

**CAMPBELLSVILLE UNIVERSITY
SCHOOL OF EDUCATION**

STRATEGIC PLAN, 2016-2021

A. Mission Statement for the Unit

SCHOOL OF EDUCATION MISSION

The School of Education, in support of the mission of Campbellsville University, prepares teachers for their respective fields in society by providing an academic infrastructure based on scholarship, service and Christian leadership. The primary aim of the program is to advance scholars who are competent, caring and qualified educators, who can positively impact student learning and who are committed to life-long learning in a global society.

The educator preparation program strives to achieve this mission globally by:

- preparing educators who demonstrate the knowledge, skills and dispositions to plan, implement, research and evaluate instruction through information technology,
- honoring, understanding and respecting diverse voices and communities in society,
- establishing partnerships and collaborating with the professional community,
- supporting and enhancing Christian characteristics of servant leadership.

B. Unit Program Goals (5 yrs.)

Develop additional certification programs and revise existing programs as needed and/or specified.

Rationale: Following are potential new programs based on need:

- Other Endorsements (e.g., Literacy, Technology)
- Reading Specialist
- ESL P-12 Certification
- Principal certification
- P-12 Master of Arts in Teaching (MAT)
- IECE Master of Arts in Teaching (MAT)

Implement Unit Diversity Plan and review annually

Rationale: There is an ongoing need to increase diversity of faculty and candidates and diverse experiences of candidates.

- *Activities:*
 - hire diverse faculty when vacancies occur in all program areas, particularly early childhood and special education;
 - review plan annually making additions, revisions as needed;
 - continue implementation of ED 300 field trip to P-12 schools with diverse populations
 - Offer opportunities for students to have international, urban, and Native American cultural experiences.
 - Exposure to early childhood special education populations in IECE 416.

Implement Unit Recruitment & Retention Plan and review annually

Rationale: Need exists to have an intentional plan to identify recruitment and retention strategies.

Activities:

- add programs to continue attracting wide range of candidates
- identify and add to plan specific strategies regarding communication and appreciation (faculty recruitment of students, advising and student follow-up regarding deficient grades and excessive absences);
- put recruiting posters/materials in other buildings on campus
- monitor student progress through the CAP system and get feedback from those who are not transitioning in the program
- utilize Title III resources as provided
- explore scholarship and financial aid resources

Identify and Implement Servant Leadership Activities/Projects for Faculty and Candidates

Rationale: Need exists to insure engagement of faculty and candidates in activities that support unit and University mission.

Activities:

- international and urban servant leader field experiences to expand and continue in 2016-17;
- continue to implement international placement programs in student teaching;

Build on relationships with P-12 schools and education agencies to continue and establish collaborative initiatives.

Rationale: Effective teacher preparation programs include partnerships and meaningful collaborative efforts.

Activities:

- Use the new Collaboration Agreement Form
- faculty (co-teaching, RTI)
- provide technical assistance as needed/requested
- Include P-12 partners in all CAEP planning

Continue expansion of technology applications in programs and instruction.

Rationale: One of the KY Teacher Standards concerns effective use of technology in the classroom. Need exists for increasing individual and unit applications.

Activities:

- offer trainings for small faculty groups on specific applications such as Google Docs
- integrate latest technology resources into appropriate courses, including technology resources in pre-K-12 schools;
- expand digital use to student teaching forms and application forms

C. Unit Program Objectives for 2016-2017

Continue implementation of the Paired Clinical Model and co-teaching strategies as specified by state regulation.

- Continue training of P-12 faculty on Paired Clinical Model as needed.

Implement and develop new program(s), continue.

- Finish the program development for the Principal certification administrative certificate.
- Begin the P-5, LBD and dual certification programs at Somerset Educational Center
- Begin the ECE/IECE and P-5/IECE dual certification program in Owensboro
- Complete program development for the Masters of Arts in Education in Montessori
- Complete program development of an Early Childhood Education degree with an area of emphasis in Montessori

Implement Unit Recruitment & Retention Plan

- follow-up with personal phone call to undergraduate and graduate students expressing interest in education programs(s)
- continue to host a "Student Appreciation Day" luncheons each semester.
- increase communication with advisees by sending out reminder notices about pre-registration
- grow education programs using satellite sites and advertising fully online programs state and nation-wide. School of Education faculty now providing office and recruitment hours at the Louisville Education Center.
- continue CDA cohorts in early childhood program.
- continue to distribute recruitment materials on graduate programs at annual *Excellence in Teaching* program.
- Implement P-5, LBD and dual certification at additional KCTCS sites
- early childhood annual activities: (a) fall and spring recruitment events at ECTC; (b) training day events; (c) faculty visit early childhood capstone courses at KCTCS colleges.

Identify and Implement Servant Leadership Activities/Projects for Faculty and Candidates

- Spring Break mission/field experience trip to Belize March 2017; faculty/student trip to urban areas such as Washington, D.C. , Native American site and other areas

D. Major Changes in Program Content

- New literacy regulation implementation in Fall 2016
- New process to evaluate dispositions. Change in disposition forms to relate more to the area of evaluation, meaning classroom, clinical and on-line experiences of candidates.
- Field experience AFI requirements to have evidence of systematic monitoring of field experience data to ensure candidates have diverse experiences in all programs.

E. New Resource Requirements

Personnel: (1) Adjunct faculty, as needed. (2) Full time graduate faculty, (3) Early Childhood Faculty (4) Special Education Faculty

Equipment & Materials: (1) Additional curriculum materials may be needed as new programs are added; (2) appropriate technology that keeps pace with public P-12 schools (3) instruction in Google Docs (4) website design for interactive forms (5) how to use technology for the application process

F. Planned Interactions

The School of Education has an on-going partnership with the School of Music and the College of Arts and Sciences. Meetings are scheduled monthly with the Teacher Education Committee (comprised of representatives from all areas) and several advisory committees including P-12 representation (principal certification program development). These groups provide valuable input for program development for area educators.

The SOE will be participating in many collaborative partnerships with P-12 partners. These will be monitored through the use of the Collaborative Partnership Form.

P-12 representation is required on all committees for CAEP accreditation preparation.

The SOE will be presenting information about the CAEP process to Faculty Forum.

The TEAC (Teacher Education Advisory Council) will meet regularly to give P-12 partners opportunities to provide suggestions and feedback about our programs.

**CAMPBELLSVILLE UNIVERSITY
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STRATEGIC PLAN, 2017-2022

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The educator preparation program strives to achieve this mission globally by:

- preparing educators who demonstrate the knowledge, skills and dispositions to plan, implement, research and evaluate instruction through information technology,
- honoring, understanding and respecting diverse voices and communities in society,
- establishing partnerships and collaborating with the professional community,
- supporting and enhancing Christian characteristics of servant leadership.

B. Unit Programs (Undergraduate and Graduate) Goals (5 yrs.)

Develop additional certification programs: and revise existing programs as needed and/or specified.

Rationale: Accreditation from the Council for Accreditation of Educator Preparation (CAEP) is necessary for national accreditation. Accreditation from the Education Professional Standards Board (EPSB) is necessary to continue state accreditation. A change in the name would make us more competitive in the education market. Administrative certification programs are necessary in the competitive market.

- Attain accreditation from the Council for Accreditation of Educator Preparation (CAEP)
- Attain continuing accreditation from the Education Professional Standards Board (EPSB)
- P-12 Administrative Certificates including Doctorate
- Change from a School of Education to a College of Education
- Begin the P-5 program in Harrodsburg

Implement Unit Recruitment & Retention Plan and review quarterly.

Rationale: Need exists to have an intentional plan to identify recruitment and retention strategies. There is an ongoing need to increase diversity of faculty and candidates and diverse experiences of candidates.

- *Activities:*
 - Hire diverse faculty when vacancies occur in all program areas.
 - Offer opportunities for students to have global cultural experiences.
 - Revise KTS diversity proficiencies to InTASC proficiencies.

- Invite regional students to the main campus
- Visit all of the Dual Credit sites and Regional sites
- Identify and add to plan specific strategies regarding communication and appreciation (faculty recruitment of students, advising and student follow-up regarding deficient grades and excessive absences).
- Put recruiting posters/materials in other buildings on campus.
- Monitor student progress through the CAP system and get feedback from those who are not transitioning in the program

Identify and Implement Servant Leadership Activities/Projects for Faculty and Candidates

Rationale: Need exists to insure engagement of faculty and candidates in activities that support unit and University mission.

Activities:

- global servant leader field experiences to expand and continue.
- continue to implement global placement programs in student teaching;

Build on relationships with P-12 schools and education agencies to continue and establish collaborative initiatives.

Rationale: Effective teacher preparation programs include partnerships and meaningful collaborative efforts.

Activities:

- Establish a principal cohort with Boyle County
- Establish an English as a Second Language cohort in Daviess County
- Include P-12 partners in all CAEP planning
- Develop/administer surveys for P-12 partner/employer feedback

Continue expansion of technology applications in programs and instruction.

Rationale: One of the KY Teacher Standards concerns effective use of technology in the classroom. Need exists for increasing individual and unit applications.

Activities:

- integrate latest technology resources into appropriate courses, including technology resources in pre-K-12 schools;
- expand digital use to student teaching forms and application forms
- Provide Chrome Books for CU students to have instruction since all P-12 schools in our immediate area are using these with their students.

<i>C. Unit Program Objectives for 2017-18</i>
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Continue implementation of the Paired Clinical Model and co-teaching strategies as specified by state regulation.

- Continue training of P-12 faculty on Paired Clinical Model as needed.

Implement and develop new program(s), continue.

- Implement the Principal certification administrative certificate.

- Implement the P-5 program at Somerset Educational Center

Implement Unit Recruitment & Retention Plan

- follow-up with personal phone call to undergraduate and graduate students expressing interest in education programs(s)
- continue to host a “Student Appreciation Day” luncheon each semester.
- increase communication with advisees by sending out reminder notices about pre-registration
- grow education programs using satellite sites and advertising fully online programs state and nation-wide. School of Education faculty now providing office and recruitment hours at the Louisville Education Center.
- continue CDA cohorts in early childhood program.
- continue to distribute recruitment materials on graduate programs at annual *Excellence in Teaching* program.
- early childhood annual activities: (a) fall and spring recruitment events at ECTC; (b) training day events; (c) faculty visit early childhood capstone courses at KCTCS colleges.

Identify and Implement Servant Leadership Activities/Projects for Faculty and Candidates

- Spring Break mission/field experience trip to Belize March 2018; faculty/student trip to urban areas such as Washington, D.C., Native American site and other areas

D. Major Changes in Program Content

- From Kentucky teacher standards to InTASC standards
- Field experience AFI requirements to have evidence of systematic monitoring of field experience data to ensure candidates have diverse experiences in all programs.

E. New Resource Requirements

Personnel: (1) Adjunct faculty as needed in the undergraduate program and regional sites (2) Full time graduate faculty to teach in the Principal Program (3) Early Childhood faculty to teach in international settings and the Montessori classes

Equipment & Materials: (1) Additional curriculum materials as new programs are added; (2) appropriate technology that keeps pace with public P-12 schools (3) instruction in Google Docs (4) website design for interactive forms (5) how to use technology for the application process

F. Planned Interactions

The School of Education has an on-going partnership with the School of Music and the College of Arts and Sciences. Meetings are scheduled monthly with the Teacher Education Committee (comprised of representatives from all areas) and several advisory committees including P-12 representation (principal certification program development). These groups provide valuable input for program development for area educators.

The SOE will be participating in many collaborative partnerships with P-12 partners. These will be monitored through the use of the Collaborative Partnership Form.

P-12 representation is required on all committees for CAEP accreditation preparation.

The SOE will be presenting information about the CAEP process to Faculty Forum.

The TEAC (Teacher Education Advisory Council) will meet regularly to give P-12 partners opportunities to provide suggestions and feedback about our programs.

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- preparing educators who demonstrate the knowledge, skills and dispositions to plan, implement, research and evaluate instruction through information technology,
- honoring, understanding and respecting diverse voices and communities in society,
- establishing partnerships and collaborating with the professional community,
- supporting and enhancing Christian characteristics of servant leadership.

B. Unit Programs (Undergraduate and Graduate) Goals (5 yrs.)

Develop additional certification programs: and revise existing programs as needed and/or specified.

Rationale: Accreditation from the Council for Accreditation of Educator Preparation (CAEP) is necessary for national accreditation. Program approval from the Office of Educational Licensure and Excellence (OELE) is necessary to continue state accreditation. A change in the name would make us more competitive in the education market. Administrative certification programs are necessary in the competitive market.

- Attain accreditation from the Council for Accreditation of Educator Preparation (CAEP)
- Attain program approval from OELE
- P-12 Administrative Certificates including Doctorate
- Begin the P-5 and ECE/IECE programs in Harrodsburg

Implement Unit Recruitment & Retention Plan and review quarterly.

Rationale: Plan was developed during 2017-2018 academic year but is only partially implemented.

- *Activities:*
 - Hire diverse faculty when vacancies occur in all program areas.
 - Offer opportunities for students to have global cultural experiences.
 - Monitor student progress through the CAP system and get feedback from those who are not transitioning in the program.
 - Fully implement new Diversity Recruitment Plan.

Identify and Implement Servant Leadership Activities/Projects for Faculty and Candidates

Rationale: Need exists to insure engagement of faculty and candidates in activities that support unit and University mission.

Activities:

- global servant leader field experiences to expand and continue.
- continue to implement global placement programs in student teaching;
- Develop Servant Leadership Project award/recognition to an outstanding undergraduate student candidate each year implemented during student teaching or culminating practicum course.

Build on relationships with P-12 schools and education agencies to continue and establish collaborative initiatives.

Rationale: Effective teacher preparation programs include partnerships and meaningful collaborative efforts.

Activities:

- Establish and Implement Principal Program cohorts with partner districts.
- Include P-12 partners in all CAEP planning
- Develop/administer surveys for P-12 partner/employer feedback
- Continue partnerships with existing intervention agencies and expand to include the Lexington and Owensboro regions

Continue expansion of technology applications in programs and instruction.

Rationale: One of the KY Teacher Standards concerns effective use of technology in the classroom. Need exists for increasing individual and unit applications.

Activities:

- integrate latest technology resources into appropriate courses, including technology resources in pre-K-12 schools;
- expand digital use to student teaching forms and application forms

C. Unit Program Objectives for 2018 - 2019

Implement and develop new program(s), continue.

- Submit the Instructional Supervisor and DPP programs to OELE and SACS.
- Begin P-5 program in Harrodsburg and Louisville.
- Begin ECE/IECE programs in Harrodsburg.
- Begin IECE/P-5 Dual Certification programs in Harrodsburg, Louisville, and Somerset.
- Implement M.Ed. in Montessori and Bachelor of Science Areas of Emphasis in Montessori in ECE and IECE.
- Develop Montessori Lab facility to support M.Ed. and Areas of Emphasis in Montessori at designated Summer Institute site.
- Implement World Bank Kunming Project (2018-2021) and subsequent early childhood inclusive education programs as funded by UNESCO in China.
- Develop M.Ed. in Montessori collaborative partnership with University of Ibadan (Nigeria) graduate and/or distance education programs.

- Continue to recognize outstanding graduates for global competency; above-and-beyond clinical and pre-professional development requirements; and top-performing scores on PRAXIS professional specialty examinations.
- Begin Grow Your Own Principal Program in Boyle County.
- Submit Grow Your Own Principal Program for Garrard County to OELE and SACS.
- Meet with Lincoln County Schools Administration to begin working on Grow Your Own Principal Program for Lincoln County.
- Host organizational meeting of administrators from partner schools to begin discussions about Superintendent Certification and the Ed. D.

Implement Unit Recruitment & Retention Plan

- follow-up with personal phone call to undergraduate and graduate students expressing interest in education programs(s)
- continue to host a “Student Appreciation Day” luncheon each semester.
- increase communication with advisees by sending out reminder notices about pre-registration
- grow education programs using satellite sites and advertising fully online programs state and nation-wide. School of Education faculty now providing office and recruitment hours at the Louisville Education Center.
- continue CDA cohorts in early childhood program.
- continue to distribute recruitment materials on graduate programs at annual *Excellence in Teaching* program.
- early childhood annual activities: (a) fall and spring recruitment events at ECTC; (b) training day events; (c) faculty visit early childhood capstone courses at KCTCS colleges; and (d) visit to JCPS schools.
- recruitment plan implemented for M.Ed. in Montessori and Montessori Areas of Emphasis in ECE/IECE Bachelor of Science programs.

Identify and Implement Servant Leadership Activities/Projects for Faculty and Candidates

- Spring Break mission/field experience trip to Belize March 2019; faculty/student trip to urban areas such as Washington, D.C., Native American site and other areas

<h4><i>D. Major Changes in Program Content</i></h4>
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| <ul style="list-style-type: none"> ▪ Begin assessing all candidates on the KTPS/InTASC. Revise all assessments and syllabi. ▪ Train P-12 administrators to use the new CAP 4 Portfolio rubric based on the KTPS/InTASC standards. ▪ Conduct Inter-rater reliability study with P-12 administrators using the new CAP 4 Portfolio Rubric. ▪ Field experience AFI requirements to have evidence of systematic monitoring of field experience data to ensure candidates have diverse experiences in all programs. ▪ Begin working with the new elementary (P-6) standards adopted by CAEP and EPSB in aligning coursework and assessments. ▪ Continue revising all syllabi to document the KTPS/InTASC, SPA, CAEP, ILA, and other required standards at the indicator level. ▪ Begin working with the new Model Core Ethical Standards from EPSB. |
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- Increase candidate knowledge of and use of instructional strategies for differentiation in lesson plans, unit plans, and clinical experiences.
- Increase candidate first time pass rate for Praxis CASE.

E. New Resource Requirements

Personnel: (1) Full time special education faculty with doctorate (2) Early Childhood faculty to teach in international settings and the Montessori classes

Equipment & Materials: (1) laptops with access to the all users drive for all chairs (2) appropriate technology that keeps pace with public P-12 schools (3) website design for interactive forms (4) how to use technology for the application process, (5) Dyslexia Toolkit K-3 for implementation in IECE courses as part of Senate Bill 1, 187, 2018-2019

F. Planned Interactions

The School of Education has an on-going partnership with the School of Music and the College of Arts and Sciences. Meetings are scheduled monthly with the Teacher Education Committee (comprised of representatives from all areas) and several advisory committees including P-12 representation (principal certification program development). These groups provide valuable input for program development for area educators.

The SOE will be participating in many collaborative partnerships with P-12 partners. These will be monitored through the use of the Collaborative Partnership Form.

P-12 representation is required on all committees for CAEP accreditation preparation.

The TEAC (Teacher Education Advisory Council), the Administrative Programs Advisory Council, and the School Counseling Program Advisory Council will meet regularly to give P-12 partners opportunities to provide suggestions and feedback about our programs.

The School of Education will implement newly developed program plan with J-1 and J-2 scholars from China or other nations in collaboration with Campbellsville University's Center for International Education.

As part of the Memorandum of Agreement signed between Campbellsville University, Stann Creek Ecumenical Junior College, Sacred Heart Junior College, and the Belize Ministry of Education, IECE faculty and other Education/Administration delegates will participate once annually in the COBEC (Consortium for Belize Educational Cooperation) conference.

As part of the M.Ed. in Montessori and Areas of Emphasis in Montessori, the School of Education will submit application for accreditation with the appropriate accrediting bodies and pursue site visits and other requirements to seek accreditation. Additionally, all IECE faculty will continue participation in the annual Christian Montessori Fellowship conference and accreditation meetings and other conferences to advance the program.