in

the Department of Early Childhood Education and Reading, one search in Special Education, one search in Educational Leadership, and one search in Curriculum and Foundations.

Over 80 faculty in the COE along with numerous faculty across campus are central to the delivery of educator preparation programs. Program notebooks and evidence files provide specific information as to their educational backgrounds, experience in schools, current teaching and supervision assignments, service in schools, on campus and in the profession, as well as their various scholarly accomplishments.

### ***Professional Assignments of Faculty***

Faculty loads are determined by department chairs for each term and evaluated regularly by the COE Dean and Provost. Faculty load reports are produced each semester for use by chairs and the Dean in their monitoring of

faculty loads. At Georgia Southern, faculty are accountable for 12 semester hour instructional loads each semester, although few faculty in the COE teach four courses each term. Adjustments are made for instruction-related activities such as field supervision, program coordination which includes assignment of field placements, service as a Field Associate to a Partner School, and doctoral committee direction. There is a reduction in load for faculty teaching primarily graduate courses. Each program formulates a scheme for determining faculty load and assignments based on College and program needs and on University expectations.

The use of adjunct faculty has diminished in most program areas. Approximately 75% of the faculty are engaged regularly in field supervision, and 16 faculty serve as Field Associates to Partner Schools during the 2000-01 academic year. Full-time faculty on temporary appointments are made in programs where positions need to be filled.

### ***Qualifications and Professional Development***

In general, the qualifications of professional education faculty at Georgia Southern are exemplary. This is evidenced by the involvement of many faculty on doctoral committees, by their leadership in professional organizations, by their active engagement in P-12 schools, and by their high level of productivity in scholarly endeavors. Faculty in the COE plan and coordinate the National Youth At-Risk Conference each year and the state-wide Georgia Assistant Principals Association Conference. In addition to authoring numerous books, chapters, and journal articles, Georgia Southern faculty edit the journal *Educational Forum* which publishes graduate manuscripts. Faculty coordinate and participate in the Center for International Schooling that is housed in the College of Education. For a comprehensive listings of faculty accomplishments, refer to each program's evidence files.

Faculty are evaluated regularly through a structured annual evaluation process. Each year faculty submit a reporting of their accomplishments in the areas of teaching, scholarship and service to the department chair. Following departmental procedures, department chairs review, evaluate and conference with faculty individually. These evaluations result in plans for professional development and in recommendations for merit raises.

In addition to the annual review process, faculty are also evaluated by peers in departmental and college-level personnel committees and by the Chair and Dean for pre-tenure, tenure, post-tenure, promotion, and graduate faculty decisions. Tenure and promotion guidelines, as well as guidelines for graduate faculty status, have been updated by the University. In 1997, pre-tenure and post-tenure policies were adopted by the University as well. College and departmental policies and procedures related to tenure, promotion, and the new pre-tenure and post-tenure processes have also been updated. An ad hoc committee was formed during 1999-2000 to investigate issues related to the valuing of work in schools as it relates to faculty tenure, promotion, and annual evaluation. This has resulted in departmental changes in work load policies and increased recognition of faculty's work in schools.

New faculty in the COE are provided a faculty mentor who can support their professional development and success in acclimating to Georgia Southern and the higher education environment. In addition to the promotion of professional development through the annual evaluation process, pre-tenure and post-tenure, and mentoring programs, the College and the University have created numerous opportunities and resources to support on-going professional development (see section below).

## **THE UNIT FOR PROFESSIONAL EDUCATION**

### ***Governance and Accountability***

The College of Education is administered by a Dean, an Associate Dean for Curriculum and Student Affairs, an Associate Dean for External Relations, and four Department Chairs. Various standing committees provide for faculty participation and collaboration with P-12 educators and arts and science colleagues. The Teacher Education Advisory Council (TEAC) was reorganized in Fall 1999 to include membership from every department on campus that is involved in educator preparation as well as Demonstration Teacher

representatives. TEAC reviews all proposals that might impact on relationships with or within the University related to educator preparation, provides a forum for discussion of strengths and areas of needed work, suggests agenda items for the COE, and serves to inform respective constituents of relevant issues and TEAC recommendations. A 10-member Executive Committee has been formed to help coordinate and lead the work of TEAC.

In Fall 1996, the existing curriculum committee was reorganized into two COE faculty committees that are now responsible for the review and approval of curriculum. The Undergraduate Curriculum Committee and the Graduate Curriculum Committee meet monthly to make curriculum decisions that are then forwarded to the COE Dean for submission to the University's Undergraduate Council or Graduate Council. Other faculty standing committees, exist to provide governance and accountability in the COE. These can be reviewed in the College's Policy and Procedures Manual.

During the 1999-2000 academic year and as a result of the dramatic changes and state mandates that have affected the College and its programs, issues of faculty governance have been raised. In an effort to address these issues and adapt the College's governance structure to a model that properly reflects shared governance and strengthens faculty voice, an ad hoc faculty committee on faculty governance was formed. Recommendations of this committee are being formulated and will be reviewed during Spring 2001 for expected implementation in Fall 2001. The prospect is a systemic change in governance in the COE that provides a model for even more effective decision-making that is clearly articulated and participatory in nature.

The current COE Dean is stepping down from the position at the end of Spring 2001. A search committee has been formed and is chaired by the Dean of the College of Business Administration, Dr. Carl Gooding. Two of the current department chairs are serving in an interim capacity. During the 2001-02 academic year, after the new dean is in place, searches will occur to fill those positions.

### ***Resources for Teaching and Scholarship***

Teaching and scholarship are supported in many ways at Georgia Southern and in the COE. A travel budget is provided to each department annually to support faculty participation in professional conferences.

*Departmental Travel Budgets FY 1997 - FY 2001 \* Two departments merged in 1998. Some programs went to other departments.*

|                | <i>Curriculum, Foundations &amp; Research</i> | <i>Early Childhood Education &amp; Reading</i> | <i>Leadership, Technology &amp; Human Development</i> | <i>Middle Grades &amp; Secondary Education</i> |
|----------------|---|--|---|--|
| <i>FY 2000</i> | 19,590  | 23,992   | 25,672  | 19,157   |
| <i>FY 1999</i> | 18,130  | 23,337   | 25,672  | 23,280   |
| <i>FY 1998</i> | 16,430  | 20,537   | 25,672  | 17,457   |
| <i>FY 1997</i> | 15,160  | 19,392   | *14,126 (LTR)<br>16,026 (SDP)                         | 15,392   |
| <i>FY 1996</i> | 15,160  | 19,392   | *14,236(LTR)<br>16,026 (SDP)                          | 15,392   |

At the University level, approximately \$85,000 is available each year to support faculty development activities. The University Faculty Development and Welfare Committee coordinates the review process and distribution of four types of funding that are designed to provide time and resources for the enhancement of teaching-learning process with an emphasis on classroom instruction. The Faculty Development, Research and Service Committee coordinates the distribution of Faculty Research Grants (up to \$2,500 each) and Faculty Research Stipends (up to \$8,000 each). All funding decisions are made through a competitive peer review process. Over the past five years, 20 COE faculty have received approximately \$24,000 in University research funding and 17 COE faculty have received approximately \$11,000 in University faculty development funding to support instructional improvement and/or professional research. At the University level, Awards of Excellence are also made to faculty in the areas of instruction, research, and service.

A recent addition to faculty development opportunities for University faculty is the implementation of educational leaves. Full time faculty who have ten or more years of employment at the University may apply for a one-semester educational leave with full pay in support of continued professional development. Dr. Michael McKenna, Department of Early Childhood Education and Reading, received an educational leave in

Fall 2000 to support his professional development.

Georgia Southern supports faculty development in many other ways. The College of Graduate Studies provides professional development funds to faculty who teach graduate courses during the academic year. Up to \$300 is available to faculty holding full graduate faculty status and \$150 to faculty holding associate status annually. These funds that are commonly accessed by COE faculty to support travel to professional conferences.

The Center for Excellence in Teaching (CET) was founded in 1997 as a place where faculty at all levels and from all disciplines can come together for professional growth. The CET supports the activities of the GSU Board of Regents Distinguished Professor of Teaching and Learning. The CET offices house the Faculty Technology Development Lab, a modern computing facility designed to provide ongoing training for faculty who wish to integrate new instructional methodologies and emerging technologies into their teaching. The CET coordinates the University Mentor Program that is designed to assist new faculty in continued excellence in teaching. Teaching Circles have also been created to promote instructional improvement through collegial activity. The Distance Learning Center and Henderson Library also offer workshops and training to support faculty development. Many COE faculty participate in these various sessions as learners and as instructors.

In the College of Education, professional development is encouraged and supported in increasingly new and various ways. Four faculty development opportunities are available to COE faculty and their collaborating P-12 educators and/or arts and science colleagues, each funding proposals up to \$500.

- Crossing Borders encourages and enhances collaboration between faculty in the COE and faculty in any other college at Georgia Southern.
- Designing Colleagues encourages and enhances collaboration among the four departments in the COE.
- Making Connections encourages and enhances collaboration between faculty in the COE and faculty in any local P-12 school.
- Creating Pathways encourages and enhances collaboration between faculty in the COE and colleagues at another university in the US or overseas.

A fifth opportunity is available through the Reversing the Arrow program, sponsored by the P-16 Co-reform Initiative. This program encourages the use of practitioner wisdom provided by local P-12 educators in COE classrooms. Invited professionals each receive a certificate, up to \$25 to cover travel expenses, and if applicable, a contribution toward the payment of a substitute teacher.

Funded projects have also provided opportunities for professional development. Examples of such projects include the Georgia P-16 Initiative, the Technology Infusion Project, the National Network for Educational Renewal Leadership Program, and the Standards Based Teacher Education Project. The Demonstration Teacher Program and the Partner School Program have offered professional development opportunities for faculty and collaborating P-12 educators. For example, faculty serving as Field Associates to a Partner School receive \$500 annually to support their professional development.

The COE also houses a Publications Center and an Instructional Resources Center (IRC) to support teaching and research. The Publications Center provides desktop publishing and word processing services for COE faculty and assists with document preparation related to grant proposals for external funding, final grant project reports, proposals for professional conferences, book or article manuscripts, transcriptions for research, and materials related to other scholarly activities. The Instructional Resources Center offers four computer labs, one multimedia classroom, and the Center which provides 100 desktop computers for student and faculty use. All have Internet access and are equipped with laser printers and scanners. A wide array of software is available on all computers and specialized scanning and web programs are available as well as lab packs for specific content areas. Seven mobile teaching stations, equipped with desktop computers and LCD projectors provide support for student presentations and faculty instruction. Laptop computers, portable LCD projectors, camcorders, digital cameras, CD-R burners, CD players, and other multimedia equipment is available for classroom use.

The IRC also houses an extensive materials collection including over 15,000 books, 350 video tapes, 30 video discs, and 700 instructional software titles. Additional laptops, LCD projectors, digital cameras, and software are available specifically for use in the classrooms of Demonstration Teachers and Partner Schools to support the teacher preparation programs and professional development. All computers and related technologies have been purchased within the last four years and are upgraded on a regular basis.

All faculty and staff in the College of Education are assigned computer equipment for their respective offices. Current minimum usable standards for existing PC based equipment is a 300 mhz Pentium II processor and 32MB of RAM with Apple systems having at least G3 processors and 64 MB of RAM. Virtually all equipment is replaced every 2 or 3 years with new systems with revised minimum requirements. Current new systems include 800 mhz Pentium III processors with 128MB of RAM and 20GB of hard drive space for the PCs and a G4 processor, 64MB of RAM and a 20MB hard drive for the Apple systems. Faculty have either mid-level inkjet or laser printers in individual offices with departmental offices using larger capacity laser printers. The computer inventory for the entire College of Education is reviewed annually and all systems falling below the then established minimum standards are submitted for replacement via year-end funds. Systems for new incoming faculty are also obtained via year-end funds and are always new and representative of the then current campus computing standard. The College of Education Publication Center currently runs 1 700 Mhz Pentium III, 1 Apple G3, and 1 Apple iMac all connected to two networked printers: 1 Hewlett Packard Color LaserJet 5M and 1 Hewlett Packard LaserJet 4M.

***Resources for Operation***

The College of Education is now housed in a new two-building complex that was completed in Summer 2000 at a cost of approximately \$18 million. The complex is 104,760 square feet with 118 offices, 38 classrooms, 2 science labs, 3 computer labs, a Technology Education Center, 3 multimedia classrooms and a 383 seat lecture hall. The GSU Distance Learning Center (administrative offices, one training lab and 2 distance learning classrooms) is also housed in the complex.

New budget funding has not been awarded to Georgia Southern by the Board of Regents over the past five years. Redirection of budgeted funds and special initiative and grant funding has supported new initiatives. Current funding levels are adequate to meet the needs of the College and its programs.

Grants and state special initiative funding has been received to supplement the College’s budget in support of special programs. P-16 grant funding has totaled over \$230,000 since 1997, \$400,000 in special initiative funding, and \$84,000 in Title II funding. Other grants include the U.S. Department of Education Technology Infusion Project (\$98,513.00), the Georgia Department of Human Resources Babies Can’t Wait Project (\$27,000), the Gender Equity through Math and Science Project– InGEAR (\$167,000), the Post-secondary Readiness Enrichment Program– PREP (\$399,495), the Georgia Department of Education State Improvement Grant (\$63,400), and the North Georgia RESA GVSDC Techology Education Update (\$16,500). Over the past five years, COE grants and contracts awards have increased by 46%.

*Budget for the COE, FY 1997- FY 2001*

| <i>Year</i>    | <i>Budget Including Salaries &amp; Benefits</i> | <i>Budget Excluding Salaries &amp; Benefits</i> |
|----------------|---|---|
| <i>FY 2001</i> | <i>7,601,647</i>                                | <i>761,908</i>                                  |
| <i>FY 2000</i> | <i>7,500,801</i>                                | <i>959,431</i>                                  |
| <i>FY 1999</i> | <i>7,224,774</i>                                | <i>680,086</i>                                  |
| <i>FY 1998</i> | <i>7,262,542</i>                                | <i>472,519</i>                                  |
| <i>FY 1997</i> | <i>6,823,325</i>                                | <i>369,901</i>                                  |

*Departmental Budgets FY 1997 - FY 2001*

*\*Two departments merged in 1998. Some programs went to other departments.*

|                | <i>Curriculum, Foundations &amp; Research</i> | <i>Early Childhood Education &amp; Reading</i> | <i>Leadership, Technology &amp; Human Development</i> | <i>Middle Grades &amp; Secondary Education</i> |
|----------------|---|--|---|--|
| <i>FY 2001</i> | 1,311,456                                     | 1,283,892                                      | 1,969,432   | 1,281,446                                      |
| <i>FY 2000</i> | 1,354,155                                     | 1,2293,070                                     | 2,003,746   | 1,311,346                                      |
| <i>FY 1999</i> | 1,278,651                                     | 1,160,840                                      | 1,892,055   | 1,327,441                                      |
| <i>FY 1998</i> | 1,231,718                                     | 1,109,677                                      | * 981,924 (LTR)<br>1,157,866 (SDP)                    | 951,250  |
| <i>FY 1997</i> | 808,024                                       | 1,067,836                                      | * 922,790(LTR)<br>1,098,755 (SDP)                     | 897,940  |

*Other Office & Initiative Budgets FY 2001*

| <i>FY 2001</i>       | <i>COE Dean</i> | <i>Office of School &amp; Community Relations</i> | <i>P-16/Partner School-Demonstration Teacher Programs</i> | <i>CATES</i> | <i>Education Advisement Center</i> | <i>Instructional Resources Center</i> |
|----------------------|-----------------|---|---|--------------|------------------------------------|---------------------------------------|
| <i>Total</i>         | 595,108         | 168,394   | 455,193   | 122,635      | 250,906                            | 63,285                                |
| <i>Non-Personnel</i> | 52,089          | 105,927   | 380,902   | 83,456       | 5,500                              | 13,828                                |

**SUMMARY**

Georgia Southern University is in the midst of transition as its new President and Provost lead the institution in a comprehensive strategic planning process and as we select a new Dean to provide leadership in the College of Education. These endeavors, in addition to significant state-level directives, will provide continuing impetus for change in our educator preparation programs. However, we expect growing benefits from the various other internally-driven initiatives with which we have been engaged.

Georgia Southern is recognized throughout the state as having dynamic and innovative educator preparation programs. The Pre-Professional Block, Partner School and Demonstration Teacher initiatives, and strong field components make our teacher preparation programs unique and can serve as a model for other institutions. The COE database is an innovative technological development that will increasingly provide quick and easy access to information to support data-informed decisions. Strong unit and program assessment systems will guide our efforts to continually improve. Collaborations with P-12 schools and educators as well as arts and sciences faculty are strong. The new roles of P-12 educators as Clinical Associates and Demonstration Teachers, arts and sciences faculty as Education Liaisons, and education faculty as Field Associates to the Partner Schools will provide constant collaborative involvement in all aspects of educator preparation and school improvement. The expanding implementation of performance-based student assessments and a heightened emphasis on the integration of technology into instruction will help us ensure that our graduates are well prepared for their professional roles in schools and the community. We attract a diverse student population and have been effective in supporting their success, as documented by our minority Praxis II pass rates. A well-articulated and shared Conceptual Framework will continue to guide our work as we look toward meeting and exceeding all expectations outlined in the NCATE 2000 standards.

The University invests significant resources to support its educator preparation programs. Over \$175,000 was redirected in 1997 to support the Demonstration Teacher Program, allowing the Demonstration Teachers to be paid a \$1,000 stipend annually and receive support for their professional development. The Education Advisement Center and Instructional Resources Center daily serve students and support teaching and learning. The new College of Education building provides state-of-the-art facilities and added space, contributing to our ability to excel in all facets of our work. Considering the higher standards established and being met by our candidates, the strength of our faculty, the vitality of our collaborations, and the resources available to us, Georgia Southern University offers programs of increasing distinction in educator preparation.

## *Contact Persons*

| <i>To find out more about ...</i>    | <i>See...</i>   |
|--------------------------------------|---|
| Alternative M.Ed. Programs           | Ronnie Sheppard, Chair, MGSE<br>Betty-Ware Wray, Advisement/Certification Coordinator   |
| BOR 1998 Principles                  | Jennie Rakestraw, Associate Dean  |
| Budgets                              | Arnie Cooper, Dean<br>Department Chairs   |
| Class Scheduling                     | Department Chairs<br>Jennie Rakestraw, Associate Dean   |
| CATES/Off-Campus Teaching            | Mary Egger, CATES/Administrative Coordinator<br>Program Coordinators<br>Jennie Rakestraw, Associate Dean  |
| Clinical Associates                  | Fred Page, Associate Dean   |
| COE Building Facilities              | Arnie Cooper, Dean<br>Department Chairs   |
| COE Database and Reports             | Mary Egger, CATES/Administrative Coordinator  |
| COE Mission and Commitments          | Arnie Cooper, COE Dean  |
| Conceptual Framework                 | Kent Rittscoff, Chair, CF Ad Hoc Committee<br>Mark Kostin, NCATE/PSC Steering Committee<br>Program Coordinators (see attached)  |
| Core Curriculum                      | Betty-Ware Wray, Advisement/Certification Coordinator   |
| Curriculum Approval Process          | Jennie Rakestraw, Associate Dean  |
| Dean's Search                        | Carl Gooding, COBA Dean, Search Committee Chair<br>Dorothy Battle, Search Committee Member<br>Stephanie Kenney, Search Committee Member<br>Mark Kostin, Search Committee Member |
| Demonstration Teachers               | Pat Reinheimer, P-16 Coordinator<br>Ronnie Sheppard, Amy Heaston, Chairs<br>Diana Hammitte, SPED Coordinator  |
| Document Room                        | Jennie Rakestraw, Associate Dean  |
| Ed.D. Programs & Admissions          | Mike Richardson, Educational Administration<br>Bill Reynolds, Curriculum Studies  |
| Education Advisement Center (EAC)    | Betty-Ware Wray, Advisement/Certification Coordinator   |
| Education Liaisons (arts & sciences) | Ronnie Sheppard, Chair MGSE   |
| Exceptions Committee                 | Jennie Rakestraw, Associate Dean  |
| <i>To find out more about ...</i>    | <i>See...</i>   |

|  |   |
|--|---|
| Faculty Evaluations<br>Annual Faculty Evaluations<br>Tenure & Promotion<br>Course Evaluation   | Department Chairs<br>Amy Heaston, Acting Chair, ECER<br>Bob Martin, Acting Chair, LTHD<br>Jane Page, CFR<br>Ronnie Sheppard, MGSE<br>Arnie Cooper, Dean   |
| Faculty Qualifications   | Department Chairs   |
| Faculty Recruitment/Affirmative Action   | Department Chairs<br>Arnie Cooper, Dean   |
| Faculty Teaching Loads & Policies  | Department Chairs<br>Arnie Cooper, Dean   |
| Field Associates/Clinical Associates   | Pat Reinheimer, P-16 Coordinator<br>Ronnie Sheppard, Amy Heaston, Chairs<br>Diana Hammitte, SPED Coordinator  |
| Field Experiences & Tracking   | Field Experience Coordinators:<br>Susan Franks, Denise Huddleston & Vicki Zwald,<br>Early Childhood<br>Missy Bennett, Middle Grades & Secondary<br>Betty Nelson, Special Education<br>Wendy Chambers, PPB<br>Fred Page, Associate Dean/Student Teaching |
| Governance Ad Hoc Committee  | Delores Liston, Chair   |
| Graduate Curriculum Committee  | Deborah Thomas, GCC Chair<br>Jennie Rakestraw, Associate Dean   |
| Graduate Exit Examinations<br>M.Ed. Comprehensive Examinations<br>Ed.S. Exit Assessments       | Deborah Thomas, GCC Chair<br>Jennie Rakestraw, Associate Dean   |
| Graduate Programs & Admissions   | Program Coordinators<br>Jennie Rakestraw, Associate Dean<br>Dick Diebolt, Associate Dean, College of Graduate Studies   |
| Grants & Special Initiative Funding  | Jennie Rakestraw, Associate Dean  |
| Instructional Resources Center   | Jackie Bedell, IRC Coordinator  |
| NCATE/PSC Preparations<br>Notebooks, Evidence Files  | Program Coordinators<br>Department Chairs   |
| NCATE/PSC Steering Committee   | Delores Liston, Co-Chair<br>Jennie Rakestraw, Co-Chair  |
| Non-Degree Certification & Transcript Evaluation<br>(post-baccalaureate initial certification) | Betty-Ware Wray, Advisement/Certification Coordinator   |
| Office of School & Community Relations   | Fred Page, Associate Dean   |

|                                   |               |
|-----------------------------------|---------------|
| <i>To find out more about ...</i> | <i>See...</i> |
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|                 |                                  |
|-----------------|----------------------------------|
| P-16 Initiative | Pat Reinheimer, P-16 Coordinator |
| Partner Schools | Pat Reinheimer, P-16 Coordinator |

|  |   |
|--|---|
|  | Partner School Field Liaisons (see attached)  |
| Partner School-Demonstration Teacher Council       | Pat Reinheimer, P-16 Coordinator  |
| Policies & Procedures                              | Arnie Cooper, Dean  |
| Praxis Testing and Reports                         | Betty-Ware Wray, Advisement/Certification Coordinator                                       |
| Pre-Professional Block                             | Wendy Chambers, PPB Faculty Coordinator   |
| Professional Development Plan, Activity, Resources | Arnie Cooper, Dean<br>Department Chairs<br>Jennie Rakestraw, Associate Dean                 |
| Program Action Teams                               | PAT Coordinators (see attached)   |
| Program Outcomes & Requirements                    | Program Coordinators  |
| Publications Center                                | Donna Colson, Publications Specialist   |
| Standards-Based Teacher Preparation Program (STEP) | Jennie Rakestraw, Associate Dean<br>Charlie Crouch, History Professor                       |
| Student Assessment & Monitoring Progress           | Program Coordinators<br>Jennie Rakestraw, Associate Dean (database)                         |
| Student Recruitment                                | Fred Page, Associate Dean<br>Betty-Ware Wray, Advisement/Certification Coordinator          |
| Teacher Education Advisory Council                 | Randy Carlson, Chair<br>Jennie Rakestraw, Associate Dean                                    |
| Technology Resources/Plan                          | Cordelia Douzenis, Technology Committee Chair<br>Arnie Cooper, Dean                         |
| TEP Admissions                                     | Stephanie Kenney, TEP Faculty Coordinator<br>Betty-Ware Wray, Advisement Center Coordinator |
| TEP Retention Policy & Program Plans               | Program Coordinators  |
| Undergraduate Advisement                           | Betty-Ware Wray, Advisement/Certification Coordinator;<br>EAC Academic Advisors             |
| Undergraduate Curriculum Committee                 | Beverly Stratton, Chair<br>Jennie Rakestraw, Associate Dean                                 |
| Unit Assessment System                             | Jennie Rakestraw, Associate Dean<br>Delores Liston, NCATE/PSC Steering Committee Co-Chair   |
| Unit Long Range Planning                           | Arnie Cooper, COE Dean  |
| University Strategic Planning                      | Vaughn Vandegrift, Provost  |

|                                    |
|------------------------------------|
| <b><i>Program Coordinators</i></b> |
|------------------------------------|

**Undergraduate**

Early Childhood Education  
Middle Grades Education

Dr. Amy Heaston  
Dr. Ronnie Sheppard

Secondary & P-12 Education  
Special Education

Dr. Mark Kostin  
Dr. Diana Hammitte

***Education Liaisons:***

**CLASS**

Caren Town - Literature  
Peggy O'Neill - Writing & Linguistics  
Patrick Novotny - Political Science  
Carolyn Bryan - Music  
David Alley - Foreign Language  
Don Rakestraw - History  
Bruce Little - Art

**COST**

Jim LoBue - Chemistry  
John Averett - Biology  
Waldo Meeks - Technology  
Gale Watson - Math  
Marvin Payne - Physics  
Jim Darrell - Geology  
Dan Good - Geography

**CHPS**

Virginia Richards - FCS  
Starla McCollum - HPE

**COBA**

William Levernier - Economics

**Graduate**

Counselor Education  
Curriculum Studies (Ed.D.)  
  
Early Childhood Education (graduate)  
Educational Administration (Ed.D.)  
Educational Leadership  
Higher Education Administration  
Higher Education Student Services  
Instructional Technology  
Middle Grades  
Reading  
School Psychology  
Secondary Business  
Secondary English  
Secondary Math  
Secondary Science  
Secondary Social Science  
Secondary Technology  
Special Education

Dr. Jim Bergin  
Dr. Bill Reynolds  
& Dr. Delores Liston  
Dr. Alice Hosticka  
Dr. Mike Richardson  
Dr. Bud Pool  
Dr. Ron Davidson  
Dr. Dale Grant  
Dr. Ken Clark  
Dr. Ronnie Sheppard  
Dr. Mike McKenna  
Dr. Bob Martin  
Dr. Ruth Carroll  
Dr. Diane Zigo  
Dr. Greg Chamblee  
Dr. Mark Kostin  
Dr. Robert Stevens  
Dr. Creighton Alexander  
Dr. Diana Hammitte

*Program Action Team (PAT) Coordinators*

Counselor Education  
Dr. Jim Bergin

Early Childhood Education  
Mr. Paul Moller

Educational Leadership  
Dr. T. C. Chan

Instructional Technology  
Dr. Ken Clark

Middle Grades Education  
Dr. Ronnie Sheppard

Reading Education  
Dr. Michael McKenna

School Psychology  
Dr. Pat McAfee

Secondary & P-12 Education  
Dr. Ruth Carroll

Special Education  
Dr. Diana Hammitte

Technology Education  
Dr. Creighton Alexander

|   |
|---|
| <p><b><i>Partner School</i></b><br/> <b><i>Field Associates &amp; Clinical Associates</i></b></p> |
|---|

| <b><i>Partner School</i></b> | <b><i>Field Associate/s</i></b>   | <b><i>Clinical Associate/PS Liaison</i></b>                     |
|------------------------------|---|---|
| Brooklet Elementary          | Diana Hammitte<br>Betty Nelson  | Nicki Hill –Clinical Associate<br>Jody Woodrum –PS Liaison      |
| Claxton Middle               | Valerie Cole (Fall 2000)<br>TBA (Spring 2001)                                   | Judy Scarboro   |
| Effingham Co. Middle         | Greg Chamblee<br>Beverly McKenna  | Nancy Moseley   |
| Effingham Co. High           | Diane Zigo  | Wendy Fears –Clinical Associate<br>Missy Akins –PS Liaison      |
| Nevils Elementary            | Amy Heaston   | Pam Goodman –Clinical Associate<br>Karen Doty –PS Liaison       |
| Portal Elementary            | Stephanie Kenney<br>Scott Banks   |   |
| Sallie Zetterower Elementary | Martha McGovern (Fall 2000)<br>Judith Robbins (Spring 2001)<br>Beverly Stratton | Margaret Kluttz   |
| Screven Co. Elementary       | Denise Huddleston   | Jennifer Bazemore   |
| Screven Co. Middle           | Marti Schriver<br>Susan Trimble   | Larry Smith   |
| Screven Co. High             | Mark Kostin   | Joyce Jamerson –Clinical Associate<br>Angie Sorrier –PS Liaison |
| South Effingham Middle       | Deborah Thomas<br>Mike Allen<br>Kim Ruebel                                      | Bill Caldwell   |
| Southeast Bulloch High       | Missy Bennett<br>Robert Warkentin   | Penny Sikes   |