

Dewar College of Education and Human Services Vision, Mission, Goals, and Values

Vision Statement: The Dewar College of Education and Human Services will be a leader in transforming lives and communities through education and service.

Mission Statement: The Dewar College of Education & Human Services prepares professionals for multiple roles in 21st century educational, business, and community settings. Our graduates use theory, research, evidence-based practice, and collaboration for the improvement of the health, well-being, and education of diverse citizens in our region, the nation, and the world.

Goals:

Resources

1. Ensure the COEHS has sufficient resources to support programs and future growth. Allocate resources efficiently to advance the work of the college.

Marketing, Recruitment, and Retention

2. COEHS will develop balanced marketing and recruiting initiatives that recognize the needs of the different programs that make up the college.

Diversity and Social Equity

3. COEHS will create an inclusive environment that supports diversity among students, faculty, staff, curriculum, and enhances civility, social awareness, and collaboration.

Outreach, Partnerships, and Service-based Learning

4. COEHS will serve the identified needs of our community, region, state, nation, and international through collaborative and professional partnerships to expand mutually beneficial and responsive partnerships with stakeholders.

Leadership and Strategic Planning

5. COEHS will provide leadership which addresses the needs of the college, university, local, regional, state, and global communities.

Values: The Dewar College of Education and Human Services adopts the Valdosta State University Blazer Creed in its entirety as an expression of our values. The Blazer Creed states:

Valdosta State University is a learning environment based on trust and mutual respect in which open dialogue, vigorous debate, and the free exchange of ideas are welcome. The University is equally dedicated to the core values of community, including a commitment to practice civility, integrity, and citizenship. As members of this community, and proud Blazers, we will strive to uphold these core values for the advancement of the University.

Civility – A Blazer shows courtesy and compassion as well as respect for the dignity of every human being.

Integrity – Each Blazer is responsible for his or her own actions, and our community is stronger when we contemplate the context of our decisions and uphold the principles of trust and honesty.

Citizenship – Every Blazer has an interest in the well-being of the community, and, therefore, a duty to stay informed, to make positive contributions, and to offer support to those who need help.

Additionally, the Dewar College of Education and Human Services values:

Social awareness – We value the ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports¹.

Diversity – We value diversity which encompasses (1) Individual differences (e.g., personality, interests, learning modalities, and life experiences), and (2) group differences (e.g., race, age, ethnicity, abilities, exceptionalities, gender identity, gender expression, sexual orientation, nationality, language, religion, political affiliation, and socioeconomic background².

Excellence in Teaching – We value excellence in teaching which is an academic process by which our faculty motivate every student to learn in ways that make a sustained, substantial, and positive influence on how they think, act, and feel. An excellent teacher is a culturally responsive practitioner who contributes positively to the learning environment by providing exceptional energy, keen interest in students, and extraordinary strengths in the roles of: 1) reflective practitioner 2) subject matter expert; 3) pedagogical expert; 4) effective communicator; 5) student-centered mentor; and 6) systematic and continual assessor³.

Human Development – We value the process of expanding the freedoms and intellectual and developmental opportunities for improving the well-being of all people⁴.

Community engagement – We value the opportunity to work collaboratively with community groups to address issues that impact their well-being through credible and transparent reporting and collaborative decision making⁵.

Ethics - We value ethical behavior and integrity based on well-founded standards of right and wrong that prescribe what humans ought to do, usually in terms of rights, obligations, benefits to society, fairness, or specific virtues⁶.

Lifelong learning – We value learning that is the ongoing, voluntary, and self-motivated pursuit of knowledge for either personal or professional reasons and enhances social inclusion, active citizenship, personal development, self-sustainability, and competitiveness⁷.

Thus, the values of the Dewar College of Education and Human Services are:

1. Civility
2. Integrity
3. Citizenship
4. Social awareness
5. Diversity
6. Ethics
7. Community engagement
8. Human development
9. Excellence in teaching
10. Lifelong learning

1 <https://www.transformingeducation.org/social-awareness-toolkit/>

2 InTASC Model Core Teaching Standards, p. 21

3 <http://www.schreyerinstitute.psu.edu/definition>

4 <http://www.measureofamerica.org/human-development>

5 <http://lexicon.ft.com/Term?term=community-engagement>

6 <https://www.scu.edu/ethics/ethics-resources/ethical-decision-making/what-is-ethics/>

7 Commission of the European Communities: "Adult learning: It is never too late to learn". COM(2006) 614 final. Brussels, 23.10.2006.; Wikipedia

DRAFT COEHS Goals and Outcomes (VSU Strategic Plan Goal.Outcome in Parentheses)

COEHS Goal or Sub-Goal	What Do We Mean?	Solutions or Action Steps
Resources		
<i>1. Ensure the COEHS has sufficient resources to support programs and future growth. Allocate resources efficiently to advance the work of the college. (VSU Goal 1)</i>		
Faculty/Staff/Students		
· Provide for its students, faculty, and staff the best cutting edge technology available to enhance our programs. (1)	publish university's existing technology resources (microsoft)	conduct a survey/study of technology capability of college to determine what we/P-12 schools have and needs
· Address retention of faculty in our college by providing support for our staff and students.	need to ask why leaving	coaching relationship/mentor, have DH exit interview; professional devpt for new faculty (tenure, etc.); across college, reduced courseload for one semester during first academic year for first-yr faculty
· Replace existing faculty and staff vacancies in a timely manner based on enrollment needs (1.5)	make a recommendation for a hiring model to HR	talk with Barrie about manner of reporting data about College; develop a detailed College timeline for the process of replacing faculty lines (get VSU approval)
· Explore joint appointments of faculty across departments (2.1)	across colleges too? hire as joint appointment position	Dean talks to other Dean;
· Explore clinical faculty positions with the possibility of exchanges with the P-12 schools and local service agencies. (3.1, 3.2)	swap faculty with in-service teachers	Dean meet with school superintendents/agency leaders to discuss; get list of faculty willing to participate; offer more dual-enrollment courses in HS (include EDUC)? Identify what we are already doing; complete by this fall to determine strategies
Revenue Streams		
· Develop revenue streams	more grant writing/indirect funds	contact John to create a donate button for college directly to foundation; capital campaigns; phonathon; encourage more grant writing, more fundraising. Hire a staff member to facilitate generating revenue streams. have veteran writers offer workshops/meetings with new faculty; fee-for-service from COEHS agencies? have GA develop and maintain a list of all funding opportunities for areas in our college; list sent out monthly; OSPRA train GA to find grant organization and provide workshop for college; set goal of minimum % of faculty who donates money to college/department foundations
· Link funding to the priorities established in the COEHS and/or VSU Strategic Plan in order to maximize the use of resources.		get Tracy to put together list of where we are spending our money in the college

COEHS Goal or Sub-Goal	What Do We Mean?	Solutions or Action Steps
· Explore alumni connections as revenue streams.	newsletter, who are our alumni; get alumni and employment list from Natalie	have someone manage alumni list; by september create list of alumni and a communication service; Natalie will provide data on alumni to Dean; coordinate college alumni meeting during assigned football game (letter to stakeholders/alumni about invitation)
Academic Programs		
· Conduct a comprehensive review and curriculum audit of all programs in order to best allocate available college resources to areas of highest need with a focus on program improvement. (1.7)	after restructure, audit programs; focus on duplication during curriculum audit	Explore ways to share resources to develop and/or improve academic programs; creating funding lists for the college, funding by college monies, separate list of funding by university; complete by 2020
· Develop and implement clear academic pathways for all degree programs, publicize corresponding two-year rolling course schedules, and implement an annual review process to ensure that all posted information (e.g. catalog, degreeworks, website, etc.) remains accurate and up-to-date. (1.4)		
Marketing, Recruitment, and Retention		
<i>2. COEHS will develop balanced marketing and recruiting initiatives that recognize the needs of the different programs that make up the college. (VSU Goal 3)</i>		
Marketing		
· Develop a marketing plan with the assistance of consultants and a marketing firm that includes offerings for nontraditional students. (1.2)		have a consultant coming in who will be meeting with VSU marketing and recommend strategies
· Publish a newsletter and publication that summarizes the successes of our college. (3.1)	hire a GA who writes well, maybe from Mass Media, to publish it	check with Mass Media, VSU Communications, Danny Smith (for video), Herb Fiester (marketing)
· Market recruitment and offerings for nontraditional students.	ACED department; pathway agreements, marketing through them	Keith and Dean will meet and develop strategies to address this population
Recruitment		
· Targeted visits to high schools to market and recruit specifically for the COEHS programs directly in high schools (focus on high school students for undergraduate programs and teachers/administrators for graduate programs). (1.2, 1.4)		dual enrollment: consult with Jamie Bird; create/expand 2 + 2 programs within college; meet with PAGE people from 41-county area
· Develop articulation and completion agreements with two-year institutions to allow students to matriculate from AA degree program to bachelor's programs while maximizing previous credits earned. (3)		make personal contact with chief officer at each institution to schedule meeting;

COEHS Goal or Sub-Goal	What Do We Mean?	Solutions or Action Steps
· Hire a staff member to target recruitment. (3.1)		have a recruiter/advisor for each dept. (like Marci); target military students
· Ask alumni to recruit in their areas. (3.1)		recruiter staff could coordinate with these organizations
Retention		
· Create a COEHS student advisory board. (3.3)	representatives from each area	
· Offer COEHS social activities for our students at least once a semester. (2.3)	BBQ, pizza, hot dogs socials periodically throughout semester; have activities (such as corn hole) during social	Dean will work with Tracy to set something up
· Create living learning communities for each major. (2.2, 2.3)		Create an education or pre-education and human services FLC/LLC or professional learning community; ask Karen about process to create some
· Create a PERS course for the world of work in education and human services	highlights all the different professions within COEHS; could include experiential learning	Speak with Lai to establish PERS course
· Address retention of students in our college by providing support for our staff and students. (1.2, 1.9)	we need to understand who we are losing; provide training on faculty mentoring students during advising; peer mentor model	Review enrollment data to identify where and why we “lose” students and then identify ways to reduce or eliminate the barriers. Develop a survey to distribute to students who are not retained. Provide leadership training and development for our students
· Create a student organization for educators and use members as ambassadors for future recruitment. (2.1)		expand the number we offer
graduate admissions		
Social Media		
· Review and revise the website. Showcase our students, faculty, etc. Hire a GA to oversee the revision of the website. (3.1)		Dean will contact Noviello to bring Seth over for a workshop for dept. heads on website; Renee will talk with Doug to have him handle technology aspect of COEHS; Dean will contact Mass Media/Blake about a GA to address creative services/newsletter aspect; Dean will meet with Brian H., Web Services to improve website
· Create a greater social media presence that includes an app for the COEHS, COEHS Facebook page, cohort Face Book pages, etc.		Develop a list of topics (5-10) of faculty expertise and communicate it with stakeholders; develop a blog (The Educator) where people ask questions and a committee of faculty respond to questions and provide resources on blog; Develop a committee of inter-disciplinary faculty to respond to questions and enhance blog/resource center

COEHS Goal or Sub-Goal	What Do We Mean?	Solutions or Action Steps
Diversity and Social Equity		
<i>3. COEHS will create an inclusive environment that supports diversity among students, faculty, staff, curriculum, and enhances civility, social awareness, and collaboration. (VSU Goals 2, 3)</i>		
<ul style="list-style-type: none"> Professional development and orientation for faculty, staff, and students in the areas of diversity, social awareness, bullying, and inclusivity. Potential resources include the VSU Counseling Center, VSU Access Office, Kimberly Tanner, Maggie Viverette, and Shani Wilford. (1.5) 	<ul style="list-style-type: none"> look at the courageous conversations meeting as the beginning of a series of trainings; safe space; other topics 	<ul style="list-style-type: none"> develop a calendar of events; make events recorded and available in resource blog?
<ul style="list-style-type: none"> Review curriculum to identify how diversity is included or not included. 	<ul style="list-style-type: none"> look at standards for each accreditor in college and evidence diversity content in courses 	
<ul style="list-style-type: none"> Revise or reinstate the college diversity plan. (1.9) 		
<ul style="list-style-type: none"> Enhance the diversity programs in place (e.g., CAMP, VECA, Sullivan Scholars). 		
<ul style="list-style-type: none"> Create a support system for first generation global majority students. (2.1) 		
<ul style="list-style-type: none"> Advertise faculty and staff vacancies in employment venues appropriate to attract minority applicants. 		
<ul style="list-style-type: none"> Create a series of common intellectual (Distinguished Lecture Series) and /or field-based experiences to foster an understanding of diversity and promote multicultural competence, ethical/social awareness, and community engagement. (2) 		
<ul style="list-style-type: none"> Develop a response team to create learning opportunities for discriminatory events on campus. (2, 3) 		
<ul style="list-style-type: none"> Host different events or activities that encourage informal cross-cultural interactions among students, faculty, and the community (e.g., book clubs, film viewings followed by dialogue, poetry slams, art/music expos, community health/wellness event). Use the collective strength of all COEHS student clubs/professional organizations to support these endeavors and foster student leadership/ownership. (2.5) 		<ul style="list-style-type: none"> Create a student advisory board (representation from each dept.) that is accessible for all students, reaches out cross-college for events, and fosters student leadership
<ul style="list-style-type: none"> Develop a calendar of events and post on the webpage and hall monitors. (2.5) 		
<ul style="list-style-type: none"> Strengthen the partnerships with local school districts for diversity events. (2.5, 3) 		

COEHS Goal or Sub-Goal	What Do We Mean?	Solutions or Action Steps
<ul style="list-style-type: none"> · Develop a summer program to feed and engage local school aged children. (3) 	<p>Establish a summer program to offer free food to the community (through federal program) while COEHS provides services (teaching, tutoring, reading, etc.) (part of EDUC?); expand this to different diverse settings (call it Directed Community Diversity Experiences) during fall/spring; requirement for every student to have a required Directed Community Diversity Experience; what about students who transfer in EDUC-should they need to volunteer to complete the Directed Community Diversity Experience?</p>	<p>Lynn and Kate will identify the federal program and contact person; establish Directed Community Diversity Experience (DCDE) in EDUC courses for undergraduate teacher prep; for non-teacher prep and graduate programs determine which course addresses DCDE; establish a documentation form for transfer students who transfer the course with embedded experience</p>
<ul style="list-style-type: none"> · Require all students to complete college-wide experiences in service learning focused on diversity. (3) 		
<ul style="list-style-type: none"> · Offer affordable study abroad/away programs and partner with other institutions. (3.2) 		
<ul style="list-style-type: none"> · Faculty and administration will participate in high-profile community service activities that highlight the COEHS commitment to service learning. (2, 3) 		
<ul style="list-style-type: none"> · Provide release time for a faculty member to facilitate diversity activities. (1.5) 		
<ul style="list-style-type: none"> · Make the Sullivan Scholarship a major initiative for the entire college. (1.9, 3) 		
<p>Outreach, Partnerships, and Service-based Learning</p>		
<p><i>4. COEHS will serve the identified community, regional, state, national, and international needs through collaborative and professional partnerships to expand mutually beneficial and responsive partnerships with stakeholders. (VSU Goals 2, 3)</i></p>		
<p>Advisory Committees</p>		
<ul style="list-style-type: none"> · Establish advisory committees with the various constituents. (3.2, 3.3) 		

COEHS Goal or Sub-Goal	What Do We Mean?	Solutions or Action Steps
Service Learning		
<ul style="list-style-type: none"> · Establish a department of outreach, partnerships, and service-based learning. (3, 2.3) 		Establish an award or certificate received from President or Dean for service learning by students and faculty; recognized by college (separate from university) awards such as technology, teaching, advising/mentoring, service learning, professional activity, diversity, clinical-based, friend of the college, supports student development, staff, online teaching, part-time faculty
<ul style="list-style-type: none"> · Increase service learning opportunities in our programs. (2.3) 		
<ul style="list-style-type: none"> · Develop a service learning program for the college that includes professional development for faculty. (1.5) 		
<ul style="list-style-type: none"> · Graduate and undergraduate programs will embed educational activities that engage their students in service learning that helps the communities in which they live and thrive. (2.3, 3.3) 		
Partnerships (All 3.1, 3.2, 3.3)		
<ul style="list-style-type: none"> · Establish a department of outreach, partnerships, and service-based learning. 		Dean will explore with Provost
<ul style="list-style-type: none"> · Develop a strong partnership with the Center for South Georgia Regional Impact, including a liaison from the Executive Committee and a regular open line of communication between the college and the CSGRI. 		
<ul style="list-style-type: none"> · Join national partnership agencies that have national meetings and strong memberships. Encourage faculty to become involved and make presentations. 		Department will send list of national associations with which their faculty are associated; partnerships with other agencies (state and national, including schools)
<ul style="list-style-type: none"> · Increase involvement in the P-20 Collaborative, GA Library Association, RESA, and other identified state, national, and international groups with which we need to be associated. 		Also provide list of organizations with which we SHOULD be associated
<ul style="list-style-type: none"> · Establish a closer relationship with the VSU Counseling Center, Access Office, and Office of Career Opportunities. 		
<ul style="list-style-type: none"> · Explore a partnership with the Georgia Partnership for Excellence in Education. 		
Outreach (All 3.1, 3.2, 3.3, and 1.5)		
<ul style="list-style-type: none"> · Celebrate and recognize alumni through various media, occasions, events, and professional conferences. 		Create an alumnus of the year for each area; create other "of the years": principal, librarian, etc. from our service area; sponsor events honoring alumni; district teacher of the year and human service recognition

COEHS Goal or Sub-Goal	What Do We Mean?	Solutions or Action Steps
· Establish a lab school which includes a regional school for the deaf.		Establish a summer lab school
· Expand the activities of the Azalea Group.		Try to get more contracts with government for revenue; improve marketing
· Expand the activities of the Family Works Clinic.		Try to get more contracts with government for revenue; improve marketing
· Expand the activities of the Speech & Language Clinic.		Try to get more contracts with government for revenue; improve marketing

Leadership and Strategic Planning

5. COEHS will provide leadership which addresses the needs of the college, university, local, regional, state, and global communities. (VSU Goal 1) (1.5, 3)

Leadership		
· Develop summer leadership institutes for our constituents.		
· Establish a new meeting structure for the college.		look at new strategic plan to determine committees, make more that exist to accomplish task but then disband; address need to serve on certain # of committees for promotion/tenure; each of us think about a committee structure for our college; what about a leadership team meeting schedule? Teacher preparation council?
· Participate in the workload study conducted by the university. (1.5)		
· Encourage faculty, staff, and administrators to advocate for our students, programs, departments, and college. (1.5)		develop a graduate and undergraduate research symposium for our college students, including experiential learning
Strategic Planning		
· Support each department and program in developing a two to five-year strategic plan suitable to the department's curriculum, stakeholders, students, and faculty members and aligned with the College and University Strategic plans. (1.1, 1.5)		
· Revisit the Complete College Georgia Plan.		Seems to no longer exist, CAR study (College 2025) possibly replaced it
· Restructure the college. (1.5)		
· Review and revise COEHS policies and procedures including the P & T documents. (1.5)		

COEHS Goal or Sub-Goal	What Do We Mean?	Solutions or Action Steps
Faculty Development (All 1.5)		
· Coordinate with university employee development and encourage college personnel to participate in leadership development opportunities to develop a leadership pathway for faculty.		Develop a leadership internship opportunity for faculty; includes release time and maybe extra compensation; provide a fellowship for faculty to work with a leader mentor within the college and provide incentives/compensation and training for the leader mentors.
· Recognize and reward leadership initiatives and activities.		awards; discussed above
· Restructure the college committees.		
· Encourage and support faculty research efforts.		monthly publication on faculty research acknowledgement; newsletter, Dean/Dept. TV monitors;
· Support university efforts to conduct a salary study for the college/university including faculty, staff. and part-time salaries.		

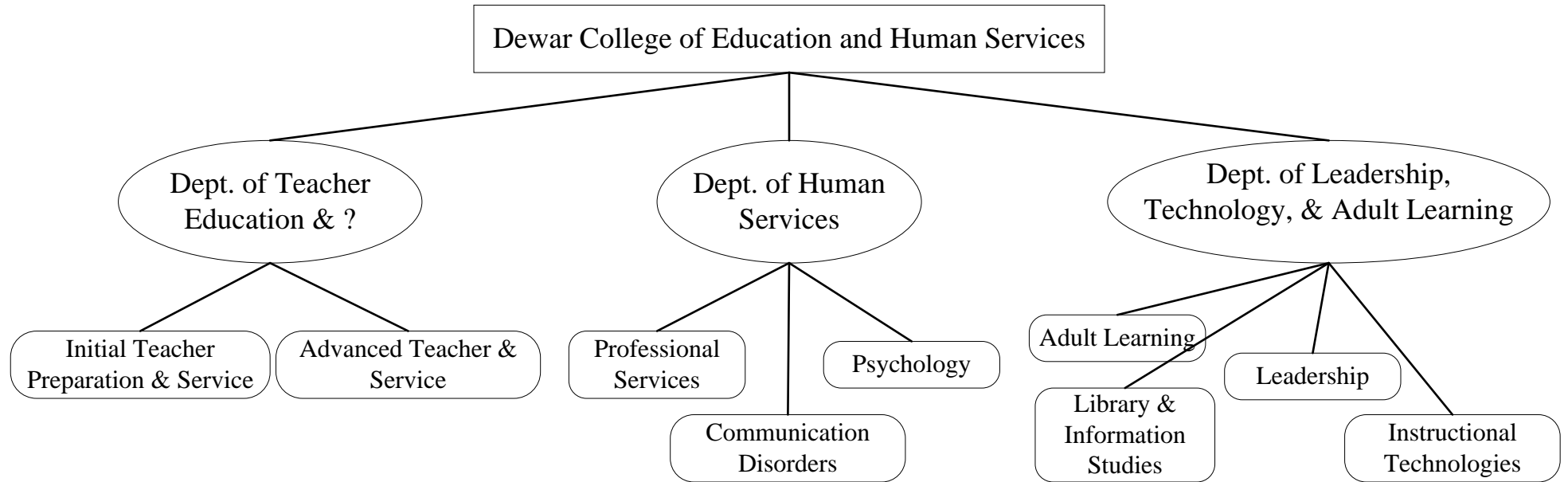
Extra notes:

Technology

Identify short- and long-term strategies.

Values-Change to the culture to include open communication.

College Organizational Chart



Dewar College of Education & Human Services Programs by Department

Dept. of Teacher Education & ?

Initial Teacher Preparation & Service

Deaf Studies Minor
Coaching Minor
Health & Physical Education Minor
Recreation & Leisure Minor
Certification-Only in Healthcare Science Technology Education
Certification-Only in Career & Technical Specializations
Certification-Only in Elementary Education
Certification-Only in Health & Physical Education
Certification-Only in Middle Grades Education
Certification-Only in Secondary Education
B.S.Ed. American Sign Language/English Interpreting
B.S.Ed. Elementary Education
B.S.Ed. Health & Physical Education
B.S.Ed. Middle Grades Education
B.S.Ed. Special Education/Deaf & Hard of Hearing Education
B.S.Ed. Workforce Ed. & Development/Sec. Career-Tech. Ed.
M.A.T. Education/Agriculture Education
M.A.T. Education/Health & Physical Education*
M.A.T. Middle Grades Education
M.A.T. Secondary Education
M.A.T. Special Education/Adapted Curriculum*
M.A.T. Special Education/Deaf & Hard of Hearing Education*
M.A.T. Special Education/General Curriculum*
M.Ed. Adult & Career Education/Career-Technical Education*
M.Ed. Special Education/Deaf & Hard of Hearing Education*
Educational Psychology (Faculty)
Service Programs (KSPE)

Advanced Teacher & Service

K-5 Mathematics Endorsement*
K-5 Science Endorsement*
Gifted Endorsement*
Reading Endorsement*
M.Ed. Curriculum & Instruction in Accomplished Teaching*
M.Ed. Elementary Education*
M.Ed. Health & Physical Education*
M.Ed. Middle Grades Education/Math & Science*
Ed.S. Coaching Pedagogy in Physical Education*
Ed.S. Special Education*
Ed.S. Teacher Leadership*

**Indicates program is offered fully online*

Dept. of Human Services

Professional Services

M.S. Marriage & Family Therapy
M.S.W. Social Work
M.Ed. Counselor Education
Ed.S. Counselor Education*

Communication Disorders

B.S.Ed. Communication Disorders
M.Ed. Communication Disorders
S.L.P.D. Speech-Language Pathology

Psychology

Psychology Minor
Addiction Studies Minor
Health Psychology Minor
B.A. Psychology
B.S. Psychology

Dept. of Leadership, Technology, & Adult Learning

Adult Learning

B.A.S. Human Capital Performance*
B.S.Ed. Workforce Ed. & Development/Workforce Training & Devpmt.
M.Ed. Adult & Career Ed./Workforce Education & Development*
M.S. Psychology/Industrial-Organizational Psychology
Ed.D. Adult & Career Education
Ed.D. Curriculum & Instruction/P-12 Curriculum & Instruction
Ed.D. Curriculum & Instruction/General Curriculum & Instruction
Ed.D. Curriculum & Instruction/*Content Area*

Library & Information Studies

M.L.I.S. Library & Information Science*

Leadership

Certification-Only in Educational Leadership/Tier I Certification
Certification-Only in Educational Leadership/Tier II Certification
M.Ed. Educational Leadership/Higher Education
M.Ed. Educational Leadership/Tier I Certification
Ed.S. Educational Leadership/Tier II Certification
Ed.D. Leadership
Ed.D. Leadership/School Leadership
Research Service Courses

Instructional Technologies

Certification-Only in Library Media*
Certificate in Online Teaching*
Online Teaching Endorsement*
B.S. Office Administration & Technology*
M.Ed. Adult & Career Ed./Business Ed. & Information Technology*
M.Ed. Instructional Technology/Library Media*
M.Ed. Instructional Technology/P-12 Technology Applications*
M.Ed. Instructional Technology/Technology Applications*
M.Ed. Instructional Technology/Corporate Training*
Ed.S. Instructional Technology/Library Media*
Ed.S. Instructional Technology/Technology Applications*
Ed.S. Instructional Technology/P-12 Technology Applications*