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**2004 NCATE Annual Report  
(Part C of the AACTE Annual Report)  
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**Section 1 - Institutional Information:**

**NCATE ID:  
10775**

**AACTE SID:  
1295**

**Institution:  
The University of Georgia**

**Unit:  
College of Education**

**Next Accreditation Visit:  
F05**

**Last Accreditation Visit  
S01**

**Deadline to Submit Final Version of Part C:  
[03/04/2005](#)**

**Section 2 - Individual Contact Information**

**Unit Head Name:  
Louis A. Castenell**

**Unit Head Email:  
[deansofc@coe.uga.edu](mailto:deansofc@coe.uga.edu)**

**Unit Head Phone:  
(706) 542-6446**

**Unit Head Fax:**

**(706) 542-0360**

**Institution Unit Phone:**

**(706) 542-6446**

**1st NCATE Coordinator:**

**Kathleen DeMarrais**

**1st Coordinator Title:**

**Associate Dean for Students, Curriculum, & Accreditation**

**1st Coordinator Phone:**

**(706) 542-6446**

**1st Coordinator Fax:**

**(706) 542-0360**

**1st Coordinator Email:**

**Kathleen@coe.uga.edu**

**2nd NCATE Coordinator:**

**2nd Coordinator Title:**

**2nd Coordinator Phone:**

**2nd Coordinator Fax:**

**2nd Coordinator Email:**

**CEO:**

**Michael F. Adams**

**CEO Phone:**

**(706) 542-1214**

**CEO Fax:**

**(706) 542-0995**

**CEO Email:**

**presuga@uga.edu**

**Is the information above accurate?**

**Corrected Unit Head:**

**Corrected Title of Unit Head**

**Corrected Unit Head Email:**

**Corrected Unit Head Phone:**

**Corrected Unit Head Fax:**

**Corrected 2nd Unit Head:**

**Corrected Title of 2nd Unit Head**

**Corrected 2nd Unit Head Email:**

**Corrected 2nd Unit Head Fax:**

**Corrected Institution Unit Phone:**

**Corrected 1st NCATE Coordinator:**

**Corrected 1st Coordinator Title**

**Corrected 1st Coordinator Phone:**

**Corrected 1st Coordinator Fax:**

**Corrected 1st Coordinator Email:**

**Corrected 2nd NCATE Coordinator:**

**Corrected 2nd Coordinator Title:**

**Corrected 2nd Coordinator Phone:**

**Corrected 2nd Coordinator Fax:**

**Corrected 2nd Coordinator Email:**

**Corrected CEO Full Name:**

**Corrected CEO Phone:**

**Corrected CEO Fax:**

**Corrected CEO Email:**

### **Section 3 - NCATE Standards Categories & Weaknesses Section**

#### Section A. Conceptual Framework(s)

The conceptual framework(s) establishes the shared vision for a unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework(s) is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated.

**Please indicate evaluations of and changes made to the unit's conceptual framework (if any) during this year:**

**Conceptual framework Areas for Improvement cited as a result of the last NCATE review:**

As part of the unit's two-year reorganization process, the college reviewed and reaffirmed the conceptual framework. A faculty committee was charged with this task and provided feedback to the academic council (department heads and administrative leadership team). Based on the committee's recommendation, the conceptual framework was re-affirmed by this group. A further elaboration of the framework is underway that will provide more specifically stated principles and professional commitments. This work is expected to be finalized in spring, 2005.

#### Section B. Candidate Performance

##### ***Standard 1. Candidate Knowledge, Skills, and Dispositions***

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

**Please describe the unit's plans for and progress in meeting this standard.**

**Areas for Improvement related to Standard 1 cited as a result of the last NCATE review:**

**Please indicate how the unit has addressed these Areas for Improvement (Optional).**

**Standard 2. Assessment System and Unit Evaluation**

The unit has an assessment system that collects and analyzes data on the applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

**Please describe the unit's plans for and progress in meeting this standard.**

**Areas for Improvement related to Standard 2 cited as a result of the last NCATE review:**

The unit has continued to refine its assessment system. A new exit survey was developed, piloted and now implemented. This survey went through testing for standards alignment, reliability and validity testing, and assessment for fairness. A similar process is now underway for a follow-up survey of graduates and an employer survey. The expected implementation date for these surveys is May, 2005. In addition, unit level oversight in regards to diversity of field experiences, diversity infusion, program assessment, technology infusion, and faculty qualifications and quality is in place.

In 2003, faculty at the program level began to explore the possibility of using LiveText as an electronic portfolio system and as a data management tool for its programs. The implementation of this work at the department level is ongoing.

**Please indicate how the unit has addressed these Areas for Improvement (Optional).**

Section C. Unit capacity

**Standard 3. Field Experiences and Clinical Practice.**

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

**Please indicate any significant evaluations, changes and/or improvements related to Standard 3 that occurred in your unit this year:**

**Areas for Improvement related to Standard 3 cited as a result of the last NCATE review:**

*(Initial teacher preparation only) No policies are in place to assure that student teachers have opportunities to work with culturally diverse populations.*

*A number of the secondary programs do not have a systematic approach that assures appropriate field and student teaching placements.*

The unit has continued to work across departments to consider a college wide policy to assure that all candidates have opportunities in their field experiences and clinical practices to work with diverse P-12 students. Each program has provided these experiences for their candidates but did not have a systematic way to document the diversity of these experiences. The following policy was generated through working with

the program coordinators and department heads and is now in place in the unit:

#### Diversity of Field Experiences College Requirement

University of Georgia's College of Education programs ensure that all professional education candidates have the necessary knowledge, skills, and dispositions to help all students learn. To accomplish this, programs ensure that all candidates are placed in a variety of field placements that provide experiences for working with P-12 students of color, students of diverse socioeconomic status, and students with exceptionalities. Programs coordinators or their designees track field experiences of candidates and submit to the College a copy of the program's field experience database as well as aggregated data at the end of each academic year (due May 1). At the College level, aggregated data of candidates' field experiences is summarized, reviewed, and shared with program for possible program improvement.

The unit now provides oversight through the collection and aggregation of the program level databases to assure that all candidates are placed in schools with diverse student populations that include diverse racial/ethnic and socioeconomic backgrounds as well as exceptionalities. The unit also maintains records of the demographics (by race and SES) for each of the schools where candidates are placed across the unit.

#### **Please indicate how the unit has addressed these Areas for Improvement (Optional).**

##### ***Standard 4. Diversity***

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

#### **Please indicate any significant evaluations, changes and/or improvements related to Standard 4 that occurred in your unit this year:**

**Areas for Improvement related to Standard 4 cited as a result of the last NCATE review:**

***The unit does not have a systematic plan in place for infusing diversity consistently across curriculum and experiences.***

As stated in the 2004 NCATE Annual Report, all undergraduate and graduate college of education candidates are required to meet the university and college cultural diversity requirements. These requirements continue to be in place within the departments and are monitored to ensure that all candidates meet these requirements. Many of the programs administer a cultural diversity survey to their exiting candidates to assess the extent to which diversity was infused within the programs. A new exit survey for all teacher education candidates was developed in 2003, piloted in spring 2003, and institutionalized in fall 2004 to assess all aspects of the unit's programs. This survey includes questions directly related to their preparation to work with diverse student populations and to infuse diversity in their own teaching. For example in the fall 2004 survey results, 100% of candidates reported that they believed they were prepared to make curriculum and

instruction decisions based on the developmental needs of diverse learners. In another item, 94% of candidates reported that the faculty integrated diversity throughout their teaching. These surveys are administered each semester so that by the time of our 2006 NCATE visit, we will have 3 semesters worth of data that examines the infusion of diversity across all programs in the unit, thus enabling the faculty to evaluate their work and develop improvements where necessary.

In 2004, the unit's Multicultural Task Force was replaced with the Dean's Council on Diversity. This change was to institutionalize the Council within the organizational structure of the college. The Council which has broad representation across the departments reports to the Dean. It has been engaged in specific initiatives focuses on the infusion of diversity across the curriculum and candidates' experiences in the unit. In spring 2005, the Dean's Council on Diversity was charged with a systematic study of all aspects of diversity within the unit as well as the development of an annual climate survey. At the current time, the Council is conducting a series of structured focus group conversations with a sampling of approximately 20% of faculty within the unit to assess the state of diversity within the College. Questions related to faculty, students, and curriculum are included in these discussions. An analysis of this study as well as a final report will be completed by May, 2005. The results will be used to develop a climate survey to be administered in the early part of the fall 2005 semester.

**Please indicate how the unit has addressed these Areas for Improvement (Optional).**

***Standard 5. Faculty Qualifications, Performance, and Development.***

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance. They also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

**Please indicate any significant evaluations, changes and/or improvements related to Standard 5 that occurred in your unit this year:**

**Areas for Improvement related to Standard 5 cited as a result of the last NCATE review:**

The faculty continues to demonstrate extremely high quality in their teaching, research, and service. US News and World Report rankings for 2005 place the unit as 24<sup>th</sup> overall in the nation, 14<sup>th</sup> among public universities, and 3<sup>rd</sup> in the southeast. Eight of the units education programs are in the top 20 across the U.S. The Institute for Scientific Information (ISI) named the college the 2<sup>nd</sup> most prolific in education research published. These measures are examples of the high quality of the faculty.

The unit has improved its assessment system in relation to faculty quality in that it annually assesses faculty work across all areas of budgeted time and aggregates faculty work across a number of performance measures. These data are aggregated by

department and at the unit level and are reported to the university administration to demonstrate performance. In the 2004-05 academic year, new faculty development opportunities were developed to enhance support for faculty at all levels.

**Please indicate how the unit has addressed these Areas for Improvement (Optional).  
Standard 6. Unit Governance and Resources.**

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

**Please indicate any significant evaluations, changes and/or improvements related to Standard 6 that occurred in your unit this year:**

The unit has engaged in a two-year period of significant reorganization that has resulted in a major organizational change. Formerly there were four schools that housed a total of nineteen departments. Through an extensive self-study and college reorganization process, the college is now configured differently. The school structure is no longer in place; there are nine departments rather than nineteen. This reorganization process was approved by the faculty in September 2004, and by the Board of Regents in January 2005. The new structure now includes a more democratic decision making process where policies can emanate from the Faculty Senate, the Academic Council made up of the nine department heads, or the Administrative Leadership Team (dean, three associate deans, and financial assistant to the dean). Unit wide policies have undergone significant review and revision to ensure equity across all departments. The unit's budget was centralized in the dean's office with specific budgets and increased control allocated to the departments.

**Areas for Improvement related to Standard 6 cited as a result of the last NCATE review:**

*Funds assigned to the unit are not sufficient to support ongoing operation expenses and faculty professional travel.*

While the university has experienced significant budget cuts over the past three years, the college has had sufficient funding to support its ongoing operations and support for faculty professional travel. In addition to the distribution of travel funds for each faculty member in the college, many departments realize additional monies through indirect returns from grants. It is evident from the extensive travel of faculty to national and international conferences each year that there is sufficient funding for their professional travel.

**Please indicate how the unit has addressed these Areas for Improvement (Optional).  
Section 4 - Program Completers**

**The total number of candidates who completed education programs within NCATE's scope (initial & advanced) during the 2003-2004 academic year?**

486

**Enter the Name of the Person Filling Out the Report:**

Kathlee deMarrais