I: SUPPORT AND ENHANCE ACADEMIC EXCELLENCE

A. To improve students’ academic achievement and success
1. Develop FSA Professional Block for pedagogy in the Inclusive Special Education (ISE) major with PDS partner Dr. Martin Luther King, Jr. Community School, Syracuse City School District
2. Create WI and PS courses in ISE major
   a. WI = FSA 280 and FSA 400
   b. PS = FSA 101
3. Infuse technology-based information into FSA courses
4. Establish early feedback system for students to assess their performance
   a. Increase use of WebCT Gradebook
   b. Establish ISE Learning Community – COR 101 and FSA 103
   c. Apply for Writing Interns in selected courses to improve quality of student writing
5. Review Teaching Students with Disabilities (TSD) 1-6 Graduate Program
   a. Define review process, procedures and criteria
   b. Apply for College Assessment Grant
6. Review Inclusive Special Education Undergraduate Program
   a. Define review process, procedures and criteria
   b. Apply for College Assessment Grant (Awarded S-Su/08)
7. Encourage graduate and undergraduate students to submit writing for presentation and publication
   a. Greater student participation in Scholar’s Day
   b. Department’s e-journal Social Advocacy and System Change and other campus journals
8. Develop PDS relationship with Parker Elementary School, Cortland City School District
   a. ISE undergraduate students complete year-long experience with Parker School and the community it serves through field experience work in FSA 211 and FSA 281
9. Use transformative pedagogy in courses to help prepare teachers who will work to change society
10. Follow FSA 280/281 students through Block courses to access their confidence levels as Inclusive Educators  
   a. Analyze journals, final papers and projects across courses  
   b. Develop proposal for Undergraduate Research Proposal funding  
11. Participate in SUNY Cortland-Cortland City School District PDS Process  
   a. Develop PDS grant proposal with faculty from Childhood/Early Childhood Department and Cortland City Schools  
   b. Pilot proposal with two teams of student teachers from Childhood and Inclusive Special Education  
12. Non-majors Curriculum  
   a. Specific Service Courses (SPE 270, SPE 510, EDU 552/WST 552, EDU 670, FSA 400, FSA 471, FSA 525/AAS 581, FSA 671)  
      i. Analysis of needs with relevant departments, with modification of offerings/content as necessary  
      ii. Increase proportion of courses, especially SPE 270, taught by full-time faculty  
   b. General Education and Other Offerings (FSA 103, INT 270)  
      i. Increase proportion of courses taught by full-time faculty  
      ii. With additional qualified fulltime faculty, increase number of sections offered fro FSA 103  
      iii. Develop Comparative Education course for GE 6 (Culture) offering  
13. Psychology of Exceptionality Minor for ISE Major  
   a. Work closely with Psychology and Speech Pathology Departments to ensure required courses are offered and to avoid scheduling conflicts  

B. Enhance Faculty Excellence  
1. Support faculty engagement with campus issues  
   a. Continue to support Teacher Educators for Social Justice Group and year-long campus-wide program  
   b. Apply for Sandwich Seminars  
2. Nominate eligible faculty for campus awards  
3. Demonstrate support for departmental colleagues  
   a. Attend campus events presented or hosted by members of the department or where colleagues are to be recognized
b. Attend conference presentations by colleagues if attending the same conference
c. Submit articles and/or reviews to department-based e-journal *Social Advocacy and Systems Change*

4. Support and encourage research and scholarship
   a. Advocate to administration for increased stipends for scholarly conference presentations
   b. Continue to encourage faculty pursuit of internal/external grants

5. Maintain active research programs within the department
   a. Develop research projects that come from questions raised by our own students, courses and programs
   b. Involve students in research projects

C. Enrollment Planning
1. Open up admission in ISE major to transfer students
2. Increase enrollment in TSD 1-6 by opening the program to other certification areas beyond Childhood 1-6 certification to those that include childhood, e.g., Physical Education, Art Education, Health Education
3. Develop new TSD 7-12 Master’s Program
4. Develop an articulation agreement with local community colleges for the Inclusive Special Education Program
   a. Develop the model with Onondaga Community College
   b. Extend the model to Tomkins Cortland Community College and Broome Community College
5. Increase number of students who apply and commit to attending SUNY Cortland and the Inclusive Special Education Program through personalized letters outlining the benefits of the ISE Program

D. Academic Program Direction
1. Expand list of initial certifications eligible for application to the TSD 1-6 Master’s Program
2. Develop new TSD 7-12 Master’s Program
3. Work with the Literacy Department to develop a joint Literacy/TSD 7-12 Master’s Program, leading to dual certification
4. Align curriculum in Foundations of Education courses
   a. Faculty review syllabi and course goals, objectives and texts to ensure a curriculum that increases in breadth and depth as course numbers increase and to avoid redundancy
5. New Course Development
a. Work with Sociology/Anthropology Department to develop a 500-level cross-listed Sociology of Education course
b. Develop Peace Education course for inclusion in the Center for Ethics Peace Studies Minor and possible General Education course
c. Develop course on education, globalization and social change for GE 6: Culture
d. Develop a 500-level course “International Perspectives on Special Education”

6. Explore the development of interdisciplinary minors
   a. Urban Education
   b. Disability Studies
   c. Educational Studies

7. Explore the development of an interdisciplinary Foundations of Education-based Master’s Program

II: MAKE CORTLAND A MORE CULTURALLY COMPETENT INSTITUTION

A. Increase the number of ethnically and culturally diverse faculty
   1. Use College approved sources and funds for advertising
   2. Advertise through professional organizations and list serves that address issues related to disability, race, culture and ethnicity

B. Increase the number of ethnically and culturally diverse students, including those with disabilities, on campus
   1. C.U.R.E. Program
      a. Develop C.U.R.E. partnership with AVID Program in Syracuse City School District which will increase numbers of students of color applying to SUNY Cortland.
      b. Implement recruiting strategies involving C.U.R.E. students and graduates making targeted presentations to urban high school students
      c. Build relationships with guidance counselors in Binghamton high schools to increase numbers of students applying to C.U.R.E. Program
   2. Inclusive Special Education Major
      a. Seek ways to attract more students of color to the major
         i. Through C.U.R.E.
         ii. Increase connections with EOP to help students who may be undecided learn about the major
         iii. Through partnership with OCC
C. Enhance curricula and infuse diversity into the content (See above for examples.)
   1. Align and expand the diversity content offered to C.U.R.E. students through courses in the FSA Department
   2. Continue campus-wide programming focusing on diversity and equity in teacher preparation programs through the Teacher Educators for Social Justice Working Group

D. Enhance the campus climate to make it a place that embraces diverse people and ideas
   1. Disability awareness training for campus community through the Institute for Disability Studies
      a. Faculty development workshop session
      b. Person-first language awareness sessions/series for faculty, staff, students & community
      c. Film series
   2. In collaboration with community partners and student groups, the Institute for Disability Studies establishes an agenda for local advocacy
      a. Identify students on campus who self-advocate
      b. Host meetings with constituents
      c. Develop action plan based on needs and interests of group
   3. Encourage and support greater faculty presentation in multicultural campus events
      a. Attend Unity Dinner in February, Kente Cloth Ceremony in May and other multicultural events sponsored by campus clubs
   4. Faculty member is advisor to Special Education Club
      a. Work with club members to change the name to Inclusive Education Club and to advocate for person-first language on campus

E. Retain ethnically and culturally diverse faculty, staff and students
   1. Work with Admissions Office and the Student Retention Committee of the Multicultural and Diversity Council for Social Justice to become an active campus force in retention of students of color
   2. Maximize the success of students with disabilities on campus
      a. Advocacy and support from the FSA Department
      b. Continue ISE majors interdisciplinary study with Psychology Department
c. Study and address transition issues for students with disabilities coming from high school to SUNY Cortland through the Institute of Disability Studies

III. INTERNATIONALIZE THE CAMPUS

A. Internationalize FSA curricula
1. Offer a short-course, study abroad experience to graduate students as an option that meets a program requirement in the Teaching Students with Disabilities (7-12) Master’s Program currently in development.
   a. FSA 550: Education Institute in Western Belize is one of three options to fulfill a three-credit diversity requirement in the TSD 7-12 Masters Program
2. Offer a short-course, study abroad experience to graduate students as an option that meets program requirements in the Teaching Students with Disabilities (1-6) Master’s Program.
   a. Revise Teaching Students with Disabilities (1-6) Master’s Program to include credit option for FSA 550: Education Institute in Western Belize
3. Offer Inclusive Special Education Undergraduate majors the option to complete student teaching in Queensland, Australia
4. Develop a 500-level course “International Perspectives on Special Education”
5. Develop a 500-level course in the Sociology of Education to be cross listed with a Sociology course.
   a. Course will address fundamental issues in the relationship between education, globalization, and social change.
6. Develop a Comparative Education course to meet Contrasting Cultures General Education requirement
7. Recognize explicitly those areas of curricula in FSA course offerings that alignment with the global competencies promoted by the American Council on Education Internationalization Leadership team and its Curriculum Development Committee

B. Increase the number of SUNY Cortland students who study abroad (See III. A. 1-3)

C. Increase the number of faculty with international experience
1. Leadership on international bodies of professional disciplines.
a. FSA faculty to pursue positions of leadership on international bodies of professional disciplines.

2. FSA faculty to collaborate with international writing partners.

3. FSA faculty will make efforts to teach in international locations.
   a. A faculty member has taught at Acadia University in Canada in past summers and plans to continue in the future.
   b. FSA faculty are considering teaching possibilities in England and Belize.

4. FSA faculty will pursue Fulbright fellowships.

5. Maintain international editorial board for e-journal housed in department: *Social Advocacy and Systems Change*
   a. Editorial Board currently includes members from New Zealand and Korea. Maintain those board members and seek to include members from other countries.

D. Promote collaboration among SUNY Cortland’s international partners
   1. Develop Ukraine Research Planning Group
      a. Scholarly, teaching & student exchange between SUNY Cortland & Open University of Human Development, Kiev, Ukraine
         i. Focus on Disability Studies & Inclusive Education

IV. SUPPORT RESEARCH AND SCHOLARSHIP THROUGH SPONSORED ACTIVITY

A. Promote the scholarly work of the Institute for Disability Studies (IDS) members in a variety of venues.
   1. Electronic journal launch: *Social Advocacy and Systems Change*
   2. State-level conference for parents on campus
   3. Scholar’s Day presentation
   4. IDS website

B. Encourage FSA faculty participation in funded research activities and proposal writing workshops

C. Support course release to write large external grants

D. Work with Sponsored Programs to target grants that address urban and inclusive (special) education
E. Advocate for alternative kinds of research

F. Work to get an FSA faculty member on the IRB Committee

V. IMPLEMENT THE TEACHING LEARNING CENTER AND LEARNING COMMONS AS A CAMPUS-WIDE RESOURCE

A. Use the Learning Commons as an integral part of department courses and programming
   1. Students use the Learning Commons to work on group projects
   2. FSA faculty use the Learning Commons for group discussions (e.g., TESJ Steering Committee)