



# Strategic Plan 2007-2012

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**NCATE**

*Helen Easterling Williams, Ed.D.*

Dean, School of Education



## **STRATEGIC PLAN 2007-2012**

This Strategic Plan emerged directly from the National Council for Accreditation of Teacher Education (NCATE)/California Commission on Teacher Credentialing (CCTC) joint accreditation visit in March 2007, from the School of Education Dean's Priorities, and from the Azusa Pacific University Priorities. Accreditation is the primary assurance of quality in the preparation of professional education. Through the accreditation process, Azusa Pacific University and the School of Education ensure academic accountability to the educational community, the general public, and the students.

The School of Education's Strategic Plan (2007-2012) will serve as a guide for faculty and staff to address its mission and vision to make a difference in people's lives through relationships; scholarship; and a praxis of academic accountability, service, and integration of Christian faith. The following seven goals are developed in the Strategic Plan: Academic accountability; leadership development; transformational scholarship; information, communication, and technology literacy; international and global studies; fiscal stability; and integration of diversity in personal and professional knowledge, skills, and dispositions. Each goal is supported with several objectives that include specific strategies for meeting the objectives, individuals who have responsibility for the strategies, resources needed, costs, target dates, and performance measures.

The involvement of the School of Education Assessment, Accountability, and Accreditation Committee, their in-depth examination and research of the Strategic Plan goals, their insights and ideas, and their constant focus on accreditation and accountability considerations produced a document that will guide all faculty (full-time and adjunct) and staff actions to sustain the unit's continuous improvement. With deep appreciation their efforts are acknowledged.

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**STRATEGIC PLAN 2007-2012**  
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Azusa Pacific University  
SCHOOL OF EDUCATION  
**Strategic Plan 2007-2012**

**Mission:** The School of Education (SOE) is comprised of diverse learning communities that cross regional, national, and international boundaries. Integrating a Christian perspective, the School prepares candidates to make a difference through relationships, applied scholarship, performance-based outcomes, and the praxis of academics and service.

**Vision:** The Azusa Pacific University School of Education, a nationally ranked and accredited institution, is committed to being the premiere School of Education in the United States of America. With an emphasis in excellence in every aspect of the organization, our teacher candidates and educational professionals are equipped with the content and innovative pedagogy necessary to meet the emerging needs of 21st century P-16 learners. Accelerated and traditional academic programs offered in face-to-face, hybrid, and online formats make our courses convenient and manageable for professionals who possess a passion for changing the world from a Christian perspective.

**Goal 1: Increase Academic Accountability**

**Objective 1.1: Eighty percent (80%) of candidates will master content knowledge of their professional fields with baseline data established in August 2006**

Strategy	Assigned to	Resources Needed	Costs	Target Date	Performance Measure
1.1.1 Collect and analyze program data using SOE department and program assessments (e.g. Teaching Performance Assessment, fieldwork, signature assignments, capstone projects, exit essays, growth assessments, individualized mentoring, comprehensive exams, case studies, etc.)	Extended Dean's Cabinet Faculty	TaskStream/ Technology Clerical support	-0-	Each term/ semester	Samples of candidate work Samples of aggregated data Samples of program and department decisions based on data Surveys/forms/interviews
1.1.2 Assess compliance with professional, national, and state standards	Extended Dean's Cabinet	Professional, national, and state standards Department budgets for materials	\$500 each department yearly	Each term/ semester	Course syllabi Copies of standards
1.1.3 Monitor mastery of professional content knowledge fields within programs (i.e., licensure exams)	Extended Dean's Cabinet Site Coordinators	TaskStream/ Technology	-0-	Each term/ semester, 2007-2010	Aggregated data of passage rates Course grades

**Goal 1: Increase Academic Accountability**

**Objective 1.2: Eighty percent (80%) of candidates will master professional and pedagogical knowledge and skills with baseline data established in August 2006**

Strategy	Assigned to	Resources Needed	Costs	Target Date	Performance Measure
1.2.1 Assess and analyze professional and pedagogical knowledge and skills	Extended Dean's Cabinet Faculty	Subscriptions to journals Professional memberships Budgets for conference attendance Scantron	\$1200 per faculty for attending conferences \$800 for subscriptions and professional memberships Cost of Scantron	Every term/semester	Aggregated data on TPA Aggregated data on fieldwork activities Aggregated data on clinical practice activities
1.2.2 Make appropriate program adjustments based on data	Extended Dean's Cabinet Faculty	Faculty development training on data driven decision making Online course development and instructional techniques	\$5,000 each year 2007-2009 \$2,000 each year 2010-2012	Every term/semester	Copies of department and program minutes
1.2.3 Monitor mastery of candidate learning outcomes (e.g. TPA, fieldwork, signature assignments, capstone projects, exit essays, growth assessments, individualized mentoring, comprehensive exams, case studies, etc.)	Extended Dean's Cabinet Site Coordinators	TaskStream/ Technology	-0-	Every term/semester	Samples of candidate work Aggregated data of learning outcomes

**Goal 1: Increase Academic Accountability**

**Objective 1.2: Eighty percent (80%) of candidates will master professional and pedagogical knowledge and skills with baseline data established in August 2006**

Strategy	Assigned to	Resources Needed	Costs	Target Date	Performance Measure
1.2.4 Evaluate candidate mastery of learning outcomes using data from 1.2.3 and make appropriate program adjustments	Extended Dean's Cabinet Faculty	Faculty development training on data driven decision making	\$5,000 each year 2007-2009 \$2,000 each year 2010-2012	Every term/ semester	Aggregated data Samples of program changes made based on data

<b>Goal 1: Increase Academic Accountability</b>					
<b>Objective 1.3: One hundred percent (100%) of candidates will demonstrate dispositions required in their professional fields</b>					
<b>Strategy</b>	<b>Assigned to</b>	<b>Resources Needed</b>	<b>Costs</b>	<b>Target Date</b>	<b>Performance Measure</b>
1.3.1 Assess dispositions expected of professional educators in the unit's programs	Program Directors Faculty	Faculty development training on assessing dispositions	\$2000 each year	Every term/semester	Course syllabi Surveys Master teacher evaluations Site supervisors' ratings Capstone projects
1.3.2 Make program adjustments to facilitate appropriate candidate disposition outcomes	Extended Dean's Cabinet Faculty	Faculty time Stipends for adjuncts	Adjuncts x \$75	Every term/semester	Department/program meeting minutes Program self studies Feedback from school districts

<b>Goal 1: Increase Academic Accountability</b>					
<b>Objective 1.4: One hundred percent (100%) of School of Education (SOE) programs will submit accountability reports to the Dean, School of Education, and the University Office of Assessment and Program Review</b>					
<b>Strategy</b>	<b>Assigned to</b>	<b>Resources Needed</b>	<b>Costs</b>	<b>Target Date</b>	<b>Performance Measure</b>
1.4.1 Complete and submit SOE Program Accountability Reports to the Dean	Associate Dean, Assessment Extended Dean's Cabinet	Faculty time Clerical support TaskStream accts	-0-	July 31, 2008-2012	Completed reports
1.4.2 Complete and submit the Student Learning Outcomes Report by program to the University Assessment Office	Associate Dean, Assessment Extended Dean's Cabinet	Faculty time Clerical support TaskStream accts	-0-	Oct. 2007-2012	Completed reports
1.4.3 Complete and submit the Yearly Assessment Report by program to the University Assessment Office	Associate Dean, Assessment Extended Dean's Cabinet	Faculty time Clerical support TaskStream accts	-0-	July 31, 2008-2012	Completed reports
1.4.4 Complete and submit curriculum review and revision documents through the Master's and/or Doctoral Studies Councils	Extended Dean's Cabinet	Faculty time Clerical support	-0-	Nov. 15, 2007-2012	Copies of major and minor curriculum change documents

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**Goal 2: Promote and Maintain a Culture of Leadership Development**

**Objective 2.1: The Leadership Institute will be designed and developed 20% each year with full implementation by 2012 with baseline data established in August 2006.**

Strategy	Assigned to	Resources Needed	Costs	Target Date	Performance Measure
2.1.1 Develop and implement a committee composed of SOE faculty, administration, P-12 administrators, and community members to design, develop, and implement the SOE Leadership Institute	Associate Deans Dean's Cabinet	Clerical support Food & beverages Printing	\$1,000	March 2008	Master list of committee members
2.1.2 Develop an architectural plan for the Leadership Institute which would include five primary components: (1) Professional development programs, (2) Adjunct faculty development, (3) Collaboration within the university, SOE, and regional centers, (4) Collaboration with P-12 districts, and (5) A Professional Library/Resource Center	Associate Deans Leadership Institute Committee	Faculty time Clerical support Food and beverages Printing	\$2,000	June 2008	Completed plan
2.1.3 Design, implement, and evaluate professional development programs for faculty, staff and adjuncts	Associate Deans Leadership Institute Committee	Stipends for faculty Food and beverages Printing	\$2,000 \$8,000	July 2008- August 2012	Completed plan

**Goal 2: Promote and Maintain a Culture of Leadership Development**

**Objective 2.1: The Leadership Institute will be designed and developed 20% each year with full implementation by 2012 with baseline data established in August 2006.**

<b>Strategy</b>	<b>Assigned to</b>	<b>Resources Needed</b>	<b>Costs</b>	<b>Target Date</b>	<b>Performance Measure</b>
2.1.3.1 Identify existing training program opportunities within the university	Leadership Institute Committee	Faculty time Clerical support	-0-	September 2008	Master list of university programs
2.1.3.2 Identify training programs within the SOE	Leadership Institute Committee	Faculty time Clerical support	-0-	September 2008	Master list of SOE training programs
2.1.3.3 Develop a master schedule of all available training opportunities for distribution to faculty and staff	Leadership Institute Committee	Clerical support Printing	\$500 ea. year	October 2008-2012	Master list of existing training programs (Azusa Pacific University and SOE)
2.1.3.4 Develop evaluation instruments for training programs and sessions	Dean's Cabinet Committee members	Faculty and staff time Printing	\$500	October 2008	Copy of evaluation instruments
2.1.3.5 Form a Professional Development Committee composed of faculty and staff to develop new training opportunities related to professional expectations and responsibilities	Associate Deans Leadership Institute Committee	Faculty time Clerical support	-0-	September 2008	Master list of committee members with roles and responsibilities
2.1.3.6 Develop a speakers' series to promote leadership development	Associate Deans Dean's Cabinet Leadership Institute Committee	Facility Phone costs Mileage Lodging for speakers Food Printing	\$10,000 ea. year	January 2009-2012	Master list of speakers

**Goal 2: Promote and Maintain a Culture of Leadership Development**

**Objective 2.1: The Leadership Institute will be designed and developed 20% each year with full implementation by 2012 with baseline data established in August 2006.**

Strategy	Assigned to	Resources Needed	Costs	Target Date	Performance Measure
2.1.3.7 Plan, implement, and evaluate a Leadership Summit identifying key leaders within education to present at an annual conference held at the university support system	Associate Deans Leadership Institute Committee members	Facility Printing Food	\$5,000 ea. year	April 2009- 2012	Copy of Leadership Summit fliers
2.1.4 Strengthen the adjunct faculty evaluation and support system					
2.1.4.1 Identify existing support systems for adjuncts within the SOE and the university	Leadership Institute Committee members Extended Dean's Cabinet	Faculty and staff time Clerical support	-0-	December 2008	Matrix of existing support systems
2.1.4.2 Collect and analyze data on effectiveness of SOE adjuncts	Extended Dean's Cabinet Leadership Institute Committee	Faculty and staff time Clerical support	-0-	September 2008	Evaluation Report
2.1.4.3 Develop a unit system for monitoring adjunct effectiveness	Extended Dean's Cabinet Leadership Institute Committee	Faculty time Clerical support	-0-	September 2008	Copy of system
2.1.4.4 Develop intervention strategies to assist new adjuncts or others experiencing job-related difficulties/challenges	Leadership Institute Committee Extended Dean's Cabinet	Faculty time	-0-	September 2008	List of intervention strategies

**Goal 2: Promote and Maintain a Culture of Leadership Development**

**Objective 2.1: The Leadership Institute will be designed and developed 20% each year with full implementation by 2012 with baseline data established in August 2006.**

Strategy	Assigned to	Resources Needed	Costs	Target Date	Performance Measure
2.1.5 Design and implement systems to enhance collaboration between the SOE, the regional centers, and the university					
2.1.5.1 Develop a committee composed of SOE faculty, regional center directors, and university staff and administration	Associate Deans	Faculty time Clerical support	-0-	November 2008	Master list of Collaboration Committee members
2.1.5.2 Identify existing APU collaboration projects (i.e. research, curriculum development, professional development etc.)	Extended Dean's Cabinet Collaboration Committee members	Faculty time Clerical support	-0-	January 2009	List of collaboration projects
2.1.5.3 Schedule and hold meetings to discuss existing activities and to generate possible additional activities	Collaboration Committee Chair	Faculty time Clerical support Food and beverages Printing	\$2,000 ea. year	January 2009- August 2012	Meeting schedule
2.1.5.4 Develop publications promoting collaborative projects for broad based dissemination	Associate Deans Dean's Cabinet Collaboration Committee	Printing University Relations staff	\$5,000 ea. year	May 2009- 2012	Copy of brochures
2.1.6 Design and implement collaboration with P-12 districts/schools and institutions of higher education					

**Goal 2: Promote and Maintain a Culture of Leadership Development**

**Objective 2.1: The Leadership Institute will be designed and developed 20% each year with full implementation by 2012 with baseline data established in August 2006.**

<b>Strategy</b>	<b>Assigned to</b>	<b>Resources Needed</b>	<b>Costs</b>	<b>Target Date</b>	<b>Performance Measure</b>
2.1.6.1 Develop a Professional Community Collaboration Committee composed of P-12 administrators and teachers and faculty within the SOE	Associate Deans Chair, Leadership Institute Committee	Faculty time Clerical support	-0-	June 2008	Master list of Professional Community Collaboration Committee members
2.1.6.2 Identify existing collaborative projects within the professional learning community	Extended Dean's Cabinet Professional Community Committee	Faculty time Clerical support	-0-	September 2008	Master list of projects
2.1.6.3 Identify new professional community collaborative projects with projected timelines for implementation	Extended Dean's Cabinet Professional Community Committee	Faculty time Clerical support Food and beverage	\$1,000 ea. year	October 2008- 2012	List of new projects with timelines
2.1.6.4 Develop publications promoting professional community collaborative projects for dissemination at marketing venues	Associate Deans Dean's Cabinet Professional Community Committee	Printing University Relations staff	\$2,500 ea. year	November 2008- August 2012	Copy of publications
2.1.7 Develop a professional resource library	Leadership Institute Committee	Technology support Materials budget	\$5,000 ea. year	October 2009- August 2012	Data system of resources

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**Goal 3: Engage in Transformational Scholarship**

**Objective 3.1: Scholarly publications will increase 10% each year with baseline data established in August 2006.**

Strategy	Assigned to	Resources Needed	Costs	Target Date	Performance Measure
3.1.1 Consult with SOE department chairs, program directors, Azusa Pacific University (APU) research faculty, and APU library experts to rate professional journals by degree of alignment with Comprehensive Faculty Evaluation Program (CFEP) levels	Associate Dean, Academic Affairs Goal 3 committee members	Faculty time Clerical support	-0-	May 2008	Compiled and ranked list of professional education journals Meeting minutes
3.1.2 Consult with department chairs and program directors to assist SOE faculty who are presenting scholarly work to develop publishable materials based on faculty presentations	Associate Dean, Academic Affairs Extended Dean's Cabinet	Faculty time	-0-	May 2008	Submitted papers to professional journals listed on department scholarship records Lists of scholarly work
3.1.3 Consult with department chairs and program directors to identify SOE faculty with publishing experience who can mentor emerging scholars and model best professional practices in scholarship	Associate Dean, Academic Affairs Department Chairs	Mentoring budget	\$3,300 per mentor or release time each year	May 2008	List of faculty by department

**Goal 3: Engage in Transformational Scholarship**

**Objective 3.1: Scholarly publications will increase 10% each year with baseline data established in August 2006.**

Strategy	Assigned to	Resources Needed	Costs	Target Date	Performance Measure
3.1.4 Consult with department chairs and program directors to promote attendance at the APU Writers' Retreat and other similar venues that may assist with publication	Associate Dean, Academic Affairs Extended Dean's Cabinet	Associate Dean time Faculty time Clerical support Printing	\$500 each year	January 2008-2012	Logs of attendance at Writers' Retreat and other venues Meeting minutes
3.1.5 Sponsor quarterly brown bag lunches with scholarship themes, such as: how to get published in peer-review journals, the Institutional Review Board (IRB) process, applying for research grants, ethical and legal consideration in publications, and SOE faculty recent publications	Associate Dean, Academic Affairs Extended Dean's Cabinet	Beverages Snacks Printing	\$2,000 each year	2008-2012	List of topics presented at scholarship luncheons
3.1.6 Provide support for faculty to complete the IRB process	Associate Dean, Academic Affairs Department Chairs	Faculty time	-0-	2007-2012	Copy of application process
3.1.7 Plan and implement a yearly Faculty Colloquium to disseminate and discuss faculty research	Associate Dean, Academic Affairs Extended Dean's Cabinet	Facility Food Printing Faculty time Clerical support	\$3,000 each year	Spring 2008-2012	Faculty Colloquium Brochure
3.1.8 Plan and implement a yearly Evening of Research to disseminate faculty research to the professional learning community	Associate Dean, Academic Affairs Extended Dean's Cabinet	Facility Food Printing Faculty time Clerical support	\$3,000 each year	Spring 2008-2012	Copies of fliers

**Goal 3: Engage in Transformational Scholarship**  
**Objective 3.1: Scholarly publications will increase 10% each year with baseline data established in August 2006**

Strategy	Assigned to	Resources Needed	Costs	Target Date	Performance Measure
3.1.9 Support and assist SOE faculty applications for internal and external grants	Associate Dean Department Chairs	Faculty time Clerical support	-0-	2008 - 2012	Research grant records
3.1.10 Submit lists of publications to the <i>Weekly Kudos</i> electronic publication document	Extended Dean's Cabinet Faculty	APU Portal	-0-	2007-2012	Copies of <i>Weekly Kudos</i>
3.1.11 Provide secure archival space for storage of research data as required by the IRB	Dean's Cabinet	Storage cabinets Space for cabinets	\$500 each year	Fall 2008- 2012	Identified cabinets
3.1.12 Maintain the APU website with existing and future research projects	Associate Dean, Academic Affairs Coordinator of Instructional Technology	University Relations Personnel	-0-	2008-2012	Review of website

**Goal 3: Engage in Transformational Scholarship**

**Objective 3.2: Scholarly presentations will continue to be supported with baseline data established in August 2006**

Strategy	Assigned to	Resources Needed	Costs	Target Date	Performance Measure
3.2.1 Consult with SOE department chairs, program directors, APU research faculty, and APU library experts to rate professional presentations by degree of alignment with Comprehensive Faculty Evaluation Program (CFEP) levels	Associate Dean, Academic Affairs Goal 3 committee members.	Faculty time Clerical support	-0-	May 2008 - 2012	Compiled and ranked list of professional presentations Meeting minutes
3.2.2 Consult with SOE department chairs, program directors, and APU research faculty to compile a list of professional organizations and venues for presentations within the SOE programs	Associate Dean, Academic Affairs Extended Dean's Cabinet	Faculty time	-0-	May 2008- 2012	Compiled list of professional organizations.
3.2.3 Secure adequate SOE funding for scholarly presentations	Dean Department Chairs	Budget for conferences	Additional \$30,000 (\$500 per faculty member; \$1,150 total funding for faculty expenses at conferences)	May 2009	Dean's budget Department budgets
3.2.4 Consult with department chairs and program directors to identify within SOE faculty with presentation experience to mentor emerging scholars	Associate Dean, Academic Affairs Extended Dean's Cabinet	Funds for mentors	\$3,300 per mentor or release time	May 2008- 2012	List of faculty mentors

**Goal 3: Engage in Transformational Scholarship**

**Objective 3.2: Scholarly presentations will continue to be supported with baseline data established in August 2006**

Strategy	Assigned to	Resources Needed	Costs	Target Date	Performance Measure
3.2.5 Sponsor quarterly brown bag lunches with scholarship themes such as: how to submit proposals for professional conferences	Associate Dean, Academic Affairs	Beverages Snacks Printing	\$2,000 each year	May 2008- 2012	Logs of attendance List of themes discussed
3.2.6 Submit lists of publications to <i>Weekly Kudos</i> electronic publication	Associate Dean, Academic Affairs Extended Dean's Cabinet Faculty	APU Portal	-0-	2007-2012	Copies of <i>Weekly Kudos</i>

**Goal 3: Engage in Transformational Scholarship**

**Objective 3.3: Collaborative research within the unit will increase 10% each year with baseline data established in August 2006**

Strategy	Assigned to	Resources Needed	Costs	Target Date	Performance Measure
3.3.1 Compile a list of all scholarly publications and presentations conducted by faculty within the SOE and disseminate it to all SOE faculty	Extended Dean's Cabinet	Faculty time Clerical support	-0-	May 2008 - 2012	Copies of <i>Weekly Kudos</i> Department lists of submissions
3.3.2 Sponsor quarterly brown bag lunches with scholarship themes such as SOE faculty recent publications to initiate scholarship collaboration	Associate Dean, Academic Affairs	Beverages Snacks Printing	\$1,000 each year	May 2008 - 2012	Logs of attendance List of topics discussed
3.3.3 Organize a research institute in which faculty share publications, presentations, and other collaborative endeavors	Associate Dean, Academic Affairs Extended Dean's Cabinet	Faculty time Clerical support Food and beverages Printing	\$3,000 each year	May 2009- 2012	Attendance lists Evaluation forms
3.3.4 Support faculty collaborative research with graduate candidates and presentations at professional conferences	Dean's Cabinet Extended Dean's Cabinet	Department budgets for travel and meals Stipends for graduate candidates	\$2,500 each year	2008-2012	Compiled list of presentations
3.3.5 Provide funding for five graduate candidates yearly to present at professional conferences	Dean's Cabinet	Funding for travel and meals	\$2,500 each year	May 2009- 2012	Copies of presentation materials and/or fliers

**Goal 3: Engage in Transformational Scholarship**

**Objective 3.3: Collaborative research within the unit will increase 10% each year with baseline data established in August 2006**

Strategy	Assigned to	Resources Needed	Costs	Target Date	Performance Measure
3.3.6 Provide Writing Center support to master's and doctoral candidates for research and publication	Associate Dean. Academic Affairs Extended Dean's Cabinet	Faculty costs	\$30,000 each year	Sept. 2008- 2012	Logs of candidate attendance at the Writer's Center
3.3.7 Conduct collaborative research with P-12 school districts, other community agencies, and colleagues at other universities	Extended Dean's Cabinet Faculty	Faculty time Travel Meals Printing	Department Budgets	May 2008- 2012	Compiled list of collaborative research projects.

**Goal 3: Engage in Transformational Scholarship**

**Objective 3.4: Application of strengths-based education in curricula and research will increase 10% each year with baseline data established in August 2006**

Strategy	Assigned to	Resources Needed	Costs	Target Date	Performance Measure
3.4.1 Invite speakers from the Noel Strengths-based Leadership Center and SOE faculty conducting strengths-based research to attend brown bag lunch sessions	Associate Dean, Academic Affairs Dean's Cabinet	Food Printing Noel Strengths Based Leadership Center Faculty	\$500 each year	May 2008-2012	Copies of invitations Materials Copies of agendas/meeting minutes

<b>Goal 3: Engage in Transformational Scholarship</b>					
<b>Objective 3.5: Integration of faith in curricula will increase 10% each year with baseline data established in August 2006</b>					
<b>Strategy</b>	<b>Assigned to</b>	<b>Resources Needed</b>	<b>Costs</b>	<b>Target Date</b>	<b>Performance Measure</b>
3.5.1 Invite speakers from the Institute for Faith Integration, faith integration mentors, and university experts to attend brown bag lunch sessions to assist faculty integrate faith into the curriculum	Associate Dean, Academic Affairs Department Chairs	APU Faith Integration Mentors Beverages Snacks Printing	\$500 each year	May 2008-2012	Compiled list of resources Copies of attendance lists Meeting agendas/minutes
3.5.2 Encourage faculty to attend faith integration courses taught by APU Faith Integration Mentors and opportunities provided by the Institute for Faith Integration	Associate Dean, Academic Affairs Department Chairs	Faculty time	-0-	May 2008-2012	Copies of attendance lists Evaluation forms
3.5.3 Disseminate faith integration components from syllabi within department meetings and at brown bag lunch sessions	Associate Dean, Academic Affairs Extended Dean's Cabinet	Printing	\$1,000 each year	May 2008-2012	Copies of attendance lists Department meeting agendas and minutes Copies of syllabi

Azusa Pacific University  
SCHOOL OF EDUCATION  
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**Goal 4: Increase Information, Communication, and Technology Literacy**

**Objective 4.1: One hundred percent (100%) of professional technology standards will be integrated throughout the curriculum, instruction, and assessment**

Strategy	Assigned to	Resources Needed	Costs	Target Date	Performance Measure
4.1.1 Identify and articulate current national and program specific technology standards [i.e., International Society for Technology in Education (ISTE)]	Extended Dean's Cabinet	Internet access Professional Development resources	-0-	Nov. 15 2008-2012	California Commission on Teacher Credentialing (CCTC) Program Documents Program self-studies Course syllabi
4.1.2 Develop, implement, and evaluate curricular alignment charts for integration of national and program specific standards	Program Directors Faculty	Stipends for adjuncts	Adjuncts x \$75	Nov. 15 2008-2012	Program assessment systems Course syllabi Technology Integration Plans
4.1.3 Develop, implement, and evaluate activities for candidates to demonstrate proficiency with technology standards using current and emerging technologies	Program Directors Faculty	TaskStream Accounts	-0-	Aug. 15 2008-2012	Course syllabi Aggregated data in electronic assessment systems

**Goal 4: Increase Information, Communication, and Technology Literacy**

**Objective 4.1: One hundred percent (100%) of professional technology standards will be integrated throughout the curriculum, instruction, and assessment**

Strategy	Assigned to	Resources Needed	Costs	Target Date	Performance Measure
4.1.4 Implement and evaluate instructional planning models which utilize technology as they apply to learning in the digital age (i.e., ARCS Motivation Model)	Extended Dean's Cabinet Faculty	Professional development stipends for adjuncts Printing Materials	Adjuncts x \$75 \$5,000	April 2008-2012	Faculty Program Manuals SOE Website
4.1.5 Plan, implement, and evaluate components of curriculum appropriate for online, face-to-face, or blended delivery	Extended Dean's Cabinet Faculty	Professional development NTEL resources Stipends for adjuncts Faculty time	-0-	Nov. 15 2008-2012	Feasibility studies Course syllabi eCompanion courses
4.1.6 Utilize the Emerging Technologies Center for exploration and implementation focusing on next generation and national technology standards	Extended Dean's Cabinet Faculty	Facility Equipment Center coordinator	See Objective 4.4	June 2009-2012	Attendance sheets Evaluations from attendees
4.1.7 Plan, implement, and evaluate technology curriculum activities appropriate for electronic assessment (i.e., ePortfolios, eSurvey, digital media) aligned with assessment scoring guides	Extended Dean's Cabinet Faculty	eSurvey tools ePortfolio tools (i.e., TaskStream)	-0-	January 2008-2012	Course syllabi Aggregated data from TaskStream Samples of ePortfolios

**Goal 4: Increase Information, Communication, and Technology Literacy**

**Objective 4.2: One hundred percent (100%) of the faculty will be provided professional development to integrate technology tools into curriculum, instruction, and assessment**

Strategy	Assigned to	Resources Needed	Costs	Target Date	Performance Measure
4.2.1 Integrate technology and state content standards throughout coursework	Program Directors Faculty	Department resources	-0-	July 31 2008-2012	Alignment charts Course syllabi
4.2.1.1 Identify and articulate current national and program specific technology standards (i.e., ISTE) within a collaborative retreat setting by program	Program Directors Faculty	Faculty time Facility Meals	\$2,000 each year	Annually at August Kickoff	Copies of technology standards by program
4.2.1.2 Develop, implement, and evaluate curricular alignment charts for integration of national and program specific standards	Program Directors Faculty	Faculty time TaskStream accounts	-0-	August 2008-2012	Copies of alignment charts
4.2.2 Develop, implement, and evaluate course activities for candidates to demonstrate proficiency with technology standards using current and emerging technologies	Program Directors Faculty	TaskStream accounts	-0-	July 31 2008-2012	Course syllabi Program matrices ePortfolios
4.2.3 Develop a technology training infrastructure through the Technology Committee					
4.2.3.1 Measure the level of technology proficiency of faculty and staff for initial planning for professional development within the SOE	Technology Committee SOE liaison to Department of Faculty Development (from Technology Committee)	Release time for Technology Committee	1-3 units	October 1 2008-2012	Online technology use assessment tool University program assessment report Program self-studies reports

**Goal 4: Increase Information, Communication, and Technology Literacy**

**Objective 4.2: One hundred percent (100%) of the faculty will be provided professional development to integrate technology tools into curriculum, instruction, and assessment**

Strategy	Assigned to	Resources Needed	Costs	Target Date	Performance Measure
4.2.3.2 Collect data on current uses and procedures in coursework and data management to assess the level of application of technology tools and strategies throughout the SOE	Program Directors Faculty	Faculty time	-0-	July 31 2008-2012	Course matrices University program assessment reports Program self-studies reports
4.2.3.3 Realign the current professional development delivery system to address targeted skills and instructional practices for technology-infused learning coursework (faculty) and data management (faculty and staff)	Associate Deans Extended Dean's Cabinet	Faculty time	-0-	July 31 2008-2012	Program goals Attendance sheets from program-specific professional development
4.2.3.4 Schedule training sessions for department chairs and program directors to insure they acquire knowledge of current technologies, applications, and instructional strategies to assess and articulate how the identified skills and strategies are implemented to their fullest capabilities within departments and/or programs ensuring accountability throughout all areas of the SOE	Associate Deans Technology Coordinator	Trainers Stipends for trainers	\$3,000 each year	July 31 2008-2012	Program goals Attendance sheets from program-specific professional development
4.2.3.5 Schedule training sessions for all department chairs and program directors to utilize best practices with current and emerging technologies	Associate Deans Technology Coordinator	Trainers Stipends for trainers	\$3,000 each year	July 31 2008-2012	Program goals Attendance sheets from program-specific professional development Attendance sheets from SOE training

**Goal 4: Increase Information, Communication, and Technology Literacy**

**Objective 4.3: One hundred percent (100%) of School of Education (SOE) administrators and staff will be provided technology support to manage unit programs**

Strategy	Assigned to	Resources Needed	Costs	Target Date	Performance Measure
4.3.1 Appoint liaisons between the School of Education and offices of Information & Media Technology, University Relations, Faculty Development, and Non-Traditional Experiential Learning	Associate Deans Department Chairs	Faculty time	-0-	April 2008-2012	List of liaisons
4.3.2 Establish a cadre of technology facilitators for regional centers and main campus	Associate Dean, Assessment Coordinator of Instructional Technology Department Chairs	Stipends for existing personnel	\$2600 each quarter	Feb. 2008- 2012	List of technology facilitators
4.3.3 Develop, implement, and evaluate technical support for SOE department staff and faculty	Associate Deans Department Chairs	Technical support personnel	-0-	Aug. 2008- 2012	Copy of technology support system
4.3.4 Plan, implement, and evaluate the synchronization of ePortfolio system (TaskStream) with internal administrative records system (FileMaker)	Associate Dean, Assessment Coordinator of Instructional Technology	Information & Media Technology (IMT) liaison	-0-	Aug. 2008 – Aug. 2009	Copy of plan Copy of evaluation report
4.3.5 Complete program formative and summative assessments/assignments using the ePortfolio system (TaskStream) to facilitate consistent data reporting	Associate Dean, Assessment Dept. Chairs	TaskStream accounts	-0-	Aug. 2008 - 2012	Copies of Yearly Assessment Reports
4.3.6 Plan, implement, and evaluate technology enhanced communications that improve workflow efficiency and effectiveness, (i.e., video-conferencing, recordable teleconferencing, web-based collaboration, and others as they become available)	Associate Dean, Assessment Dean’s Cabinet	Technology equipment	-0-	Aug. 2008- 2012	Copy of plan Copy of evaluation reports

**Goal 4: Increase Information, Communication, and Technology Literacy**

**Objective 4.3: One hundred percent (100%) of School of Education (SOE) administrators and staff will be provided technology support to manage unit programs**

Strategy	Assigned to	Resources Needed	Costs	Target Date	Performance Measure
4.3.7 Convert and distribute all forms to an electronic format that allows them to be completed either by printing to paper and submitted to be scanned or electronically with the capability to be saved locally on the computer. Integrate these e-forms with existing administrative records systems in a manner that provides for security	Associate Dean, Assessment Coordinator of Instructional Technology	Faculty time	-0-	Aug. 2008-2012	Copies of electronic forms
4.3.8 Develop a process to allow outgoing and incoming correspondence to be signed electronically as an alternative to hand signatures	Associate Dean, Assessment Coordinator of Technology	Coordinator of Technology time	-0-	Aug. 2008-2012	Copy of process
4.3.9 Establish and maintain an official e-signature repository for the validation and authentication of e-signatures, e-forms and other electronic correspondence to meet ethical, legal, and regulatory requirements	Associate Dean, Assessment	Faculty time	-0-	Aug. 2008-2012	Review of Repository
4.3.10 Hire a database (Filemaker) developer for the SOE to support and train department personnel to use the Azusa Pacific University (APU) internal database (FileMaker) to record and report on events from candidate admissions to post-graduation to insure uniform candidate data management	Associate Dean, Assessment	Database developer position Screening committee	TBD	Dec. 2008	Position filled
4.3.11 Develop, implement, and evaluate an electronic integrated contact list, calendar, and RSVP system	Associate Dean, Assessment Coordinator of Instructional Technology	Faculty time	-0-	Aug. 2009-2012	Copy of system Evaluation reports

<b>Goal 4: Increase Information, Communication, and Technology Literacy</b>					
<b>Objective 4.4: The Emerging Technologies Center supporting professional development, technology exploration, research, grants, collaboration with P-12 schools/districts and APU faculty/staff, showcasing, and networking by the professional learning community will be designed and developed 20% each year with full implementation by August 2012 with baseline data established in August 2006</b>					
<b>Strategy</b>	<b>Assigned to</b>	<b>Resources Needed</b>	<b>Costs</b>	<b>Target Date</b>	<b>Performance Measure</b>
4.4.1 Develop an architectural plan/blueprint of the Emerging Technologies Center	Associate Dean, Assessment Dean's Cabinet	Faculty time Clerical support	\$2,000	August 2008	Completed plan
4.4.1.1 Establish a planning committee	Associate Dean, Assessment	Clerical support	-0-	June 2008	Committee membership list
4.4.1.2 Schedule meetings with the Dean's Advisory Committee to provide input into the Emerging Technologies Center	Dean's Executive Council	Meal costs	\$300 each year	April 2008-2012	Meeting announcements
4.4.1.3 Schedule agenda items at the Dean's Cabinet and Extended Dean's Cabinet to allow faculty to provide input into the Center	Dean	Clerical support	-0-	2008-2012	Copies of meeting minutes
4.4.2 Hire an Emerging Technologies Center Coordinator	Dean	Coordinator position	TBD	Sept. 2008	Position filled
4.4.3 Integrate the Emerging Technologies Center into the Leadership Institute	Associate Deans	Facility Equipment	-0-	June 2008-2012	Leadership Institute program brochures

**Goal 4: Increase Information, Communication, and Technology Literacy**

**Objective 4.4: The Emerging Technologies Center supporting professional development, technology exploration, research, grants, collaboration with P-12 schools/districts and APU faculty/staff, showcasing, and networking by the professional learning community will be designed and developed 20% each year with full implementation by August 2012 with baseline data established in August 2006**

Strategy	Assigned to	Resources Needed	Costs	Target Date	Performance Measure
4.4.4 Plan and implement a Superintendent's Institute focusing on emerging technologies for instructional purposes	Associate Deans Extended Dean's Cabinet	Facility Faculty time Printing	\$5,000 each year	Fall 2008-2012	Conference brochures
4.4.5 Plan and implement a School of Education Technology Conference	Faculty Coordinator of Instructional Technology	Facility Faculty time Supplies and materials	\$10,000 each year	Spring 2009-2010	Completed plans Samples of faculty videos
4.4.6 Plan and develop a video studio	Dean Associate Deans Dean's Cabinet	Speaker costs Meals Printing	\$2,000 each year	Spring 2009-2012	Leadership Institute program brochures

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**Goal 5: Increase International and Global Studies Programs**

**Objective 5.1: Early childhood education (ECE) programs for global implementation will be designed and implemented 20% each year with baseline data established in August 2006**

Strategy	Assigned to	Resources Needed	Costs	Target Date	Performance Measure
5.1.1 Meet with Dr. Park (Korea) to determine partnership needs between Korea and APU	Associate Dean, Academic Affairs Department Chairs	Clerical support	-0-	March 2008	Meeting minutes
5.1.2 Identify Azusa Pacific University (APU) faculty who have expertise in early childhood education	Associate Dean, Academic Affairs	Survey Monkey	-0-	June 2008	List of faculty
5.1.3 Convene an Early Childhood Education (ECE) summit to bring together theoretical researchers and practitioners in the field, public and private, who are impacting and/or offering ECE	Associate Dean, Academic Affairs	Facilities Food and beverages Printing Faculty time Clerical support	\$3,000	July 2008	Summit flier Agenda/Minutes
5.1.4 Research what is being done internationally with ECE	Associate Dean, Academic Affairs Department Chairs	Search Engines Clerical support	-0-	May 2008-2009	Data report showing comparison of programs

**Goal 5: Increase International and Global Studies Programs**

**Objective 5.1: Early childhood education (ECE) programs for global implementation will be designed and implemented 20% each year with baseline data established in August 2006**

Strategy	Assigned to	Resources Needed	Costs	Target Date	Performance Measure
5.1.5 Research ECE at Hodge Elementary in Azusa Unified School District and implement, if not currently in place	Associate Dean, Academic Affairs Department Chairs Faculty	Mileage Faculty time	\$500	September 2010	Research Report
5.1.6 Continue mentoring ECE at Light and Life Christian School and plan for implementation of ECE after the accreditation process	Faculty	Stipends for faculty	\$5,000 each year	June 2008-2012	Mentoring logs Implementation plan
5.1.7 Research the effects/benefits of implementing ECE programs at the Korean Church. Other private Christian schools (Los Angeles) would be included in this research	Associate Dean, Academic Affairs Faculty	Faculty time	-0-	May 2008	Field notes/transcripts
5.1.8 Research ECE within public and private districts and schools	Associate Dean, Academic Affairs Faculty	Survey instrument Search engines	-0-	August 2008	Completed report

**Goal 5: Increase International and Global Studies Programs**

**Objective 5.2: An emphasis on international/global studies in curricula will be increased 10% each year with baseline data established in August 2006**

Strategy	Assigned to	Resources Needed	Costs	Target Date	Performance Measure
5.2.1 Collect baseline data to determine how the SOE global communities compares to other universities	Associate Dean. Academic Affairs Department Chairs	Faculty time Search engines	-0-	March 2008	Baseline data report
5.2.2 Assess faculty global/international leadership knowledge, skills, and dispositions within SOE programs	Extended Dean's Cabinet	Survey Monkey	-0-	September 2009	Assessment Report
5.2.3 Provide training sessions for faculty to increase their knowledge and skills regarding international and global studies	Extended Dean's Cabinet	Facility Printing Meals	\$2,000 each year	February 2008-2012	Brochures of training sessions
5.2.4 Integrate global studies, ECE, and globalization of programs, where appropriate	Extended Dean's Cabinet Faculty	Faculty time	-0-	March 2008-2012	Department/program reports Course syllabi
5.2.5 Integrate the knowledge and experience of APU's international candidates to enhance knowledge of ECE and globalization of programs	Faculty	Faculty time	-0-	2008-2012	Survey data Focus group interviews Transcripts Field notes
5.2.6 Sponsor a conference on issues in global education	Associate Dean, Academic Affairs Extended Dean's Cabinet Faculty	Facility Food Printing Postage	\$2,000 Balanced against registration fees.	Nov. 2008	Conference flier
5.2.7 Attend Association of Christian Schools International (ACSI), American Education Research Association (AERA), and other global and international conferences	Faculty	Travel funds	Department funds	2007-2012	Registration fees Conference materials

**Goal 5: Increase International and Global Studies Programs**

**Objective 5.3: Identification of global educational issues will be increased 10% each year with baseline data established in August 2006**

Strategy	Assigned to	Resources Needed	Costs	Target Date	Performance Measure
5.3.1 Plan, implement, and evaluate an emphasis in global/international education in programs	Extended Dean's Cabinet	Faculty time	-0-	April 2008-2012	Program documents
5.3.2 Support Operation Impact (OI) to promote faculty awareness of global programs and issues of foreign educational systems	Faculty	Access to OI faculty and staff	-0-	Jan., June-Aug. 2007-2012	OI assignments
5.3.3 Explore potential global/international professional community partners (i.e., World Vision, Campus Crusade for Christ, institutions of higher education, church organizations, etc.)	Dean Associate Deans Extended Dean's Cabinet	Meals Telephone Postage Travel Mileage	\$2,000 each year	2008-2012	Meeting minutes with partners
5.3.4 Host an annual international event with a global/international speaker to discuss issues of international education for all APU faculty and candidates	Dean Associate Deans Extended Dean's Cabinet	Facility Food and beverages	\$1,500 each year	Oct. 2008-2012	International Event brochure
5.3.5 Collaborate with the professional learning community to include public and private faculty, candidates, and students to discuss global education	Dean Associate Deans Dean's Cabinet	Facility Food and beverages	\$1,500 each year	Feb. & Oct. 2008-2012	Meeting agendas/minutes.

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**Goal 6: Provide Fiscal Stability**

**Objective 6.1: Student Services will be increased 20% each year with baseline data established in August 2006**

Strategy	Assigned to	Resources Needed	Costs	Target Date	Performance Measure
6.1.1 Plan, implement, and evaluate a School of Education Student Advisement Center	Associate Deans Extended Dean's Cabinet	Facility Coordinator position	TBD	September 2008	Completed plan Center brochures
6.1.2 Hire a Coordinator of Advisement for the Student Advisement Center	Dean Search Committee	Office space Salary for Coordinator	TBD	June 2008	Position filled
6.1.3 Hire and/or reassign five professional and administrative faculty to advise potential School of Education candidates and to assist current candidates in School of Education programs	Dean's Executive Cabinet	Salaries Moving and renovation costs	TBD	June 2008	Positions filled
6.1.4 Hire and/or reassign five Student Records Coordinators to assist Center faculty	Dean's Executive Cabinet	Salaries and benefits Moving and renovations	TBD	June 2008	Positions filled

**Goal 6: Provide Fiscal Stability**

**Objective 6.1: Student Services will be increased 20% each year with baseline data established in August 2006**

Strategy	Assigned to	Resources Needed	Costs	Target Date	Performance Measure
6.1.5 Hire and/or reassign a data entry employee for the Center	Dean's Executive Cabinet	Salary and benefits Moving and renovations	TBD	June 2008	Position filled
6.1.6 Hire and/or reassign a Student Advisement Center receptionist	Dean's Executive Council	Staff salary and benefits	TBD	June 2008	Position filled
6.1.7 Relocate Student Services in the Student Advisement Center	Associate Dean, Academic Affairs	Moving and renovation costs	\$5,000	August 2008	Services in operation

**Goal 6: Provide Fiscal Stability**

**Objective 6.2: Relationships within Azusa Pacific University (APU)/SOE alumni and outside contributors will be increased 10% each year with baseline data established in August 2006**

<b>Strategy</b>	<b>Assigned to</b>	<b>Resources Needed</b>	<b>Costs</b>	<b>Target Date</b>	<b>Performance Measure</b>
6.2.1 Develop an accurate database of alumni contact information	Office of the Dean	Faculty & staff time Clerical support	-0-	June 2008-2012	Completed database
6.2.2 Develop an accurate database of contact information of external potential contributors	Office of the Dean	Faculty & staff time	-0-	June 2008-2012	Completed database
6.2.3 Send alumni and external potential contributors "influence" information of APU	Office of the Dean	University Relations personnel	\$1,000 each year	June 2008-2012	Samples of distributed information
6.2.4 Develop a presentation package for potential contributors	Office of the Dean	University Relations personnel	-0-	June 2008-2012	Sample of presentation package
6.2.5 Establish three endowed chair positions	Dean's Cabinet	University Relations personnel	\$150,000	June 2012	Marketing information on positions
6.2.6 Plan, implement, and evaluate a homecoming event for alumni	Dean's Cabinet	University Relations personnel Food Facility	\$2,000 each year	November 2008-2012	Completed plan Homecoming event fliers
6.2.7 Plan, implement, and evaluate scheduled meetings with College of Liberal Arts & Sciences faculty	Department Chairs Faculty	Facility Food	\$500 each year	Spring 2008-2012	Meeting agendas and minutes
6.2.8 Plan, implement, and evaluate fundraisers for alumni	Office of the Dean	Facilities Food Marketing Printing	\$10,000 each year	October 2008-2012	Copies of fliers
6.2.9 Plan, implement, and evaluate a School of Education magazine	Associate Dean, Academic Affairs	Printing Mailing	\$15,000 each year	Spring/Fall 2008-2012	Copies of magazine

<b>Goal 6: Provide Fiscal Stability</b>					
<b>Objective 6.3: Supplemental funding in the School of Education will increase 10% each year with baseline data established in August 2006</b>					
<b>Strategy</b>	<b>Assigned to</b>	<b>Resources Needed</b>	<b>Costs</b>	<b>Target Date</b>	<b>Performance Measure</b>
6.3.1 Submit the Gear Up Grant Proposal	Associate Dean, Academic Affairs Gear Up Committee	Partnership Collaboration Facilities Food Printing materials	\$2,000	December 2007	Copy of grant proposal
6.3.2 Hold information scheduled meetings with APU Grants Office staff to establish grant possibilities	Associate Deans Dean's Cabinet	Facility Food Printing	\$2,000 each year	2008-2012	Meeting agendas and minutes
6.3.3 Plan, implement, and evaluate grant writing training sessions for faculty	Associate Dean, Academic Affairs	Facility Food Trainers	\$500 each year	2008-2012	Training session programs Participant sign-in sheets Evaluation Reports
6.3.4 Establish a program funding priorities process	Dean's Cabinet	Faculty time	-0-	June 2008	Completed process
6.3.5 Plan and implement U.S. Constitution Preparation classes	Department Chair Faculty	Business Office Faculty time Printing Postage	-0-	August 2008	Copies of fliers of classes

**Goal 6: Provide Fiscal Stability**

**Objective 6.4: Marketing activities within the School of Education will increase 20% each year with baseline data established in August 2006**

Strategy	Assigned to	Resources Needed	Costs	Target Date	Performance Measure
6.4.1 Purchase School of Education marketing and promotional items	Dean's Cabinet	Marketing personnel Budget line	\$5,000 each year	June 2008-2012	Samples of promotional items Distribution lists
6.4.2 Maintain a current School of Education website	Dean's Cabinet	Marketing personnel Coordinator of Instructional Technology time	-0-	June 2008-2012	Review of Website
6.4.3 Develop a School of Education Hologram	Dean	Marketing personnel Coordinator of Instructional Technology time	-0-	2012	Completed SOE Hologram
6.4.4 Develop a School of Education Avatar	Dean's Cabinet	Marketing personnel Coordinator of Instructional Technology time	-0-	2012	Completed Avatar
6.4.5 Establish relationships with communication media including the Internet	Dean's Cabinet	Marketing personnel Printing Materials	\$500 each year	2008-2012	Samples of meeting agendas/minutes
6.4.6 Redirect marketing dollars to the School of Education	Office of the Dean	Marketing personnel	-0-	June 2008	Copies of budget

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**Goal 7: Engage Faculty in Integrating Diversity in Personal and Professional Knowledge, Skills, and Dispositions**

**Objective 7.1: One hundred percent (100%) of faculty will increase their effectiveness in diversity, equity, and social justice**

Strategy	Assigned to	Resources Needed	Costs	Target Date	Performance Measure
7.1.1 Consult with SOE department chairs to nominate and/or identify members for the SOE Diversity Committee	Associate Dean, Academic Affairs Department Chairs	Faculty time	-0-	May 2008	Committee roster
7.1.2 Convene SOE Diversity Committee meetings to address each SOE department's diversity needs to provide solutions and resources within each department's goals/plan.	Associate Dean, Academic Affairs SOE Diversity Committee	Faculty time Clerical support	-0-	May 2008	Meeting Schedule
7.1.2.1 Dialogue and guide departmental professional development strategies	Associate Dean, Academic Affairs SOE Diversity Committee	Faculty time Clerical support	-0-	May 2008- 2012	Attendance sheet Meetings' minutes
7.1.3 Develop personal diversity goal(s) for each SOE member.	Associate Dean, Academic Affairs Department Chairs	Faculty time Clerical support	-0-	May 2008- 2012	Master list of goals

**Goal 7: Engage Faculty in Integrating Diversity in Personal and Professional Knowledge, Skills, and Dispositions**

**Objective 7.2: One hundred percent (100%) of faculty will increase their knowledge, skills, and dispositions in diversity**

Strategy	Assigned to	Resources Needed	Costs	Target Date	Performance Measure
7.2.1 Provide a collegial support framework to review syllabi to ensure that learner outcomes, assignments, and assessments include diversity	Associate Dean, Academic Affairs Department Chairs SOE Diversity Committee	Faculty time Clerical support	-0-	May 2008-2012	Copies of syllabi IDEA Results
7.2.2 Assist faculty with curriculum development to include diversity through mentorship and team partnerships among SOE faculty and community	Associate Dean, Academic Affairs Department Chairs SOE Diversity Committee	Faculty time Clerical support Food and beverages	\$1,000 each year	September 2009 - 2012	Attendance rosters
7.2.3 Provide resources to assist faculty to integrate diversity in the curriculum	Associate Dean, Academic Affairs Department Chairs SOE Diversity Committee	Faculty time, Clerical support Printing	\$1,000 each year	May 2008-2012	SOE Magazine SOE Website Resource lists Syllabi examples
7.2.4 Provide activities that promote diversity  7.2.4.1 Invite experts in the field as guest speakers	Associate Dean, Academic Affairs Department Chairs SOE Diversity Committee	Faculty time, Clerical support Beverages Snacks Printing	\$2,500 each year	May 2008-2012 SOE Fall Faculty Kickoff Retreat	Announcements Attendance lists

**Goal 7: To Engage Faculty in Integrating Diversity in Personal and Professional Knowledge, Skills, and Dispositions**

**Objective 7.2: One hundred percent (100%) of faculty will increase their knowledge, skills, and dispositions in diversity**

Strategy	Assigned to	Resources Needed	Costs	Target Date	Performance Measure
7.2.5 Collaborate with the Office of Diversity Planning, and Assessment, APU Diversity Council, SOE Diversity Committee, and other university experts to attend brown bag luncheons and workshops on diversity.	Dean's Extended Cabinet SOE Diversity Committee	Faculty time	\$1,000 each year	May 2008-2012	Meeting agendas Minutes of meetings
7.2.6 Disseminate diversity, equity, and social justice components from syllabi within department meetings and at brown bag lunch sessions	Extended Dean's Cabinet SOE Diversity Committee	Printing	\$1,000 each year	May 2008-2012	Copies of attendance lists Department meeting agendas and minutes Syllabi examples
7.2.7 Encourage faculty to attend Imago Dei workshops provided by the Office of Diversity Planning and Assessment	Extended Dean's Cabinet SOE Diversity Committee	Faculty time	-0-	May 2008-2012	Copies of attendance lists Evaluation forms

**Goal 7: Engage Faculty in Integrating Diversity in Personal and Professional Knowledge, Skills, and Dispositions**

**Objective 7.3: Scholarship/research on diversity, equity, and social justice will continue to be supported with baseline data established in August 2006**

Strategy	Assigned to	Resources Needed	Costs	Target Date	Performance Measure
7.3.1 Consult with SOE department chairs, program directors, APU faculty, APU library, and the SOE Diversity Committee to provide resources, mentoring, and partnership opportunities for faculty presentations and publications in diversity oriented professional organizations	Extended Dean's Cabinet SOE Diversity Committee	Faculty time Clerical support Printing	\$1,000 each year	May 2008-2012	Research title list of papers and other materials presented Compiled list of diversity oriented professional organizations
7.3.2 Collaborate with SOE department chairs, program directors, APU faculty, APU library, and the SOE Diversity Committee to compile a list of organizations, journals, and other educational venues which focus on diversity, equity, social justice, and urban education	Extended Dean's Cabinet SOE Diversity Committee	Faculty time Clerical support Printing	\$1,000 each year	May 2008-2012	Compiled lists
7.3.3 Encourage partnerships and collaborations with faculty of color in scholarship and research on diversity through brown bag lunches	Extended Dean's Cabinet SOE Diversity Committee	Faculty time Clerical support Food and beverages	\$1,000 each year	May 2008-2012	Attendance rosters
7.3.4 Establish collaborative relationships with culturally proficient institutions of higher education					
7.3.4.1 Host an international conference on diversity in education	Extended Dean's Cabinet SOE Diversity Committee	Faculty time Clerical support Food and beverages	\$2,000 each year	Spring 2009-2012	Conference flier Registration list

## GLOSSARY OF TERMS

American Education Research Association (AERA)	The American Educational Research Association, founded in 1916, is concerned with improving the educational process by encouraging scholarly inquiry related to education and evaluation and, by promoting the dissemination and practical application of research results.
Association of Christian Schools International (ACSI)	The Association of Christian Schools International strives to enable and equip Christian educators and schools worldwide to effectively educate children and young people with the mind of Christ. To this end ACSI seeks to equip schools for greater effectiveness, year after year. The many programs and services offered are intended to enrich the teaching of Truth—God’s Word revealed through Scripture and to increase the vision for students’ intellectual development through Christian faculty who model a rigorous Christian mind in their teaching and leading.
APU Priorities	Azusa Pacific University’s ambitious academic vision focuses efforts on these four interrelated initiatives. Transformational scholarship, faith integration, God-honoring diversity, and intentional internationalization remain essential components of this Christian institution as we pursue our mission of developing disciples and scholars who seek to advance the work of God in the world.
ARCS Motivational Model	John Keller synthesized existing research on psychological motivation and created the ARCS model (Keller, 1987). ARCS stands for Attention, Relevance, Confidence, and Satisfaction. This model is not intended to stand apart as a separate system for instructional design. The model also contains strategies that can help an instructor stimulate or maintain each motivational element. The success or failure of any e-learning initiative can be closely correlated to learner motivation.
Avatar	An avatar is a graphical image representing a user in a multi-user virtual reality, as on the internet. It is user’s persona in the virtual world.
Capstone project	A capstone project is an intensive, active learning project allowing students to pursue, in depth, an independent project addressing a practical, real world challenge using the skills and knowledge they have gained throughout their program of study. The finished project usually results in the production of a final written scholarly work product. Capstone projects are often directly associated with writing a major paper while in a Master’s Degree program.

California Commission on Teacher Credentialing (CCTC)	The purpose of the Commission is to ensure integrity and high quality in the preparation, conduct, and professional growth of the educators who serve California’s public schools. Its work reflects both statutory mandates that govern the Commission and research on professional practices.
Case studies	Case studies are culminating research projects designed to develop educational theory which enhances the practice of teaching and/or leading in schools. Case studies combine ideas from the literature reviewed with practical experience and put forward a coherent view of findings into responses to a research question.
Collaboration	Professional education faculty collaborate regularly and systematically with colleagues in P-12 settings, faculty in other college or university units, and members of the broader professional community to improve teaching, candidate learning, and the preparation of educators.
Comprehensive Faculty Evaluation Program (CFEP)	The Comprehensive Faculty Evaluation Program is designed to encourage the continued professional growth of faculty members, recognize faculty strengths and gifts that enable them to achieve excellence, and encourage the retention of those faculty who are strong teachers, scholars and servants. Toward that end, all faculty participate in the Comprehensive Faculty Evaluation Program and apply for an extended contract and/or a rank promotion based on their gifts and calling, to the extent those gifts fulfill University values.
Dean’s priorities	“After completing a long and arduous re-accreditation review, I have taken lessons learned from this very significant success, combined them with knowledge of the history and present status of APU, and factored in significant information about the status of education in California and in these United States. This process yielded five themes that we should focus on to acquire national prominence: Transformational Scholarship, Leadership Development, International Programming, Technology Infusion, and Fiscal Stability.” (Taken from the Dean’s State of the School Message, September 18, 2007)
Dispositions	Dispositions are goals that describe candidates’ desired behaviors and attitudes as an outcome of their education. These goals address student development as a whole and relate to real-world functioning. Candidates work with students, families, and communities in ways that reflect the dispositions expected of professional educators as delineated in professional, state, and institutional standards.

Early Childhood Education (ECE)

Early childhood education regards education in early childhood. According to the National Association for the Education of Young Children, it spans the human life from birth to age 8. Infants and toddlers experience life more holistically than any other age group. Social, emotional, cognitive, linguistic, and physical lessons are not learned separately by very young children. Early childhood education often focuses on children learning through play.

FileMaker Pro

FileMaker Pro database software is a tool used to easily build flexible database solutions for deployment on Windows and Mac. FileMaker-based solutions are ideal for solutions that are currently based on spreadsheets; retrieving and exchanging data, data tracking, analysis and report generation; and workflow solutions for the department or workgroup.

Gear Up Grant

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) discretionary grant program is designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. GEAR UP provides six-year grants to states and partnerships to provide services at high-poverty middle and high schools. GEAR UP grantees serve an entire cohort of students beginning no later than the seventh grade and follow the cohort through high school. GEAR UP funds are also used to provide college scholarships to low-income students.

Growth assessments

Candidates prepare a professional growth plan over the course of their program. They use program specific criteria to develop their growth plans and present these within their final course.

Hologram

A hologram is a three-dimensional image of an object made using holography, a reproduction from a pattern of interference produced by a split coherent beam of radiation (as from a laser): when it is placed in a beam of coherent light a true three-dimensional image of the subject is formed.

Institutional Review Board (IRB)

The Institutional Review Board provides an opportunity and place for individuals with different backgrounds to discuss and make judgment about the acceptability of projects, based on the criteria set out in the *Common Rule*. The purpose of the IRB is to ensure the protection of human research subjects.

International Society for Technology in Education (ISTE)

The International Society for Technology in Education (ISTE) is the trusted source for professional development, knowledge generation, advocacy, and leadership for innovation. A nonprofit membership organization, ISTE provides leadership and service to improve teaching, learning, and school leadership by advancing the effective use of technology in PK–12 and teacher education. Home of the National Educational Technology Standards (NETS), the Center for Applied Research in Educational Technology (CARET), and the National Educational Computing Conference (NECC), ISTE represents more than 85,000 professionals worldwide and supports its members with information, networking opportunities, and guidance as they face the challenge of transforming education.

Master’s and Doctoral Studies Councils

The Master’s Studies and Doctoral Studies Councils oversee the quality and effectiveness of graduate level programs and doctoral programs and development of academic policies and programs associated with master’s education, graduate continuing education; master’s levels accelerated degree programs, and doctoral studies at APU.

National Council for Accreditation of Teacher Education (NCATE)

NCATE is the profession’s mechanism to help establish high quality teacher preparation. Through the process of professional accreditation of schools, colleges and departments of education, NCATE works to make a difference in the quality of teaching and teacher preparation today, tomorrow, and for the next century. NCATE’s performance-based system of accreditation fosters competent classroom teachers and other educators who work to improve the education of all P-12 students. NCATE believes every student deserves a caring, competent, and highly qualified teacher.

Operation Impact (OI)

The Operation Impact Program provides educational support internationally to leaders of mission, government, nongovernment, and nonprofit organizations by delivering the Master of Arts in Organizational Leadership Program in a distributed-learning approach to global-learning groups worldwide. One- or two-week intensives held throughout the year are followed by semester-long study projects contracted for each course with professors via the Internet, including email and APU Library resources.

Signature assignments

Signature assignments are designed within each course in practice for, or as part of, the culminating case study. They contain pivotal content within each course beneficial to the candidate’s overall knowledge and skills in preparation for school leadership.

## School of Education (SOE)

The School of Education (SOE) is the professional education unit for Azusa Pacific University. The SOE has 6 departments which house 28 initial and advanced programs supported by program directors who report to their respective department chairpersons. The SOE delivers master's degrees, a doctoral degree, and credential programs at the Azusa Campus and seven regional centers and online with a commitment to fostering each graduate student's individual growth and the achievement of their personal goals.

## TaskStream

TaskStream provides quality web-based software and supporting services to efficiently plan and manage the assessment process, facilitate the demonstration of learning achievement and foster continuous improvement throughout the education network.

## Teaching Performance Assessment (TPA)

Senate Bill 2042 (Chapter 548, Statutes of 1998), signed by the governor in 1998, requires all multiple and single subject preliminary credential candidates attending fifth year, intern, or blended teacher preparation programs in California to pass a Teaching Performance Assessment (TPA). This assessment is designed to give the opportunity to develop, refine, and demonstrate your teaching knowledge, skills, and abilities during your teacher preparation program. The TPA is imbedded in coursework and is designed to be both formative and summative in its usage. It is also linked to the California state-adopted academic content standards for students, the California Standards for the Teaching Profession, and the California Frameworks. The TPA is part of a three-year preparation cycle of growth and development for teachers. All teacher candidates must take and pass the TPA in order to be recommended for a Preliminary Teaching Credential.

## Unit

The NCATE accreditation process focuses on the professional education unit, which is defined as the administrative body at a college or university that has primary responsibility for the preparation of school personnel. Most institutions identify the unit as the school, college, or department of education.

SCHOOL OF EDUCATION  
**STRATEGIC PLAN 2007-2012**  
 By Year and Date  
**2007-2008**

Date	Strategy	Goal/ Objective
2007-2008	Sponsor quarterly brown bag lunches with scholarship themes, such as: how to get published in peer-review journals, the Institutional Review Board (IRB) process, applying for research grants, ethical and legal consideration in publications, and SOE faculty recent publications	3.1.5
2007-2008	Provide support for faculty to complete the IRB process	3.1.6
2007-2008	Submit lists of publications to <i>Weekly Kudos</i> electronic publication	3.2.6
2007-2008	Support faculty collaborative research with graduate students and presentations at professional conferences	3.3.4
2007-2008	Attend Association of Christian Schools International (ACSI), American Education Research Association (AERA), and other global-international conferences	5.2.7
2007-2008	Explore potential global international professional community partners (i.e., World Vision, Campus Crusade for Christ, institutions of higher education, church organizations, etc.)	5.3.3
2007-2008	Hold information scheduled meetings with APU Grants Office staff to establish grant possibilities	6.3.2
2007-2008	Plan, implement, and evaluate grant writing training sessions for faculty	6.3.3
2007-2008	Establish relationships with communication media including the internet	6.4.5
Each term/semester	Collect and analyze program data using SOE department and program assessments (e.g. Teaching Performance Assessment, fieldwork, signature assignments, capstone projects, exit essays, growth assessments, individualized mentoring, comprehensive exams, case studies, etc.)	1.1.1
Each term/semester	Assess compliance with professional, national, and state standards	1.1.2
Each term/semester	Monitor mastery of professional content knowledge fields within programs (i.e., licensure exams)	1.1.3
Each term/semester	Assess and analyze professional and pedagogical knowledge and skills	1.2.1
Each term/semester	Make appropriate program adjustments based on data	1.2.2
Each term/semester	Monitor mastery of candidate learning outcomes	1.2.3
Each term/semester	Evaluate candidate mastery of learning outcomes using data from 1.2.3 and make appropriate program adjustments	1.2.4
Each term/semester	Assess dispositions expected of professional educators in the unit's programs	1.3.1
Each term/semester	Make program adjustments to facilitate appropriate candidate disposition outcomes	1.3.2
October 2007	Complete and submit the Student Learning Outcomes Report by program to the University Assessment Office	1.4.2
November 15, 2007	Complete and submit curriculum review and revision documents through the Master's and/or Doctoral Studies Councils	1.4.4

November 15, 2007	Identify and articulate current national and program specific technology standards [i.e., International Society for Technology in Education (ISTE)]	4.1.1
November 15, 2007	Plan, implement, and evaluate components of curriculum appropriate for online, face-to-face, or blended delivery	4.1.5
December 2007	Submit the Gear Up Proposal	6.3.1
January 2008	Consult with department chairs and program directors to promote attendance at the APU Writer's Retreat and other similar venues that may assist with publication	3.1.4
January 2008	Plan, implement, and evaluate technology curriculum activities appropriate for electronic assessment (i.e., ePortfolios, eSurvey, digital media) aligned with assessment scoring guides	4.1.7
Jan., June-Aug. 2008	Support Operation Impact (OI) to promote faculty awareness of global programs and issues of foreign educational systems.	5.3.2
February 2008	Establish a cadre of technology facilitators for regional centers and main campus	4.3.2
February 2008	Collaborate with the professional learning community to include public and private faculty, candidates, and students to discuss global education.	5.3.5
February 2008	Provide training sessions for faculty to increase their knowledge and skills regarding international/global studies	5.2.3
March 2008	Develop and implement a committee composed of SOE faculty, administration, P-12 administrators, and community members to design, develop, and implement the SOE Leadership Institute	2.1.1
March 2008	Meet with Dr. Park (Korea) to determine partnership needs between Korea and APU	5.1.1
March 2008	Collect baseline data to measure where the SOE is currently in global studies as compared to other universities	5.2.1
March 2008	Integrate global studies, ECE, and globalization of programs, where appropriate	5.2.4
April 2008	Implement and evaluate instructional planning models which utilize technology as they apply to learning in the digital age (i.e., ARCS Motivation Model)	4.1.4
April 2008	Appoint liaisons between the SOE and offices of Information & Media Technology, University Relations, Faculty Development, and Non-Traditional Experiential Learning	4.3.1
April 2008	Schedule meetings with the Dean's Advisory Committee to provide input into the Emerging Technologies Center	4.4.1.2
April 2008	Plan, implement, and evaluate an emphasis in global/international education in program offerings	5.3.1
May 2008	Consult with SOE department chairs, program directors, Azusa Pacific University (APU) research faculty, and APU library experts to rate professional journals by degree of alignment with Comprehensive Faculty Evaluation Program (CFEP) levels	3.1.1
May 2008	Consult with department chairs and program directors to assist SOE faculty who are presenting scholarly work to develop publishable materials based on faculty presentations	3.1.2
May 2008	Consult with department chairs and program directors to identify SOE faculty with publishing experience who can mentor emerging scholars and model best professional practices in scholarship	3.1.3

May 2008	Consult with SOE department chairs, program directors, APU research faculty, and APU library experts to rate professional presentations by degree of alignment with Comprehensive Faculty Evaluation Program (CFEP) levels	3.2.1
May 2008	Consult with SOE department chairs, program directors, and APU research faculty to compile a list of professional organizations and venues for presentations within the SOE programs	3.2.2
May 2008	Consult with department chairs and program directors to identify within SOE faculty with presentation experience to mentor emerging scholars	3.2.4
May 2008	Sponsor quarterly brown bag lunches with scholarship themes such as: how to submit proposals for professional conferences	3.2.5
May 2008	Compile a list of all scholarly publications and presentations conducted by faculty within the SOE and disseminate it to all SOE faculty	3.3.1
May 2008	Sponsor quarterly brown bag lunches with scholarship themes such as SOE faculty recent publications to initiate scholarship collaboration	3.3.2
May 2008	Conduct collaborative research with P-12 school districts, other community agencies, and colleagues at other universities	3.3.7
May 2008	Invite speakers from the Noel Strengths-based Leadership Center and SOE faculty conducting strengths-based research to attend brown bag lunch sessions	3.4.1
May 2008	Invite speakers from the Institute for Faith Integration, faith integration mentors, and university experts to attend brown bag lunch sessions to assist faculty integrate faith into the curriculum	3.5.1
May 2008	Encourage faculty to attend faith integration courses taught by APU Faith Integration Mentors and opportunities provided by the Institute of Faith Integration	3.5.2
May 2008	Disseminate faith integration components from syllabi within department meetings and at brown bag lunch sessions	3.5.3
May 2008	Research what is being done internationally with Early Childhood Development	5.1.4
May 2008	Research the effects/benefits of implementing ECE programs at the Korean Church. Other private Christian schools (Los Angeles) would be included in this research	5.1.7
May 2008	Consult with SOE department chairs to nominate and/or identify members for the SOE Diversity Committee	7.1.1
May 2008	Convene SOE Diversity Committee meetings to address each SOE department's diversity needs to provide solutions and resources within each department's goals/plans	7.1.2
May 2008	Dialogue and guide departmental professional development strategies (SOE Diversity Committee)	7.1.2.1
May 2008	Develop personal diversity goal(s) for each SOE member	7.1.3
May 2008	Provide a collegial support framework to review syllabi to ensure that learner outcomes, assignments, and assessments include diversity	7.2.1
May 2008	Provide resources to assist faculty to integrate diversity in the curriculum	7.2.3
May 2008	Provide activities that promote diversity	7.2.4

May 2008	Invite experts in the field as guest speakers	7.2.4.1
May 2008	Collaborate with the Office of Diversity Planning and Assessment, APU Diversity Council, SOE Diversity Committee, and other university experts to attend brown bag luncheons and workshops on diversity	7.2.5
May 2008	Disseminate diversity, equity, and social justice components from syllabi within department meetings and at brown bag lunch sessions	7.2.6
May 2008	Encourage faculty to attend Imago Dei workshops provided by the Office of Diversity Planning and Assessment	7.2.7
May 2008	Consult with SOE department chairs, program directors, APU faculty, APU library, and the SOE Diversity Committee to provide resources, mentoring, and partnership opportunities for faculty presentations and publications in diversity oriented professional organizations	7.3.1
May 2008	Collaborate with SOE department chairs, program directors, APU faculty, APU library, and the SOE Diversity Committee to compile a list of organizations, journals, and other educational venues which focus on diversity, equity, social justice, and urban education	7.3.2
May 2008	Encourage partnerships and collaborations with faculty of color in scholarship and research on diversity through brown bag lunches	7.3.3
June 2008	Develop an architectural plan for the Leadership Institute which would include five primary components: 1) Professional development programs, 2) Adjunct faculty development, 3) Collaboration within the University, SOE, and regional centers, 4) Collaboration with P-12 districts, and 5) Professional Library/Resource Center.	2.1.2
June 2008	Develop a Professional Community Collaboration Committee composed of P-12 administrators and teachers and faculty within the SOE	2.1.6.1
June 2008	Establish a planning committee for the Emerging Technologies Center	4.4.1.1
June 2008	Integrate the Emerging Technologies Center into the Leadership Institute	4.4.3
June 2008	Identify Azusa Pacific University faculty who have expertise in early childhood education	5.1.2
June 2008	Continue mentoring ECE at Light and Life Christian School and plan for implementation of ECE after their accreditation process.	5.1.6
June 2008	Hire a Coordinator of Advisement for the Student Advisement Center	6.1.2
June 2008	Hire and/or reassign five professional and administrative faculty to advise potential School of Education students and to assist current candidates in School of Education programs	6.1.3
June 2008	Hire and/or reassign five Student Records Coordinators to assist Center faculty	6.1.4
June 2008	Hire and/or reassign a data entry employee for the Center	6.1.5
June 2008	Hire and/or reassign a Student Advisement Center receptionist	6.1.6
June 2008	Develop an accurate database of alumni contact information	6.2.1
June 2008	Develop an accurate database of contact information of external potential contributors	6.2.2
June 2008	Develop a presentation package for potential contributors	6.2.4
June 2008	Send alumni and external potential contributors "influence" information of APU	6.2.3

June 2008	Establish a program funding priorities process	6.3.4
June 2008	Purchase School of Education marketing and promotional items	6.4.1
June 2008	Maintain a current School of Education website	6.4.2
June 2008	Redirect marketing dollars to the School of Education	6.4.6
Spring 2008	Plan and implement a yearly Faculty Colloquium to disseminate and discuss faculty research	3.1.7
Spring 2008	Plan and implement a yearly Evening of Research to disseminate faculty research to the professional learning community	3.1.8
Spring 2008	Plan, implement, and evaluate scheduled meetings with College of Liberal Arts & Sciences faculty	6.2.7
Spring 2008	Plan, implement, and evaluate a School of Education magazine	6.2.9

SCHOOL OF EDUCATION  
**STRATEGIC PLAN 2007-2012**  
 By Year and Date  
**2008-2009**

Date	Strategy	Goal/ Objective
2008-2009	Sponsor quarterly brown bag lunches with scholarship themes, such as: how to get published in peer-review journals, the Institutional Review Board (IRB) process, applying for research grants, ethical and legal consideration in publications, and SOE faculty recent publications	3.1.5
2008-2009	Provide support for faculty to complete the IRB process	3.1.6
2008-2009	Support and assist SOE faculty applications for internal and external grants	3.1.9
2008-2009	Submit lists of publications to the <i>Weekly Kudos</i> electronic publication document	3.1.10, 3.2.6
2008-2009	Maintain the APU website with existing and future research projects	3.1.12
2008-2009	Support faculty collaborative research with graduate students and presentations at professional conferences	3.3.4
2008-2009	Schedule agenda items at the Dean's Cabinet and Extended Dean's Cabinet to allow faculty to provide input into the Emerging Technologies Center	4.4.1.3
2008-2009	Integrate the knowledge and experience of APU's international students to enhance knowledge of ECE and globalization of programs	5.2.5
2008-2009	Attend Association of Christian Schools International (ACSI), American Education Research Association (AERA), and other global-international conferences	5.2.7
2008-2009	Explore potential global international professional community partners (i.e., World Vision, Campus Crusade for Christ, institutions of higher education, church organizations, etc.)	5.3.3
2008-2009	Hold information scheduled meetings with APU Grants Office staff to establish grant possibilities	6.3.2
2008-2009	Plan, implement, and evaluate grant writing training sessions for faculty	6.3.3
2008-2009	Establish relationships with communication media including the internet	6.4.5
Each term/semester	Collect and analyze program data using SOE department and program assessments (e.g. Teaching Performance Assessment, fieldwork, signature assignments, capstone projects, exit essays, growth assessments, individualized mentoring, comprehensive exams, case studies, etc.)	1.1.1
Each term/semester	Assess compliance with professional, national, and state standards	1.1.2
Each term/semester	Monitor mastery of professional content knowledge fields within programs (i.e., licensure exams)	1.1.3
Each term/semester	Assess and analyze professional and pedagogical knowledge and skills	1.2.1
Each term/semester	Make appropriate program adjustments based on data	1.2.2
Each term/semester	Monitor mastery of candidate learning outcomes	1.2.3
Each term/semester	Evaluate candidate mastery of learning outcomes using data from 1.2.3 and make appropriate program adjustments	1.2.4

Each term/semester	Assess dispositions expected of professional educators in the unit's programs	1.3.1
Each term/semester	Make program adjustments to facilitate appropriate candidate disposition outcomes	1.3.2
July 31, 2008	Complete and submit SOE Program Accountability Reports to the Dean	1.4.1
July 31, 2008	Complete and submit the Yearly Assessment Report by program to the University Assessment Office	1.4.3
July 31, 2008	Integrate technology and state content standards throughout coursework	4.2.1
July 31, 2008	Develop, implement, and evaluate course activities for candidates to demonstrate proficiency with technology standards using current and emerging technologies	4.2.2
July 31, 2008	Collect data on current uses and procedures in coursework and data management to assess the level of application of technology tools and strategies throughout the SOE	4.2.3.2
July 31, 2008	Realign the current professional development delivery system to address targeted skills and instructional practices for technology-infused learning coursework (faculty) and data management (faculty and staff)	4.2.3.3
July 31, 2008	Schedule training sessions for department chairs and program directors to insure they acquire tacit knowledge of current technologies, applications, and instructional strategies to assess and articulate how the identified skills and strategies are implemented to their fullest capabilities within departments and/or programs ensuring accountability throughout all areas of the SOE	4.2.3.4
July 31, 2008	Schedule training sessions for all department chairs and program directors to utilize best practices with current and emerging technologies	4.2.3.5
July 2008	Convene an Early Childhood Education (ECE) Summit to bring together theoretical researchers and practitioners in the field, public and private, who are impacting and/or offering ECE	5.1.3
July 2008-Aug. 2008	Design, implement, and evaluate professional development programs for faculty, staff, and adjuncts	2.1.3
August 15	Develop, implement, and evaluate activities for candidates to demonstrate proficiency with technology standards using current and emerging technologies	4.1.3
Annually at August Kickoff	Identify and articulate current national and program specific technology standards (i.e., ISTE) within a collaborative retreat setting by program	4.2.1.1
Annually at Fall Faculty Kickoff Retreat	Provide activities that promote diversity	7.2.4
Annually at Fall Faculty Kickoff Retreat	Invite experts in the field (of diversity) as guest speakers	7.2.4.1
August 2008	Develop, implement, and evaluate curricular alignment charts for integration of national and program specific standards	4.2.1.2
August 2008	Plan, implement, and evaluate the synchronization of ePortfolio system (TaskStream) with internal administrative records system (FileMaker)	4.3.4
August 2008	Develop, implement, and evaluate technical support for SOE department staff and faculty	4.3.3

August 2008	Complete program formative and summative assessments/assignments using the ePortfolio system (TaskStream) to facilitate consistent data reporting	4.3.5
August 2008	Plan, implement, and evaluate technology enhanced communications that improve workflow efficiency and effectiveness (i.e., video-conferencing, recordable teleconferencing, web-based collaboration, and others as they become available)	4.3.6
August 2008	Convert and distribute all forms to an electronic format that allows them to be completed either by printing to paper and submitted to be scanned or electronically with the capability to be saved locally on the computer. Integrate these e-forms with existing administrative records systems in a manner that provides for security	4.3.7
August 2008	Develop a process to allow outgoing and incoming correspondence to be signed electronically as an alternative to hand signatures	4.3.8
August 2008	Establish and maintain an official e-signature repository for the validation and authentication of e-signatures, e-forms, and other electronic correspondence to meet ethical, legal, and regulatory requirements	4.3.9
August 2008	Develop, implement, and evaluate an electronic integrated contact list, calendar, and RSVP system	4.3.11
August 2008	Develop an architectural plan/blueprint of the Emerging Technologies Center	4.4.1
August 2008	Research ECE within public and private districts and schools	5.1.8
August 2008	Relocate Student Services in the Student Advisement Center	6.1.7
August 2008	Plan and implement U.S. Constitution Preparation classes	6.3.5
Fall 2008	Provide secure archival space for storage of research data as required by the IRB	3.1.11
Fall 2008	Plan and implement a School of Education Technology Conference	4.4.5
Fall 2008	Plan, implement, and evaluate a School of Education magazine	6.2.9
September 2008	Identify existing training program opportunities within the university	2.1.3.1
September 2008	Identify training programs within the SOE	2.1.3.2
September 2008	Form a Professional Development Committee composed of faculty and staff to develop new training opportunities related to professional expectations and responsibilities	2.1.3.5
September 2008	Collect and analyze data on effectiveness of SOE adjuncts	2.1.4.2
September 2008	Develop a unit system for monitoring adjunct effectiveness	2.1.4.3
September 2008	Develop intervention strategies to assist new adjuncts or others experiencing job-related difficulties/challenges	2.1.4.4
September 2008	Identify existing collaborative projects within the professional learning community	2.1.6.2
September 2008	Provide Writing Center support to master's and doctoral students for research and publication	3.3.6
September 2008	Hire an Emerging Technologies Center Coordinator	4.4.2
September 2008	Plan, implement, and evaluate a School of Education Student Advisement Center	6.1.1
October 1, 2008	Measure the level of technology proficiency of faculty and staff for initial planning for professional development within the SOE	4.2.3.1
October 2008	Complete and submit the Student Learning Outcomes Report by program to the University Assessment Office	1.4.2

October 2008	Develop a master schedule of all available training opportunities for distribution to faculty and staff	2.1.3.3
October 2008	Develop evaluation instruments for training programs and sessions	2.1.3.4
October 2008	Identify new professional community collaborative projects with projected timelines for implementation	2.1.6.3
October 2008	Host an annual international event with a global/international speaker to discuss issues of international education for all APU faculty and candidates.	5.3.4
October 2008	Collaborate with the professional learning community to include public and private faculty, candidates, and students to discuss global education.	5.3.5
October 2008	Plan, implement, and evaluate fundraisers for alumni	6.2.8
November 15, 2008	Complete and submit curriculum review and revision documents through the Master's and/or Doctoral Studies Councils	1.4.4
November 15, 2008	Identify and articulate current national and program specific technology standards [i.e., International Society for Technology in Education (ISTE)]	4.1.1
November 15, 2008	Develop, implement, and evaluate curricular alignment charts for integration of national and program specific standards	4.1.2
November 15, 2008	Plan, implement, and evaluate components of curriculum appropriate for online, face-to-face, or blended delivery	4.1.5
November 2008	Develop a committee composed of SOE faculty, regional center directors, and university staff and administration	2.1.5.1
November 2008	Sponsor a conference on issues in global education	5.2.6
November 2008	Plan, implement, and evaluate a homecoming event for alumni	6.2.6
November 2008	Plan, implement, and evaluate a School of Education magazine	6.2.9
November 2008 – August 2012	Develop publications promoting professional community collaborative projects for dissemination at marketing venues	2.1.6.4
December 2008	Identify existing support systems within the SOE and the university	2.1.4.1
December 2008	Hire a database (FileMaker) developer for the SOE to support and train department personnel to use the Azusa Pacific University internal database (FileMaker) to record and report on events from candidate admissions to post-graduation to insure uniform student data management	4.3.10
January 2009	Develop a speakers' series to promote leadership development	2.1.3.6
January 2009	Identify existing APU collaboration projects (i.e., research, curriculum development, professional development, etc.)	2.1.5.2
January 2009	Consult with department chairs and program directors to promote attendance at the APU Writer's Retreat and other similar venues that may assist with publication	3.1.4
January 2009	Plan, implement, and evaluate technology curriculum activities appropriate for electronic assessment (i.e., ePortfolios, eSurvey, digital media) aligned with assessment scoring guides	4.1.7
January 2009- August 2012	Schedule and hold meetings to discuss existing activities and to generate possible additional activities (collaboration)	2.1.5.3

Jan., June-Aug. 2009	Support Operation Impact (OI) to promote faculty awareness of global programs and the issues of foreign educational systems.	5.3.2
February 2009	Establish a cadre of technology facilitators for regional centers and main campus	4.3.2
February 2009	Provide training sessions for faculty to increase their knowledge and skills regarding international/global studies	5.2.3
February 2009	Collaborate with the professional learning community to include public and private faculty, candidates, and students to discuss global education.	5.3.5
March 2009	Integrate global studies, ECE, and globalization of programs, where appropriate	5.2.4
April 2009	Plan, implement, and evaluate a Leadership Summit identifying key leaders within education to present at an annual conference held at the university	2.1.3.7
April 2009	Implement and evaluate instructional planning models which utilize technology as they apply to learning in the digital age (i.e., ARCS Motivation Model)	4.1.4
April 2009	Appoint liaisons between the SOE and offices of Information & Media Technology, University Relations, Faculty Development, and Non-Traditional Experiential Learning	4.3.1
April 2009	Schedule meetings with the Dean's Advisory Committee to provide input into the Emerging Technologies Center	4.4.1.2
April 2009	Plan, implement, and evaluate an emphasis in global/international education in program offerings	5.3.1
April 2009	Plan, implement, and evaluate a School of Education magazine	6.2.9
May 2009	Develop publications promoting collaborative projects for broad based dissemination	2.1.5.4
May 2009	Consult with SOE department chairs, program directors, APU research faculty, and APU library experts to rate professional presentations by degree of alignment with Comprehensive Faculty Evaluation Program (CFEP) levels	3.2.1
May 2009	Consult with SOE department chairs, program directors, and APU research faculty to compile a list of professional organizations and venues for presentations within the SOE programs	3.2.2
May 2009	Secure adequate SOE funding for scholarly presentations	3.2.3
May 2009	Consult with department chairs and program directors to identify within SOE faculty with presentation experience to mentor emerging scholars	3.2.4
May 2009	Sponsor quarterly brown bag lunches with scholarship themes such as: how to submit proposals for professional conferences	3.2.5
May 2009	Compile a list of all scholarly publications and presentations conducted by faculty within the SOE and disseminate it to all SOE faculty	3.3.1
May 2009	Sponsor quarterly brown bag lunches with scholarship themes such as SOE faculty recent publications to initiate scholarship collaboration	3.3.2
May 2009	Organize a Research Institute in which faculty share publications, presentations, and other collaborative endeavors	3.3.3
May 2009	Provide funding for five graduate students yearly to present at professional conferences	3.3.5

May 2009	Conduct collaborative research with P-12 school districts, other community agencies, and colleagues at other universities	3.3.7
May 2009	Invite speakers from the Noel Strengths-based Leadership Center and SOE faculty conducting strengths-based research to attend brown bag lunch sessions	3.4.1
May 2009	Invite speakers from the Institute for Faith Integration, faith integration mentors, and university experts to attend brown bag lunch sessions to assist faculty integrate faith into the curriculum	3.5.1
May 2009	Encourage faculty to attend faith integration courses taught by APU Faith Integration Mentors and opportunities provided by the Institute of Faith Integration	3.5.2
May 2009	Disseminate faith integration components from syllabi within department meetings and at brown bag lunch sessions	3.5.3
May 2009	Research what is being done internationally with Early Childhood Development	5.1.4
May 2009	Dialogue and guide departmental professional development strategies (SOE Diversity Committee)	7.1.2.1
May 2009	Develop personal diversity goal(s) for each SOE member	7.1.3
May 2009	Provide a collegial support framework to review syllabi to ensure that learner outcomes, assignments, and assessments include diversity	7.2.1
May 2009	Provide resources to assist faculty to integrate diversity in the curriculum	7.2.3
May 2009	Provide activities that promote diversity	7.2.4
May 2009	Invite experts in the field (of diversity) as guest speakers	7.2.4.1
May 2009	Collaborate with the Office of Diversity Planning and Assessment, APU Diversity Council, SOE Diversity Committee, and other university experts to attend brown bag luncheons and workshops on diversity	7.2.5
May 2009	Disseminate diversity, equity, and social justice components from syllabi within department meetings and at brown bag lunch sessions	7.2.6
May 2009	Encourage faculty to attend Imago Dei workshops provided by the Office of Diversity Planning and Assessment	7.2.7
May 2009	Consult with SOE department chairs, program directors, APU faculty, APU library, and the SOE Diversity Committee to provide resources, mentoring, and partnership opportunities for faculty presentations and publications in diversity oriented professional organizations.	7.3.1
May 2009	Collaborate with SOE department chairs, program directors, APU faculty, APU library, and the SOE Diversity Committee to compile a list of organizations, journals, and other educational venues which focus on diversity, equity, social justice, and urban education	7.3.2
May 2009	Encourage partnerships and collaborations with faculty of color in scholarship and research on diversity through brown bag lunches	7.3.3
June 2009	Integrate the Emerging Technologies Center into the Leadership Institute	4.4.3
June 2009	Continue mentoring ECE at Light and Life Christian School and plan for implementation of ECE after their accreditation process.	5.1.6
June 2009	Develop an accurate database of alumni contact information	6.2.1

June 2009	Develop an accurate database of contact information of external potential contributors	6.2.2
June 2009	Develop a presentation package for potential contributors	6.2.4
June 2009	Send alumni and external potential contributors “influence” information of APU	6.2.3
June 2009	Purchase School of Education marketing and promotional items	6.4.1
June 2009	Maintain a current School of Education website	6.4.2
Spring 2009	Plan and implement a yearly Faculty Colloquium to disseminate and discuss faculty research	3.1.7
Spring 2009	Plan and implement a yearly Evening of Research to disseminate faculty research to the professional learning community	3.1.8
Spring 2009	Plan, implement, and evaluate scheduled meetings with College of Liberal Arts & Sciences faculty	6.2.7
Spring 2009	Plan and implement a Superintendent’s Institute focusing on emerging technologies for instructional purposes	4.4.4
Spring 2009	Plan and develop a video studio	4.4.6
Spring 2009	Plan, implement, and evaluate a School of Education magazine	6.2.9
Spring 2009	Host an international conference on diversity in education	7.3.4.1

SCHOOL OF EDUCATION  
**STRATEGIC PLAN 2007-2012**  
 By Year and Date  
**2009-2010**

Date	Strategy	Goal/ Objective
2009-2010	Sponsor quarterly brown bag lunches with scholarship themes, such as: how to get published in peer-review journals, the Institutional Review Board (IRB) process, applying for research grants, ethical and legal consideration in publications, and SOE faculty recent publications	3.1.5
2009-2010	Provide support for faculty to complete the IRB process	3.1.6
2009-2010	Support and assist SOE faculty applications for internal and external grants	3.1.9
2009-2010	Submit lists of publications to the <i>Weekly Kudos</i> electronic publication document	3.1.10, 3.2.6
2009-2010	Maintain the APU website with existing and future research projects	3.1.12
2009-2010	Support faculty collaborative research with graduate students and presentations at professional conferences	3.3.4
2009-2010	Schedule agenda items at the Dean's Cabinet and Extended Dean's Cabinet to allow faculty to provide input into the Emerging Technologies Center	4.4.1.3
2009-2010	Integrate the knowledge and experience of APU's international students to enhance knowledge of ECE and globalization of programs	5.2.5
2009-2010	Attend Association of Christian Schools International (ACSI), American Education Research Association (AERA), and other global-international conferences	5.2.7
2009-2010	Explore potential global international professional community partners (i.e., World Vision, Campus Crusade for Christ, institutions of higher education, church organizations, etc.)	5.3.3
2009-2010	Hold information scheduled meetings with APU Grants Office staff to establish grant possibilities	6.3.2
2009-2010	Plan, implement, and evaluate grant writing training sessions for faculty	6.3.3
2009-2010	Establish relationships with communication media including the internet	6.4.5
Each term/semester	Collect and analyze program data using SOE department and program assessments (e.g. Teaching Performance Assessment, fieldwork, signature assignments, capstone projects, exit essays, growth assessments, individualized mentoring, comprehensive exams, case studies, etc.)	1.1.1
Each term/semester	Assess compliance with professional, national, and state standards	1.1.2
Each term/semester	Monitor mastery of professional content knowledge fields within programs (i.e., licensure exams)	1.1.3
Each term/semester	Assess and analyze professional and pedagogical knowledge and skills	1.2.1
Each term/semester	Make appropriate program adjustments based on data	1.2.2

Each term/semester	Monitor mastery of candidate learning outcomes	1.2.3
Each term/semester	Evaluate candidate mastery of learning outcomes using data from 1.2.3 and make appropriate program adjustments	1.2.4
Each term/semester	Assess dispositions expected of professional educators in the unit's programs	1.3.1
Each term/semester	Make program adjustments to facilitate appropriate candidate disposition outcomes	1.3.2
July 31, 2009	Complete and submit SOE Program Accountability Reports to the Dean	1.4.1
July 31, 2009	Complete and submit the Yearly Assessment Report by program to the University Assessment Office	1.4.3
July 31, 2009	Integrate technology and state content standards throughout coursework	4.2.1
July 31, 2009	Develop, implement, and evaluate course activities for candidates to demonstrate proficiency with technology standards using current and emerging technologies	4.2.2
July 31, 2009	Collect data on current uses and procedures in coursework and data management to assess the level of application of technology tools and strategies throughout the SOE	4.2.3.2
July 31, 2009	Realign the current professional development delivery system to address targeted skills and instructional practices for technology-infused learning coursework (faculty) and data management (faculty and staff)	4.2.3.3
July 31, 2009	Schedule training sessions for department chairs and program directors to insure they acquire tacit knowledge of current technologies, applications, and instructional strategies to assess and articulate how the identified skills and strategies are implemented to their fullest capabilities within departments and/or programs ensuring accountability throughout all areas of the SOE	4.2.3.4
July 31, 2009	Schedule training sessions for all department chairs and program directors to utilize best practices with current and emerging technologies	4.2.3.5
July 2009-Aug. 2012	Design, implement, and evaluate professional development programs for faculty, staff, and adjuncts	2.1.3
August 15 2009	Develop, implement, and evaluate activities for candidates to demonstrate proficiency with technology standards using current and emerging technologies	4.1.3
Annually at August Kickoff	Identify and articulate current national and program specific technology standards (i.e., ISTE) within a collaborative retreat setting by program	4.2.1.1
Annually at Fall Faculty Kickoff Retreat	Provide activities that promote diversity	7.2.4
Annually at Fall Faculty Kickoff Retreat	Invite experts in the field (of diversity) as guest speakers	7.2.4.1
August 2009	Develop, implement, and evaluate curricular alignment charts for integration of national and program specific standards	4.2.1.2

August 2009	Plan, implement, and evaluate the synchronization of ePortfolio system (TaskStream) with internal administrative records system (FileMaker)	4.3.4
August 2009	Develop, implement, and evaluate technical support for SOE department staff and faculty	4.3.3
August 2009	Complete program formative and summative assessments/assignments using the ePortfolio system (TaskStream) to facilitate consistent data reporting	4.3.5
August 2009	Plan, implement, and evaluate technology enhanced communications that improve workflow efficiency and effectiveness (i.e., video-conferencing, recordable teleconferencing, web-based collaboration, and others as they become available)	4.3.6
August 2009	Convert and distribute all forms to an electronic format that allows them to be completed either by printing to paper and submitted to be scanned or electronically with the capability to be saved locally on the computer. Integrate these e-forms with existing administrative records systems in a manner that provides for security	4.3.7
August 2009	Develop a process to allow outgoing and incoming correspondence to be signed electronically as an alternative to hand signatures	4.3.8
August 2009	Establish and maintain an official e-signature repository for the validation and authentication of e-signatures, e-forms, and other electronic correspondence to meet ethical, legal, and regulatory requirements	4.3.9
August 2009	Develop, implement, and evaluate an electronic integrated contact list, calendar, and RSVP system	4.3.11
August 2009	Plan and implement U.S. Constitution Preparation classes	6.3.5
Fall 2009	Provide secure archival space for storage of research data as required by the IRB	3.1.11
Fall 2009	Plan and implement a School of Education Technology Conference	4.4.5
Fall 2009	Plan, implement, and evaluate a School of Education magazine	6.2.9
September 2009	Provide Writing Center support to master's and doctoral students for research and publication	3.3.6
September 2009	Assess faculty global/international leadership knowledge, skills, and dispositions within SOE programs	5.2.2
September 2009	Assist faculty with curriculum development to include diversity through mentorship and team partnerships among SOE faculty and community	7.2.2
October 1, 2009	Measure the level of technology proficiency of faculty and staff for initial planning for professional development within the SOE	4.2.3.1
October 2009	Complete and submit the Student Learning Outcomes Report by program to the University Assessment Office	1.4.2
October 2009	Identify new professional community collaborative projects with projected timelines for implementation	2.1.6.3
October 2009	Collaborate with the professional learning community to include public and private faculty, candidates, and students to discuss global education.	5.3.5

October 2009	Develop a master schedule of all available training opportunities for distribution to faculty and staff	2.1.3.3
October 2009 – August 2012	Develop a professional resource library	2.1.7
October 2009	Host an annual international event with a global/international speaker to discuss issues of international education for all APU faculty and candidates.	5.3.4
October 2009	Plan, implement, and evaluate fundraisers for alumni	6.2.8
November 15, 2009	Complete and submit curriculum review and revision documents through the Master's and/or Doctoral Studies Councils	1.4.4
November 15, 2009	Identify and articulate current national and program specific technology standards [i.e., International Society for Technology in Education (ISTE)]	4.1.1
November 15, 2009	Develop, implement, and evaluate curricular alignment charts for integration of national and program specific standards	4.1.2
November 15, 2009	Plan, implement, and evaluate components of curriculum appropriate for online, face-to-face, or blended delivery	4.1.5
November 2009 – August 2012	Develop publications promoting professional community collaborative projects for dissemination at marketing venues	2.1.6.4
November 2009	Plan, implement, and evaluate a homecoming event for alumni	6.2.6
November 2009	Plan, implement, and evaluate a School of Education magazine	6.2.9
January 2010	Develop a speakers' series to promote leadership development	2.1.3.6
January 2010 - August 2012	Schedule and hold meetings to discuss existing activities and to generate possible additional activities (collaboration)	2.1.5.3
January 2010	Consult with department chairs and program directors to promote attendance at the APU Writer's Retreat and other similar venues that may assist with publication	3.1.4
January 2010	Plan, implement, and evaluate technology curriculum activities appropriate for electronic assessment (i.e., ePortfolios, eSurvey, digital media) aligned with assessment scoring guides	4.1.7
Jan., June-Aug. 2010	Support Operation Impact (OI) to promote faculty awareness of global programs and the issues of foreign educational systems.	5.3.2
February 2010	Establish a cadre of technology facilitators for regional centers and main campus	4.3.2
February 2010	Provide training sessions for faculty to increase their knowledge and skills regarding international/global studies	5.2.3
February 2010	Collaborate with the professional learning community to include public and private faculty, candidates, and students to discuss global education.	5.3.5
March 2010	Integrate global studies, ECE, and globalization of programs, where appropriate	5.2.4
April 2010	Plan, implement, and evaluate a Leadership Summit identifying key leaders within education to present at an annual conference held at the university	2.1.3.7

April 2010	Implement and evaluate instructional planning models which utilize technology as they apply to learning in the digital age (i.e., ARCS Motivation Model)	4.1.4
April 2010	Appoint liaisons between the SOE and offices of Information & Media Technology, University Relations, Faculty Development, and Non-Traditional Experiential Learning	4.3.1
April 2010	Schedule meetings with the Dean's Advisory Committee to provide input into the Emerging Technologies Center	4.4.1.2
April 2010	Plan, implement, and evaluate an emphasis in global/international education in program offerings	5.3.1
April 2010	Plan, implement, and evaluate a School of Education magazine	6.2.9
May 2010	Develop publications promoting collaborative projects for broad based dissemination	2.1.5.4
May 2010	Consult with SOE department chairs, program directors, APU research faculty, and APU library experts to rate professional presentations by degree of alignment with CFEP levels	3.2.1
May 2010	Consult with SOE department chairs, program directors, and APU research faculty to compile a list of professional organizations and venues for presentations within the SOE programs	3.2.2
May 2010	Consult with department chairs and program directors to identify within SOE faculty with presentation experience to mentor emerging scholars	3.2.4
May 2010	Sponsor quarterly brown bag lunches with scholarship themes such as: how to submit proposals for professional conferences	3.2.5
May 2010	Compile a list of all scholarly publications and presentations conducted by faculty within the SOE and disseminate it to all SOE faculty	3.3.1
May 2010	Sponsor quarterly brown bag lunches with scholarship themes such as SOE faculty recent publications to initiate scholarship collaboration	3.3.2
May 2010	Organize a research institute in which faculty share publications, presentations, and other collaborative endeavors	3.3.3
May 2010	Provide funding for five graduate students yearly to present at professional conferences	3.3.5
May 2010	Conduct collaborative research with P-12 school districts, other community agencies, and colleagues at other universities	3.3.7
May 2010	Invite speakers from the Noel Strengths-based Leadership Center and SOE faculty conducting strengths-based research to attend brown bag lunch sessions	3.4.1
May 2010	Invite speakers from the Institute for Faith Integration, faith integration mentors, and university experts to attend brown bag lunch sessions to assist faculty integrate faith into the curriculum	3.5.1
May 2010	Encourage faculty to attend faith integration courses taught by APU Faith Integration Mentors and opportunities provided by the Institute of Faith Integration	3.5.2
May 2010	Disseminate faith integration components from syllabi within department meetings and at brown bag lunch sessions	3.5.3

May 2010	Dialogue and guide departmental professional development strategies (SOE Diversity Committee)	7.1.2.1
May 2010	Develop personal diversity goal(s) for each SOE member	7.1.3
May 2010	Provide a collegial support framework to review syllabi to ensure that learner outcomes, assignments, and assessments include diversity	7.2.1
May 2010	Provide resources to assist faculty to integrate diversity in the curriculum	7.2.3
May 2010	Provide activities that promote diversity	7.2.4
May 2010	Invite experts in the field (of diversity) as guest speakers	7.2.4.1
May 2010	Collaborate with the Office of Diversity Planning and Assessment, APU Diversity Council, SOE Diversity Committee, and other university experts to attend brown bag luncheons and workshops on diversity	7.2.5
May 2010	Disseminate diversity, equity, and social justice components from syllabi within department meetings and at brown bag lunch sessions	7.2.6
May 2010	Encourage faculty to attend Imago Dei workshops provided by the Office of Diversity Planning and Assessment	7.2.7
May 2010	Consult with SOE department chairs, program directors, APU faculty, APU library, and the SOE Diversity Committee to provide resources, mentoring, and partnership opportunities for faculty presentations and publications in diversity oriented professional organizations.	7.3.1
May 2010	Collaborate with SOE department chairs, program directors, APU faculty, APU library, and the SOE Diversity Committee to compile a list of organizations, journals, and other educational venues which focus on diversity, equity, social justice, and urban education	7.3.2
May 2010	Encourage partnerships and collaborations with faculty of color in scholarship and research on diversity through brown bag lunches	7.3.3
June 2010	Integrate the Emerging Technologies Center into the Leadership Institute	4.4.3
June 2010	Continue mentoring ECE at Light and Life Christian School and plan for implementation of ECE after their accreditation process.	5.1.6
June 2010	Develop an accurate database of alumni contact information	6.2.1
June 2010	Develop an accurate database of contact information of external potential contributors	6.2.2
June 2010	Develop a presentation package for potential contributors	6.2.4
June 2010	Send alumni and external potential contributors “influence” information of APU	6.2.3
June 2010	Purchase School of Education marketing and promotional items	6.4.1
June 2010	Maintain a current School of Education website	6.4.2
Spring 2010	Plan and implement a yearly Faculty Colloquium to disseminate and discuss faculty research	3.1.7
Spring 2010	Plan and implement a yearly Evening of Research to disseminate faculty research to the professional learning community	3.1.8

Spring 2010	Plan and implement a Superintendent's Institute focusing on emerging technologies for instructional purposes	4.4.4
Spring 2010	Plan and develop a video studio	4.4.6
Spring 2010	Plan, implement, and evaluate scheduled meetings with College of Liberal Arts & Sciences faculty	6.2.7
Spring 2010	Plan, implement, and evaluate a School of Education magazine	6.2.9

SCHOOL OF EDUCATION  
**STRATEGIC PLAN 2007-2012**  
 By Year and Date  
**2010-2011**

Date	Strategy	Goal/ Objective
2010-2011	Sponsor quarterly brown bag lunches with scholarship themes, such as: how to get published in peer-review journals, the Institutional Review Board (IRB) process, applying for research grants, ethical and legal consideration in publications, and SOE faculty recent publications	3.1.5
2010-2011	Provide support for faculty to complete the IRB process	3.1.6
2010-2011	Support and assist SOE faculty applications for internal and external grants	3.1.9
2010-2011	Submit lists of publications to the <i>Weekly Kudos</i> electronic publication document	3.1.10, 3.2.6
2010-2011	Maintain the APU website with existing and future research projects	3.1.12
2010-2011	Support faculty collaborative research with graduate students and presentations at professional conferences	3.3.4
2010-2011	Schedule agenda items at the Dean's Cabinet and Extended Dean's Cabinet to allow faculty to provide input into the Emerging Technologies Center	4.4.1.3
2010-2011	Integrate the knowledge and experience of APU's international students to enhance knowledge of ECE and globalization of programs	5.2.5
2010-2011	Attend Association of Christian Schools International (ACSI), American Education Research Association (AERA), and other global-international conferences	5.2.7
2010-2011	Explore potential global international professional community partners (i.e., World Vision, Campus Crusade for Christ, institutions of higher education, church organizations, etc.)	5.3.3
2010-2011	Hold information scheduled meetings with APU Grants Office staff to establish grant possibilities	6.3.2
2010-2011	Plan, implement, and evaluate grant writing training sessions for faculty	6.3.3
2010-2011	Establish relationships with communication media including the internet	6.4.5
Each term/semester	Collect and analyze program data using SOE department and program assessments (e.g. Teaching Performance Assessment, fieldwork, signature assignments, capstone projects, exit essays, growth assessments, individualized mentoring, comprehensive exams, case studies, etc.)	1.1.1
Each term/semester	Assess compliance with professional, national, and state standards	1.1.2
Each term/semester	Monitor mastery of professional content knowledge fields within programs (i.e., licensure exams)	1.1.3
Each term/semester	Assess and analyze professional and pedagogical knowledge and skills	1.2.1
Each term/semester	Make appropriate program adjustments based on data	1.2.2
Each term/semester	Monitor mastery of candidate learning outcomes	1.2.3

Each term/semester	Evaluate candidate mastery of learning outcomes using data from 1.2.3 and make appropriate program adjustments	1.2.4
Each term/semester	Assess dispositions expected of professional educators in the unit's programs	1.3.1
Each term/semester	Make program adjustments to facilitate appropriate candidate disposition outcomes	1.3.2
July 2010-Aug. 2012	Design, implement, and evaluate professional development programs for faculty, staff, and adjuncts	2.1.3
July 31, 2010	Complete and submit SOE Program Accountability Reports to the Dean	1.4.1
July 31, 2010	Complete and submit the Yearly Assessment Report by program to the University Assessment Office	1.4.3
July 31, 2010	Integrate technology and state content standards throughout coursework	4.2.1
July 31, 2010	Develop, implement, and evaluate course activities for candidates to demonstrate proficiency with technology standards using current and emerging technologies	4.2.2
July 31, 2010	Collect data on current uses and procedures in coursework and data management to assess the level of application of technology tools and strategies throughout the SOE	4.2.3.2
July 31, 2010	Realign the current professional development delivery system to address targeted skills and instructional practices for technology-infused learning coursework (faculty) and data management (faculty and staff)	4.2.3.3
July 31, 2010	Schedule training sessions for department chairs and program directors to insure they acquire tacit knowledge of current technologies, applications, and instructional strategies to assess and articulate how the identified skills and strategies are implemented to their fullest capabilities within departments and/or programs ensuring accountability throughout all areas of the SOE	4.2.3.4
July 31, 2010	Schedule training sessions for all department chairs and program directors to utilize best practices with current and emerging technologies	4.2.3.5
August 15, 2010	Develop, implement, and evaluate activities for candidates to demonstrate proficiency with technology standards using current and emerging technologies	4.1.3
Annually at August Kickoff	Identify and articulate current national and program specific technology standards (i.e., ISTE) within a collaborative retreat setting by program	4.2.1.1
Annually at Fall Faculty Kickoff Retreat	Provide activities that promote diversity	7.2.4
Annually at Fall Faculty Kickoff Retreat	Invite experts in the field (of diversity) as guest speakers	7.2.4.1
August 2010	Develop, implement, and evaluate curricular alignment charts for integration of national and program specific standards	4.2.1.2
August 2010	Develop, implement, and evaluate technical support for SOE department staff and faculty	4.3.3

August 2010	Complete program formative and summative assessments/assignments using the ePortfolio system (TaskStream) to facilitate consistent data reporting	4.3.5
August 2010	Plan, implement, and evaluate technology enhanced communications that improve workflow efficiency and effectiveness (i.e., video-conferencing, recordable teleconferencing, web-based collaboration, and others as they become available)	4.3.6
August 2010	Convert and distribute all forms to an electronic format that allows them to be completed either by printing to paper and submitted to be scanned or electronically with the capability to be saved locally on the computer. Integrate these e-forms with existing administrative records systems in a manner that provides for security	4.3.7
August 2010	Develop a process to allow outgoing and incoming correspondence to be signed electronically as an alternative to hand signatures	4.3.8
August 2010	Establish and maintain an official e-signature repository for the validation and authentication of e-signatures, e-forms, and other electronic correspondence to meet ethical, legal, and regulatory requirements	4.3.9
August 2010	Develop, implement, and evaluate an electronic integrated contact list, calendar, and RSVP system	4.3.11
August 2010	Plan and implement U.S. Constitution Preparation classes	6.3.5
Fall 2010	Provide secure archival space for storage of research data as required by the IRB	3.1.11
Fall 2010	Plan and implement a School of Education Technology Conference	4.4.5
Fall 2010	Plan, implement, and evaluate a School of Education magazine	6.2.9
September 2010	Provide Writing Center support to master's and doctoral students for research and publication	3.3.6
September 2010	Research ECE at Hodge Elementary in the Azusa Unified School District and implement, if not currently in place	5.1.5
September 2010	Assist faculty with curriculum development to include diversity through mentorship and team partnerships among SOE faculty and community	7.2.2
October 1, 2010	Measure the level of technology proficiency of faculty and staff for initial planning for professional development within the SOE	4.2.3.1
October 2010	Complete and submit the Student Learning Outcomes Report by program to the University Assessment Office	1.4.2
October 2010	Develop a master schedule of all available training opportunities for distribution to faculty and staff	2.1.3.3
October 2010	Identify new professional community collaborative projects with projected timelines for implementation	2.1.6.3
October 2010 – August 2012	Develop a professional resource library	2.1.7
October 2010	Host an annual international event with a global/international speaker to discuss issues of international education for all APU faculty and candidates.	5.3.4

October 2010	Collaborate with the professional learning community to include public and private faculty, candidates, and students to discuss global education.	5.3.5
October 2010	Plan, implement, and evaluate fundraisers for alumni	6.2.8
November 15, 2010	Complete and submit curriculum review and revision documents through the Master's and/or Doctoral Studies Councils	1.4.4
November 15, 2010	Identify and articulate current national and program specific technology standards [i.e., International Society for Technology in Education (ISTE)]	4.1.1
November 15, 2010	Develop, implement, and evaluate curricular alignment charts for integration of national and program specific standards	4.1.2
November 15, 2010	Plan, implement, and evaluate components of curriculum appropriate for online, face-to-face, or blended delivery	4.1.5
November 2010 – August 2012	Develop publications promoting professional community collaborative projects for dissemination at marketing venues	2.1.6.4
November 2010	Plan, implement, and evaluate a homecoming event for alumni	6.2.6
November 2010	Plan, implement, and evaluate a School of Education magazine	6.2.9
January 2011	Develop a speakers' series to promote leadership development	2.1.3.6
January 2011-August 2012	Schedule and hold meetings to discuss existing activities and to generate possible additional activities (collaboration)	2.1.5.3
January 2011	Consult with department chairs and program directors to promote attendance at the APU Writer's Retreat and other similar venues that may assist with publication	3.1.4
January 2011	Plan, implement, and evaluate technology curriculum activities appropriate for electronic assessment (i.e., ePortfolios, eSurvey, digital media) aligned with assessment scoring guides	4.1.7
Jan., June-Aug. 2011	Support Operation Impact (OI) to promote faculty awareness of global programs and the issues of foreign educational systems.	5.3.2
February 2011	Establish a cadre of technology facilitators for regional centers and main campus	4.3.2
February 2011	Provide training sessions for faculty to increase their knowledge and skills regarding international/global studies	5.2.3
March 2011	Integrate global studies, ECE, and globalization of programs, where appropriate	5.2.4
February 2011	Collaborate with the professional learning community to include public and private faculty, candidates, and students to discuss global education.	5.3.5
April 2011	Plan, implement, and evaluate a Leadership Summit identifying key leaders within education to present at an annual conference held at the university	2.1.3.7
April 2011	Implement and evaluate instructional planning models which utilize technology as they apply to learning in the digital age (i.e., ARCS Motivation Model)	4.1.4
April 2011	Appoint liaisons between the SOE and offices of Information & Media Technology, University Relations, Faculty Development, and Non-Traditional Experiential Learning	4.3.1

April 2011	Schedule meetings with the Dean's Advisory Committee to provide input into the Emerging Technologies Center	4.4.1.2
April 2011	Plan, implement, and evaluate an emphasis in global/international education in program offerings	5.3.1
April 2011	Plan, implement, and evaluate a School of Education magazine	6.2.9
May 2011	Develop publications promoting collaborative projects for broad based dissemination	2.1.5.4
May 2011	Consult with SOE department chairs, program directors, APU research faculty, and APU library experts to rate professional presentations by degree of alignment with Comprehensive Faculty Evaluation Program (CFEP) levels	3.2.1
May 2011	Consult with SOE department chairs, program directors, and APU research faculty to compile a list of professional organizations and venues for presentations within the SOE programs	3.2.2
May 2011	Consult with department chairs and program directors to identify within SOE faculty with presentation experience to mentor emerging scholars	3.2.4
May 2011	Sponsor quarterly brown bag lunches with scholarship themes such as: how to submit proposals for professional conferences	3.2.5
May 2011	Compile a list of all scholarly publications and presentations conducted by faculty within the SOE and disseminate it to all SOE faculty	3.3.1
May 2011	Sponsor quarterly brown bag lunches with scholarship themes such as SOE faculty recent publications to initiate scholarship collaboration	3.3.2
May 2011	Organize a research institute in which faculty share publications, presentations, and other collaborative endeavors	3.3.3
May 2011	Provide funding for five graduate students yearly to present at professional conferences	3.3.5
May 2011	Conduct collaborative research with P-12 school districts, other community agencies, and colleagues at other universities	3.3.7
May 2011	Invite speakers from the Noel Strengths-based Leadership Center and SOE faculty conducting strengths-based research to attend brown bag lunch sessions	3.4.1
May 2011	Invite speakers from the Institute for Faith Integration, faith integration mentors, and university experts to attend brown bag lunch sessions to assist faculty integrate faith into the curriculum	3.5.1
May 2011	Encourage faculty to attend faith integration courses taught by APU Faith Integration Mentors and opportunities provided by the Institute of Faith Integration	3.5.2
May 2011	Disseminate faith integration components from syllabi within department meetings and at brown bag lunch sessions	3.5.3
May 2011	Dialogue and guide departmental professional development strategies (SOE Diversity Committee)	7.1.2.1
May 2011	Develop personal diversity goal(s) for each SOE member	7.1.3
May 2011	Provide a collegial support framework to review syllabi to ensure that learner outcomes, assignments, and assessments include diversity	7.2.1

May 2011	Provide resources to assist faculty to integrate diversity in the curriculum	7.2.3
May 2011	Provide activities that promote diversity	7.2.4
May 2011	Invite experts in the field (of diversity) as guest speakers	7.2.4.1
May 2011	Collaborate with the Office of Diversity Planning and assessment, APU Diversity Council, SOE Diversity Committee, and other university experts to attend brown bag luncheons and workshops on diversity	7.2.5
May 2011	Disseminate diversity, equity, and social justice components from syllabi within department meetings and at brown bag lunch sessions	7.2.6
May 2011	Encourage faculty to attend Imago Dei workshops provided by the Office of Diversity Planning and Assessment	7.2.7
May 2011	Consult with SOE department chairs, program directors, APU faculty, APU library, and the SOE Diversity Committee to provide resources, mentoring, and partnership opportunities for faculty presentations and publications in diversity oriented professional organizations.	7.3.1
May 2011	Collaborate with SOE department chairs, program directors, APU faculty, APU library, and the SOE Diversity Committee to compile a list of organizations, journals, and other educational venues which focus on diversity, equity, social justice, and urban education	7.3.2
May 2011	Encourage partnerships and collaborations with faculty of color in scholarship and research on diversity through brown bag lunches	7.3.3
June 2011	Integrate the Emerging Technologies Center into the Leadership Institute	4.4.3
June 2011	Continue mentoring ECE at Light and Life Christian School and plan for implementation of ECE after their accreditation process.	5.1.6
June 2011	Develop an accurate database of alumni contact information	6.2.1
June 2011	Develop an accurate database of contact information of external potential contributors	6.2.2
June 2011	Develop a presentation package for potential contributors	6.2.4
June 2011	Send alumni and external potential contributors “influence” information of APU	6.2.3
June 2011	Purchase School of Education marketing and promotional items	6.4.1
June 2011	Maintain a current School of Education website	6.4.2
Spring 2011	Plan and implement a yearly Faculty Colloquium to disseminate and discuss faculty research	3.1.7
Spring 2011	Plan and implement a yearly Evening of Research to disseminate faculty research to the professional learning community	3.1.8
Spring 2011	Plan and implement a Superintendent’s Institute focusing on emerging technologies for instructional purposes	4.4.4
Spring 2011	Plan, implement, and evaluate scheduled meetings with College of Liberal Arts & Sciences faculty	6.2.7
Spring 2011	Plan, implement and evaluate a School of Education magazine	6.2.9

SCHOOL OF EDUCATION  
**STRATEGIC PLAN 2007-2012**  
 By Year and Date  
**2011-2012**

Date	Strategy	Goal/ Objective
2011-2012	Sponsor quarterly brown bag lunches with scholarship themes, such as: how to get published in peer-review journals, the Institutional Review Board (IRB) process, applying for research grants, ethical and legal consideration in publications, and SOE faculty recent publications	3.1.5
2011-2012	Provide support for faculty to complete the IRB process	3.1.6
2011-2012	Support and assist SOE faculty applications for internal and external grants	3.1.9
2011-2012	Submit lists of publications to the <i>Weekly Kudos</i> electronic publication document	3.1.10, 3.2.6
2011-2012	Maintain the APU website with existing and future research projects	3.1.12
2011-2012	Support faculty collaborative research with graduate students and presentations at professional conferences	3.3.4
2011-2012	Schedule agenda items at the Dean's Cabinet and Extended Dean's Cabinet to allow faculty to provide input into the Emerging Technologies Center	4.4.1.3
2011-2012	Integrate the knowledge and experience of APU's international students to enhance knowledge of ECE and globalization of programs	5.2.5
2011-2012	Attend Association of Christian Schools International (ACSI), American Education Research Association (AERA), and other global-international conferences	5.2.7
2011-2012	Explore potential global international professional community partners (i.e., World Vision, Campus Crusade for Christ, institutions of higher education, church organizations, etc.)	5.3.3
2011-2012	Hold information scheduled meetings with APU Grants Office staff to establish grant possibilities	6.3.2
2011-2012	Plan, implement, and evaluate grant writing training sessions for faculty	6.3.3
2011-2012	Establish relationships with communication media including the internet	6.4.5
Each term/semester	Collect and analyze program data using SOE department and program assessments (e.g. Teaching Performance Assessment, fieldwork, signature assignments, capstone projects, exit essays, growth assessments, individualized mentoring, comprehensive exams, case studies, etc.)	1.1.1
Each term/semester	Assess compliance with professional, national, and state standards	1.1.2
Each term/semester	Monitor mastery of professional content knowledge fields within programs (i.e., licensure exams)	1.1.3
Each term/semester	Assess and analyze professional and pedagogical knowledge and skills	1.2.1
Each term/semester	Make appropriate program adjustments based on data	1.2.2
Each term/semester	Monitor mastery of candidate learning outcomes	1.2.3

Each term/semester	Evaluate candidate mastery of learning outcomes using data from 1.2.3 and make appropriate program adjustments	1.2.4
Each term/semester	Assess dispositions expected of professional educators in the unit's programs	1.3.1
Each term/semester	Make program adjustments to facilitate appropriate candidate disposition outcomes	1.3.2
July 31, 2011	Complete and submit SOE Program Accountability Reports to the Dean	1.4.1
July 31, 2011	Complete and submit the Yearly Assessment Report by program to the University Assessment Office	1.4.3
July 31, 2011	Integrate technology and state content standards throughout coursework	4.2.1
July 31, 2011	Develop, implement, and evaluate course activities for candidates to demonstrate proficiency with technology standards using current and emerging technologies	4.2.2
July 31, 2011	Collect data on current uses and procedures in coursework and data management to assess the level of application of technology tools and strategies throughout the SOE	4.2.3.2
July 31, 2011	Realign the current professional development delivery system to address targeted skills and instructional practices for technology-infused learning coursework (faculty) and data management (faculty and staff)	4.2.3.3
July 31, 2011	Schedule training sessions for department chairs and program directors to insure they acquire tacit knowledge of current technologies, applications, and instructional strategies to assess and articulate how the identified skills and strategies are implemented to their fullest capabilities within departments and/or programs ensuring accountability throughout all areas of the SOE	4.2.3.4
July 31, 2011	Schedule training sessions for all department chairs and program directors to utilize best practices with current and emerging technologies	4.2.3.5
July 2011-Aug. 2012	Design, implement, and evaluate professional development programs for faculty, staff, and adjuncts	2.1.3
August 15 annually	Develop, implement, and evaluate activities for candidates to demonstrate proficiency with technology standards using current and emerging technologies	4.1.3
Annually at August Kickoff	Identify and articulate current national and program specific technology standards (i.e., ISTE) within a collaborative retreat setting by program	4.2.1.1
Annually at Fall Faculty Kickoff Retreat	Provide activities that promote diversity	7.2.4
Annually at Fall Faculty Kickoff Retreat	Invite experts in the field (of diversity) as guest speakers	7.2.4.1
August 2011	Develop, implement, and evaluate curricular alignment charts for integration of national and program specific standards	4.2.1.2
August 2011	Develop, implement, and evaluate technical support for SOE department staff and faculty	4.3.3
August 2011	Complete program formative and summative assessments/assignments using the ePortfolio system (TaskStream) to facilitate consistent data reporting	4.3.5
August 2011	Plan, implement, and evaluate technology enhanced communications that improve workflow efficiency and effectiveness (i.e., video-conferencing, recordable teleconferencing, web-based collaboration, and others as they become available)	4.3.6

August 2011	Convert and distribute all forms to an electronic format that allows them to be completed either by printing to paper and submitted to be scanned or electronically with the capability to be saved locally on the computer. Integrate these e-forms with existing administrative records systems in a manner that provides for security	4.3.7
August 2011	Develop a process to allow outgoing and incoming correspondence to be signed electronically as an alternative to hand signatures	4.3.8
August 2011	Establish and maintain an official e-signature repository for the validation and authentication of e-signatures, e-forms, and other electronic correspondence to meet ethical, legal, and regulatory requirements	4.3.9
August 2011	Develop, implement, and evaluate an electronic integrated contact list, calendar, and RSVP system	4.3.11
August 2011	Plan and implement U.S. Constitution Preparation classes	6.3.5
Fall 2011	Provide secure archival space for storage of research data as required by the IRB	3.1.11
Fall 2011	Plan and implement a School of Education Technology Conference	4.4.5
Fall 2011	Plan, implement, and evaluate a School of Education magazine	6.2.9
September 2011	Provide Writing Center support to master's and doctoral students for research and publication	3.3.6
September 2011	Assist faculty with curriculum development to include diversity through mentorship and team partnerships among SOE faculty and community	7.2.2
October 1, 2011	Measure the level of technology proficiency of faculty and staff for initial planning for professional development within the SOE	4.2.3.1
October 2011	Complete and submit the Student Learning Outcomes Report by program to the University Assessment Office	1.4.2
October 2011	Develop a master schedule of all available training opportunities for distribution to faculty and staff	2.1.3.3
October 2011	Identify new professional community collaborative projects with projected timelines for implementation	2.1.6.3
October 2011 – August 2012	Develop a professional resource library	2.1.7
October 2011	Host an annual international event with a global/international speaker to discuss issues of international education for all APU faculty and candidates.	5.3.4
October 2011	Collaborate with the professional learning community to include public and private faculty, candidates, and students to discuss global education.	5.3.5
October 2011	Plan, implement, and evaluate fundraisers for alumni	6.2.8
November 15, 2011	Complete and submit curriculum review and revision documents through the Master's and/or Doctoral Studies Councils	1.4.4
November 15, 2011	Identify and articulate current national and program specific technology standards [i.e., International Society for Technology in Education (ISTE)]	4.1.1
November 15, 2011	Develop, implement, and evaluate curricular alignment charts for integration of national and program specific standards	4.1.2

November 15, 2011	Plan, implement, and evaluate components of curriculum appropriate for online, face-to-face, or blended delivery	4.1.5
November 2011 – August 2012	Develop publications promoting professional community collaborative projects for dissemination at marketing venues	2.1.6.4
November 2011	Plan, implement, and evaluate a homecoming event for alumni	6.2.6
November 2011	Plan, implement, and evaluate a School of Education magazine	6.2.9
2012	Develop a School of Education Hologram	6.4.3
January 2012	Develop a speakers' series to promote leadership development	2.1.3.6
January -August 2012	Schedule and hold meetings to discuss existing activities and to generate possible additional activities	2.1.5.3
January 2012	Consult with department chairs and program directors to promote attendance at the APU Writer's Retreat and other similar venues that may assist with publication	3.1.4
January 2012	Plan, implement, and evaluate technology curriculum activities appropriate for electronic assessment (i.e., ePortfolios, eSurvey, digital media) aligned with assessment scoring guides	4.1.7
Jan., June-Aug. 2012	Support Operation Impact (OI) to promote faculty awareness of global programs and the issues of foreign educational systems.	5.3.2
February 2012	Establish a cadre of technology facilitators for regional centers and main campus	4.3.2
February 2012	Provide training sessions for faculty to increase their knowledge and skills regarding international/global studies	5.2.3
February 2012	Collaborate with the professional learning community to include public and private faculty, candidates, and students to discuss global education.	5.3.5
March 2012	Integrate global studies, ECE, and globalization of programs, where appropriate	5.2.4
April 2012	Plan, implement, and evaluate a Leadership Summit identifying key leaders within education to present at an annual conference held at the university	2.1.3.7
April 2012	Implement and evaluate instructional planning models which utilize technology as they apply to learning in the digital age (i.e., ARCS Motivation Model)	4.1.4
April 2012	Appoint liaisons between the SOE and offices of Information & Media Technology, University Relations, Faculty Development, and Non-Traditional Experiential Learning	4.3.1
April 2012	Schedule meetings with the Dean's Advisory Committee to provide input into the Emerging Technologies Center	4.4.1.2
April 2012	Plan, implement, and evaluate an emphasis in global/international education in program offerings	5.3.1
April 2012	Plan, implement, and evaluate a School of Education magazine	6.2.9
May 2012	Develop publications promoting collaborative projects for broad based dissemination	2.1.5.4
May 2012	Consult with SOE department chairs, program directors, APU research faculty, and APU library experts to rate professional presentations by degree of alignment with Comprehensive Faculty Evaluation Program (CFEP) levels	3.2.1

May 2012	Consult with SOE department chairs, program directors, and APU research faculty to compile a list of professional organizations and venues for presentations within the SOE programs	3.2.2
May 2012	Consult with department chairs and program directors to identify within SOE faculty with presentation experience to mentor emerging scholars	3.2.4
May 2012	Sponsor quarterly brown bag lunches with scholarship themes such as: how to submit proposals for professional conferences	3.2.5
May 2012	Compile a list of all scholarly publications and presentations conducted by faculty within the SOE and disseminate it to all SOE faculty	3.3.1
May 2012	Sponsor quarterly brown bag lunches with scholarship themes such as SOE faculty recent publications to initiate scholarship collaboration	3.3.2
May 2012	Organize a research institute in which faculty share publications, presentations, and other collaborative endeavors	3.3.3
May 2012	Provide funding for five graduate students yearly to present at professional conferences	3.3.5
May 2012	Conduct collaborative research with P-12 school districts, other community agencies, and colleagues at other universities	3.3.7
May 2012	Invite speakers from the Noel Strengths-based Leadership Center and SOE faculty conducting strengths-based research to attend brown bag lunch sessions	3.4.1
May 2012	Invite speakers from the Institute for Faith Integration, faith integration mentors, and university experts to attend brown bag lunch sessions to assist faculty integrate faith into the curriculum	3.5.1
May 2012	Encourage faculty to attend faith integration courses taught by APU Faith Integration Mentors and opportunities provided by the Institute of Faith Integration	3.5.2
May 2012	Disseminate faith integration components from syllabi within department meetings and at brown bag lunch sessions	3.5.3
May 2012	Dialogue and guide departmental professional development strategies (SOE Diversity Committee)	7.1.2.1
May 2012	Develop personal diversity goal(s) for each SOE member	7.1.3
May 2012	Provide a collegial support framework to review syllabi to ensure that learner outcomes, assignments, and assessments include diversity	7.2.1
May 2012	Provide resources to assist faculty to integrate diversity in the curriculum	7.2.3
May 2012	Provide activities that promote diversity	7.2.4
May 2012	Invite experts in the field (of diversity) as guest speakers	7.2.4.1
May 2012	Collaborate with the Office of Diversity Planning and Assessment, APU Diversity Council, SOE Diversity Committee, and other university experts to attend brown bag luncheons and workshops on diversity	7.2.5
May 2012	Disseminate diversity, equity, and social justice components from syllabi within department meetings and at brown bag lunch sessions	7.2.6

May 2012	Encourage faculty to attend Imago Dei workshops provided by the Office of Diversity Planning and Assessment	7.2.7
May 2012	Consult with SOE department chairs, program directors, APU faculty, APU library, and the SOE Diversity Committee to provide resources, mentoring, and partnership opportunities for faculty presentations and publications in diversity oriented professional organizations.	7.3.1
May 2012	Collaborate with SOE department chairs, program directors, APU faculty, APU library, and the SOE Diversity Committee to compile a list of organizations, journals, and other educational venues which focus on diversity, equity, social justice, and urban education	7.3.2
May 2012	Encourage partnerships and collaborations with faculty of color in scholarship and research on diversity through brown bag lunches	7.3.3
June 2012	Integrate the Emerging Technologies Center into the Leadership Institute	4.4.3
June 2012	Continue mentoring ECE at Light and Life Christian School and plan for implementation of ECE after their accreditation process.	5.1.6
June 2012	Develop an accurate database of alumni contact information	6.2.1
June 2012	Develop an accurate database of contact information of external potential contributors	6.2.2
June 2012	Send alumni and external potential contributors “influence” information of APU	6.2.3
June 2012	Develop a presentation package for potential contributors	6.2.4
June 2012	Establish three endowed chair positions	6.2.5
June 2012	Purchase School of Education marketing and promotional items	6.4.1
June 2012	Maintain a current School of Education website	6.4.2
Spring 2012	Plan and implement a yearly Faculty Colloquium to disseminate and discuss faculty research	3.1.7
Spring 2012	Plan and implement a yearly Evening of Research to disseminate faculty research to the professional learning community	3.1.8
Spring 2012	Plan, implement, and evaluate scheduled meetings with College of Liberal Arts & Sciences faculty	6.2.7
Spring 2012	Plan and implement a Superintendent’s Institute focusing on emerging technologies for instructional purposes	4.4.4
Spring 2012	Plan, implement, and evaluate a School of Education magazine	6.2.9