MONMOUTH UNIVERSITY

SCHOOL OF EDUCATION

Strategic Plan

2019–2024

June 30, 2019

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Introduction

The School of Education Strategic Plan is a five-year plan designed to raise the School of Education to national prominence during the period 2019–2024. The plan was developed over the academic years 2017–2019, as described in Section II, entitled "Strategic Planning Process," on p. 4. The plan includes the School of Education mission, a brief vision statement, goals, and the strategies for implementation. The plan was developed collaboratively by faculty and staff in the School of Education. It has been reviewed by the faculty in each of the departments and by the School staff. The plan was finalized on June 30, 2019.

It should be noted that this strategic plan is a living document. It will be reviewed annually and is subject to amendment at any time. An announcement of any amendment will be noted in the space below. The process, date, and content of all amendments will be noted on the appropriate pages of this document.

Strategic Planning Process

The School of Education followed a two-year process to develop the strategic plan. Conversations with faculty, school leaders and University leaders began a year in advance of the process. Time was devoted to discussing the strategic plan during faculty meetings in the Fall 2017 semester. In addition, the faculty engaged in a Strengths/Weaknesses/Opportunities/Threats (SWOT) analysis during a special three-hour meeting on Nov. 1, 2017. TAt a follow-up session during the Nov. 29 meeting, faculty identified strategies relevant to the SWOT analysis. During the Spring 2018 semester, the leadership team engaged in follow-up sessions during the Dean's Educational Leadership Council (DELC). These meetings provided the basis for developing the six School of Education goals. The four department chairs used the School of Education goals to engage their faculty in strategic planning for their individual departments during the Spring 2018 semester. A further description of this process is provided below.

SWOT Analysis

The School of Education faculty gathered on Nov. 1, 2017, to conduct a SWOT analysis. The SWOT analysis was led by School of Business Professor Gene Simko, who began the three-hour session by briefing the faculty on the schedule for the afternoon. During the first session, the faculty were split into four groups, each led by a team leader. Each team generated its own list of the top three strengths, weaknesses, opportunities, and threats. When this task was completed the four groups returned to the general group. At that time, Professor Simko led a group discussion to build a consensus on the top three items in each category. The meeting concluded on time with Professor Simko summarizing the day's accomplishments. Below are the results from each group.

Strengths (S)

1. Faculty
2. Community engagement
3. Programs – reputation, interdisciplinary, practical experience/application, wide variety, range of formats

Weaknesses (W)

1. Student enrollment numbers/quality recruitment
2. Not enough full-time faculty—spread too thin.

3. Accreditation/State requirements

4. Lack of racial and ethnic diversity in faculty and students

Opportunities (O)

1. External grants for research

2. Increase and diversify partnerships with schools, businesses, and communities

3. Make faculty/student body more diverse

4. Capitalize on emerging technology/online applications

Threats (T)

1. Threats to enrollment: tuition, cost of living, peer institutions, public transportation, loans

2. Lack of competitive salaries

3. Accreditation/State requirements

SWOT Analysis Summary

The SWOT analysis indicated that School of Education strengths included a dedicated, high-performing faculty who are strongly engaged with the community and who constantly strive to improve their programs. Weaknesses included a declining enrollment in some areas, a lack of racial diversity in students and faculty, and a heavy burden of requirements from state agencies and accrediting bodies. Opportunities included acquiring grants, increasing partnerships, increasing the diversity of students and faculty, and capitalizing on technology. Threats included lack of competitive salaries and challenges with enrollment and meeting accreditation and state requirements.

Follow-Up Meeting

The School of Education conducted a follow up meeting on Nov. 29, 2017, to develop strategies from the SWOT analysis for the strategic plan. The approach was to integrate the results into four new categories labeled as Strengths–Opportunities, Strengths–Threats, Weaknesses–Opportunities, and Weaknesses–Threats. The group leader is listed in parentheses by each group title. Below are the results from these discussions.

Strengths–Opportunities (Harvey Allan)

1. Diversity/Social justice

2. Partnerships and outreach

3. Resources (grants, training [PD], funding)

4. Recruitment

Strengths–Threats (Mary Brennan)

1. Money related (scholarships, etc.)
2. Marketing
3. Support for students (tuition review)
4. Mentor and support for faculty (attending conferences)
5. Connection to outside (state agencies and accreditation agencies)
6. Recruitment considerations (faculty and students)
7. Maintaining currency
8. Competition (how we stack up with competition)

Weaknesses–Opportunities (Tracy Mulvaney)

1. Recruitment and retention of faculty
2. Diversity
   a. Faculty
   b. Student
3. Partnerships
4. Social justice
5. Programs
   a. Technology
   b. Faculty development
   c. Community

Weaknesses–Threats (Wendy Harriott)

1. Diversity of students
   a. Recruitment
2. Diversity of faculty
   a. Recruitment
   b. Retention
3. Funding
4. Analysis of competition

The findings from these two meetings became the basis for further discussions in 2018–2019 at the Dean's Educational Leadership Council, School of Education faculty meetings, and

individual deparment meetings. These discussions also became the basis for the School and department strategies listed on the following pages.

Mission Statement

The School of Education's mission is to be a leader in the preparation and professional development of highly competent, reflective teachers, speech-language pathologists, school counselors, and administrators. We are committed to social justice initiatives that better all students and other persons from diverse backgrounds in terms of abilities, age, gender, culture, race, ethnicity, family, and socioeconomic status. Our candidates learn the exigencies of their profession by practicing and demonstrating their skills through clinical experiences in a wide range of local school and community settings. Our accredited programs link theory and practice, foster lifelong learning and reflection, and improve the quality of life for students and clients through innovation, research, and scholarship. School of Education graduates have the practical skills, the commitment to service, and the theoretical knowledge necessary to enhance living and learning in academic and professional settings.

Vision Statement

The School of Education will become nationally recognized as a leader in developing program innovations in education. Our approach to innovation will be to foster institutional and community change through personal and professional transformation. To do so, we will establish a personalized, collaborative learning environment recognized for its diversity, known for its innovative practices and programs, committed to transforming local and global communities, and distinguished by its research and scholarship. We will support professional development on new pedagogies; provide access and professional development for electronic learning technologies; facilitate meaningful, consistent engagement with leading professionals in the field; and celebrate research and scholarship on program innovation. Our goal will be to develop cutting-edge programs that foster the preparation and professional development of scholar-practitioners and leaders who can inspire personal and institutional transformation to meet worldwide learning opportunities and challenges in education.

To accomplish these goals our academic programs will be leaders in preparing and developing reflective, critical practitioners who are committed to equity and social justice; who have been engaged in extensive clinical preparation; and who are accomplished in enacting personal, professional, and institutional change. We will place a special emphasis on developing cutting-edge approaches to social justice awareness and clinical preparation. Our work will be disseminated through presentations at national conferences, scholarship and publication, and a marketing strategy designed to feature our accomplishments through social media, newsletters, annual magazines, and special mailings.

Over the next five years, we will achieve a national reputation by enhancing the School of Education's reputation as a smart, progressive leader in professional preparation. To achieve this goal, we must excel in two areas of critical importance: clinical practice and social justice. We will do so by developing program innovations that emphasize:

1. Personal and professional transformation
2. The integration of social justice awareness into every aspect of our work
3. Enhanced school and community partnerships that provide well-designed and innovative clinical internships
4. Leadership development and the capacity to enact school change

Success indicators will include increased enrollment, increased resources for further program development, a more diverse faculty and student body, more highly evolved school and University partnerships, increased recognition for research and scholarship through national presentations and publications, and increased name recognition for the School of Education.

Alignment

The School of Education Strategic plan is well aligned with the School of Education mission and the University strategic plan. In this section we present the six primary School of Education goals and demonstrate their alignment with the mission and the University strategic plan.

Goal 1: To maintain and develop processes that foster continuous program improvement.

Goal 2: To develop new programs and initiatives for the purpose of enhancing competitiveness and cultivating a state and national reputation for program innovations.

Goal 3: To promote an enhanced awareness and practice of social justice.

Goal 4: To further develop school and community partnerships for the purpose of providing outstanding professional education while serving the community.

Goal 5: To enhance leadership development and the capacity to effect positive school change.

Goal 6: To develop a state and national reputation for innovative teaching and learning for the School of Education.

Alignment with the University Strategic Plan

The six goals of the School of Education Strategic Plan are well aligned with the Monmouth University plan. Our vision for achieving personal and professional transformation through innovative programming is consistent with the University's emphasis on transformational learning. The School of Education also uses the same approach to transformational learning as the University. We emphasize rigorous academic work, immersion in clinical experiences, and life after Monmouth. Goals 1 and 2 illustrate our commitment to rigorous academic work by our focus on the continual improvement and innovation of our programs. Goals 3 and 4 demonstrate our commitment to immersive experiences by exposing our students to a multicultural community and by fostering partnerships that provide extensive professional experiences. Goals 4, 5, and 6 all address life after Monmouth. Goal 4 connects Monmouth students to future employers. Goal 5 shows them how to become both advocates and leaders in their profession. Goal 6 fosters their connection with Monmouth University after graduation.

Alignment with the School of Education Mission Statement

The six School of Education goals are aligned with the key elements of the mission statement. Our goal (Goal 6) to achieve national recognition is aligned with the mission statement's declaration to become a leader in preparation and professional development. We believe this is best accomplished through continual improvement and innovation our professional programs (Goals 1 and 2). Our commitment to social justice (Goal 3) and our continuing drive to improve our school (Goal 3) and community partnerships (Goal 4) are prominently mentioned in the mission statement. Last, the value we place on leadership (Goal 5) can be found in the first statement of the mission statement.

School of Education

Five-Year Goals

Goal 1: To maintain and develop processes that foster continuous improvement.

Objective 1: Increase enrollment.

1a. <u>Years 1–5 (2019–2024)</u> Work more closely with admissions and marketing to coordinate marketing strategies and recruiting efforts of faculty and staff.

1b. <u>Years 1–5 (2019–2024)</u> Increase number of on-campus activities for prospective students.

1c. <u>Years 1–5 (2019–2024)</u> Hold National Future Educators Association (NJFEA) Conference on campus.

1d. <u>Years 1–5 (2019–2024)</u> Develop new campus activities by creating a regional Center for NJFEA.

1e. <u>Years 1–5 (2019–2024)</u> Attend New Jersey Educators Convention and <u>Year 1 (2019–2020)</u> Establish Alumni Luncheon at convention.

Objective 2: Develop advisory groups for each department.

2a. <u>Year 1 (2019–2020)</u> Departments identify potential advisory group members.

2b. <u>Year 2 (2020–2021)</u> Departments hold initial advisory meeting.

2c. <u>Year 3 (2021–2022)</u> Advisory groups fully functioning.

2d. <u>Year 4 (2022–2023)</u> Summary Report of Advisory Group Activities.

Objective 3: Prepare for accreditation review.

3a. <u>Year 1(2019–2020)</u> Develop strategies for next accreditation cycle.

3b. <u>Year 2 (2020–2021)</u> Form accreditation committees for the Council on Academic Accreditation (CAA), the Council for Accreditation of Counseling and Related Educational Programs (CACREP), and Council for the Accreditation of Educator Preparation (CAEP) accreditation.

3c. <u>Years 3–5 (2021–2024)</u> Create Annual Report of Accreditation Activities.

Goal 2: To develop new programs and initiatives for the purpose of enhancing competitiveness and cultivating a state and national reputation for program innovations.

Objective 1: <u>Year 1 (2019–2020)</u> Develop process for discussing new programs.

Objective 2: <u>Year 2 (2020–2021)</u> Design and implement new instructional strategies using technology.

Objective 3: <u>Years 1–2 (2019–2021)</u> Redesign Board Certified Behavior Analysis
(BCBA) Program to meet to accreditation standards.

Objective 4: <u>Year 2 (2020–2021)</u> Establish Technology Center for School of Education
(SoE).

Objective 5: <u>Year 2 (2020–2021)</u> Develop coursework for Occupational Therapy
Doctoral Program.

Objective 6: <u>Year 3 (2021–2022)</u> Expand doctoral programs to include a Higher
Education Track.

Goal 3: To promote an enhanced awareness and practice of social justice.

Objective 1: <u>Year 1 (2019–2020)</u>To conduct ongoing professional development of faculty
and students on social justice issues.

Objective 2: <u>Year 1 (2019–2020)</u> Invite guest speaker on social justice.

Objective 3: <u>Year 2 (2020–2021)</u> Review and implement social justice practices across all
operational aspects of the SoE, including but not limited to hiring,
promotion, recruitment, and promotional materials.

Objective 4: <u>Year 2 (2020–2021)</u> To enhance recruitment practices that lead to increased
diversification of student body.

Objective 5: <u>Year 3 (2021–2022)</u> To develop and implement community projects that
promote social justice and foster a more diverse SoE community.

Objective 6: <u>Year 4 (2022–2023)</u> To acquire grant funding and fundraising monies that
support a more diverse environment.

**Goal 4: To further develop school and community partnerships for the purpose of
providing outstanding professional education while serving the community.**

Objective 1: Design and develop a teacher education program that provides compensation
for clinical work.

1a. <u>Year 1 (2019–2020)</u> Develop stipend agreement.

1b. <u>Year 1 (2019–2020)</u> Establish stipend agreements.

1c. <u>Year 2 (2020–2021)</u> Develop standards for paid internships.

1d. <u>Year 3 (2021–2022)</u> Establish clinical days on the schedule.

Objective 2: Design, develop, and implement Teacher Residency Program.

2a. <u>Year 1 (2019–2020)</u> Develop partnership agreement.

2b. <u>Year 1 (2019–2020)</u> Provide financial support for pilot program participants.

2c. <u>Year 2 (2020–2021)</u> Increase financial support of all teacher education majors on paid internships.

Objective 3: Develop and implement an enhanced approach to supervision.

Objective 4: Develop and implement professional development for clinical educators.

Objective 5: Cultivate scholarship that disseminates program innovations related to school and community partnerships.

Objective 6: Create School Safety conference.

Goal 5: To enhance leadership development and the capacity to effect positive school change.

Objective 1: Cultivate leadership in all members of the SoE community through leadership academies, leadership conferences, and advocacy initiatives.

Objective 2: Become a hub for state leadership activities.

Objective 3: Promote leadership through a leadership conference on the Monmouth University campus.

Goal 6: To develop a state and national reputation for innovative teaching and learning for the School of Education.

Objective 1: Utilize effective marketing strategies to promote the SoE through social media, websites, newsletters, and the annual magazine.

Objective 2: Promote publishable research and scholarship that examines the effectiveness of program innovations and supports the strategic plan, especially in the following areas.

2a. <u>Years 1–5 (2019–2024)</u> Award Transformative Learning grants.

2b. <u>Years 1–5 (2019–2024)</u> Social justice research.

2c. <u>Years 1–5 (2019–2024)</u> Clinical practice research.

2d. <u>Years 1–5 (2019–2024)</u> Educational leadership research.

Objective 3: Market programs and departments through *The Educator* (annual magazine).

3a. <u>Year 2 (2020–2021)</u> Discuss and share promotional strategies with faculty.

3b. <u>Years 2–5 (2020–2024)</u> Use those strategies to feature students, faculty, programs, and departments.

Objective 4: Acquire increased grant funding for scholarships that support social justice awareness and clinical experiences.

        4a. <u>Year 1 (2019–2020)</u> Establish stipend agreements.

        4b. <u>Year 2 (2020–2021)</u> Develop standards for paid internships.

        4c. <u>Year 3 (2021–2022)</u> Establish clinical days on the schedule.

Department Strategic Plans

The strategic plan for each School of Education department can be found on the following pages. Although each differs according to their professional context, all have a collective commitment to the School of Education Strategic Plan. The four departments in the School of Education pride themselves on their commitment to excellence by continually developing, reviewing, monitoring, assessing, and improving the academic and clinical components of the their programs. Each department is committed to the integration of the Multicultural and Social Justice Competencies throughout the entire program curriculum. These competencies reflect the core values of a successful society and are critical for the intellectual and personal growth of our degree candidates. We are also committed to developing opportunities to immerse candidates in the surrounding communities, allowing them to apply pedagogical knowledge and analytical skills through service learning, clinical experience, and clinical internship. We also believe that advocacy for one's profession is an important part of professional leadership. Finally, we strive for a level of excellence that will be recognized at the state and national level.

The Department of Curriculum and Instruction
Strategic Plan 2019–2024

The mission of the Department of Curriculum and Instruction is to be a leader in preparing teacher candidates that are highly competent, reflective, guided by socially just dispositions, adept at culturally responsive teaching, and proficient with multiple literacies. Our accredited teacher preparation programs competently link theory and practice, foster lifelong learning and reflection, and improve the quality of life for teacher candidates and communities through innovation, research, and scholarship.

Goal 1: To maintain and develop processes that foster continuous program improvement.

Objective 1: Retain and expand student enrollment in department programs through specific strategies.

Year 1 (2019–2020)

1a. Master of Arts in Teaching Program (M.A.T.) – Increase enrollment in the Master of Arts in Education (M.Ed.) Program. Conduct New Graduate Welcome Orientation and Virtual Open House Sessions.

1b. M.Ed.-P–3 – Continue collaboration with Director of the Provisional Teacher Program (Alternative Route) to recruit provisional teachers to the program. Increase enrollment beyond the current number of 33. Attend all New Graduate Welcome Orientation events and Virtual Open House sessions.

1c. M.Ed.-ESL – continue collaboration with Director of the Provisional Teacher Programs (Alternative Route) to recruit provisional teachers to the program – attend Graduate Information Sessions

1d. M.Ed. Program – develop program track to attract teacher candidates to obtain ESL and P–3 endorsements

1e. Interdisciplinary Studies for Elementary Educators (ISEE) – retain and support currently enrolled students

1f. M.Ed. Program/Literacy – form search committee for Literacy, Language Arts faculty

1g. Collaborate with advising and field placement to refine course descriptions, scheduling, and access to classes

1h. Collaborate with faculty to enroll and continue Quality Matters certification training within the department to increase quality of online/hybrid instruction courses

1i. Continue discussing and setting goals to infuse technology for methods courses in department programs

Year 2 (2020–2021)

1a. M.Ed. Program – continue collaboration with Special Education faculty to create a 5-year P–3/Teacher of Students with Disabilities (TSD) undergraduate degree with a Master in Autism (to be presented at Graduate Studies, Fall 2019)

1b. M.Ed.-ESL – promote the 5-year program to undergraduate education majors

1c. ISEE – support student cohorts internally and gather student feedback at the start and end of each semester. Maintain expert, personalized first-year student advising and cross-discipline faculty guidance.

1d. Continue and support Quality Matters certification training for faculty.

1e. Encourage faculty and teacher candidate support of edTPA training.

Year 3 (2021–2022)

1a. M.Ed. Program – Continue Quality Matters seven-course certification.

1b. M.Ed.-P–3 Program – Continue collaboration with marketing, setting immediate goals to enrich current and develop new strategies, including website updates.

1c. M.Ed.-P–3 Program – Order all necessary furniture and materials for the early childhood center (ECC).

1d. ISEE – Gather student feedback at the start and end of semesters, to refine program goals.

1e. M.Ed. ESL Program – Continue to discuss marketing strategies with the graduate admissions office and attend New Jersey Education Association (NJEA) Convention.

1f. Continue Quality Matters training for faculty and incorporate Quality Matters components into online course syllabi. Realign online and hybrid course

syllabi to reflect organized cohesiveness with course presentation on eCampus.

1g. Evaluate edTPA faculty support with data of student scores.

Year 4 (2022–2023)

1a. Continue to collaborate with certification officer, field placement supervisor, and advisors to provide ongoing, updated edTPA training for current faculty, new faculty, adjuncts, and students in all programs.

1b. Continue Quality Matters training and align all syllabi to reflect cohesiveness.

1c. M.Ed.-P–3 Program – Ensure the early childhood learning space is fully stocked at the Graduate Center.

Year 5 (2023–2024)

1a. M.Ed.-P–3 Program – Pursue Quality Matters reviewer status. Ensure early childhood space is functioning at potential for all undergraduate and graduate students, e.g. materials, administrative support.

1b. Continue to collaborate with certification officer, field placement supervisor, and advisors, to provide ongoing, updated edTPA training for faculty, new faculty, adjuncts, and students in all programs.

1c. Continue Quality Matters training and align all syllabi to reflect cohesiveness.

Objective 2: Develop programs that meet current needs for teacher preparation.

Year 1 (2019–2020)

2a. Master of Arts in Teaching (M.A.T.) Program – Develop 5-year program.

2b. M.Ed.-ESL – Finalize a needs analysis survey for local superintendents and principals.

2c. M.Ed.-ESL – Finalize the curriculum chart with the Department of Special Education for the M.S.Ed. with an ESL endorsement program.

2d. M.Ed.-P–3 – Continue to expand edTPA faculty support for P–3 students by incorporating in-house training and support videos and Writing Evenings, and collaborate with students that completed edTPA to provide online support.

Year 2 (2020–2021)

2a. M.A.T. Program – Finalize the 5-year program and collaborate with department chair to make the program official.

2b. M.Ed. Program Literacy – Complete and transition new faculty hire into the program.

2c. M.Ed.-P–3 – Continue collaboration with Special Education faculty to create a 5-year P–3/TSD undergraduate degree with a master's in autism.

2d. M.Ed.-P–3 – Departmental programs – Update all syllabi specifically used in P–3 graduate courses.

2e. M.Ed.-ESL – Administer a needs assessment survey to the local superintendents and principals.

2f. Instructional Technology (IT) and Computer Science (CS) Ed Course – Develop methods course for education majors and CS endorsement (needs assessment conducted in Spring 2019). Finalize course in Fall 2019 and offere course in Spring 2020) as aligned with NJDOE future recommendations.

2g. Evaluate the level of infused technology exposure and training within methods courses required for teacher candidates.

Year 3 (2021–2022)

2a. All departmental programs – Recruit students by creating new program brochure, updating school website, and distributing invitations to Open House.

2b. M.A.T. and M.Ed.-ESL and P–3 – Collaborate with program director and develop a program/track to attract teacher candidates to obtain both ESL and P–3 endorsements.

2c. Set goals to increase technology exposure, usage, and training in methods courses, course content, and syllabi for teacher candidates.

Year 3 2022–2023

2a. All departmental programs – Increase student opportunities to participate in presentations of scholarship and research.

2b. M.Ed.-P–3 – Conduct needs analysis survey with the principals and superintendents in the community to find out the priority needs in the districts currently re: enrollment.

2c. M.Ed.-ESL – Collaborate with the Department of Special Education to promote the master's degree with ESL endorsement.

Year 4 2023 – 2024

2a. M.A.T. – Visit Provisional Teacher classes to recruit degree students.

2b. M.Ed.-ESL Program – Develop a program/track to attract teacher candidates to obtain ESL and P–3 endorsements. Collaborate with the Department of Special Education to finalize the master's degree with ESL endorsement.

2c. M.Ed.-P–3 – Continue collaboration with director of Provisional Teacher Programs to recruit provisional teachers to the programs. Focus on collaboration with marketing to set immediate goals that enrich current marketing strategies and develop new, innovative strategies, including website updates.

2d. M.Ed.-P–3 – Continue expansion and oversight of ECC.

2e. ISEE – Evaluate student enrollment and feedback from ISEE majors.

Goal 2: To develop new programs and initiatives for the purpose of enhancing competitiveness.

Objective 1: Further develop existing programs and develop new programs relevant to teacher preparation requirements.

Year 1 2019–2020

1a. New developments – IT and CS Education Course: Complete a methods course for education majors and CS endorsement.

1b. CS endorsement – Continue collaboration with the Department of Computer Science to develop CS endorsement.

1c. M.Ed. Program – Review program and develop more courses from a C&I perspective.

1d. ISEE – Continue collaboration with M.Ed. ESL and M.S.Ed. to organize 5-year program.

Year 2 (2020–2021)

1a. M.Ed.-P–3 – Survey present P–3 M.Ed. students to ensure overall student satisfaction.

1b. M.Ed.-P–3 – Administer P–3 M.Ed. needs assessment.

1c. M.Ed.-P–3 – Continue to ensure that all undergraduate P3 assessments mirror graduate P–3 assessments.

1d. M.Ed.-P–3 – Continue to attend all New Jersey P–3 conferences.

1e. ISEE – Develop and implement the 5-year ISEE program with ESL certification and 5-year ISEE program with TSD (special education) certification.

1f. ISEE – Get students (juniors) involved in Monmouth University Scholarship Week as a part of course work (capstone course IS 410, methods courses).

1g. Review of courses that can be added to the Ed.D. Program.

Year 3 (2021–2022)

1a. STEAM education focus – Establish collaborations with other schools and departments at Monmouth University to discuss the development of an M.S.Ed. STEAM Education track program (Fall 2020).

1b. Collaborate with SoE dean to discuss and plan for additional courses needed for the M.S.Ed STEAM Education track program.

1c. M.Ed.-P–3 – Meet with Department of Special Education faculty to ensure student success.

1d. M.Ed.-P–3 – Implement suggestions from needs survey.

1e. M.Ed.-P–3 – Attend New Jersey NAEYC P–3 conferences, to ensure rigor and competitiveness in P–3 M.Ed.

1f. M.Ed.-P–3 – Attend state and national NAEYC P–3 conferences to ensure rigor and competitiveness in M.Ed.-P–3 Program.

1g. ISEE – Finalize the 5-year program with ISEE majors; retain and support currently enrolled students by gathering feedback and collaborating with advisors.

Year 4 (2022–2023)

1a. Review and make adjustments within the computer science module of the IT and CS Education courses and consider possible co-teaching opportunities with the interested faculty members in the Department of Computer Science.

1b. M.S.Ed. – STEAM Education focus – Establish collaborations with other schools and departments at Monmouth University for development of M.S.Ed. STEAM Education Track Program (program with an emphasis on STEAM

Education to meet the teacher quality demand for teachers in the fields of STEAM).

1c. M.S.Ed. – STEAM Education Focus – Maintain collaboration with other schools and departments to develop and submit proposal for M.S.Ed. Program, with emphasis on STEAM education. Revise current graduate courses and/or establish new graduate courses that will be offered by the SoE for M.S.Ed. STEAM Education Program.

1d. M.S.Ed. – STEAM Education focus – Maintain collaboration with other schools to develop and submit proposal for M.S.Ed. program with emphasis on STEAM education. Revise current graduate courses and/or establish new graduate courses (Fall 2022).

1e. M.Ed.-P–3 – Monitor rigor of the P–3 program and student success. Continue to meet with faculty and advisors in the SoE to ensure student achievement.

1f. M.Ed.-P–3 – Continue attendance at New Jersey P–3 conferences.

Year 5 (2023–2024)

1a. ISEE – Revise the curriculum to include more balanced and stronger STEAM program for elementary education.

Goal 3: To promote an enhanced awareness and practice of social justice.

Objective 1: Enhance international opportunities for students.

Year 1 (2019–2020)

1a. International Committee – Develop an International Committee global initiative. – Collaborate with the University's Global Education Office through our liaison, Associate Professor Jiwon Kim.

1b. International Committee – Host annual international event inclusive of faculty and students. – Plan details with the International Committee for the international event in conjunction with Monmouth University Scholarship Week event.

1c. International Committee – Invite faculty to display their international work in conjunction with Monmouth University Scholarship Week event.

1a. International Committee – Promote international experiences for both faculty and students in the SoE.

1b. Promote international exchange programs and courses at Monmouth University.

1c. Organize a cultural day event.

1d. Enhance global components in curricula and programs in the SoE.

1e. Discuss with faculty efforts within the SoE and encourage consideration and implementation of cultural components in the courses.

1f. Foster research on international issues/experiences among faculty and students.

1g. Encourage research topics in this area.

Year 3 (2022–2023)

1a. International Committee – Host external speaker to provide address on global education.

Objective 2: Incorporate social justice into the Curriculum and Instruction curriculum.

Year 1 (2019–2020)

2a. M.Ed.-P–3 Program – Incorporate social justice dispositions into P–3 syllabi.

2b. M.Ed.-P–3 – Develop ECC to meet the needs of the communities surrounding the University.

2c. M.Ed.-P–3 - Develop proposal for an ECC to meet needs students of all students, undergraduate and graduate.

2d. M.Ed.-ESL – Promote ED 606/ED 428 Culturally and Linguistically Responsive Teaching to education majors. This course focuses on social justice in education.

2e. ISEE – Develop the capstone course to teach teacher candidates to construct an interdisciplinary unit plan about various U.N.'s Sustainable Development Goals such as equity, gender, poverty, and peace, as well as other global issues.

Goal 4: To further develop school and community partnerships for the purpose of providing outstanding professional education while serving the community.

> *Objective 1:* Maintain and increase effective community partnerships during the academic year for the following community-based partnerships and programs.
>
> > <u>Year 1 (2019–2020)</u>
> >
> > 1a. Continue collaboration across department and with community partners to review, enhance, and expand the following partnerships and programs.
> >
> > > 1a1. Write on Sports.
> > >
> > > 1a2. Summer Literacy Clinics and Camp.
> > >
> > > 1a3. Literacy Partnership Buddy & Me with Amerigo A. Anastasia Elementary School and Catrambone Elementary School.
> > >
> > > 1a4. Boys and Girls Club of Monmouth.
> > >
> > > 1a5. Bridging project with the Dream Academy.
> > >
> > > 1a6. Develop STEM Science Camp.
> >
> > 1b. Expand the service learning partnership Buddy & Me by continuing collaboration with Department of Special Education faculty, and with community partners by extending program collaboration with vice principal, George L. Catrambone School, Long Branch School District.
> >
> > > 1b1. Extend English Language Learning support for ESL language learning support for parents of children participating in service learning partnership Buddy & Me by collaborating with Literacy Volunteers of America, Monmouth County.
> >
> > 1c. M.Ed.-P–3 – Establish partnership with Monmouth County Consortium Early Childhood Advisory Council to become better informed and contribute to local needs in the early childhood field.
>
> *Objective 2:* Establish an SoE on-campus ECC.
>
> > 1a. Serve faculty and staff families in need of early childhood care.
> >
> > 1b. Attract broader pool of candidates.
> >
> > 1c. On-campus clinical experience opportunities for students.
> >
> > 1d. Increase diverse population for Literacy Clinic/Camps.
> >
> > 1e. Reduce costs of child care.

1f. Open to low-income communities surrounding the campus.

1g. Meet the needs of the communities surrounding the University.

1h. Request space in the Graduate Center to create an early childhood development lab.

1i. Meet with Dr. Belinda Anderson to explore a partnership between the SoE and the Institute of Health and Wellness.

Year 2 (2020–2021)

1a. M.Ed.-P–3 – Offer more early childhood courses in collaboration with the Long Branch School System.

    1a1. Begin looking for grants as a funding source for early childhood center.

    1a2. Establish developmentally appropriate standards for early childhood center.

    1a3. Explore opening ECC to local communities.

    1a4. Meet with legal department.

1b. CS endorsement – Create and collect data from superintendents in Monmouth County for the current and future technology demands in the classroom.

1c. Apply for grants for community-based center.

1d. Order necessary furniture and materials for the Literacy Center.

1e. Expand the Write on Sports camp to include two camps on campus: one camp with enrollment and one camp for the Asbury School District.

1f. Maintain support and collaboration with service learning partnerships, Amerigo A. Anastasia Elementary School and Literacy Volunteers of America, Monmouth County to continue ESL language learning support for parents of children participating in the partnerships.

Year 3 (2021–2022)

1a. M.Ed.-P–3 Program – Order necessary furniture and materials for the ECC.

1b. Decide on the number of staff needed to teach in the clinics.

1c. Reevaluate the number of children who can be appropriately served.

1d. Meet with community leaders, e.g., local superintendents, to ascertain their needs.

1e. Meet with faculty from other departments to ascertain how services can be
 jointly offered.

1f. Write grants to assist ECC with materials and books.

1g. Meet with community leaders to determine additional community needs not
 currently being met.

1h. Collaborate with leaders of University programs across campus, e.g. Speech-
 Language Pathology, Health and Wellness, Physician Assistant Program,
 Psychological Services, to gauge their interest in working collaboratively at
 Monmouth University's ECC.

1i. ESL Program – Discuss with service learning director at Monmouth University
 a service learning course teaching ESL to the community.

Year 4 (2022–2023)

1a. M.Ed. Program/Literacy – Organize Literacy Symposium. Meet with
 appropriate University personnel to determine what additional supports can
 be provided through the Literacy Center (e.g., Speech and Language).

1b. M.Ed.-P–3 Program – Planning ECC.

 1b1. Hire staff for on-campus ECC.

 1b2. Recruit students and families.

 1b3. Revisit child to staff ratio for each class.

 1b4. Decide on how many classes and number of children in each class
 setting.

 1b5. Revisit each class, ensuring a barrier-free and developmentally
 appropriate environment.

 1b6. Meet with appropriate University personnel to determine supports
 provided to ECC, e.g. Health and Wellness, Special Education
 Services (evaluations), Psychological Counseling.

 1b7. Incorporate the Early Childhood Environmental Rating Scale into the
 curriculum.

1c. ISEE Program – Interdisciplinary Studies for Elementary Educators – Develop
 ECC to meet the needs of the communities surrounding the University.

1d. CS endorsement – Use data from the needs assessment in the   community school districts to guide recommendations in developing a CS endorsement. Collaborate with Department of Special Education and Graduate Studies to inform marketing and logistics of the endorsement.

1e. ESL Program – Implement a Service Learning course teaching ESL to the community.

Year 5 (2023–2024)

1a. M.Ed.-P–3 Program – Continually refine culturally responsive pedagogies in early childhood.

    1a1. Hire a director for the ECC and choose curriculum.

    1a2. Schedule availability for additional supports (special education, health and wellness, psychological counseling).

    1a3. Hire students who have graduated from Monmouth University's teacher education (P3 with TSD) and graduate programs in education (Literacy, Autism, ABA).

    1a4. Decide number of children and age/grade level the ECC will serve and develop appropriate curriculum.

    1a5. Advertise/market ECC to Monmouth University staff.

    1a6. Meet with current Director of Early Childhood at Long Branch School District to integrate Monmouth University and school district goals (e.g., provide Monmouth University class in Long Branch, coordinate community services through Monmouth Medical Center).

    1a6. Decide time frames and equity for care available to staff and community.

    1a7. Develop a child-care needs list based on a balance of Monmouth University faculty, staff, and community.

Objective 3: Continue to improve and expand Literacy Center.

    1a. Increase presence in the community working with K–12 students with literacy learning needs by offering spaces in clinic.

    1b. Increase diverse population/number of students from lower economic groups for Literacy Clinic/Camps.

1c. Implement partnership with director of Institute for Health and Wellness and P–3 Program director, between the SoE and theInstitute for Health and Wellness.

Goal 5: To enhance leadership development and the capacity to effect positive school change.

Year 1 (2019–2020)

1a. M.Ed.-P–3 Program – Research current early childhood clinics in surrounding community.

1a1. Meet with community members and leaders to assess needs of various neighborhoods surrounding the University.

1a2. Provide day/evening care for faculty, staff – serve as a setting where Monmouth University students can earn clinical hours. Monmouth University ECC will increase the diverse population for Literacy Clinics and Camps.

1a3. Pre-service teachers from undergraduate Early Childhood classes. Complete community service hours at the ECC.

1a4. Provide ongoing professional development for ECC.

Year 2 (2020–2021)

1a. M.Ed.-P–3 Program – Form hiring committee for ECC director.

1b. Assess enrollment data from each program in C&I and follow up with transfer students.

Year 3 (2021–2022)

1a. M.Ed.-P–3 Program – Provide ongoing professional development for ECC.

Year 4 (2022–2023)

1a. M.Ed.-P–3 Program – Conduct social justice self-study.

Goal 6: Develop a state and national reputation for innovative teaching and learning for the School of Education

Year 1 (2019–2020)

1a. M.Ed-P–3 Program – Develop ECC model for use on the local and state level.

1b. M.Ed./Literacy Program – Extend services of literacy clinic to additional communities in New Jersey.

Year 2 (2020–2021)

1a. M.Ed.-P–3 Program – Develop appropriate Early Childhood curriculum.

1b. International Committee – Collaborate with Chinese University of Hong Kong to talk about the possibilities for Summer 2020.

1c. Create edTPA training video featuring Monmouth University teacher candidates with passing edTPA scores. Focus the video to support Monmouth teacher candidates and New Jersey teacher candidates preparing to complete the edTPA assessment.

Year 3 (2021–2022)

1a. ISEE – Showcase and present research studies of the ISEE Program as a unique, innovative teacher education model at meetings of state and national professional associations.

Year 4 (2022–2023)

1a. Develop department videos to support teacher candidates preparing for edTPA assessment, embedded in department website and available for community viewing.

Year 5 (2023–2024)

1a. M.Ed.-P–3 Program – Create a national profile of various early childhood clinics throughout New Jersey and throughout the U.S.

The Department of Educational Counseling and Leadership
Strategic Plan 2019–2024

The Department of Educational Counseling and Leadership at Monmouth University, at its core, is a collection of graduate programs dedicated to social justice, professional development, and academic excellence. The department is committed to maintaining an environment that recognizes and values the diversity within society, including but not limited to the areas of race, religion, color, sex, age, socioeconomic status, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status. As such, the department is committed to training each counseling and educational leadership student to become a social justice advocate through self-awareness, understanding, knowledge, and advocacy skills. Aligned with the department's goal of training counseling and educational leadership students as advocates, the department seeks to develop and nurture diversity as a key facet of our educational programs. The department's belief is that advocacy is at the forefront in students' education, emphasizing an advocacy role in all of counseling and school leadership.

Goal 1: To maintain and develop processes that foster continuous improvement.

Objective 1: Revise curriculum to include Multicultural and Social Justice (MCSJ) Competencies.

1a. Revise Educational Counseling courses.

Year 1 (2019–2020) – Work through the Educational Counseling syllabi and add the second year strategically planned (MCSJ) Competencies to all syllabi.

Year 2 (2020–2021) – Add final set of MCSJ Competencies to all syllabi. Evaluate student IDI measures in connection with the addition of the MCSJ competencies into the curriculum.

Year 3 (2021–2022) – Evaluate that all syllabi contain the MCSJ Competencies. Analyze Intercultural Development Inventory (IDI) measures of students in coordination with IDI results of faculty.

Year 4 (2022–2023) – Develop new syllabi to reflect additional 12-credit-social justice-based course curriculum.

Year 5 (2023–2024) – Finalize curriculum and gain approval for additional 12-credit social justice-based course curriculum.

Objective 2: Increase Ed Counseling program enrollment.

Year 1 (2019–2020) – Continue to work with new director of marketing to update marketing tools (i.e., webpage, brochures) to better reflect program's commitment to social justice. Create a proactive recruitment plan for student affairs/college counseling program. Actively evaluate FTE numbers to ensure that we remain in compliance with CACREP standards.

Year 2 (2020–2021) – Actively recruit at national, regional, and local school and student affairs association conferences and meetings. Involve current students in the recruitment process.

Year 3 (2021–2022) – Continue to intentionally market and recruit at national, regional, and local school and student affairs association conferences and meetings. Faculty to present on best practices in recruiting a more diverse student body and special programs (e.g., alternative spring break program initiative, Monmouth Future Scholars [MFS], Consortium, day of service, etc.).

Year 4 (2022–2023) – Begin to market changes to program curriculum to 60 credits, to include information about additional 12-credit curriculum focused solely on social justice. Curriculum change to begin Fall 2023.

Year 5 (2023–2024) – Continue to market changes to program curriculum to 60 credits and provide in-depth descriptions of additional 12-credit social justice curriculum (e.g., course descriptions).

Objective 3: Increase Ed Leadership enrollment.

Year 1 (2019–2020) – Continue to work with new director of marketing to update marketing tools (i.e., webpage, brochures) to better reflect program's commitment to diversity. Create a proactive recruitment plan for Ed.D. Program.

Year 2 (2020–2021) – Actively recruit at national, regional, and local school and school leadership conferences (New Jersey Pricipals and

Supervisors Association [NJPSA], New Jersey Association of School Administrators [NJASA], The School Superintendents Association [AASA]) and meetings. Involve current students in the recruitment process.

Year 3 (2021–2022) – Continue to intentionally market and recruit at national, regional, and local school and student affairs association conferences and meetings. Faculty to present on best practices on recruiting a more diverse student body and special programs (e.g., alternative spring break program initiative, MFS, Consortium, day of service, etc.).

Year 4 (2022–2023) – Begin to market changes to program curriculum to include Higher Education component of our Ed.D. Program, opening up the program to aspiring collegiate administrators.

Year 5 (2023–2024) – Continue to market changes to both master's-and doctoral-level leadership programs across all platforms to maintain high levels of student enrollment in all areas.

Goal 2: To develop new programs and initiatives for the purpose of enhancing competitiveness and cultivating a state and national reputation for program innovations.

Objective 1: Develop new program innovations.

1a. Educational Leadership, Principal, Supervisor and Doctoral Programs

Year 1 (2019–2020) – Program Evaluation and Development: Recruit and establish a new cohort of doctoral students beginning September 2018. Create and Implement Business Administrators' Academy similar to the ones provided for Principals and Superintendents. In addition, we will begin our partnership with the New Jersey School Development Council in January 2019. This program formerly affiliated with the Graduate School of Education at Rutgers for the last 50 years. In partnership with the New Jersey Association of School Administrators, implement mentoring and training programs (9 sessions each) for their New Superintendent/Director's Program. We seek to expand the Leadership Conference to cover a wide array of leadership topics and move more

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toward student-driven presentation, explicitly utilizing the doctoral students to demonstrate their leadership prowess.

Year 2 (2020–2021) – Work with Monmouth University SoE faculty to develop doctoral concentrations in the areas of Curriculum and Instruction and Special Education. Recruit and establish a new cohort of doctoral students beginning September 2019. Create a new Supervisor Academy for practicing supervisors in the surrounding communities. The program will be modeled on the currently operating academies (e.g., Principals, Superintendents, Directors of Special Education, etc.) and seek to provide opportunities for professional development and foster collegial dialogue.

Year 3 (2021–2022) – Recruit faculty from across the different schools to teach in the doctoral program and work on dissertation committees as we develop the doctoral culture across the University. Continue to expand our partnerships with local school districts, New Jersey School Development Council, New Jersey Association of School Administrators, and New Jersey Principal/Supervisors Association. Recruit and establish a new cohort of doctoral students beginning September 2020.

Year 4 (2022–2023) – Develop a cohort model for the M.S.Ed. program in educational leadership (Principal, School Administrator, and Supervisor) that offers classes in a hybrid format that meets on weekends to address our current certification competition presented by the NJ Excel program sponsored by NJ PSA. Incorporate VR/AR capacities for coding and simulated learning.

Year 5 (2023–2024) – Develop and implement a principals' and superintendents' mentoring program at Monmouth University, utilizing teaching fellows in the doctoral program to meet the requirements for provisional certificate holders to gain a standard certification. Expand VR/AR capacities for coding and simulated learning.

1b. Program Development

Year 1 (2019–2020) – Develop additional 12-credit curriculum focused on social justice to prepare for the Fall 2020 shift to a 60-credit program.

Changes to curriculum to will be proposed to the GSC during the Fall 2018 semester.

Year 2 (2020–2021) – Begin to create the syllabi required for the additional 12 credits of curriculum.

Year 3 (2021–2022) – Finalize the syllabi for the additional courses added to the curriculum.

Objective 2: Promote scholarship around program innovations.

Year 1 (2019–2020) – Develop a forum working with local K–12 administrators to provide a platform for our doctoral students to share their current research initiatives and present their findings. In addition, attend and present workshops on best practices and current research at national educational leadership conferences (e.g., American Association of School Administrators, American Association of School Business Officers, International Society for Technology in Education, etc.)

Year 2 (2020–2021) – Work with the SoE to create a publication for the University featuring the writings and research of both faculty as well as master's- and doctoral-level students.

Year 3 (2021–2022) – Create a student-led and student-directed research forum where doctoral and master's-level students share and present their research initiatives and findings.

Year 4 (2022–2023) – Develop a panel of practicing superintendents across central New Jersey, working in concert with the New Jersey School Development Council, that focuses on academic and leadership research. The panel will explore areas that would both benefit the field and their current practice. This information could then lead to research topics for our emerging pool of doctoral candidates. Coordinate panel activities using online databases and social media.

Year 5 (2023–2024) – Through the ongoing attention to and development of a continuous feedback loop maintaining consistent dialogue with practicing administrators in the field, establish Monmouth University SoE

as the premier research institution for school leadership in central New Jersey. Use online databases and social media to reinforce this goal.

Goal 3: To promote an enhanced awareness and practice of social justice.

Objective 1: Conduct ongoing professional development of faculty and students on social justice issues.

1a. Intercultural Development

Year 1 (2019–2020) – Implement the second administration of the IDI for the SoE faculty, administration, and staff. Align results with SWOT goals.

Year 2 (2020–2021) – Implement the third administration of the IDI for the SoE faculty, administration, and staff. Analyze the group IDI results with relation to the SWOT goals.

Year 3 (2021–2022) – Implement the fourth administration of the IDI for the SoE faculty, administration, and staff. Analyze the group IDI results with relation to the SWOT goals.

Year 4 (2022–2023) – Implement the fith administration of the IDI for the SoE faculty, administration, and staff. Analyze the group IDI results with relation to the SWOT goals.

Year 5 (2023–2024) – Continue to implement administration of the IDI for the SoE faculty, administration, and staff. Analyze the group IDI results with relation to the SWOT goals.

1b. Educational Leadership

Year 1 (2019–2020) – Continue the professional development for Principals' and Superintendents' Academies. Use feedback from the members to make these programs meaningful and current.

Year 2 (2020–2021) – Survey the superintendents and principals to gather information on how the academies have helped them to create significant change in their schools. Use these results to develop a paper for presentation at a national conference and subsequently published in a peer-reviewed journal.

Year 3 (2021–2022) – Create a steering committee focused on the development of the Academy for Curriculum Supervisors.

Year 4 (2022–2023) – Survey the leadership of partnership school districts on their needs in providing diversity education and training of staff and administrators to meet the social justice needs for their districts.

Year 5 (2023–2024) – Working with our academy steering committees, develop professional development programs for partnership staff and administrators that address expressed district diversity training needs in the areas of social justice that promote equity and access to all students.

1c. Social Justice and Diversity Training and Initiatives

Year 1 (2019–2020) – Provide ongoing social justice training to SoE faculty. Educational Counseling (EDC) Program serves as a model program for other programs and departments within the SoE. Receive consistent, broad, advanced-level training that will translate throughout program curriculum. Better inform existing SoE programs, including the MFS program and the Central Jersey Consortium for Excellence and Equity (CJCEE), as well as many other SoE programs.

Year 2 (2020–2021) – Provide ongoing social justice training to SoE faculty. Receive consistent, broad, advanced-level training that will translate throughout program curriculum. Better inform existing SoE programs, including the MFS program and the CJCEE, as well as many other SoE programs.

Year 3 (2021–2022) – Provide ongoing social justice training to SoE faculty. Receive consistent, broad, advanced-level training that will translate throughout program curriculum. Better inform existing SoE programs, including the MFS program and the CJCEE, as well as many other SoE programs.

Year 4 (2022–2023) – Program will offer its first one-day social justice-based symposium, open to local community, faculty, staff, and students. Continue with ongoing social justice training for SoE faculty. Continue to receive consistent, broad, advanced-level training that will translate throughout program curriculum.

Year 5 (2023–2024) – Program will offer its second one-day social justice-based symposium, open to local community, faculty, staff, and students. Continue with ongoing social justice training for SoE faculty. Continue to receive consistent, broad, advanced-level training that will translate throughout program curriculum.

Objective 2: Enhance hiring practices that lead to increased diversification of faculty.

2a. Faculty Recruitment

Year 1 (2019–2020) – Create specific personal statement questions whereby faculty candidates will speak directly to their interest in social justice and the role it plays in educational counseling.

Year 2 (2020–2021) – Develop strategies to recruit and retain diverse faculty; market the EDC program as a solid social justice program, allowing for a more targeted approach to recruiting those who share a commitment to social justice; and establish the program as unique and competitive locally and regionally because of the enhanced social justice focus.

Year 3 (2021–2022) – Devise a clear plan to better market the EDC program as a social justice-oriented program to attract prospective faculty who have a shared interest in multiculturalism and social justice advocacy.

Year 4 (2022–2023) – Intentionally cultivate relationships with current doctoral students to create a pipeline for a diverse faculty.

Year 5 (2023–2024) – Continue to intentionally cultivate relationshps with current doctoral students to create a pipeline for a diverse faculty.

Objective 3: Enhance the recruitment practices that lead to increased diversification of students.

3a. Student Diversification

Year 1 (2019–2020) – Create specific personal statement questions whereby prospective students will speak directly to their interest in social justice and the role it plays in educational counseling; revise group interview questions and group activity, which would allow for a clearer assessment of fit for the EDC program.

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Year 2 (2020–2021) – Revise group interview rubric to reflect such changes. Develop strategies to recruit and retain diverse students; market the EDC program as a solid social justice program, allowing for a more targeted approach to recruiting those who share a commitment to social justice; and establish the program as unique and competitive locally and regionally because of the increased social justice focus.

Year 3 (2021–2022) – Devise a clear plan to better market the EDC program as a social justice-oriented program to attract prospective students who have a shared interest in multiculturalism and social justice advocacy.

Year 4 (2022–2023) – Recruit students who are committed to social justice and interested in becoming effective agents of change in educational settings.

Year 5 (2023–2024) – Present at national, regional, and local conferences on best practices utilized to change culture of the program by intentionally recruiting strong social justice-focused students. Involve current students and alumni in active recruitment and marketing plan.

Goal 4: To develop and implement community projects that promote social justice and foster a more diverse School of Education community.

Objective 1: Develop community-based projects that promote social justice.

1a. CJCEE

Year 1 (2019–2020) – Using data/feedback from previous year, run a student event twice per year in addition to the adult events. Using data/feedback from previous year, focus on one presenter across a variety of positions for the following academic year.

Year 2 (2020–2021) – Increase student-based advocacy (at the University level), incorporating SoE students to assist with the CJCEE events. Increase the number of districts who collaborate with the CJCEE.

Year 3 (2021–2022) – Continue to increase the number of participating districts.

1b. Empower Young Black Males

Year 1 (2019–2020) – Develop a proposal that outlines the program and its objectives. Submit proposals to present at a national and a regional conference pertaining to Black males' academic achievement.

Year 2 (2020–2021) – Identify various key stakeholder groups that will support this program. Submit manuscript for publication pertaining to Black males' academic achievement.

Year 3 (2021–2022) – Launch a pilot of the program; complete an analysis of the pilot program.

Year 4 (2022–2023) – Launch the official program based on initial analysis.

Year 5 (2023–2024) – Identify opportunities for a second school district partnership.

1c. MFS

Year 1 (2019–2020) – Based on information gained from our partners and program participants, conduct transformative learning and evaluative research on the program. Discuss with partners ways to increase retention and graduation rates for MFS students. The MFS program will be represented during the Monmouth University Scholarship Week program and at the SoE Scholarship Exhibition.

Year 2 (2020–2021) – Based upon the MFS research findings, identify ways to enhance the program and better implement the transformative learning process. Work with our partners to implement efforts to increase retention and graduation rates for MFS students through the program (including encouraging potential MFS student applications to Monmouth University). A review of the program will be written for journal submission. Data will be collected from the Monmouth students assessing their experience in relation to transformational learning, and findings will be submitted for publication.

Year 3 (2021–2022) – Program evaluation data will be shared with the SoE Deans and with the SoE Social Justice Advocacy Committee.

A report will be prepared and summarized for potential donors and to justify the program to University administration. Continue to seek financial support for the MFS program external to the University.

Year 4 (2022–2023) – External funding will be obtained by way of donors and/or grant funding. External funding will be obtained for the MFS program by way of donors and/or grant funding

Year 5 (2023–2024) – Work toward obtaining at least one additional school partnership for the MFS program. Work toward obtaining at least one additional school district partnership for the MFS program.

1d. Partnerships and Outreach

Year 1 (2019–2020) – Choose a philanthropy and develop partnership with a local organization supporting a marginalized population. Program faculty and students will join together for a day of service and/or other outreach efforts to create a shared social justice mission throughout the program. Program will offer a one-day social justice-based symposium, open to local community, faculty, staff, and students.

Year 2 (2020–2021) – Identify potential alternative spring break options for students. Faculty will work with Global Education Office to establish an international partnership. Day of service will continue with students and faculty.

Year 3 (2021–2022) – Program will run its first social justice-based alternative spring break program. Two faculty liasions will serve as the leads. Evaluate learning objectives and revise experience accordingly. Day of service will continue with students and faculty.

Year 4 (2022–2023) – Progam will run its second alternative spring break program based on initial evaluation. Day of service will continue with students and faculty.

Year 5 (2023–2024) – Program will run its third alternative spring break program. Expand day of service opportunities and actively involve existing partnership schools in day of service activities.

Goal 5: To cultivate leadership in all members of the SoE through leadership academies, leadership conferences, and advocacy initiatives.

Objective 1: Develop outreach inititiaves that promote leadership development.

1a. School and College Counseling

Year 1 (2019–2020) – Two events will be held on campus each academic year: "New Counselor Roundtable" in the fall and the "Ideas Exchange" in the spring. Plan event with Monmouth County School Counselor Association to build more partnerships for placements. One-day social justice symposium will include active partnership districts.

Year 2 (2020–2021) – Advocate for more ways for Monmouth to show appreciation to the school counselors who provide supervision to our student interns.

Year 3 (2021–2022) – Fully fund supervisors in order to continue to engage quality supervisors by incentivizing.

Year 4 (2022–2023) – Continue to fully fund supervisors. Increase partnerships to allow for a broader array of experiences for both school counseling and student affairs students in the local and regional areas.

Year 5 (2023–2024) – Create a day of appreciation and host supervisors on campus for a day of thanks. Student reflections, faculty involvement, refreshments, etc. to be provided.

1b. Educational Leadership

Year 1 (2019–2020) – Continuing the professional development for Principals' and Superintendents' Academies. Use feedback from the members to make these programs meaningful and current.

Year 2 (2020–2021) – Survey the superintendents and principals to gather information on how the academies have helped them to create significant change in their schools. Use these results to develop a paper for presentation at a national conference and subsequently published in a peer-reviewed journal.

Year 3 (2021–2022) – Create a steering committee focused on the development of an Academy for Curriculum Supervisors.

Goal 6: To achieve national recognition for outstanding professional programs.

   Objective 1: Increase visibility in National Social Justice Publication and Presentations.

   1a. Program to be recognized nationally for commitment to social justice

   Year 1 (2019–2020) – Faculty will continue to present at national conferences on an annual basis.

   Year 2 (2020–2021) – Faculty will continue to present at national conferences on an annual basis.

   Year 3 (2021–2022) – Faculty will continue to present at national conferences on an annual basis.

   Year 4 (2022–2023) – Faculty will continue to present at national conferences on an annual basis.

   Year 5 (2023–2024) – Faculty will continue to present at national conferences on an annual basis.

   Objective 2: Connect Department of Educational Counseling and Leadership with the Department of Curriculum and Instruction, the Department of Special Education, and the Department of Speech-Language Pathology to offer supplemental curricula across the University.

   Year 1 (2019–2020) – Faculty will propose an Instructional Design Lab with supporting software.

   Year 2 (2020–2021) – Faculty will show AR/VR platforms for all SoE departments.

   Year 3 (2021–2022) – Faculty will design new virtual platforms to include University faculty in processes of developing more hybrid/online courses.

   Year 4 (2022–2023) – Faculty will expand virtual platforms to include faculty across the northeastern United States in developing more hybrid/online courses.

   Year 5 (2023–2024) – Faculty will expand virtual platforms to include faculty in Europe, Asia, Africa, and Latin America in developing more hybrid/online courses.

The Department of Special Education
Strategic Plan 2019–2024

The mission of the Department of Special Education will focus on three priorities to enhance the preparation of teacher candidates: to integrate content knowledge across the disciplines with evidence-based practices in pedagogy; to apply differentiation of strategies and assessments to meet the needs of all students, and to prepare teacher candidates who act as reflective and ethical professionals who are committed to their students and the profession. To facilitate these priorities, it is essential to provide safe, caring classroom environments that demonstrate and encourage engaged and creative learning. The essential thread that binds each of the priorities is collaboration with colleagues, communities, students, and their families. These priorities will be addressed by accomplishing the following six goals.

Goal 1: To maintain and develop processes that foster continuous improvement.

Objective 1: Increase enrollment in all undergraduate and graduate programs

1a. Year 1 (2019–2020) – Work with Graduate Admissions to revise all marketing materials: brochures, fliers, website, videos, social media, banners.

1b. Years 1–5 (2019–2024) – Develop a plan to disseminate materials and increase outreach at conferences, through online contacts, and at University events.

Objective 2: Maintain CAEP and BCBA accreditation.

2a. Year 1 (2019–2020) – Examine course assessments. Develop a curriculum map to review course content throughout the programs.

2b. Years 1–2 (2019–2021) – Review and revise CAEP assessments. Review and revise ABA course content to align with new standards.

2c. Years 1–5 (2019–2024) – Collect and analyze data on new assessments. Collect data on student impact, student satisfaction, and employment of alumni.

Goal 2: To develop new programs and initiatives for the purpose of enhancing competitiveness.

Objective 1: Increase enrollment in Autism and ABA Programs.

1a. Year 1 (2019–2020) – Develop new combined program for M.S.Ed. in Autism & ABA.

1b. <u>Years 1–5 (2019–2024)</u> – Strategically grow enrollment in all graduate special education programs through dissemination of new marketing materials.

  1b1. Meet with the Graduate Student Advisor, to discuss contacting potential students using the SLATE database in order to develop conversion outreach. Review frequently asked questions and concerns to determine reasons students choose not to convert from application to enrollment.

  1b2. Revise current program for M.S.Ed.-Inclusive Settings to be appropriate for students who already hold the TSD but would like to gain additional experience toward a supervisory role in special education.

  1b3. Disseminate information on graduate programs at Special Services Academy, Principals' Academy, Superintendents' Academy, and other University events.

Objective 2: Update all syllabi to reflect current teaching standards, course content coverage, and resources/materials for each course.

2a. <u>Years 1–3 (2019–2022)</u> – Curriculum mapping will be conducted. Each faculty member in the department will add appropriate standards to course syllabi, and then an overall review will be conducted to ensure all standards are adequately represented throughout the program.

2b. <u>Year 1 (2019–2020)</u> – Create a special education faculty portal for sharing of documents and information, as well as a student portal so that students can stay current and informed regarding their requirements.

2c. <u>Years 1–2 (2019–2021)</u> – Review and revise course prerequisites.

Objective 3: Collaborate with C&I to review courses and initiate new courses.

3a. <u>Year 1 (2019–2020)</u> – Review ED 320 and EDS 330 and ensure that each course meets the new state requirements.

Objective 4: <u>Years 1–2 (2019–2021)</u> – Revise EDS 350 to meet new state requirements for autism credits for certification in special education.

Goal 3: To promote an enhanced awareness and practice of social justice.

Objective 1: Conduct ongoing professional development of faculty and students on social justice issues as we continue to promote social justice in all we do for all students and families, especially those who have any type of special need or concern.

1a. Year 1 (2019–2020) – Assess the needs of the field and adjust professional development opportunities to strengthen teaching performance of faculty related to topics which promote and support social justice.

1b. Years 2–5 (2020–2024) – Support and provide professional development training to faculty and students to develop a shared understanding of social justice and equity in the special education field.

Objective 2: Enhance hiring practices that lead to increased diversification of the faculty.

2a. Years 1–5 (2019–2024) – Assess and assure that all relevant program policies contain the elements necessary to attract and retain faculty who are more diverse in race, ethnicity, culture, gender, or socioeconomic status.

2b. Year 3 (2021–2022) – Systematically communicate our inclusive culture and commitment to diversity through images, statements, curriculum, and policies to both external and internal audiences. Target and build strategic partnerships with local schools that employ minority populations to enhance the diversification of adjunct faculty.

Objective 3: Enhance recruitment practices that lead to increased diversification of students.

3a. Years 1–5 (2019–2024) – Intentionally provide students of all backgrounds with culturally-relevant academic experiences in a welcoming and inclusive atmosphere within our program.

3b. Years 2–5 (2020–2024) – Assess and assure that all relevant program policies and curriculum contain the elements necessary to attract and retain underrepresented students, based on race, ethnicity, culture, gender, or socio-economic status, and to accommodate those differences in every aspect of our operations.

3c. <u>Years 2–5 (2020–2024)</u> – Systematically communicate our inclusive culture and commitment to diversity through images, statements, curriculum, and policies to both external and internal audiences.

Objective 4: Actively look at how the department views itself by participating in the IDI survey, carefully and fully discussing the results as a department, and making changes based on the survey results.

4a. <u>Year 1 (2019–2020)</u> – Faculty participate in IDI survey and discuss results as a department.

4b. <u>Year 2 (2020–2021)</u> – Administer second IDI, and monitor the progress and plan accordingly to improve our culturally competent practices.

4c. <u>Year 3 (2022–2023)</u> – Administer another IDI, and continuously monitor the progress and plan accordingly to improve our culturally competent practices.

Objective 5: Continue to foster students' ability and educate students to make the connection between social justice and the teaching of students with disabilities.

5a. <u>Years 1–3 (2019–2022)</u> – Provide curriculum that fosters students' awareness of the role of social justice in teaching students with disabilities.

5b. <u>Years 2–3 (2021–2022)</u> – Re-examine the curriculum, course materials, and practices of faculty to make sure that injustice is not produced and perpetuated within the curriculum and the classroom.

5c. <u>Years 3–5 (2021–2024)</u> – Work with the Placement Office to ensure that clinical experience and/or community service opportunities are provided for students to apply practices of social justice in local school classrooms or research settings.

Goal 4: To further develop school and community partnerships for the purpose of providing outstanding professional education while serving the community.

Objective 1: Continue the Professional Development School Program in our partnership schools.

1a. <u>Years 1–3 (2019–2022)</u> – Collaborate to determine the needs within the identified partnership school.

1b. <u>Years 1–3 (2019–2022)</u> – Set goals to achieve the needs that were specified.

1c. <u>Years 1–5 (2019–2024)</u> – Meet at least four times throughout each year to deliver professional development through the Special Services Academy and the BCBA Round Table.

1d. <u>Years 1–5 (2019–2024)</u> – Assess the professional development sessions and make improvements accordingly.

1e. <u>Years 1–5 (2019–2024)</u> – Collect pre- and post-data to analyze effectiveness of the PDS program that was offered.

Objective 2: Continue the relationship with the Autism MVP Foundation and provide evidence-based practice programs for teachers in schools with students with autism.

2a. <u>Year 1 (2019–2020)</u> – Write and submit IRB application related to Phase 2 of Autism Program Improvement Project (APIP) focusing on the use of video Modeling and performance feedback through videotaped sessions.

2b. <u>Year 2 (2020–2021)</u> – Create three video models focusing on evidence-based practices that can be utilized for Phase 2 of the study and posted to the APIP website.

2c. <u>Year 3 (2021–2022)</u> – Expand Phase 2 and create three more videos focusing on evidence-based practices (now six total) for students with ASD. Post these videos to the website and expand to offer professional development hours for teachers who utilize the videos and would like to receive a certificate of completion.

Objective 3: Write new curriculum within the ABA Certificate Program and M.S.Ed.

3a. <u>Years 1–3 (2019–2022)</u> – Begin the process to meet the updated BACB required 5th edition task list requirements for Autism/ABA Program and BCBA certification.

3b. <u>Year 1 (2019–2020)</u> – Revise hour allocation chart to reflect new requirements and additional courses.

3c. <u>Year 1 (2019–2020)</u> – Create new syllabi for all BCBA courses.

3d. <u>Year 2 (2020–2021)</u> – Send hour allocation chart and new syllabi to BACB for approval.

3e. <u>Year 2 (2020–2021)</u> – Submit application to gain approval for new courses from Graduate Studies.

3f. <u>Years 2–3 (2020–2022)</u> – Create content for new course, including discussion questions, Prezi/PowerPoint, active student responding assignments, quizzes, and projects.

3g. <u>Year 3 (2021–2022)</u> – Implement new 5th edition task list courses and continue creating content for remaining courses.

Objective 4: Update curriculum within the ABA certificate and M.S.Ed. Autism/ABA Programs internally and externally.

4a. <u>Year 1 (2019–2020)</u> – Work with Central Reach to gain access to their flashcard program and add current ABA courses and 5th edition task list courses.

4b. <u>Year 2 (2020–2021)</u> – Add novel instructional technology requirements, including Cambria and Sniffy the Virtual Rat, into 5th edition task list courses.

4c. <u>Years 2–3 (2020–2022)</u> – Implement the 5th edition task list curriculum, including novel technology and flashcards for fluency.

Goal 5: To enhance leadership development and the capacity to effect positive school change.

Objective 1: Cultivate leadership in all members in the Department of Special Education through leadership academies, leadership conferences, and advocacy initiatives.

1a. <u>Years 1–5 (2019–2024)</u> – Support faculty members to participate as leaders on Committees.

Objective 2: Support faculty to pursue innovative opportunities such as Study Abroad, Transformative Grants, and First-Year Fellow opportunities so that they can fully develop their leadership potential.

2a. <u>Year 1 (2019–2020)</u> – Apply for at least one of the opportunities in Objective 2 each year.

2b. <u>Years 2–5 (2020–2024)</u> – Partner with other faculty to achieve the opportunities in Objective 2.

Objective 3: Continue to encourage faculty to become members of University-wide committees and to exercise their leadership skills on those committees.

3a. <u>Years 1–5 (2019–2024)</u> – Develop programs that will continue to showcase faculty work on campus, such as the Inter-professional Research Exhibition.

3b. <u>Years 2–5 (2020–2024)</u> – Encourage more faculty to become involved in Monmouth University Scholarship Week.

Goal 6: To develop a state and national reputation for innovative teaching and learning for the School of Education.

Objective 1: Develop research and scholarship that leads to national recognition for Monmouth University in the area of special education.

1a. <u>Year 1 (2019–2020)</u> – Every member of the Special Education faculty to submit a proposal and be accepted to present at the Council for Exceptional Children TED conference in Las Vegas, Nevada, in November 2018.

1b. <u>Year 1 (2019–2020)</u> – Faculty submit and be accepted to present at a variety of local, and national conferences including the Council for Exceptional Children Division on Autism and Developmental Disabilities in Hawaii in January 2019.

Objective 2: Continue the work of the Autism MVP Foundation and expand its recognition to the state level.

2a. <u>Years 3–5 (2021–2024)</u> – Disseminate more material locally through the academies about the Autism MVP Foundation.

Objective 3: Promote the Department of Special Education faculty's continued writing of research articles, book chapters, and books.

3a. <u>Year 1 (2019–2020)</u> – Each member of the faculty to contribute an accepted book chapter on the topic of Gifted Education.

3b. <u>Years 2–5 (2020–2024)</u> – To encourage individual faculty and collaborative groups to submit articles, book drafts, and applications for editorships for books.

Objective 4: Promote the SoE through nationally recognized research and scholarship, including invited presentations, national conference presentations, and publications on program innovations.

4a. <u>Years 1–5 (2019–2024)</u> – Improve our ranking on the national level of the online ABA/Autism Program.

4b. <u>Years 1–5 (2019–2024)</u> – Continue the our faculty's leadership on campus by the faculty serving as leaders in implementing technology in courses, especially online courses.

4c. <u>Years 2–3 (2020–2022)</u> – Promote more faculty's adoption of Quality Matters as a means of enhancing their course syllabus.

Objective 5: Acquire grant funding for scholarships that support social justice curriculum development in the area of special education.

5a. <u>Years 2–3 (2020–2021)</u> – Start the process of applying for creativity and other grants that will result in the development of innovation in course design and implementation.

5b. <u>Years 1–5 (2019–2024)</u> – Further develop the Study Abroad Program that has conducted two programs in London, and have the program collaborate with other departments to expand to other locations.

Objective 6: Implement virtual classroom technology within Special Education courses.

6a. <u>Years 1–3 (2019–2022)</u> – Contact simulation service consultant; schedule and attend virtual learning introduction session.

6b. <u>Year 2 (2020–2021)</u> – Implement classroom simulation within one course and collect data on student outcomes.

6c. <u>Year 3 (2021–2022)</u> – If student outcome data are favorable, expand use of simulation software to in-person, blended, and online courses as appropriate.

Department of Speech-Language Pathology
Strategic Plan 2019–2024

The mission of the Department of Speech-Language Pathology is to provide students with both an academically rigorous foundation and hands-on clinical experience necessary to become competent, entry-level speech-language pathologists. The program is committed to the preparation including academic coursework, clinical experiences, and research experiences, which will prepare graduates to serve diverse clients of all ages in varied clinical and educational settings.

Goal 1: To maintain and develop processes that foster continuous program improvement.

Objective 1: Increase enrollment and academic excellence to ensure program sustainability.

1a. Year 1 (2019–2020) – Faculty will attend Graduate Information Sessions to meet with and inform interested and qualified students.

1b. Year 2 (2020–2021) – Faculty will review performance of 2018 and 2019 graduates and adjust admissions rubric to raise the academic profile of the next cohort.

1c. Year 3 (2021–2022) – Faculty will review performance of 2019 and 2020 graduates and adjust admissions rubric to raise the academic profile of future cohorts.

1d. Year 4 (2022–2023) – Faculty will review data from employers and clinical supervisors to learn about features of successful employees.

1e. Year 5 (2023–2024) – Faculty will adjust admissions rubric based on employer and supervisor feedback.

Objective 2: Develop a recruitment strategy and marketing campaign with Graduate Admissions to attract a highly qualified, diverse pool of graduate students.

2a. Year 1 (2019–2020) – Offer graduate assistantships to the most competitive students upon admission to attract highly qualified applicants.

2b. Year 2 (2020–2021) – Faculty will host recruitment table at a national conference (American Speech-Language-Hearing Association [ASHA]).

2c. Year 3 (2021–2022) – Faculty will work with Admissions to advertise nationally.

2d. Year 4 (2022–2023) – Faculty will publicize their research work nationally to raise the research profile of the program.

2e. Year 5 (2023–2024) – Faculty will consider diversifying curricular offerings to attract specific groups of students (e.g., bilingual track).

Objective 3: Develop a recruitment plan with Graduate Admissions that attracts students from the Middle Atlantic and Northeast.

3a. Year 1 (2019–2020) – Faculty will host virtual information sessions to attract students from a large geographic area.

3b. Year 2 (2020–2021) – Faculty will host virtual information sessions to attract students from a large geographic area. Additionally, faculty will host a recruitment table at a national conference (ASHA).

3c. Year 3 (2021–2022) – Faculty will host virtual information sessions to attract students from a large geographic area. Additionally, faculty will work with Admissions to advertise nationally.

3d. Year 4 (2022–2023) – Faculty will host virtual information sessions to attract students from a large geographic area. Continue to advertise program nationally and recruit at national conference (ASHA).

3e. Year 5 (2023–2024) – Faculty will host virtual information sessions to attract students from a large geographic area. Continue to advertise program nationally and recruit at national conference (ASHA). Faculty will review outcomes.

Objective 4: Ensure the student application and selection process is equitable and holistic in nature through use of a modified rubric that considers a range of student characteristics.

4a. Year 1 (2019–2020) – Utilize a holistic admissions process to increase diversity of the enrolled cohort and review outcomes annually.

4b. Year 2 (2020–2021) – Faculty will review outcomes of 2019 graduates and adjust admissions rubric to increase diversity of applicants.

4c. Year 3 (2021–2022) – Faculty will review characteristics and outcomes of 2020 graduates and adjust admissions rubric as needed.

4d. <u>Year 4 (2022–2023)</u> – Faculty will revisit the holistic admissions process to determine if adjustments should be made to attract students from a larger and more diverse pool.

4e. <u>Year 5 (2023–2024)</u> – Faculty will review characteristics and outcomes of 2021 and 2022 graduates and adjust admissions rubric as needed.

Objective 5: Develop strategies to recruit highly qualified Monmouth University undergraduate students.

5a. <u>Year 1 (2019–2020)</u> – Appoint minor coordinator to advise and assist in recruitment of undergraduate students.

5b. <u>Year 2 (20202–2021)</u> – The minor coordinator will attend the major/minor fair to reach out to more students.

5c. <u>Year 3 (2021–2022)</u> – The minor coordinator will work with advisors to inform more students about the minor and contact undergraduate students regularly to advise them of course offerings and department events.

5d. <u>Year 4 (2022–2023)</u> – The minor coordinator will host a "Coffee with the Coordinator" to advise students of course offerings and department events.

5e. <u>Year 5 (2023–2024)</u> – The minor coordinator will work with advisors to explore service learning or experiential learning opportunities for undergraduate students in the minor.

Goal 2: To develop new programs and initiatives for the purpose of enhancing competitiveness.

Objective 1: Continue to develop the Program for Research and Support for Rett Syndrome and its presence in the community.

1a. <u>Year 1 (2019–2020)</u> – Host an annual conference to increase awareness of Rett Syndrome in the community and educate caregivers, families, therapists, and educators. Explore marketing options to increase client caseload of persons with Rett Syndrome within the Center for Speech and Language Disorders.

1b. <u>Year 2 (2020–2021)</u> – Host a parent support group each semester to educate parents on topics of interest and provide a venue for an exchange of ideas. Develop a marketing plan to increase client caseload of persons with Rett Syndrome within the Center for Speech and Language Disorders.

1c. <u>Year 3 (2021–2022)</u> – Host an annual conference to increase awareness of Rett Syndrome in the community and educate caregivers, families, therapists and educators. Implement marketing plan to increase client caseload of persons with Rett Syndrome within the Center for Speech and Language Disorders.

1d. <u>Year 4 (2022–2023)</u> – Host a parent support group each semester to educate parents on topics of interest and provide a venue for an exchange of ideas. Expand marketing outside of our catchment area to increase client caseload of persons with Rett Syndrome within the Center for Speech and Language Disorders.

1e. <u>Year 5 (2023–2024)</u> – Host an annual conference to increase awareness of Rett Syndrome in the community and educate caregivers, families, therapists, and educators. Review marketing plan to assess effects on client caseload of persons with Rett Syndrome within the Center for Speech and Language Disorders.

Objective 2: Explore new programmatic offerings.

2a. <u>Year 1 (2019–2020)</u> – Faculty will survey the community to determine the level of interest in an SLP doctoral program and decide whether to proceed on development of curriculum.

2b. <u>Year 2 (2020–2021)</u> – Faculty will discuss curriculum options for an undergraduate major and determine whether to proceed on this program.

2c. <u>Year 3 (2021–2022)</u> – Faculty will proceed with development of the SLPD and/or the Communication Sciences and Disorders major if the department has approved the new program(s) and if the program(s) has/have the support of the administration.

2d. <u>Year 4 (2022–2023)</u> – Faculty will learn about dual degree programs at Monmouth University and surrounding universities.

2e. <u>Year 5 (2023–2024)</u> – Faculty will determine whether to proceed on a dual degree program.

Goal 3: To promote an enhanced awareness and practice of social justice.

Objective 1: Focus on service learning for persons with communication disorders.

1a. <u>Year 1 (2019–2020)</u> – Establish service learning opportunities for interested students through the Program for Research and Support for Rett Syndrome.

1b. <u>Year 2 (2020–2021)</u> – Expand service learning opportunities at local specialized schools and local healthcare programs.

1c. <u>Year 3 (2021–2022)</u> – Establish service learning projects to include community-based feeding groups.

1d. <u>Year 4 (2022–2023)</u> – Explore communication support groups through local day programs for adults with complex communication needs.

1e. <u>Year 5 (2023–2024)</u> – Expand service learning opportunities connected to coursework such as Clinical Practicum.

Objective 2: Support student understanding of social and cultural linguistic diversity.

2a. <u>Year 1 (2019–2020)</u> – Explore strategies for supporting student success in understanding social and cultural linguistic diversity through the curriculum.

2b. <u>Year 2 (2020–2021)</u> – Examine and choose key clinical and academic courses to update and implement student learning outcomes regarding social and cultural linguistic diversity.

2c. <u>Year 3 (2021–2022)</u> – Increase diversity of client caseload in the Center for Speech and Language Disorders.

2d. <u>Year 4 (2022–2023)</u> – Coordinate student learning opportunities (such as communication screenings and hearing screenings) with diverse community partners in daycare centers and adult and geriatric day program settings.

2e. <u>Year 5 (2023–2024)</u> – Implement high-impact learning experiences such as problem-based studies, standardized patient use, and simulation activities that depict a wide range of cultures.

Objective 3: Increase opportunities and awareness for integration for persons with disability in the community.

3a. <u>Year 1 (2019–2020)</u> – Provide diverse and innovative programming for communication services for persons with communication disorders through the Center for Speech and Language Disorders.

3b. <u>Year 2 (2020–2021)</u> – Develop a model for an augmentative and alternative communication (AAC) training program through the Center for Speech and Language Disorders and the Program for Research and Support for Rett

Syndrome that provides direct AAC training and support for individuals with complex communication needs to support community integration.

3c. <u>Year 3 (2021–2022)</u> – Provide a yearly workshop through the Program for Research and Support for Rett Syndrome to promote training for speech-language pathologists and other professionals to increase impact on direct services for persons with complex communication disorder.

3d. <u>Year 4 (2022–2023)</u> – Provide faculty- and student-led in-services to the community regarding integration issues for persons with communication disorder.

3e. <u>Year 5 (2023–2024)</u> – Partner with local schools and healthcare settings to promote awareness of persons with communication disorder.

Objective 4: Increase social support groups for persons with communication disorders and their families.

4a. <u>Year 1 (2019–2020)</u> – Partner with local experts to provide informational seminars for families of individuals with complex communication needs and their families at the University.

4b. <u>Year 2 (2020–2021)</u> – Expand parent support groups through the Program for Research and Support for Rett Syndrome and the Center for Speech and Language Disorders for fall and spring semesters.

4c. <u>Year 3 (2021–2022)</u> – Partner with specialized schools to provide community-based treatment programs for individuals with communication disorders and their families sponsored through the Program for Research and Support for Rett Syndrome.

4d. <u>Year 4 (2022–2023)</u> – Coordinate support groups with community-based programs in order to support individuals with communication disorder.

4e. <u>Year 5 (2023–2024)</u> – Partner with other graduate healthcare programs at Monmouth University to create models for interprofessional support groups to provide interprofessional learning experiences for students and the surrounding community.

Goal 4: To further develop school and community partnerships for the purpose of providing outstanding professional education while serving the community.

Objective 1: Continue to develop partnerships in the community and obtain new
agreements which offer diverse clinical experiences across the lifespan.

1a. <u>Year 1 (2019–2020)</u> – Establish new affiliation agreements for clinical
practicum experiences.

1b. <u>Year 2 (2020–2021)</u> – Maintain current affiliation agreements and site
partnerships for continued excellence in External Clinical Practicum I and II;
explore community partnerships with local medical centers for novel initiatives
such as feeding assistant programs.

1c. <u>Year 3 (2021–2022)</u> – Continue to develop new affiliation agreements for
clinical practicum experiences and establish observation opportunities with local
healthcare facilities for increased student experiences across the lifespan (NICU,
craniofacial team, feeding therapy/team, head and neck cancer, ALS clinic,
ITAP/RNEP, ENT offices, etc.).

1d. <u>Year 4 (2022–2023)</u> – Recruit clinical guest speakers for academic courses in
order to expose students to clinical specialty areas and services across the
lifespan.

1e. <u>Year 5 (2023–2024)</u> – Recruit clients/patients as guest speakers and/or
standardized patients within clinical practicum/academic coursework in order to
expose students to diverse clinical experiences.

Objective 2: Increase opportunities to work with culturally and linguistically diverse
clients.

2a. <u>Year 1 (2019–2020)</u> – Explore opportunities to diversify and support varied
client populations in the Center for Speech and Language Disorders. Explore the
use of language translation services at Center for Speech and Language Disorders.

2b. <u>Year 2 (2020–2021)</u> – Work with the Office of University Marketing and
Communications to develop a marketing plan for the Center for Speech and
Language Disorders that will offer community outreach to diverse and
underserved populations.

2c. <u>Year 3 (2021–2022)</u> – Establish new affiliation agreements with healthcare
sites, offering exposure to culturally and linguistically diverse clients based upon
client/patient/student population.

2d. Year 4 (2022–2023) – Establish new affiliation agreements with educational sites, offering exposure to culturally and linguistically diverse clients based upon client/patient/student population.

2e. Year 5 (2023–2024) – Establish new service learning opportunities in underserved areas and/or populations.

Objective 3: Increase opportunities to work with clients across a broad range of disorders.

3a. Year 1 (2019–2020) – Establish new affiliation agreements for diverse clinical practicum experiences.

3b. Year 2 (2020–2021) – Increase pool of highly competitive external practicum sites to diversify clinical experiences.

3c. Year 3 (2021–2022) – Recruit adjunct clinical supervisors with expertise in specialty areas, in order to increase enrollment of on-campus clinic clients with a broad range of disorders (neurodegenerative disease, craniofacial anomalies and/or cleft lip/palate, early childhood language disorders, head and neck cancer).

3d. Year 4 (2022–2023) – Develop a standardized patient program within the clinical and academic coursework to improve student treatment and diagnostic skills across a broad range of disorders including exploration of objective structured clinical examinations (OSCE) laboratory experiences.

3e. Year 5 (2023–2024) – Develop and implement onsite interprofessional simulation lab experiences within the clinical and academic coursework to improve student treatment and diagnostic skills across a broad range of disorders.

Goal 5: To enhance leadership development and the capacity to effect positive school change.

Objective 1: Provide opportunities for student leadership experiences through the student organization National Student Speech Language Hearing Association and through the state-level association New Jersey Speech-Language-Hearing Association (NJSHA).

1a. Year 1 (2019–2020) – Send two qualified graduate students to an NJSHA-sponsored event to represent the department and University at a state-level advocacy event to learn how the legislative process works in the state of New Jersey.

1b. <u>Year 2 (2020–2021)</u> – Engage undergraduate students interested in the field in active roles on the esecutive board of the National Student Speech Language Hearing Association (NSSHLA) to gain speech-language pathology leadership experience.

1c. <u>Year 3 (2021–2022)</u> – Send two qualified graduate students to represent the department and University to a national-level advocacy event to learn how the legislative process works in the United States.

1d. <u>Year 4 (2022–2023)</u> – Send two undergraduate students to represent the department and the University at an NJSHA state-level advocacy event to learn how the legislative process works in the state of New Jersey.

1e. <u>Year 5 (2023–2024)</u> – Send two qualified undergraduate students to represent the University at a national-level advocacy event to learn how the legislative process works in the United States.

Objective 2: Promote student service learning projects in the community.

2a. <u>Year 1 (2019–2020)</u> – Initiate a graduate student-led campaign to raise money for the Program for Research and Support for Rett Syndrome to continue to help persons with Rett syndrome and their families.

2b. <u>Year 2 (2020–2021)</u> – Continue the graduate student-led partnership with a New Jersey-based organization to promote the development of literacy skills and encourage a love of reading.

2c. <u>Year 3 (2021–2022)</u> – Encourage graduate students to research and initiate a new partnership with a New Jersey-based organization to develop civic engagement with members of the surrounding community.

2d. <u>Year 4 (2022–2023)</u> – While continuing relationships with current service learning projects, research and initiate a new partnership with a New Jersey-based organization to connect their academic classes to the needs of the community.

2e. <u>Year 5 (2023–2024)</u> – While continuing relationships with current service learning projects and developing new ones, introduce a reflective component that allows for the students to continue to learn and grow while using their developing critical thinking skills.

Objective 3: Provide training to internal and external clinical supervisors to ensure high-quality supervision for students.

    3a. <u>Year 1 (2019–2020)</u> – Bring internal and external supervisors on campus to provide learning experiences for continuing education.

    3b. <u>Year 2 (2020–2021)</u> – Explore becoming a continuing education provider with ASHA to continue providing internal and external supervisors with continuing education experiences.

    3c. <u>Year 3 (2021–2022)</u> – Apply for continuing education provider status with ASHA.

    3d. <u>Year 4 (2022–2023)</u> – Develop a workshop for internal and external clinical supervisors to ensure high-quality supervision for students.

    3e. <u>Year 5 (2023–2024)</u> – Provide additional workshops for internal and external clinical supervisors to ensure high-quality supervision for students.

Goal 6: To develop a state and national reputation for innovative teaching and learning for the School of Education.

Objective 1: Ensure curriculum is up to date and reflects current standards and scope of practice.

    1a. <u>Year 1 (2019–2020)</u> – Faculty collaborate during a winter retreat to discuss and review current national standards across all syllabi to ensure that the curriculum is up to date.

    1b. <u>Year 2 (2020–2021)</u> – Review certification and accreditation standards for new trends in the field to determine if any curricular changes might be necessary to keep up with national trends.

    1c. <u>Year 3 (2021–2022)</u> – Develop master syllabi for any course changes that might be necessary to keep up with national trends.

    1d. <u>Year 4 (2022–2023)</u> – Review certification and accreditation standards for new trends in the field to determine if any curricular changes might be necessary to keep up with national trends.

    1e. <u>Year 5 (2023–2024)</u> – Develop master syllabi for any course changes might be necessary to keep up with national trends.

Objective 2: Infuse various types of pedagogical practices into academic and clinical coursework to provide diverse opportunities to maximize student learning.

2a. Year 1 (2019–2020) – Appoint a faculty member for the SoE Technology Working Group meetings to better inform the department of current and future technology-related pedagogy that might benefit our students.

2b. Year 2 (2020–2021) – Review current pedagogical approaches to determine if any changes or additions might be necessary to keep up with national trends in higher education teaching.

2c. Year 3 (2021–2022) – Establish clear expectations on the use of pedagogical approaches through professional development to keep up with national trends in higher education teaching.

2d. Year 4 (2022–2023) – Develop a rubric for self-assessment of pedagogical approaches to further highlight the department's commitment to high-level teaching.

2e. Year 5 (2023–2024) – Identify and implement at least one evidence-based teaching strategy to improve teaching practices.

Objective 3: Evaluate student outcome data on an annual basis and ensure that they meet or exceed the national average.

3a. Year 1 (2019–2020) – All outcome data from the 2018 cohort will be reviewed at the summer retreat with a focus on Praxis II scores.

3b. Year 2 (2020–2021) – Outcome data from the 2019 cohort will be reviewed at the summer retreat with a focus on employment data trends.

3c. Year 3 (2021–2022) – Outcome data from the 2020 cohort will be reviewed at the summer retreat with a focus on completion data.

3d. Year 4 (2022–2023) – Outcome data from the 2021 cohort will be reviewed at the summer retreat with a focus on the employers survey.

3e. Year 5 (2023–2024) – Outcome data from the 2022 cohort will be reviewed at the summer retreat with a focus on Praxis II scores.

Objective 4: Develop independent student research opportunities.

4a. <u>Year 1 (2019–2020)</u> – Through the Research Methods course, students will foster research-related relationships with faculty members who are pursuing research in their areas of expertise.

4b. <u>Year 2 (2020–2021)</u> – Discover and apply for research-specific funding opportunities for student-led research initiatives.

4c. <u>Year 3 (2021–2022)</u> – Increase research collaborations between academic and clinical faculty, as well as across campus, in an effort to continue to foster diverse learning opportunities.

4d. <u>Year 4 (2022–2023)</u> – Develop a critical thinking learning series on the subjects of writing and research, as these practices relate to students.

4e. <u>Year 5 (2023–2024)</u> – Develop a survey for students to fill out regarding their wants and needs that relate to student-led research initiatives.

Objective 5: Increase the number of student presentations at professional meetings.

5a. <u>Year 1 (2019–2020)</u> – Encourage students to pair with a faculty mentor to complete proposed research that was created in the Research Methods class.

5b. <u>Year 2 (2020–2021)</u> – Discover and apply for travel-specific funding opportunities for students to learn more about student-led research opportunities at a regional or national conference.

5c. <u>Year 3 (2021–2022)</u> – Support student travel and conference registration funds to promote opportunities to disseminate their findings at the regional and national level.

5d. <u>Year 4 (2022–2023)</u> – Support student travel and conference registration funds to promote opportunities to disseminate their findings at the international level.

5e. <u>Year 5 (2023–2024)</u> – Support sustainability and growth of reach and scholarship by supporting faculty and student collaboration.

Objective 6: Increase faculty scholarship through presentations, publications, and/or external grants.

6a. <u>Year 1 (2019–2020)</u> – Support sustainability and growth of faculty by providing mentorship from faculty members within the school and University.

6b. <u>Year 2 (2020–2021)</u> – Increase opportunities for faculty travel in order to maintain currency in specialty areas of interest.

6c. <u>Year 3 (2021–2022)</u> – Provide continued education experience to faculty in order to grow knowledge that directly relates to grant writing.

6d. <u>Year 4 (2022–2023)</u> – Develop a plan that rewards interprofessional collaboration in research, publication, and presentation.

6e. <u>Year 5 (2023–2024)</u> – Provide support for professional development in order to increase the quality and quantity of scholarly productivity.