

# EXCELLENCE IN EDUCATION

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## Event Features CSU Graduate, Alabama Teacher Of The Year

Approximately 80 regional teachers, pre-kindergarten through college-level, gathered at Shaw High School on Oct. 26 for the ninth annual Fall MathFest, sponsored by the Columbus Regional Math Collaborative at Columbus State University and the Chattahoochee Council of Teachers of Mathematics. The event themed "One Team, One Goal," featured a keynote presentation by CSU graduate and 2005 Alabama Teacher of the Year Cynda Fickert. Topics emphasized cooperation among teachers as a tool for enhancing the learning environment.

Fickert, an educator for 12 years, teaches eighth-grade pre-algebra at Auburn Junior High School where she devised the "Green Thumbs at School" project to correlate technology-based data collection with foundation skills in algebra and pre-algebra. A collaboration with Auburn University's horticulture department, the project in its second year has students comparing shading effects on the same types of plants. Using data collection devices, they are recording measurements of soil pH, relative humidity, temperature, etc. and graphing the information all while exploring basic algebra concepts. Fickert secured a \$10,000 Toyota Time Grant to initiate and fund the project.

In 2004-05, Fickert is on leave from her teaching duties in order to serve as a full-time spokesperson for education in her role as teacher of the year in Alabama. She is eligible for the national honor, to be announced in February when she joins other state teachers of the year at the White House for a meeting with the President.

Fickert holds a CSU master's degree (2001) in middle grades education. Her career started in Rome, Ga. where she earned her bachelor's degree in 1991 from Berry College. Four years later, she joined the Auburn Junior High School faculty.



Alabama teacher of the year, Cynda Fickert, delivers keynote address at Shaw High School for the ninth annual Fall MathFest.

## National Teacher Of The Year Will Visit Campus

The College of Education will host a visit by Kathy Mellor, 2004 National Teacher of the Year, February 21 - 23, 2005. Ms. Mellor, an English as a Second Language (ESL) teacher at Davisville Middle School in North Kingstown, Rhode Island, has taught full-time for 24 years. Ms. Mellor's schedule while at Columbus State University will include breakfast with pre-service teachers and other guests, a Fort Benning Department of Defense Schools workshop, speaking engagements at the Phi Delta Kappa Initiation Banquet and at the Downtown Rotary Club, a Teacher of the Year breakfast with Muscogee County School District, and a public lecture for CSU faculty, staff, students, and other guests. The public lecture will take place Wednesday, February 23, 2005, at 10:00 a.m., at the Elizabeth Bradley Turner Center Auditorium.



Kathy Mellor

### COMMENTS FROM THE DEAN

Much of what has been and is being accomplished in the College of Education may be directly attributed to the production of the seven COE Standing Committees established early in my tenure as Dean to address accreditation and other professional issues important to the quality of academic life in the College of Education. With committee membership consisting of various educational partners on and off campus, the Standing Committees have become recognized as models in democratic decision making focusing frequently on issues of social justice and ethical matters.

In this edition of The COE Newsletter the work of the Standing Committees is featured. A cursory reading reveals the significant emphasis faculty, staff, and students give to making the philosophy included in the Conceptual Framework become a reality. The COE truly is concerned with and striving to bring about improved student achievement through excellence in teaching, scholarship, and professionalism.

Excellence in COE programs, services, and activities occurs with strong and ongoing collaboration among educational partners. We in the College of Education encourage your input and your engagement in our efforts "To achieve excellence by guiding individuals as they develop the proficiency, expertise, and leadership consistent with their professional roles as teachers, counselors, and leaders." Ultimately, our successes will be determined by the effectiveness of our graduates in improving P-12 student achievement and in closing the achievement gap that currently exists in the nation's public schools.

To the work and the journey, we remain committed,

Thomas Harrison  
Dean, CSU College of Education



Thomas Harrison

# Student Services Committee Offers Unique Support

The mission of the Student Services Committee is to “sponsor activities and initiatives that foster a comprehensive support system” for students currently enrolled in the College of Education and for prospective education students. Through hard work, dedication, and creativity, the members of the Student Services Committee continue to strive toward accomplishing this mission and making positive contributions to the College of Education.

The Student Services Committee has participated in several activities during the past year that they will continue to sponsor. This includes conducting PowerPoint presentations which introduce students in EDUF 2215 The American Educational Experience to the College of Education and reviews the Conceptual Framework, policies, and procedures that will aid education majors as they progress through the program. In addition, committee members distribute information about teacher education programs campus wide for recruitment of prospective education majors.

The committee continues to assist with the National Teacher of the Year Breakfast for student teachers and school personnel within the surrounding region. For the



(L-R) Student Services staff: Brenda Jenkins, Liza Shaw, Lashondria Holley, and Cynthia Benator.

upcoming year, the Student Services Committee plans to focus on providing more support for graduate education students and to promote higher levels of interaction among education students and College of Education faculty.

## Educational Leadership Faculty Participate In Professional Activities

Dr. Donna Pascoe and Dr. Martha Hall gave a presentation on the Educational Leadership internship at the Mid-South Educational Researcher Annual Meeting in November. The presentation included a display entitled Theory to Practice: Creating an Educational Leadership Specialist Internship Program.

Dr. Tom Hackett, Dr. Martha Hall, and Dr. Donna Pascoe gave a presentation regarding assessment instruments for dispositions at the Board of Regents Fall Conference for Educational Leadership Programs at Callaway Gardens in October. The presentation reviewed the present instrument in use, procedures for implementation, and the

new disposition assessment instrument under development.

Dr. Tom Hackett is a member of a research team with members from three area universities and administrative staff from a local middle school. The team is comprised of Dr. Iris Saltiel, Troy University, Dr. James E. Witte, Auburn University, Dr. Maria M. Witte, Auburn University, Mike Johnson, Principal at Richards Middle School, and Kathy Hesler, International Baccalaureate Programme Coordinator at Richards Middle School. Under study is the effectiveness of the IB Programme, the effectiveness of professional learning practices at RMS, and the effectiveness of the collaborative relationship developing between

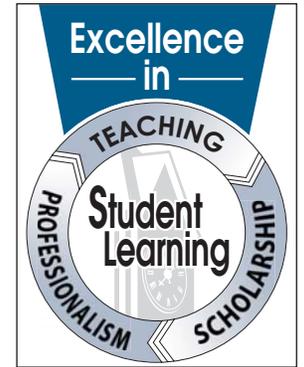


Tom Hackett

universities and local schools. The team has had a paper accepted for presentation at the AASA National Conference in February, 2005 and is submitting an article on the progress of their work to Perspectives.

# Conceptual Framework Committee Finalizes Revisions

In academic year 2003-2004, the Conceptual Framework Committee finalized revisions to the existing COE Conceptual Framework. Drawing on the INTASC principles, NBPTS core assumptions, and various specialty association guidelines, the revised framework emphasizes three key themes in the preparation of teachers, counselors, and leaders: teaching, scholarship, and professionalism. As educators strive for and demonstrate excellence in these areas, they promote high levels of learning among all students. A synopsis of the Conceptual Framework is available at <http://coe.colstate.edu/Conceptual%20Framework.htm>



## Kinne Leads African-American Read-In

Graduate student William Kinne, a Carver High School English teacher, is providing leadership to three Columbus high schools participating in the 2005 African-American Read-In. The Read-In, sponsored nationally by the National Council of Teachers of English, is a simple enough idea: on Sunday, February 6 and Monday, February 7 participants will voluntarily turn off their televisions (or, in schools, put aside their regular lessons) and read books by African-Americans.

Kinne is coordinating his efforts with Tucker Hearn at Northside High

School and Diana Dravenstott at Hardaway High School to make the event have broader impact in the community than it might otherwise. "This is part of my leadership project for my specialist degree," Kinne notes. "The project emphasizes positively influencing the educational practice of others." Hearn and Dravenstott are also CSU graduate students and English teachers.

The Read-In is in its sixteenth year nationally. Over a million people have participated to date, according to the NCTE Web site.

Dr. James Brewbaker notes that English education students carried out

a Read-In at the former Daniel Middle School several years ago. "It was fun," Brewbaker recalls. "We took twenty-five copies of Mildred Taylor's wonderful novel *Roll of Thunder Hear My Cry*, distributed them to seventh-graders, and sat down and had us a good old-fashioned read." Brewbaker points out that he had never heard the term read-in before. "It's an easy idea to implement," he said. "Very grassroots."

Kinne anticipates reporting on the Read-In at the annual conference of the Georgia Council of Teachers of English in late February.

## Assessment Committee Builds Year-Long Plan

The COE Assessment Committee is composed of faculty and staff from the various departments in the college, other University faculty, P-12 personnel, students, and community members. The purpose of the assessment committee is to advise and oversee the work of the COE Assessment coordinator. During the 2002-2003 academic year the assessment committee analyzed the activities of the Teacher Education, Community and School Counseling, and Educational Leadership programs to determine the extent of the assessment activities.

After a year-long study it was determined that the COE needed to have a written and formal plan of assessment to guide the COE assessment activities. It was also determined that the COE needed to make the MAP and Disposition forms and procedures more readily available for faculty use. It was found the COE needed a more accessible database to compile and disseminate the assessment data. Lastly, it was recommended to the Dean of the COE that the role of Assessment Coordinator was of such importance that it needed to be an

administrative position rather than one filled by faculty on a part-time basis. The survey of graduates and of supervisors and employers of the COE graduates had not been updated in many years and needed to be created in an electronic format.

The COE assessment system was created during the 2003-2004 academic year and is currently the template for all college assessment activities. All assessment (MAP, GMAP, and Dispositions) forms are now more readily available to faculty and completed forms are being housed in the SAFE office in Jordan Hall. The assessment of all COE graduates and employers/supervisors has been rewritten and is now available for completion on the COE Web site. A COE assessment coordinator has been appointed and is currently functioning in that position. The COE database is now fully operational and is accessible to all COE faculty and staff.

For the 2004-2005 academic year the Assessment Committee has been recreated with a majority of brand new faculty as members and has only met once this semester to meet and orient the new members.

# Center For Quality Teaching And Learning Sponsors Seminars

On November 30, 2004, the Center for Quality Teaching and Learning sponsored a unique campus learning opportunity for regional educators with interest in the national movement to improve reading and literacy. David Boulton, Executive Director of the national Children of the Code Project, facilitated two interactive, multimedia seminars entitled, "The Code and the Challenge of Learning to Read It". The seminars, which were delivered in Columbus State University's Center for Commerce and Technology Theatre, featured over 50 interviews with world-leading scientists, historians, educators and government leaders who considered the role of reading in our society, the function of the brain during reading, and the challenges associated with learning to read. The Children of the Code Project aspires to serve as a social catalyst for transforming how our nation thinks about and, ultimately, teaches children to read.

One hundred thirty-five educators from throughout West Central Georgia, Alabama, and Florida attended the seminars. Among the attendees were numerous Columbus State University faculty members, regional school district administrators and media specialists, representatives from the Even Start Family Literacy Program, representatives from the Department of Defense Dependent Elementary and Secondary Schools (DoDEA), private school educators, and Early Childhood Education students enrolled in the College of Education at Columbus State University.

Seminar attendees attest to the relevance and impact of the program, which will be followed with an invitational workshop to be delivered on the CSU campus in 2005. Samples of participant comments follow:

.....  
*I was so fortunate to be in attendance for the presentation of "The Code and the Challenge of Learning to Read It" seminar at Columbus State University in Columbus, Georgia. As a 31 year veteran of the public school system of Georgia, a reading teacher, and now a reading coach, I*



David Boulton conducts multimedia seminars.

*was astounded by the information in the presentation. I now feel so compelled to do all that I can to help learning (and struggling) readers ease into this confusing code and create a learning environment which builds self esteem. I was not aware of the dire impact that illiteracy has on the economic situation in this country.*

*As educators and citizens of planet Earth, we must make changes which will be effective both now and in the near and distant future. Our very lives may depend upon it.*

Cathy Taylor,  
Reading First Literacy Coach  
Stewart County Elementary School  
Lumpkin, Georgia

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*Thank you so much for allowing those of us from Ft. Rucker, AL, the opportunity to attend the seminar. It was very informative, thought-provoking, and presented very well. I hope you will keep us in mind when you schedule the workshop. Again, thank you.*

Richard GreyBull,  
Ft. Rucker Elementary School, Ft. Rucker, AL.  
*The Children of the Code seminar offered valuable insights about the histori-*

*cal, cognitive, and social factors that have contributed to the present literacy crises in America. Through detailed analysis of the history of the English language, the seminar establishes that English is an artificial code that produces an artificial form of confusion in some learners. When students are socialized to associate that confusion with shame, their chances of gaining an appropriate literacy level are severely compromised.*

*The seminar left me considering the type of context I create in my literature and writing classrooms. To what extent does the atmosphere in my classroom enable the students to embrace language, to engage with the words and ideas on the printed page? How might practices that unintentionally inculcate shame shut down the learning process?*

Dr. Noreen Lape, Associate Professor of  
Language and Literature  
Interim Director of the Writing Center  
Columbus State University

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*"The Code and the Challenge of Learning to Read It" seminar provided an interdisciplinary overview of various beliefs about learning to read. A deliberate*

## Comments Continued

and meaningful common thread throughout the seminar emphasized the shame factor that poor readers and nonreaders must endure. Although time constraints limited the depth of knowledge conveyed, the follow-up workshops should provide a more comprehensive coverage.

Dr. Sallie Miller,  
Associate Professor of  
Education  
Coordinator, Graduate Reading  
Endorsement Program  
Columbus State University

*I want to thank CSU for bringing this very important program to central Georgia and for providing educators across our state the opportunity to impact education in such a profound way. Through David Boulton's presentation, educators must now realize our duty to transform the way we look at the teaching of reading, how we can best reach all children, and how we can prevent our children from languishing in the shame of illiteracy. I look forward to a day when not only is "no child left behind" but also when no child fears the written word and no child is ashamed of his / her ability or inability to break the written code. I am truly thankful for the opportunity to be a part of this transformation.*

Natalie Brewer Callier  
8th Grade Reading  
Teacher, NBCT 2002  
Taylor County Middle School  
Butler, GA 31006

*This seminar was very informative. My passion for helping those who cannot read was rekindled. My hope is that something wonderful comes out of this.*

*I am looking forward to follow up sessions.*

Mary Hamby  
Media Specialist  
Muscogee County  
School District  
South Columbus  
Elementary School

*I felt that the presentation really took the audience "back to basics". Information and comments by experts that related to the history of our alphabet were reassuring on one hand and thought-provoking on the other. We've known for a long time that English is an "irregular" language in terms of its structure and that many young readers are frustrated and turned off by the process of learning to read. The big question is, "What do we do now?" How do we teach children to "break the code" without breaking their individual learning styles? In other words, how do we foster the development of the mind without wounding the spirit?*

Dr. Bonita Williams,  
Associate Professor  
Teacher Education  
Columbus State University

"The Code and the Challenge of Learning to Read It" seminars at CSU are an outreach of the Promise of Teacher Quality Project (PTQ Project), a regional initiative to improve reading attainment in West Central Georgia. Funding for this program is provided through Title II, Part B, Preparing Tomorrow's Teachers to Use Technology" (PT3) portion of the Elementary and Secondary Education Act: No Child Left Behind, 2001.

## Field Experiences And Clinical Practice Committee

The purpose of the Field Experiences and Clinical Practice Committee (FECPC) is to assist the unit and its school partners in designing, implementing, and evaluating field experiences and clinical practice. The committee ensures that teacher candidates and other school personnel develop and demonstrate the knowledge, skills and dispositions necessary to help all students learn. The FECPC committee is comprised of faculty and staff members from the College of Education who collaborate with the work of the College of Education Services and Field Experiences (SAFE) Office.

One charge of the FECPC Committee is to monitor field placements and maintain the field experience database. The committee also collects and analyzes student surveys on field placements and student teaching. Another vital role of the committee is to work with the Partner Schools and Building Coordinators to ensure quality field experiences for students. Lastly, the committee collects vitae and demographic data on all cooperating teachers and maintains a cooperating teacher database.

During the 2003-2004 academic year, the FECPC Committee met the demands of the charge. In monitoring field placements and maintaining the database through the SAFE Office, there were 571 placements made and monitored in Fall 2003. There were 659 placements

arranged in Spring 2004. The committee's work with student surveys included collaboration with the SAFE Office on collecting the following items to ensure quality placements: field placement records documenting diverse placements; student assessment of services from the SAFE Office; the student teacher program survey; and the student teacher self assessment survey. Along with the various survey and assessment tools used to ensure the quality of field experiences, training opportunities with the Building Coordinators resulted in a revision of the Building Coordinator's Notebook. This Notebook provides the Building Coordinators with specific information regarding each field experience.

Finally, the charge to collect vitae and demographic data on all cooperating teachers and maintain a cooperating teacher's database was implemented this year. The Committee partnered with Kennesaw State University's Teacher Education Department to develop a cooperating teacher's information sheet. This information sheet was revised and presented to the committee for approval. Information sheets were collected on all cooperating teachers in Spring 2004 and will be collected each semester hereafter.

The 2004-2005 charge for the FECPC Committee remains the same as members collaborate with the SAFE Office to monitor and assess progress.

# Candidate Knowledge, Skills, And Dispositions Committee Supports College Of Education

Charged with supporting the College of Education (COE) in its goal of meeting NCATE Standard 1, the Candidate Knowledge, Skills, and Dispositions Committee worked in 2001-2002 to examine and clarify NCATE Standard 1 and the associated rubric. Once that work was completed, the committee assessed the level of achievement in the COE relative to the standard. Part of that work was to determine the data to be collected to provide evidence that the standard is being met throughout the COE and to set goals for improvement in Standard 1.

Suggestions developed by the committee included the continuation of the use of the Model of Appropriate Practice (MAP) in teacher education, standardization of documentation relative to MAP; the development of a closer collaboration between the department of Curriculum and Instruction and partners in the College of Science and the College of Arts and Letters to prepare candidates and assess content knowledge and dispositions; and the documentation of effective pedagogy through the submission of plans, videotapes, and candidate artifacts. Other suggestions made by the committee included the development of ways to collect evidence showing collaboration with families and communities.

In 2002-2003, the committee worked with the ad hoc committee charged with developing the rubric detailing professional dispositions, particularly in regards to expanding the implementation of the rubric and assessment instruments throughout the College of Education. During 2004, disposition rubrics and assessment instruments were developed for programs in the Department of Counseling, Educational Leadership, and Professional Studies to include programs in School and Community Counseling and Educational Leadership.

During 2004, the committee strived to incorporate all aspects of the work that has been accomplished since 2001 in a report to the NCATE Visiting Committee that will be arriving in February 2005. At the COE faculty meeting kicking off Fall semester, the committee gave a report regarding its vision for the future work of the committee. This vision includes providing support for continuing program improvement, particularly in regards to the assessment of knowledge and skills, and in the continuing review and update of disposition rubrics and evaluation instruments. Ultimately, the committee views its role as a conduit of communication enabling articulation and alignment of practices throughout the COE.

## Faculty Qualifications, Performance, and Development Committee Is About Intellectual Vitality

“Our committee is a mouthful—at least its name is.” So observes co-chair James Brewbaker of the Faculty Qualifications, Performance, and Development Committee. “Sometimes we refer to ourselves as FacQualPerfDev. Catchy, huh?”

Brewbaker explains that the committee derives both its title and responsibilities from a major cluster of NCATE standards applied to educator preparation faculty members. “NCATE is quite straightforward about what it expects among faculty. CSU must employ and keep a well-qualified faculty. Beyond this, each full-time or part-time faculty member must be a strong teacher, an active scholar, and a professional servant.”

A third element that the committee addresses is faculty development. NCATE standards delineate how a teacher education unit should provide resources that foster faculty growth in knowledge and proficiencies related to their role.

In this area, the committee offers an occasional Faculty Development Showcase that highlights faculty scholarship as well as provides guidance on how to seek supplementary funding for faculty travel.

The challenge faced by the College of Education is documenting how well it meets those standards. Brewbaker and co-chair Martha Hall coordinate efforts to gather and organize exhibits related to the standards.

The Committee—comprising teacher educators, other university faculty, and students—was formerly known as the Committee on Intellectual Vitality. It offered or cosponsored frequent programs of interest to faculty members and took on oversight of Perspectives in Learning, the College of Education’s annual professional journal published each spring. Perspectives, now in its sixth year, publishes both faculty and student articles. Kristen Applegate, program coordinator for art education, edits the journal.

## Kudos To Drs. Hendricks, Conklin, and Lopez

Students from the Office of Disability Services have selected faculty who “showed the best attitude towards helping students with disabilities attain equal access to the academic environment” and Drs. Mary Beth Hendricks, Jeff Conklin, and Deborah Curry Lopez are

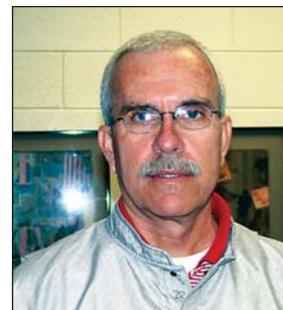
COE faculty to receive the Excellence in Access Award. Congratulations to these outstanding faculty for their contributions to a quality educational experience for all COE students.

# STEADY Program Assists First- And Second-Year Teachers

As part of its commitment to support its graduates, the College of Education is offering the Sustained Teacher Education Advisement for the Defining Years (STEADY) Program for the second year. STEADY's mission is to "provide content resources, pedagogical approaches, and personal encouragement to recent graduates of CSU." The program is funded by a Knight Foundation grant renewable for five years and is operated within the Partner School Network (PSN) under the direction of Mr. Roger Hatcher. The PSN includes Muscogee County, Harris County, Chattahoochee County, Phenix City, and Fort Benning Department of Defense Schools.

Graduates who are hired within the PSN are eligible to receive the services of the program. To date, there are 58 second-year teachers and 72 first-year teachers being served. STEADY retains the help of 16 Content Consultants in various disciplines as well as

eight PSN master teachers. Participants may contact STEADY through a teacher help line or the website of CSU. This year STEADY provided each first-year teacher with a copy of First Year Teacher's Survival Kit by Julia G. Thompson, a nearly 500 page volume chock-full of strategies, tools, activities, and suggestions for the first-year teacher. Topics addressed in the book are lesson planning, motivating students, developing discipline strategies, dealing with parent conferences, and a host of others.



Roger Hatcher

## ANNOUNCEMENTS ★ ★ ★ ★ ★

A reminder. The Professional Standards Commission (PSC)/National Council for the Accreditation of Teacher Education (NCATE) Board of Examiners will be on campus February 4 – 9, 2005. Plans for a successful visit have been coordinated by Dr. Debbie Gober and the COE Conceptual Framework Committee.

Mark your calendars! The College of Education and Alumni Association Sixth Annual Awards Banquet is tentatively planned for Monday, April 25, 2005, 6:30 p.m., in Founders Hall at the Elizabeth Bradley Turner Center.

## Ten Things Every Child Needs

*"Life affords no greater responsibility, no greater privilege, than the raising of the next generation."* C. Everett Koop

Most people do not realize the critical nature of the first three years of life, a time when the "neuronal architecture of the brain" is established. Although other organs, such as the heart, are fully formed and functioning at birth, the brain is not fully formed at birth. From zero to three, the brain grows and becomes organized through dynamic experiences. Early on through experiences provided by parents and caregivers, the brain's cells are like circuits that become connected, synapses form. Without certain types of experiences, brain cells begin to disappear. Thus, the earlier you engage a child's brain, the greater the potential of a child. Research shows that in the first three

years of life, ten things are critical to helping a child reach his or her full potential.

1. Interaction - "Spend time watching me and responding to my cues. It tells me I'm important and special to you"
2. Touch - "Cradle me, hold me, Give me lots of hugs. It keeps me calm and comforts me, and gives me courage to move on."
3. Stable Relationships - "I need someone special to be there when I call. When I look around and see you I know I can go far."
4. Safe, Healthy Environment - "Plug the outlets, block the stairs. Keep lead away for sure! Make a special place so I am free to explore."
5. Self-Esteem - "I can do it, yes I can, if you tell me so. Pay attention, give me praise and watch me go, go, go!"

6. Quality Child Care - "When you're gone, I need to be with people you can trust to help me grow and teach me new, exciting stuff."

7. Communication - I may not talk, but don't be fooled, I understand a lot. Our little conversations mean so very much!"

8. Play - "Play is fun, play is work, it's how I learn the ropes. When we play together, you help me more than you."

9. Music - 1,2,3 sing to me & make up silly tunes. Music is special time that's fun to share with you."

10. Reading - "Read to me, show me books with lots of pictures. Write my stories out in words. I'll love to read forever."



Debbie Gober coordinates PSC/NCATE visit.

Excerpted and/or paraphrased from the video, *Ten Things Every Child Needs*, Robert R. McCormick Tribune Foundation

# Brewbaker Extends Term As Poetry Editor

Dr. James Brewbaker has accepted an invitation to serve a second two-year term as poetry column editor of *English Journal*, the major journal for secondary English teachers in the United States. He took on the role in early 2003.

*English Journal*, published six times each year, has a circulation of about 30,000. The poetry column runs four to six pages. Brewbaker indicates that he receives about 175 submissions annually, with as many as five poems per submission. "We publish fewer than 10 percent of the poems we

receive, and—because we have a hefty circulation compared to most poetry magazines—some very fine poets want their work in *English Journal*."

Brewbaker believes that reading and reviewing so many poems has positively affected his own writing.

He has won first prize in poetry for the past two years at the Sandhills Writers Conference in Augusta.



James Brewbaker

## Diversity Committee Provides Recommendations

As a result of the 2002-2003 Diversity Survey conducted in the College of Education and the analysis of this data made in the 2003-2004 academic year, Dr. Murray Bradfield, a COE diversity consultant, provided recommendations based on the findings.

In order to address the recommendations of the report, the following programs have been proposed to the Committee on Diversity as goals for the 2004-2005 academic year.

1) To address the prevailing theme of student support, all undergraduate students admitted to the Teacher Education Program will be divided into a series of "House Plans" supported by two faculty members. All faculty in the College of Education will be assigned to a House Plan. There will be approximately 20 students per House Plan. The House Plan will function as a support system by conducting social events during the year and by providing a time during each month that the faculty advisors would be avail-

able to meet with students for any reason. In addition to social events, study groups could be set up where students could study together for exams, or work on projects together.

2) Many faculty have expressed the fact that they provide for diversity in their individual courses in many ways. Others have expressed a need for advice on how to address diversity in their courses. Another goal of the Committee on Diversity for the 2004-2005 Academic Year is to develop a Diversity Resource Guide. The guide would be a compilation of how faculty deal with diversity in their courses and in advising. The guide would be a dynamic document and would be added to by faculty and be available to all faculty in the university.

3) In order to address several issues that were revealed by the survey dealing with conflicts between students and faculty, a mediation team will be trained and put in place to handle cases confidentially of student complaints of perceived mistreatment.

## Unit Governance And Resources Committee Assists COE

The Unit Governance and Resources Committee serves the College of Education (COE) by initiating and organizing service efforts to advance the College's performance toward the high standards held for teacher education by the National Council of Teacher Education (NCATE) and the Georgia Professional Standards Commission.

With a focus on NCATE Standard 6, the Committee monitors, records, and supports COE progress toward standards in five key areas within the College: Leadership and Authority, Budget, Personnel, Facilities, and Resources. The Committee strives to align service efforts by coordinating

improvement needs in each of the five areas, to ensure that the College is staffed and equipped to successfully prepare teacher candidates for professional certification and state licensure.

In 2000, the COE Service Structure, a manual defining the organization of the COE's human, fiscal, and physical resources was published. The document is available as a reference to COE personnel in all academic programs and support services.

In 2001, a subcommittee was formed to plan and manage distribution of new grant-funded computer hardware and software for service to COE students, faculty and staff. The COE's classrooms and faculty/staff offices

were equipped with modern computers, printers and computer projection devices.

In 2004, the sub-committee established a protocol and a procedure for inventory of all COE technologies. The COE Technology Inventory provides the data needed to project for routine replacement and maintenance of aging hardware. In 2003, the COE Professional Development Planning Guide was published to expand the faculty development processes first defined by the COE in 1997. The current manual identifies a systematic and comprehensive process for use in facilitating faculty professional development and work productivity.