



## 2010-2015 Strategic Plan Template

### Department of Special Education and Child Development 2010-2015 Strategic Plan

#### I. EXECUTIVE SUMMARY

1-2 pages

<p>A. Mission and goals:</p>	<p>The mission of the Department Special Education and Child Development is linked to the mission of the College of Education, which is to prepare highly effective and ethical professionals who have a positive impact on children, youth, families, community, and schools and who are successful in urban and other diverse settings. This mission is accomplished through teaching, research and community engagement that lead to improved practice and by working in partnership with schools, communities, and universities colleagues.</p>
<p>B. Summary of process used to develop unit goals:</p>	<p>The current plan is based on previous academic plans developed by faculty in the department. The most recent plan was used as the baseline to extend, update, and refocus the current plan. The plan was circulated, discussed, and adopted by the department faculty. The current plan is based on the College of Education goals outlined in the 2010-2015 strategic plan.</p>
<p>C. Summary of major goals in strategic plan:</p>	<ol style="list-style-type: none"> <li>1. The Department will recruit and prepare highly effective, diverse and ethical professionals (i.e., special education, gifted education and child and family development professionals and school and community leaders) who will have a positive impact on children youth, families, communities, and schools and who will be successful in urban and other high need settings.</li> <li>2. The Department will expand instructional offerings to meet emerging needs in fields represented by the Department through the creation and implementation of new programs.</li> <li>3. The Department will strengthen systems of advising and supporting all students, both traditional and non-traditional, at undergraduate, Master's and doctoral levels-</li> <li>4. The Department will support the success and collegiality of diverse tenure and non-tenure accruing faculty and staff through communication, career development opportunities, mentoring and access to supportive infrastructure.</li> <li>5. The Department will develop a nationally distinguished record of research productivity comparable to similar Departments in research extensive universities that benefits children, youth, families, communities and schools.</li> <li>6. The Department will strengthen effective partnerships with schools, communities and alumni.</li> <li>7. The Department will maintain the Special Education doctoral degree program as a program of national distinction.</li> <li>8. The Department will maintain NC Department of Public Instruction program approval and national accreditation for all programs.</li> </ol>



D. Summary of new resources required to achieve new goals:	
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**II. ENVIRONMENTAL SCAN/ UPDATES SINCE LAST FIVE –YEAR STRATEGIC PLAN**  
1-2 pages

A. Assessment of cumulative progress in meeting goals in current strategic plan:	<ol style="list-style-type: none"> <li>1. There has been an increase in enrollment in the Academically and Intellectually Gifted Graduate Certificate Program as well as in the MAT Online Program in General Curriculum. Admissions to Special Education and Child Development graduate degree programs have increased after falling back for the past two years. Numbers of students admitted to the undergraduate programs has remained flat.</li> <li>2. The Pathways to Teaching Summer Institute [Lateral Entry Teacher Institute (LETI)] enhances the availability of courses to teachers seeking initial licensure. However, enrollments in the off-campus summer program have been dropping since 2006.</li> <li>3. The addition of the Ph.D. in Special Education has afforded the opportunity seek additional resources for graduate education (e.g. Office of Special Education Programs Personnel Preparation Leadership Preparation Grants, Graduate Assistant support).</li> <li>4. The Department has established Professional Development 2+2 agreements with the Stanly County Community College for initial licensure in B-K.</li> <li>5. The Department has developed online coursework for in Special Education and is engaged in providing instruction in the Pathways to Teaching each summer as a way of responding to the need for excellent and highly qualified teachers.</li> <li>6. The Department’s new Dual Licensure Program in Special Education and Elementary Education may increase undergraduate enrollments.</li> </ol>
B. Environmental scan/updates of challenges, opportunities, and obstacles since last strategic plan:	<ul style="list-style-type: none"> <li>• With the establishment of UNC Charlotte as a research extensive university, there are increased demands on faculty members in the areas of scholarship, including research, publication and external funding. There is a new definition of what faculty contributions are “valued” at UNC Charlotte? Performance expectations in teaching, research, and service do not equal required actions.</li> <li>• The economic downturn that began in the fall of 2008 has reduced opportunities for student financial aid and has diminished resources available to faculty There are currently more options with the department’s programs with limited resources. Faculty members are spread more thinly to cover additional responsibilities.</li> <li>• Students are more demanding and expecting flexibility in offering courses (more online opportunities). Faculty members are increasing their use of technology for instruction in all classes – online and face-to-face.</li> <li>• Distance education opportunities for students have increased the number of courses available each semester. The supervision of students in internships at longer distances presents challenges to implement effective supervision strategies.</li> <li>• There has been a Milieu change. Demands to meet Department of Public Instruction revisioning mandates to equip 21<sup>st</sup> Century teachers with the knowledge, skills and dispositions provides challenges in an environment with limited resources. The upcoming accreditation site visits of the Southern Association of Colleges and Schools (SACS) and the National Council on the Accreditation of Teacher Education (NCATE) will prolong the challenges of meeting College and University requirements in an era of reduced resources.</li> </ul>



**III. NEW STRATEGIC GOALS, ACTION PLANS AND PERFORMANCE OUTCOMES FOR 2010-2015**

**1. The Department will recruit and prepare highly effective, diverse and ethical professionals (i.e., special education, gifted education and child and family development professionals and school and community leaders) who will have a positive impact on children youth, families, communities, and schools and who will be successful in urban and other high need settings.**

<p>B. Relationship of goal to next higher reporting unit goal:</p>	<p>COLLEGE OF EDUCATION: The College of Education will graduate highly effective and ethical professionals who will have a positive impact on children, youth, families, communities and schools and who will be successful in urban and other high need settings.</p>
<p>C. Action plans to achieve goal:</p>	<p>1.1 The Department, working with university partners in the Office of Continuing Education, Extension and Summer Programs will meet or exceed the teacher education targets established for UNC Charlotte by the UNC General Administration.</p> <p>1.2 The Department, working in partnership with the Dean's Office, Pathways to Teaching Program will develop innovative ways to recruit and prepare teacher candidates in special education, child and family development and gifted education.</p> <p>1.3 The Department will design and structure more focused clinical placements in diverse school and community settings.</p> <p>1.4 The Department, working with college partners in the Office of Field Experiences and the Assessment Coordinator will design and implement new evaluation and data collection strategies which will measure the success of our graduates and their impact on children, youth, families, communities, and schools.</p> <p>1.5 The Department will maintain vigilance regarding implications of the highly qualified teacher provisions of the No Child Left Behind and Individuals with Disabilities Act for teacher education programs in special education and child and family development.</p> <p>1.6 The Department will continue to offer the MAT in Special Education for nontraditional students seeking initial and advanced licensure in special education and the M.Ed. in Child and Family Studies for nontraditional students seeking initial and advanced licensure in B-K.</p> <p>1.7 The Department will support the retention of teachers in North Carolina by continuing to implement M.Ed. degrees for experienced teachers/ professionals in child and family development (Birth-Kindergarten) and special education.</p> <p>1.8 The Department will maintain its statewide reputation for excellence and leadership for the academically and intellectually gifted education licensure online program.</p> <p>1.9 The Department will increase access to course and degree offerings by strategically planning and using distance learning, weekend, evening, and summer, and off-campus offerings.</p> <p>1.10 The Department will maintain the online and face-to-face distance education programs in Special Education (initial licensure) and the online Academically and Intellectually Gifted licensure.</p> <p>1.11 The Department will continue to strengthen articulation agreements with Community Colleges for the Child and Family Development and Special Education undergraduate programs.</p> <p>1.12 Faculty will infuse multicultural and global perspectives and topics into the curriculum</p>



	and course content and issues regarding student assessment, best practices in child and family development and special education.
D. Effectiveness measures/methods to assess outcomes/goal attainment:	<ul style="list-style-type: none"> <li>• Analysis of annual enrollments in undergraduate traditional and graduate traditional and alternative.</li> <li>• Analysis of annual enrollments in the MAT graduate certificates and degrees.</li> <li>• Analysis of annual enrollments in M.Ed. degrees.</li> <li>• Analysis of the staffing plan projections in light of projected enrollment growth in special education, academically and intellectually gifted, and child development.</li> <li>• Analysis of annual enrollments evening, online, and summer classes.</li> <li>• Analysis of annual enrollments in certificate programs.</li> <li>• Analysis of annual courses offered via distance technologies.</li> <li>• Analysis of faculty professional development and use of technology in teaching.</li> <li>• Analysis of articulation agreement outcomes of 2+2 programs.</li> <li>• Analysis of syllabi for multicultural and global perspectives</li> </ul>
E. Assessment schedule to assess goal:	Annual: Departmental Annual Report, Faculty Annual Reports
F. Person/group responsible:	Department Chair, Program Coordinators, Senior Manager, Office of Continuing Education, Extension and Summer Programs, Director, Office of Field Experiences, College Assessment Coordinator
G. Performance outcomes for goal:	<ul style="list-style-type: none"> <li>• 100% of all Action Plan goals met</li> </ul>
H. Resources Required:	

ANNUAL REPORT	
I. Annual progress assessment of performance outcomes:	
J. Follow-up plan to make changes as a result of assessment findings:	



III. NEW STRATEGIC GOALS, ACTION PLANS AND PERFORMANCE OUTCOMES

**2. The Department will expand instructional offerings to meet emerging needs in fields represented by the Department through the creation and implementation of new programs.**

<p>B. Relationship of goal to next higher reporting unit goal:</p>	<p>COLLEGE OF EDUCATION: The College of Education will support the success of candidates through innovative programming and delivery, technology integration, excellent advising and academic services, and enrichment activities</p>
<p>C. Action plans to achieve goal:</p>	<p>2.1 The Department will implement the new Ph.D. Program track in Academically and Intellectually Gifted Education.</p> <p>2.2 The Department will examine a new Ph.D. Program track in Child and Family Development/ Early Childhood Special Education.</p> <p>2.3 The Department will implement the new baccalaureate dual licensure program in special education and elementary education.</p> <p>2.4 The Department will implement the new graduate certificate program in Autism Spectrum Disorders</p> <p>2.5 The Department will expand program delivery partnerships with groups like Teach for America and the Model Teacher Education Consortium.</p> <p>2.6 The Department will work in partnership with the Office of Field Experiences to implement high quality clinical and internship placements with highly qualified university supervisors and cooperating teachers.</p> <p>2.7 The Department in partnership with the college will develop a systematic plan for responding to distance education requests to design and deliver distance programs. Elements of such planning include:</p> <p>2.7.1 marketing online and distance programs beyond traditional boundaries</p> <p>2.7.2 increasing online and distance offerings in areas of need</p> <p>2.7.3 examining capacity by program for distance education offerings and identifying areas of strategic opportunity</p> <p>2.7.4 increasing capacity to provide clinical supervision at a distance</p>
<p>D. Effectiveness measures/methods to assess outcomes/goal attainment:</p>	<ul style="list-style-type: none"> <li>• Analysis of annual enrollments in undergraduate traditional and dual licensure program in special education and elementary education.</li> <li>• Analysis of annual enrollments in the MAT degree and graduate certificate programs.</li> <li>• Analysis of annual enrollments in M.Ed. degrees.</li> <li>• Analysis of annual enrollments in Academically and Intellectually Gifted graduate certificate program and M.Ed.</li> <li>• Analysis of annual enrollments in evening and summer institute classes.</li> <li>• Analysis of annual enrollments in the graduate certificate program autism</li> </ul>
<p>E. Assessment schedule to assess goal:</p>	<p>Annual: Departmental Annual Report, Faculty Annual Reports</p>
<p>F. Person/group responsible:</p>	<p>Department Chair, Program Coordinators, Senior Manager, Office of Continuing Education, Extension and Summer Programs</p>
<p>G. Performance</p>	<ul style="list-style-type: none"> <li>• 5% growth annually in undergraduate traditional and graduate alternative enrollments consistent with UNC projections</li> </ul>



outcomes for goal:	<ul style="list-style-type: none"> <li>• Faculty growth aligned with the staffing plan in all program areas.</li> <li>• 5% growth annually in MAT enrollments.</li> <li>• 5% growth annually in M.ED degrees.</li> <li>• 5% growth in, evening and summer classes.</li> <li>• 5% growth annually in certificate program enrollments.</li> <li>• 5% growth annually in distance enrollments.</li> <li>• 5% growth in courses offered via technology.</li> <li>• 100% faculty staff members are proficient</li> </ul>
H. Resources Required:	New faculty positions in General Curriculum for the Dual Licensure Program; New faculty position in Academically and Intellectually Gifted to support the expanded licensure program; new faculty position in Autism Spectrum Disorders to support the new graduate certificate program

ANNUAL REPORT	
I. Annual progress assessment of performance outcomes:	
J. Follow-up plan to make changes as a result of assessment findings:	



**III. NEW STRATEGIC GOALS, ACTION PLANS AND PERFORMANCE OUTCOMES**

**3. The Department will strengthen systems of advising and supporting all students, both traditional and non-traditional, at undergraduate, Master's and doctoral levels.**

B. Relationship of goal to next higher reporting unit goal:	COLLEGE OF EDUCATION: The College of Education will support the success of candidates through innovative programming and delivery, technology integration, excellent advising and academic services, and enrichment activities.
C. Action plans to achieve goal:	<p>3.1 The Department will participate in a "job alike" group of academic advisors within the college to address advising and academic services, identify unmet needs, and identify solutions.</p> <p>3.2 The Department will continue to support the Student Council for Exceptional Children and examine the establishment of student professional support options that respond to unmet needs.</p> <p>3.3 The Department will continue to implement advising work load policies that recognize advising strengths.</p>
D. Effectiveness measures/methods to assess outcomes/goal attainment:	<ul style="list-style-type: none"> <li>• Analysis of work load outcomes</li> <li>• Analysis of student satisfaction reports</li> </ul>
E. Assessment schedule to assess goal:	Annually, Faculty Annual Reports, Annual Department Report, Student Surveys
F. Person/group responsible:	Department Chair, Advisors, Program Coordinators
G. Performance outcomes for goal:	<ul style="list-style-type: none"> <li>• At least 80% of students rate advising as good or excellent.</li> <li>• At least 80% of students rate students supports as good or excellent.</li> <li>• Maintain advisors for special initiatives (e.g., Pathways to Teaching, MAT Online Program, Dual Licensure Program)</li> </ul>
H. Resources Required:	

**ANNUAL REPORT**

I. Annual progress assessment of performance outcomes:	
J. Follow-up plan to make changes as a result of assessment findings:	



**III. NEW STRATEGIC GOALS, ACTION PLANS AND PERFORMANCE OUTCOMES**

**4. The Department will support the success and collegiality of diverse tenure and non-tenure accruing faculty and staff through communication, career development opportunities, mentoring and access to supportive infrastructure.**

<p>B. Relationship of goal to next higher reporting unit goal:</p>	<p>COLLEGE OF EDUCATION: The College of Education will support the success of faculty and staff through career development opportunities, mentoring, and access to supportive infrastructure.</p>
<p>C. Action plans to achieve goal:</p>	<p>4.1 The Department will participate in the revision of the College's Reappointment, Promotion, and Tenure (RPT) document to increase clarity, reflect the scholarship expectations of research universities, and improve guidance toward successful RPT reviews.</p> <p>4.2 The Department will support the development of a section of the RPT document that provides guidelines for reappointment and promotion for non-tenure-track faculty.</p> <p>4.3 The Department will support the revision of Peer Observation of Teaching guidelines that includes a process for supporting the development of effective teaching for non-tenure track and part-time faculty members.</p> <p>4.4 The Department supports the development of enhanced faculty mentoring programs for all faculty members – tenure accruing, non-tenure accruing and part-time faculty.</p> <p>4.5 The Department will seek and provide ongoing professional development opportunities for faculty members in the areas of poverty, diversity, globalization and urban education.</p> <p>4.6 The Department will seek and provide ongoing professional development opportunities for faculty in the areas of technology integration, instructional strategies, and enrichment activities.</p> <p>4.7 The Department will seek resources to restore state-funded faculty positions in the child and family development and academically and intellectually gifted programs.</p> <p>4.8 The Department will nominate deserving faculty for professional recognition and who are award recipients or who provide notable service to the profession, institution, and community.</p>
<p>D. Effectiveness measures/methods to assess outcomes/goal attainment:</p>	<ul style="list-style-type: none"> <li>• Analysis of the effect of the revised Reappointment, Promotion and Tenure document based on the expectations of research universities.</li> <li>• Analysis of the effect of the revised Reappointment, Promotion and Tenure document for reappointment and promotion for non-tenure track faculty.</li> <li>• Analysis of peer observation and mentoring opportunities for non-tenure tracking and part-time faculty members.</li> <li>• Analysis of faculty professional development and use of technology in teaching'</li> <li>• Analysis of growth of the faculty to meet the needs of high growth programs.</li> <li>• Analysis of professional recognition of faculty in teaching, research and service to the profession, institution and community.</li> </ul>
<p>E. Assessment schedule to assess goal:</p>	<p>Annual: Departmental Annual Report, Faculty Annual Reports</p>
<p>F. Person/group responsible:</p>	<p>Department Chair</p>
<p>G. Performance outcomes for goal:</p>	<ul style="list-style-type: none"> <li>• Faculty growth aligned with the staffing plan in program areas.</li> <li>• 100% of faculty participate in staff development opportunities</li> </ul>





	<ul style="list-style-type: none"> <li>• 100% of current non-tenure accruing faculty are considered for reappointment and promotion</li> <li>• 100% of non-tenure accruing faculty and part-time faculty participate in peer observations</li> <li>• 100% of part-time faculty have faculty mentors</li> </ul>
H. Resources Required:	

ANNUAL REPORT	
I. Annual progress assessment of performance outcomes:	
J. Follow-up plan to make changes as a result of assessment findings:	



**III. NEW STRATEGIC GOALS, ACTION PLANS AND PERFORMANCE OUTCOMES**

**5. The Department’s faculty will develop a nationally distinguished record of research productivity and national distinction of excellence comparable to similar Departments in research extensive universities that benefits children, youth, families, communities and schools.**

B. Relationship of goal to next higher reporting unit goal:	COLLEGE OF EDUCATION: The College of Education will achieve a distinguished record of research that benefits children, youth, families, communities, schools and the broader educational community.
C. Action plans to achieve goal:	<p>5.1 The Department will increase its success in terms of dollars awarded and in terms of the number of successful grant writers who secure external funding for research with emphases on diverse learners and their families.</p> <p>5.2 The Department will increase its participation in research partnerships within the College and within the University.</p> <p>5.3 The Department will work with state education agencies, local education agencies and schools to establish collaborative partnerships for research.</p>
D. Effectiveness measures/methods to assess outcomes/goal attainment:	<ul style="list-style-type: none"> <li>• Analysis of external funding record.</li> <li>• Analysis of faculty publications internally and in comparison to research extensive universities.</li> <li>• Analysis of research and research partnership involvement.</li> <li>• Analysis of collaborative work with SEA, LEA and individual schools.</li> </ul>
E. Assessment schedule to assess goal:	Annually
F. Person/group responsible:	Department Chair and Program Coordinators
G. Performance outcomes for goal:	<ul style="list-style-type: none"> <li>• 5% annual growth in external funding.</li> <li>• 5% growth annually in faculty publications</li> <li>• 50% of faculty involved in collaborative research/ work with state, local districts or individual schools.</li> </ul>
H. Resources Required:	

**ANNUAL REPORT**

I. Annual progress assessment of performance outcomes:	
J. Follow-up plan to make changes as a result of assessment findings:	



**III. NEW STRATEGIC GOALS, ACTION PLANS AND PERFORMANCE OUTCOMES**

**6 The Department will strengthen effective partnerships with schools, communities and alumni.**

B. Relationship of goal to next higher reporting unit goal:	COLLEGE OF EDUCATION: The College of Education will strengthen effective partnerships with schools, communities and alumni.
C. Action plans to achieve goal:	<p>6.1 The Department will strengthen its partnership with the Exceptional Children programs in the thirteen school districts of the Southwest Education Alliance.</p> <p>6.2 The Department will maintain its partnership with the NC Department of Public Instruction in the implementation of the North Carolina State Personnel Development Grant.</p> <p>6.3 The Department will maintain its partnership with the North Carolina Cooperative Planning Consortium of Special Education Teacher Preparation Programs and the B-K Coordinating Council.</p> <p>6.4 The Department will expand program delivery partnerships with such entities as Teach for America and the Model Teacher Education Consortium.</p> <p>6.5 The Department will develop a strategic initiative to enhance alumni relations with from Special Education, Academically and Intellectually Gifted Education and the Child and Family Development Programs.</p> <p>6.6 The Department will track the graduates of the Ph.D. Program in Special Education and host an annual reunion at the Convention and Expo of the International Council for Exceptional Children.</p>
D. Effectiveness measures/methods to assess outcomes/goal attainment:	<ul style="list-style-type: none"> <li>• Analysis of faculty member collaboration with local school districts and individual schools</li> <li>• Analysis of participation of the department with the Cooperative Planning Consortium and the B-K Coordinating Council</li> <li>• Analysis of partnerships with Teach for American and the Model Teacher Education Consortium</li> <li>• Analysis of enhanced alumni relationships with graduates of the Department</li> <li>• Analysis of follow-up with Ph.D. Program graduates.</li> </ul>
E. Assessment schedule to assess goal:	Annually
F. Person/group responsible:	Department Chair, Program Coordinators including Ph.D. Program Coordinator
G. Performance outcomes for goal:	<ul style="list-style-type: none"> <li>• 50% of faculty will collaborate with local school districts and individual schools</li> <li>• UNC Charlotte will be represented at 100% of Cooperative Planning Consortium and B-K Coordinating Council meetings</li> <li>• Analysis of follow-up with graduates/ alumni of the Department's Programs</li> <li>• Analysis of follow-up with Ph.D. Program graduates/ alumni.</li> <li>• 80% of alumni rate supports as good or excellent</li> </ul>
H. Resources Required:	



ANNUAL REPORT	
I. Annual progress assessment of performance outcomes:	
J. Follow-up plan to make changes as a result of assessment findings:	



**III. NEW STRATEGIC GOALS, ACTION PLANS AND PERFORMANCE OUTCOMES**

**7 The Department will maintain the Special Education doctoral degree program as a program of national distinction.**

<p>B. Relationship of goal to next higher reporting unit goal:</p>	<p>COLLEGE OF EDUCATION: The College of Education will graduate highly effective and ethical professionals who will have a positive impact on children, youth, families, communities and schools and who will be successful in urban and other high need settings.</p>
<p>C. Action plans to achieve goal:</p>	<p>7.1 The Department will maintain the 2/2 teaching load for faculty to address the increased departmental workload resulting from the management of the doctoral program to assure quality instruction and research support for candidates.</p> <p>7.2 The Department will seek new faculty to address the growth of the doctoral program and to address the preparation of high quality leadership personnel / college and university faculty.</p> <p>7.3 The Department will continue to pursue funds to support doctoral students through external and internal funding (e.g., graduate assistantships, tuition reimbursements, Graduate Assistant Support Plan, and U.S. Department of Education, Office of Special Education Programs).</p> <p>7.4 The Department will continue active involvement in the national Higher Education Consortium in Special Education (HECSE).</p> <p>7.5 The Department will continue to promote the success of doctoral students through opportunities to participate in research, publications, and quality teaching.</p>
<p>D. Effectiveness measures/methods to assess outcomes/goal attainment:</p>	<ul style="list-style-type: none"> <li>• Analysis of teaching loads</li> <li>• Analysis of staffing plan/ faculty growth</li> <li>• Analysis of doctoral student support.</li> <li>• Analysis of Higher Education Consortium in Special Education involvement.</li> <li>• Analysis of key doctoral student outcomes including external funding, publications, new employment opportunities accepted</li> </ul>
<p>E. Assessment schedule to assess goal:</p>	<p>Annual Program Assessment Data; Department Annual Report and Faculty Annual Reports</p>
<p>F. Person/group responsible:</p>	<p>Department Chair, Doctoral Program Coordinators, Ph.D. Program Advisory Committee members, Departmental Faculty</p>
<p>G. Performance outcomes for goal:</p>	<ul style="list-style-type: none"> <li>• A 2/2 teaching load attained by five tenure-line faculty per year</li> <li>• 100% of staffing plan goals attained.</li> <li>• 100% of doctoral students funded.</li> <li>• 100% of students will co-publish with faculty.</li> <li>• Emphasis in child development in is approved by the end of the planning period.</li> <li>• 90% of Department's doctoral students will demonstrate excellent outcomes related to the capstone requirement (Portfolio 1 and 2).</li> <li>• 96% of the Department's doctoral students will demonstrate excellence regarding dissertation defense.</li> <li>• 96% of the Department's students will attain desired employment outcomes.</li> <li>• 100% of HECSE meetings attended.</li> <li>• 75% of graduates will attain tenure eligible positions in institutions of higher education.</li> <li>• 80% of all completed dissertations will be published.</li> </ul>
<p>H. Resources Required:</p>	<ul style="list-style-type: none"> <li>• Doctoral student funding opportunities through UNC Charlotte's GASP, U.S. Department of Education, OSEP funding through Leadership Personnel Preparation Grants or other</li> </ul>



	<p>externally funded research projects.</p> <ul style="list-style-type: none"> <li>• Travel supports for Doctoral Program Coordinator(s)/ Department Chair to attend Higher Education Consortium of Special Education semi-annual meetings</li> </ul>
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ANNUAL REPORT	
I. Annual progress assessment of performance outcomes:	
J. Follow-up plan to make changes as a result of assessment findings:	



**III. NEW STRATEGIC GOALS, ACTION PLANS AND PERFORMANCE OUTCOMES**

**8 The Department will maintain North Carolina Department of Public Instruction Program Approval AND national accreditation of all programs.**

B. Relationship of goal to next higher reporting unit goal:	COLLEGE OF EDUCATION: The College of Education will receive external validation of its work and its impact through accreditation reviews and increased recognition of its expertise and resources.
C. Action plans to achieve goal:	<p>8.1 The Department will successfully complete the design and implementation of revised teacher education programs at the undergraduate and graduate levels according to new guidelines from the State Board of Education/ Department of Public Instruction.</p> <p>8.2 The Department will revise/ align the Department's assessment system in response to the new program approval process ("electronic evidences") from the NC Department of Public Instruction and the upcoming accreditation reviews from SACS and NCATE in 2013.</p> <p>8.3 The Department in collaboration with the College will prepare for/ complete the 2013 accreditation review by the National Council for Accreditation of Teacher Education (NCATE) in the following ways:</p> <p>8.3.1 Key faculty members will participate in the revised NCATE review process.</p> <p>8.3.2 The Department will revise the Mission Statement.</p> <p>8.3.3 The Department will implement the revised the Conceptual Framework.</p> <p>8.3.4 The Department will participate in a successful accreditation review in 2013</p> <p>8.4 The Department will seek opportunities for reviews, ratings, and awards that will lead to recognition of the College's effectiveness.</p>
D. Effectiveness measures/methods to assess outcomes/goal attainment:	<ul style="list-style-type: none"> <li>• Analysis of NC Department of Public Instruction's approval of Departmental programs Blueprint for revised programs.</li> <li>• Analysis of NC Department of Public Instructions' annual review of candidates' electronic evidences/electronic portfolios</li> <li>• Analysis of NCATE responses to Department's programs during site visit</li> </ul>
E. Assessment schedule to assess goal:	<ul style="list-style-type: none"> <li>• Annually for Department of Public Instruction</li> <li>• 2013 for Southern Association of Colleges and Schools</li> <li>• 2013 for National Council for the Accreditation of Teacher Education</li> </ul>
F. Person/group responsible:	Department Chair, Program Coordinators, Data/ Assessment Contacts, College Assessment Coordinator, Faculty members
G. Performance outcomes for goal:	100% of programs approved and recognized
H. Resources Required:	

**ANNUAL REPORT**

I. Annual progress assessment of performance outcomes:

J. Follow-up plan to make



changes as a result of assessment findings:	
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