

Action Plan for the Next Ten Years (2009-2019)

Master of Arts Degree in Education

With Options in

**Administration & Supervision,
Curriculum & Instruction,
Early Childhood Education, and
Reading/Language Arts**

Action/Outcome	Evidence/Benchmark	Cost/Resource Implication	Source for Funds	Timeline
<p>1. <u>Increase the visibility of the program through newsletters, e-blasts to former credential students, updated Web sites, etc.</u> Essential for the viability of the MAEd is knowledge that potential students, teachers, district personnel and the general public has about it. MAEd faculty plan on utilizing several cost-effective methods of informing its constituencies about its option offerings, cohorts that are forming and accomplishments of its faculty</p>	<p>The newsletters, e-blasts, Web site, etc.</p>	<p>Production of these primarily electronic products may not incur costs or at least large costs. Faculty and students will contribute the time needed to produce these documents.</p>	<p>Funding of small amounts for printing may be incurred.</p>	<p>Timelines will vary by programs, but planning will begin immediately and will continue throughout the next 10 years. The Dean's office has already begun to produce and disseminate an electronic newsletter.</p>

and graduates.				
<p>2. <u>Increase the number of courses offered in an online or hybrid format.</u> Given the increasing ease of delivering courses in an online or hybrid format, MAEd faculty will examine the potential of offering more courses in that modality. This will allow those who live in rural areas or who have child care scheduling conflicts increased access to graduate degrees and advanced credentials.</p>	<p>The number of courses offered in an online or hybrid format. Syllabi and course enrollments will also serve as evidence.</p>	<p>As the new online/hybrid courses will replace or supplement the former completely face-to-face course offerings, there will be no changes in cost.</p>	<p>NA, but support from INTERESC, Digital Campus, and CETL services are utilized by faculty.</p>	<p>These will vary by programs (recent examples of program options and courses converted to an online or hybrid format include the entire Reading/Language Option, ERA 220, CI 225, CI 227, CI 230, CI 241, and CI 280T-Adv. Production of Mediated Instruction). Examination of course offerings will begin immediately.</p>
<p>3. <u>Continue partnering with local school districts to form graduate cohorts.</u> The MAEd faculty has a history of partnering with local school districts for the purpose of forming graduate cohorts. This is a cost-effective manner of offering graduate programs</p>	<p>The number and nature of the partnerships will serve as evidence. All program options are currently engaged in and/or developing partnerships with</p>	<p>Faculty engages in this work as part of their service commitment so no additional costs are involved. In some cases, funds from grant work could</p>	<p>Cohort development capacity will be affected by the University budget. The KSOEHD Development</p>	<p>Timelines will vary by programs, but most programs recruited for and initiated new cohorts this year.. The rate at which new cohorts can be</p>

<p>for the KSOEHD. It is also well received by school districts which often assist in the identification and recruitment of potential students so they can receive further preparation for advanced district positions.</p>	<p>school districts to offer the MAEd. Program faculty members are also actively engaged in other partnerships for grants, research and service.</p>	<p>support this activity. However, travelling is time intensive (i.e., traveling to Los Banos every week). Most of our professors teach all graduate and/or post-baccalauriat courses. Compensation for faculty travel time is needed.</p>	<p>Officer is often involved in this process when grants are involved. Funding as compensation for faculty travel is requested.</p>	<p>developed will be a function of FTES limits related to university budget parameters. School district needs will also have to be taken in account.</p>
<p>4. <u>Support current endowed chairs and explore obtaining new endowed chairs for options that do not currently have them.</u> Currently there is an endowed chair in the Early Childhood Education Option. Additional funding will be sought for endowed chairs in all options.</p>	<p>The number of endowed chairs</p>	<p>The work of endowed chairs will contribute to the programs and will not require any additional school/departmental funding.</p>	<p>Outside funding will be solicited with support from the KSOEHD Development Office .</p>	<p>Timelines will vary by programs, but planning will begin immediately and will continue throughout the next 10 years</p>
<p>5. <u>Continually revise our courses for relevance and currency.</u> MAEd faculty will engage in the process of regularly examining their courses and options for the purpose of relevancy and currency. The SOAPs will be</p>	<p>Revised syllabi, as well as minutes from departments, programs, and school graduate committee meetings concerning</p>	<p>Faculty engages in this work as part of their academic work so no additional costs are involved.</p>	<p>NA</p>	<p>Timelines will vary by programs, but planning will begin immediately and will continue throughout the next</p>

helpful in this process.	course revisions.			10 years.
<p>6. <u>Model and infuse current technologies in our courses.</u> As technology continues to advance and improve, MAEd faculty will model these advances to students by utilizing what is most current in their courses.</p>	<p>The technologies and teaching strategies which are used in MAEd courses. Syllabi may contain evidence of technology infusion.</p>	<p>Faculty engages in this work as part of their academic work so no additional costs for faculty are involved. The School has INTERESC which assists faculty in the use of technology, and the university has Digital Campus and CETL which offer services to assist faculty in these endeavors. The use of cutting edge technology in our course will necessitate the purchase of cutting edge software and hardware.</p>	<p>Costs will include the purchase of state-of-the-art software and hardware. An additional computer classroom would be very helpful as scheduling time in the existing computer classrooms is becoming increasingly difficult. The cost of such a classroom is currently about \$100,000. Additional classroom space is also needed.</p>	<p>Timelines will vary by programs, but planning will begin immediately and will continue throughout the next 10 years.</p>
<p>7. <u>Project new hires that will be needed over the next 10 years and put emphasis on recruitment</u></p>	<p>The new faculty members who will be</p>	<p>If the university maintains a 0 enrollment increase,</p>	<p>Depends on enrollment limits as dictated from</p>	<p>Timelines will be generated on an as needed basis</p>

<p><u>as well as retaining new faculty.</u> To compensate for the inevitable faculty attrition through retirements and other turnovers, MAEd faculty will recruit and hire strong, new faculty and then work on retaining these new faculty.</p>	<p>hired.</p>	<p>any new faculty hires will be to replace those who leave. If the university allows enrollment increases, funding will be sought from the university and the Chancellor's office. It is impossible to project at this point.</p>	<p>the Chancellor's Office.</p>	<p>depending on enrollment and faculty attrition.</p>
<p>8. <u>Maintain state and national program accreditation (e.g., CTC, NCATE, NAEYC, etc.)</u> National and state accreditation offers a level of status and an opportunity for outside review that cannot be gained in any other manner. Receiving these accreditations insures that our programs are viewed as more prestigious than those offered by competing local universities.</p>	<p>The program accreditations.</p>	<p>Faculty engages in this work as part of their academic work so no additional costs are involved over what is already expended.</p>	<p>The school already designates funding for accreditation costs. No change in this funding is anticipated.</p>	<p>Timelines will vary by programs, but planning will begin immediately and will continue throughout the next 10 years.</p>
<p>9. <u>Develop an additional Option on Linguistically and Culturally Diverse Learners (the title of this Option has not yet been</u></p>	<p>Approved new courses and approved new MAEd Option.</p>	<p>Faculty members in the Reading Option and the Multiple Subject Credential</p>	<p>New faculty may be needed in this new Option or to replace faculty</p>	<p>Course development is currently in progress and will be</p>

<p><u>determined</u>). Faculty believe there is a need to train master's degree level professionals to serve K-12 students who are English learners and are culturally diverse.</p>		<p>area have begun to create another MAEd Option. Since faculty members are currently hired in areas where enrollments have decreased or where students will shift from Reading to Linguistic Diversity, no new faculty hires are immediately needed. However, new hires may be needed in the future.</p>	<p>who shifted their teaching emphasis.</p>	<p>completed by the end of the next academic year. The university approval process will be completed within two academic years and student can begin enrolling in the fall of 2010 or 2011 depending on the progress of the approval process.</p>
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