

**COLLEGE OF EDUCATION**  
**STRATEGIC PLAN, 2004 - 2011**

**Mission of the College**

It is the mission of the College of Education to prepare educational and mental health leaders, who demonstrate the knowledge, skills, and dispositions needed to serve others and who further the values and practices of their respective professions. We seek to inspire our candidates in the Vincentian tradition; and to foster core values of professional commitment and responsibility (includes fairness), professional relationships (includes belief that all children can learn), and critical thinking and reflective practice.

**Theoretical Orientation**

As a faculty we are committed to developing programs with courses, clinical experiences, and assessments based on the following three complimentary orientations:

- **Student-Centering Though Constructivist Practice.** This orientation is based on the belief that knowledge is created and developed by learners and is influenced by experiences, values, and multiple identifies (e.g., race, class, culture, gender, nationality, exceptionality, and language of individuals.) This perspective drives us to place the prior knowledge and experiences of students at the core of our institutional practice and facilitate their development through meaningful exploration. Constructivist practice invites candidates to be active participants in their own development and to view knowledge -- in theory and in practice-- as fluid social constructions that are made and re-made through reflective interactions with social, cultural, and natural phenomena.
- **A Process-Product Framework.** Throughout our programs, we also emphasize that education and counseling are most effective when they acknowledge the interdependence of process and product. These are not opposites; rather they are part of each other as seen, for example, when candidates use a process of critical and creative thought to produce and implement pedagogical approaches or counseling strategies. These outcomes or "products" are themselves part of processes since they represent points on each candidate's developmental continuum. With this individualized framework of growth, there are multiple paths to effective practice and we encourage educators and counselors to continuously examine and implement a wide range of research-based best practices.
- **Reflective Practice.** Self-assessment, peer assessment, and critical examination of the efficacy of one's own practice are essential dispositions for all professionals. We believe that reflective practice can be taught in the context of courses that view students as knowledge producers in search of meaning. Pedagogy that poses problems rather than transmits content encourages reflective thinking and doing. Educators and mental health professionals must be reflective and metacognitive themselves in order to encourage these practices in those they serve. We also believe that interaction with current and future practitioners both extends and promotes such reflection.

**Goals:**

1. The College of Education will demonstrate its commitment to a diverse, inclusive, multicultural, and international society through its personnel, candidates, curriculum, and clinical experiences.
2. The professional development for faculty, staff, and administrators within the College of Education will be substantive and on going with the aim of continuously promoting the quality of programs and extending the current contributions of the faculty and professional staff.
3. All programs within the College of Education will be based upon high standards consistent with our own values, and those of accreditation and review bodies; and will be consistently revised and developed to meet the needs of the counseling and education communities.
4. Candidates and graduates of the College of Education's programs will demonstrate the professional knowledge, skills, and dispositions of outstanding practitioners as defined by our own values and those of accreditation and review bodies.
5. The College of Education, in accordance with the mission of the University, will demonstrate its commitment to expanding professional partnerships and service endeavors to address the needs of the broader community.

**Goal 1:** The College of Education will demonstrate its commitment to a diverse, inclusive, multicultural, and international society through its personnel, students, curriculum, and clinical experiences..

Objectives	Implementation Strategies	Who	Timeline	Indicators (Measurement)	Outcomes
1. To assess and evaluate the knowledge, skills, and dispositions related to diversity expected of candidates in each of the programs and implement program improvements as needed.	a. All College of Education course outlines will include a module/component regarding diversity.	Department	2005	Revised course syllabi 100% of syllabi include module/component for diversity.	Framework with indicators approved – adopted knowledge base: culturally relevant pedagogy.
	b. Operationally define k,s,d in each program area and field experience related to diversity.	Department St. Tch.	2006	Approved proposal of operational definition Approved proposal of evaluation process/forms K,S,D operationally defined in all program portfolios	Diversity framework (tied to assessment of indicators from each program area) approved – Data 2007.
	c. Analyze candidate performance and field experience data related to diversity on an annual basis.	Diversity Committee	2005	The general framework for assessing diversity is approved.	Framework approved.
	d. Provide opportunities for faculty with expertise in diversity to instruct and/or co-teach for critical modules	Diversity Committee	2005-	Expanded faculty leadership, scholarship, and service related to diversity that will inform teaching.	Faculty scholarship and service: GESA trainers; research in high needs schools; leadership in African Education Alliance of Western New York; participation in Inner City Summit and International Literacy Task Force.
2. To strive for a racial, ethnic, cultural, nationality, ability balance among faculty and supervisory staff (part time and full time). * cited as area for improvement	a. Increase the diversity of the adjunct faculty and supervisory pool.	Department (TE, ELC) St. Tching office	Annual	Target of 15% faculty meeting NCATE definition of diversity. Increase racial diversity by 5% annually until 15% target. Increased % of diversity in adjunct	2009: Co-teaching model (Walls, Weinholtz)
	b. Create partnerships with urban doctoral institutions and historically black/Hispanic colleges for teaching fellowships and exchange opportunities	Diversity Committee/ Dean	2006 2006-07	Partnership with one institution established.  One faculty exchange approved.	2006-07: 4 Sabbaticals: New Zealand, Hong Kong, China 2008-09: Sabbaticals – Puerto Rico, African studies
	c. Establish “in residence” positions for teachers and leaders.	Diversity Committee/ Dean	2007	One in-residence position created in the college.	2008-09: 38% for full-time faculty and supervisors from diverse ethnic and international backgrounds
	d. Document efforts to diversity the pool of candidates	Department	Annual	Written search process established prior to review. Annual report of diversity in full time faculty candidate pools.	

3. To maintain and develop diverse placement sites for clinical and field experiences in Ontario and New York State.	a. Diversify the placement sites for student teaching, internships, practica, and teaching assistantships.	St. Tch, Dept. ELC	On-going	Increase in the % of diverse sites for internship/practicum placements.	2008-09: 38, 50 30, 52, 36, 25, 21% of placements in high needs districts respectively – student teaching, , leadership, school counseling, literacy, foundations, school psychology, and special education
	b. Expand out-of-area high-needs placement opportunities (e.g., New York City, Rochester, Buffalo).	St. Tch./ Dean	On-going		
	c. Evaluate the quality of high needs placements across programs.	St. Tch. Dept. ELC.	Annual	Include evaluation of the quality of high needs placements in the process of internship/practicum.	
4. To expand international partnerships in the areas of program interest and need.	a. Explore options for offering programs, including <b>distance education</b> courses (beyond the U.S. and Canada) at the international level.	Department /Dean	2008-	Determine possible sites for expansion. Approved partnership proposals.	<i>International conference</i> – 120 participants  <i>2008-09: Study abroad</i> – 47 candidates and 4 faculty, 13 BASIC participants (27%)
	b. Expand study abroad programs.	Diversity Committee/ Dean	Annual Report	Program Descriptions and annual report of student participation/enrollment.	
	c. Identify and establish new international sites for program offerings.	Dept./Dean	Annual Report	Course schedules and annual report of student enrollment. Document new sites.	
5. To enroll and retain candidates from underrepresented national, racial, ethnic, cultural, and ability groups.  <i>* cited as area for improvement, NCATE October 2003.</i>	a. Pursue funding needed for scholarships (grants, incentives for diversity in education).	Dean/ adv.	2006-07	Initiatives included in capital campaign.	2008-09: 8.4% of undergraduate education candidates; 49% of graduates – report diverse backgrounds
	b. Expand opportunities for paraprofessionals to undertake college-level study leading to certification and professional development (paraprofessional project).	Director Department	2008 - 2009	# of degree recipients, certification of candidates and employment	2006-07: 12 degree recipients (teacher certified) – Buffalo paraprofessionals.
	c. Implement partnership programs in urban, high needs districts (e.g., Bronx schools)	FE & Part Committee	2007 -	Partnership is articulated	Toronto PDS model – primary/junior (Senor Santo Cristo) Partnership with #44; Niagara Street Immersion project.
	d. Establish College-specific strategies for recruitment and retention of diverse candidates.	Diversity Committee	Campaign	Proposal for high needs – Institute of High Needs Achievement (urban cohort)	Proposal written – capital campaign.
6. To enhance partnerships with two year institutions in both Canada and the United States to	a. Expand partnerships and articulation agreements with two-year colleges (including out-of-area).	Dean's office	2007-09	Additional articulations with two-year colleges.	42 transfer students (fall 2008) Jointly registered program – NCCC (approved 2009).

increase the recruitment and retention of transfer students.	b. Investigate paraprofessional program with Ontario school boards.	Ontario program	2008	Non-traditional candidate enrollment	Proposal under discussion (Halton).
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**Goal 2:** The professional development for faculty, staff, and administrators within the College of Education will be substantive and on going with the aim of continuously promoting the quality of programs and extending the current contributions of the faculty and professional staff.

Objectives	Implementation Strategies	Who	Timeline	Indicators (measurement)	Outcomes
1. To increase opportunities for comprehensive professional development among faculty and staff, as prioritized and evaluated, including diversity.	a. Offer professional development based on prioritization of needs by faculty, staff and administrators.	FQPD committee	Annual	Increased participation (including adjunct faculty)	2008-09:: \$702, 400 (Institute revenues)  CCTL: increases in budget (\$3,713)  See FQPD annual report
	b. Apply for internal and external resources and materials for professional development.	Dean's office/Adv. Institute of Applied Learning	On-going	Grant funding secured/allocated for faculty professional development.	
	c. Increase faculty involvement in CCTL activities.	FQPD committee	2005-06	Number of faculty participating in CCTL activities – increase % in College	
2. To encourage and support the professional development of adjunct faculty members.  * cited as area for improvement, NCATE October 2003	a. Provide annual reviews of adjunct faculty performance.	Department	Fall 2004	Implement adjunct evaluations.	Evaluation model and plan for professional development approved (May 2007)
	b. Develop and implement a plan for the professional development of adjunct faculty, associate/cooperating teachers, and mentor teachers.	FQPD Committee	2005-06	Plan developed/approved by faculty.	Plan approved (spring 2007).  Data reporting – 2007-08.
	c. Increase adjunct faculty involvement in CCTL opportunities and committees.	FQPD Committee	2005-06	Increase adjunct participation.	
	d. Partner adjunct with FT faculty, to improve course preparation and instruction.	Department	Annual Report	List of courses co-taught between adjunct and full-time faculty. Develop process and document partnerships.	
3. To expand opportunities for faculty/staff/administrators who participate in professional conferences and workshops to share knowledge of current issues and practices, including new and developing technologies.	a. Increase full-time faculty participation in regional, national, or international professional organizations in their disciplines, including acting as a presenter, discussant, and/or board member.	FQPD committee	Annual report	Increase participation.	2008-09: 56% of faculty served in leadership roles in professional organizations  94% of faculty presented at conferences..
	b. Provide opportunities for faculty to share accomplishments and activities through group-based, in house professional study	FQPD Committee	On-going	Increase opportunities and participation (full and part-time).	2008-09: 81% of faculty publishing.

	(i.e., sabbatical leave, conference participation, research studies)				
	c. Expand professional development in technology integration for faculty and staff, including use of Blackboard.	FQPD committee Institute	On-going	Increased use across the faculty.	Annual report of Institute, FQPD committee.
4. To continue to support faculty research/service efforts through mentoring, communication, documentation, and coordination with funding organizations.	a. Increase participation of faculty in P-12 schools.	FQPD committee	Annual report	Increase % of faculty working in P-12 schools or field of discipline (e.g., clinics)	2008-09: 100% percent participating (school councils, supervision, professional development, teaching, research, other).
	b. Increase faculty involvement in identifying and securing grant opportunities.	Dean/adv/	2009	80% faculty involved in grants. ☺	Increasing funding through external grants through the Institute of Applied Learning.
	c. Enhance the formal faculty mentoring program.	Department	May 05	Develop, adopt and implement a formal mentoring process.	Models implemented (2005, 2006, 2007).
	d. Create systematic support for faculty to receive assistance with research methodology and analysis.	FQPD committee	2005	Assistance provided.	NVivo – qualitative software license – 2007  Graduate assistantships received – <b>increased by 22% (university support)</b>
	e. Increase student participation in research initiatives.	FQPD committee	2005	Increase student participation.	66 students participated in conference presentations with faculty.
5. To improve communication, collaboration and efficiency.	a. Secure distinguished space for the College of Education.	Dean/adv.	2008	Faculty and staff move in to new location.	<b>Moved into Academic Complex: August 2007 Teaching Studio – opened 09</b>
	b. Implement models to enhance student advisement .	Department (TE)	2005	Approved proposal for first year student advisement.	2008-09: 77% retention in major (2007 cohort); 84 % retention at NU.
	c. Expand opportunities for staff to expand communication, skills, and efficiency.	Dean's office	2005-06	All staff trained on myNU	100% use of myNU.
	d. Continue College newsletter and improve content/design of College of Education website.	Dean's office	Annual	Two issues disseminated per year. Website updated.	Website updated – spring 2009.  Process established for web enhancements.
	e. Review and update College of Education policies/procedures.	Dean's office	Annual	Amendment and revisions to handbook provided to faculty/staff.	Annual revisions – (new faculty orientation, dissemination to full faculty and staff)

**Goal 3:** All programs within the College of Education will be based upon high standards consistent with our own values, and those of accreditation and review bodies; and will be consistently revised and developed to meet the needs of the counseling and education communities.

Objectives	Implementation Strategies	Who	Timeline	Indicators (measurement)	Outcomes
1. To continue to insure that all programs are reviewed and developed in accordance with national accreditation bodies (e.g., NCATE), professional program standards, and regulatory/accreditation bodies in New York State and the Province of Ontario (e.g., Ministry/OCT).	a. Fully implement the assessment system (program and candidate assessment models) consistent with NCATE, SPA standards and the conceptual framework of the Unit. <ul style="list-style-type: none"> <li>Action 1. Examine the connection between professional program standards and current program requirements and revise as needed.</li> <li>Action 2. Support faculty in being current on program standards</li> <li>Action 2. Seek professional program approval on all programs (SPA REVIEWS).</li> </ul>	P & E Committee  Dean's office  Departments	2005-06  2007-08  May 06  Submit February 1, 2009	Expanding technological data-base adopted by the college.  Draft program reviews in accordance with NCATE procedures for specialty program association.  Program alignments Program approval letters	Modifications made to programs based on review of data (aligned with SPA standards) – see list of improvements 2008-09.  STEP data system secured.  Enhancements to shared drive.  Program assessments (section II and III complete – 2006)
	b. Implement programs/sites identified in Ministerial Consent and expand offerings for Additional Qualifications (AQ's in literacy, TESOL, special education)	Dean's office  Department	2005-06  2007-08	Students enrolled in approved programs.	319 enrolled candidates (BPS) and 35 M.S. Ed. at 4 sites (fall 2008)
	c. Seek accreditation from OCT for teacher education programs (following ministerial consent).	Department (TE)	2006  May 06	Secure accreditation through OCT. Accreditation letters.	Continuing accreditation, no conditions, for 7 years (June 2009).
	d. Seek CACREP accreditation	Department (ELC)		Develop timeline and monitor.	
2. To use multiple assessments, consistent with national accreditation (e.g., NCATE), professional program standards, the New York State Education Department, and relevant international jurisdictions (e.g., the Ontario Ministry of Education and Ontario College of Teachers) for program improvement.	a. Revise program assessments based on SPA standards.	Council of Chairs Department	May 06	Approved assessment process. Document that all programs are aligned to SPA standards.	See Annual report Part A – key indicators.
	b. Conduct specific studies of NYSTCE (LAST/ATS-W and CST), recommend strategies as necessary.	Council of Chairs P & E committee	2005-06	Generate report of NYSTCE analyses.	
	c. Evaluate reliability and validity of assessment measures, including comprehensive exams and portfolios, intake and field experiences.	P & E committee  Department (TE, ELC)	2006-07  Annual Report	Report reliability and validity studies of comprehensive exams and portfolios. Assessment reports and approved proposals.	See Annual Report Part A -

3. To ensure that field experiences are extensive, intensive, represent high-needs schools/settings, and are aligned with curriculum.	a. Continue to enhance the quality of placements.	St. Tch. Office	Annual Report	100% of candidates complete quality placements that are aligned with areas of certification.	100% of initial teacher candidates completed required hours prior to student teaching (fall 2008).  Revised assessment/alignment approved (TE).
	b. Investigate field experiences within the Juvenile Justice system.	St. Tch. Office	Annual Report	Partnership agreements Candidate participation counts. Not ELC	
	c. Develop and implement a process to evaluate the quality of field experiences in each of the field experiences in each of the program (specifically, counseling, educational leadership, early field experiences, supervisory model for methods placements in teaching assistantship).	FE & Partnership Committee  Department (TE, ELC)	2006 - develop system	Process approved.  After first cycle of review process, FE&P Committee reassess process for effectiveness.	Internship/practica data included as Assessment 4 – evaluation with SPA reviews.
4. To develop new programs and curricular opportunities that meet the changing needs of the educational marketplace and extend the mission and vision of the University.	a. Implement a program in TESOL and design international applications (e.g., PR, China).	Department (TE)	2006 2007-09	Candidates enrolled (program, courses)	TESOL program approved. Joint program, NCCC, approved.
	b. Implement Ph.D. program in Leadership and Policy.	Department (ELC)		Program approved, faculty hired, feasibility scheduled.	Feasibility study: May 2009
	c. Offer expanded Ontario options/programs – Ministerial consent, 5 year plan.	Department (ELC, TE)	Annual	Candidates enrolled.	<i>Fall 2008</i> : 319 BPS 35 Administration and supervision
	d. Explore the integration of coursework in a cross-disciplinary fashion.	Program & Assessment Committee	2007-09	Cross-disciplinary courses approved.	EDU/HRT 333: Special Olympics  EDU 451: Assessment course (AS designation)  Developmental disabilities course (Opportunities Unlimited partnership)

	e. Explore opportunities for undergraduate students to minor in specific studies and to design associate degrees that lead to teaching (e.g., paraprofessional studies, literacy minor, educational interpreting).	Department (TE)	Annual	Curricula approved.	Literacy minor: approved spring 2007.
	f. Explore the feasibility of new graduate –level programs to meet professional community (e.g., school social work, CAS in literacy, instructional technology; early childhood with a day care center on campus, STEM)	Department (ELC, TE)	2007-2010	Programs approved.	MH licensure received (2006).  Two TESOL classes approved (graduate level)
5. To develop and extend the delivery and support models within each program through technology.	a. Develop courses for full or partial on-line instruction as appropriate, and extension sites for on-line (or hybrid) models of delivery (advanced programs – practicing teachers, leaders).	Department (ELC, TE, Ontario)	2007-2010	Increase on-line course offerings.	2009: 528, 644, 530, 578, 579, 598 794(IS), 236, 239, 539.  Distance education approved: educational leadership (2009).
	b. Secure funding to continue instructional technology initiatives, including support for technology facilities.	Dean's office /adv.	2007-08	Funding secured.	New building – state-of-the art technology (Interwrite and Smartboard technology, pod casting, etc.)

6. To ensure that programs continue to be cohesive and compatible with sufficient resources to maintain continued quality.  * <i>need for faculty cited as area for improvement, NCATE October 2003</i>	a. Redesign and expand curriculum library (teaching studio).	Dean library/adv.	2007-08	Teaching studio opens in library.	Opened Fall 2009.
	b. Increase the proportion of the program taught or supervised by full time faculty and staff, reducing number of adjunct faculty .	P & E committee/ dean	On-going	Maintain 70% coverage by full-time faculty.	2008-09: 60% teacher education; 74% educational leadership; 68% counseling; 50% supervision
	c. Raise level of external funding to the College.	Dean/adv.	2008-09	Increase external funding.	Capital campaign – launch 2007
	d. Create endowed position.	Dean/adv.	2008-09	Position funded.	Target of campaign.
	e. Investigate class size given physical space on campus for active learning, technology –driven instruction.	Department (TE)		Space plan. Course caps.	New space plan – rooms in Academic Complex.

**Goal 4:** Candidates and graduates of the College of Education’s programs will demonstrate the professional knowledge, skills, and dispositions of outstanding practitioners as defined by our own values and those of accreditation and review bodies.

Objectives	Implementation Strategies	Who	Timeline	Measurement	Outcomes
1. To assess and evaluate candidate knowledge and skills at multiple points in the program for both content and pedagogical standards and take appropriate courses of action.	a. Improve data collection techniques for ease of aggregation, review and dissemination.	P & E committee/ Department	2006	Revised process implemented. Document data collection techniques for review.	1. Step system designed and implemented – 2007.
	b. Report annually on candidate performance across standards and multiple assessments.	College Committees Departments Ad. Units	Annual reports	Annual Reports Review annual report	2. SPA reports and progress (see continuous improvements in Annual Report).
	c. Recommend program/candidate improvements, as appropriate.	Department St. Tch. Committees	Annual reports	Approved proposals. Implement review process for dept on annual basis.	3. SPA reports – 21 approved, 5 need further refinement.
	d. Investigate the use of national exams for candidates in school psychology and counseling programs.	Department (ELC)	2008-09	Implement assessment (national or other).	4. CST Data Report – 2006
	e. Coordinate with faculty in arts and sciences in the evaluation of content knowledge.	Department (TE) Council of Chairs	Annual reports	Approved proposals.	5. TQRC – pilot project on completers (Dean serves on Advisory Council).
2. To assess and evaluate the dispositions and reflective practice of candidates.  <i>* assessment of dispositions cited as area for improvement, NCATE October 2003</i>	a. Delineate candidate dispositions for each program (in keeping with the approved framework) and implement viable means of assessment. <ul style="list-style-type: none"><li>Action 1. Complete research on dispositions and implement findings – distribute to faculty.</li></ul>	Department	May 05	Approved proposals. Done? Develop criteria/assessments for program dispositions.	Disposition assessment completed, validated, approved for implementation across programs (2006-07).  Indicators of the three dispositions developed and approved for each program (2007).
	b. Revise graduate intake so specific dispositions are addressed in recommendation letters	Department	May 05	Approved proposals. Use program dispositions assessment in the intake process.	Integrated: intake (graduate and undergraduate), coursework, field experiences.
	c. Revise and implement program and field placement evaluations to include assessment of dispositions.	Department St. Tch. L & S	May 06 Annual Reports	Assessment of field experiences includes dispositions.	
	d. Develop policy/procedures relative to dispositions followed by recommendation and intervention. <ul style="list-style-type: none"><li>Action 1. Extend appeal process to address dispositional issues.</li></ul>	P & E committee	May 06	Approved process.	Academic Integrity policy: Approved by Senate, spring 2007.

3. To assess and evaluate candidate performance as demonstrated across multiple field experiences.	a. Increase consistency and efficiency in creating a continuum of quality placements from early experiences through student teaching in teacher education and internships/practica in advanced programs.	FE & Part. Committee  Departments (4 <sup>th</sup> assessment)		All candidates will have multiple and diverse placements during program.	<i>Fall 2008:</i> 100% of teacher candidates completed required hours prior to student teaching.
4. To assess and evaluate the practical components of the conceptual framework of the College of Education into each program area. *  <i>* assessment of framework cited as area for improvement, NCATE October 2003</i>	a. Examine all course outlines and course materials to assure that the three components of the framework are addressed.	Department	May 05	100% of syllabi include framework.	<i>Syllabi revised and updated (2009) – teacher education, educational leadership.</i>
	b. Schedule periodic workshops and in-service opportunities that allow adjunct and part-time faculty an opportunity to explore and integrate the conceptual framework.	FQPD committee	Spring 05	Sessions scheduled – faculty (full and part-time) participate.	Faculty orientation (fall, spring)  College Unit-wide meetings – 2008, 2009.
	c. Align assessments and measures to the components of the conceptual framework.	P & E committee	2005	Assessment aligned.	Matrix reflects the alignment of assessments to the CF.
5. To assess and evaluate candidates' use of technology and the ways in which such technology can be integrated into the profession.	a. Operationally define and integrate technology knowledge and skills into all programs.	Program & Assessment Committee Department	2006	Candidates demonstrate technological competence (technology knowledge and skills), reflected in course syllabi, and assessed.)	Data – NSSE indicators (for College), program data (departmental).
	c. Design additional “De Paul 211” classrooms for technology integration in education.	Dean/adv.	2008-09	Classrooms designed in the new building.	New Building: Model Pre-K – 12 classroom, Center for Teaching Excellence, Observation/diagnostic rooms.
6. To implement follow-up alumni assessments (one-year, 3 year) and employer surveys.	a. Design and implement employer surveys aligned to program standards.	Career dev./ P & E committee	2005 (pilot survey)	Survey disseminated to employers and analyzed for input for programs.	See annual report: 2005, 2007, 2009 (two year survey)
	b. Expand one-year follow-up for alumni feedback to include all program standards.	Career dev. P & E Committee	2005	Questions related to standards included on follow-up.	See Annual Report Part A – data/analysis of standards-based questions.
	c. Investigate three year follow-up studies.	Career dev. P & E committee	2007-08	Recommendation and format forwarded and discussed.	

\* objectives 4-6 - process steps from assessment model and implementation: operationally define/develop candidate assessment, implement assessment, evaluate results, recommend program improvements, repeat

**Goal 5:** The College of Education, in accordance with the mission of the University, will demonstrate its commitment to expanding professional partnerships and service endeavors to address the needs of the broader community.

Objectives	Implementation Strategies/Measures	Who	Timeline	Measurement	Outcomes
1. To establish family support and education center which includes services for the community as well as opportunities for student and faculty development and research.	a. Identify the programmatic elements of the center. <ul style="list-style-type: none"> <li>Action 1. family counseling center with classrooms (technology and observation)</li> <li>Action 2. research and study on teaching and learning, including early childhood.</li> <li>Action 3. literacy center for assessment, tutoring, and improvement of literacy skills for children and youth.</li> <li>Action 4. a child center (day care) on campus.</li> </ul>	FE & Part. Committee	2007-2010	Develop a proposal for identifying programmatic elements of center.  Center established.	1. Space allocated (new building) – family literacy center and family support center.  Participation in campus-based program (2008-2009): 260 NU candidates and 437 children and youth from community.
	b. Conduct feasibility studies, clarify components, needs analysis, study resources, space, and operation.	FE & Part. Committee Dean	2007-08	Develop a proposal for staffing the family center.	Proposal presented and included in capital campaign: Family literacy and family support centers.
	c. Seek funding.	FE & Part. Committee Dean/ Adv.	2007 and beyond	Delete FE&P (will include in Final Report).	Two campaign gifts have been received.
2. To enhance the contributions of our alumni to the community and University.	a. Implement activities and programs to involve educational alumni in Ontario and U.S.	P & E committee	On-going	Annual alumni event sponsored through the College.	Alumni Council – reps from education (two area councils being established in Ontario)
	b. Survey alumni to identify areas of interest and opportunities for involvement .	P & E committee	2007-08	Survey completed and results shared with alumni office and faculty	Annual Alumni award from College (awarded in October).
	c. Increase communication (e.g., newsletters, website to add alumni link, listserv)	P & E committee	2007-	Alumni link included on College site. Newsletter disseminated to alumni.	
3. To expand services and partnerships with schools and agencies serving high needs populations.	a. Increase percentage of faculty/staff providing services to schools and agencies.	Diversity committee	On-going	Participation increased.	2008-09: 100% in schools - 44% in school councils; 69% supervision; 56%

					professional development; 31% teaching P-12; 47% research; 22% teaching in a school.
	b.. Increase paraprofessional activities related to the Teacher/Leadership Partnership Grant.	Director Department (TE)	Annual Reports	Faculty involvement.	12 graduates (degree, certification).
	c. Co-create partnership activities based on mutual need and specific outcomes tied to student performance. <ul style="list-style-type: none"> <li>Action 1. Explore summit of high needs schools.</li> </ul>	Diversity committee  FE and Partnership	2007-08	Inventoried and accessible data on partnerships.  Evaluation data for partnering stakeholders.	Proposal submitted (legislative and campaign) to create Institute of High Needs Achievement.  Deep partnerships: School 44; Niagara Street., Senhor Santo Cristo.
4. To coordinate with catholic schools to expand services and partnerships.	a. Establish a professional development center for catholic education in partnership with Stella Niagara. (also embedded in the mission standard) to lead initiatives for catholic school teachers and administrators in Western New York and Ontario.	Mission committee Dean	2005  2006	Partnership with Stella signed.  Center funded.	CECE established (2005-06).  390 participants in CECE activities (2006-07).  \$32,941 in funded initiatives (2008-09).
	b. Explore and pursue the establishment of a high needs professional development school or "adopting" a school.	FE & Part. committee	2006-07	High needs schools identified for partnership exploration.	York Catholic and Toronto Catholic District School Boards – program sites.
	c. Expand Learn and Serve and internship opportunities to urban /i.e. high needs Catholic schools and agencies.	L & S	2006	Increase # of placements in Catholic schools.	2006-07: 30% increase in teaching assistantship placements,  17% increase in student teaching placements
	d. Continue to develop on-site course offerings in Partnership schools.	Department	Annual Reports	Increase partnerships for teaching of courses in schools.	Courses offered at York Catholic, Toronto Catholic, Stella Niagara, Prince of Peace.  11 members of the faculty involved in Catholic schools and 5 adjunct faculty from Catholic schools.

5. To establish a comprehensive institute for professional development with schools and agencies.	<p>a. Develop professional development programs for teachers, leaders and counselors to meet continuing learning requirements of the profession.</p> <ul style="list-style-type: none"> <li>● Action 1. Establish summer forum for professional development for advanced placement teachers.</li> <li>● Action 2. Continue to pursue opportunities to provide professional development for teachers/administrators in summer workshops.</li> </ul>	Dean/ continuing education/ FQPD committee	2006- and on-going	Institute established with budget, director position, mission, operating policies/procedures, and annual assessment/evaluation.	<p>Institute for Applied Learning created: 2006</p> <p>Model TQE and STEM – documented increases in student achievement (featured in AACTE publication).</p> <p>See annual report of Institute.</p>
	c. Involve faculty in arts and sciences and business in professional development and school-based initiatives.	Council of chairs	On-going	Faculty identified as members of Institute.	<a href="#">Institute data.</a>

## Key for “WHO”

### University:

- Adv - advancement office
- Mission committee
- L & S - Learn and Serve
- Council of Chairs: committee of department chairs in Ed. and Arts and Sciences (charged by Deans of both colleges)

### College committees:

- Diversity committee
- FQPD committee – faculty qualifications, performance and development committee
- Program and assessment committee
- FE & Part. Committee – field experience and partnership committee (formerly field experience and clinical practices)
- P & E committee – program and evaluation

**St. Tch** = Office of Student Teaching

**Department** = Department of Teacher Education (TE) and its coordinators, Department of Educational Leadership and Counseling (ELC) and its coordinator

**Director** = project director (paraprofessional grant)

**Dean** = Office of the Dean, including the Assistant to the Dean, Intake Coordinator for Graduate Education, and/or Dean