The Dean’s Advisory Board is intended to support the Dean in achieving the mission of the School of Education. The Advisory Board provides high-level direction to ensure the School’s programs are balanced, comprehensive, and aligned with current educational policies and successful strategies.

Members of the Board are expected to:
- Advise the Dean in the overall development of the School
- Serve as a role model for our students
- Provide guidance in maintaining programs and curriculum to meet the needs of a global learner in a 21st Century society
- Assist the Dean in fundraising
- Promote a positive image of the School

Terms and Meetings
- Board members serve a three year term with staggered rotation off the Board
- The Board meets two times a year

Committees
- Two Committees are formed to achieve the specific objectives of the Board

School Of Education (SOE) Mission Statement:
The School of Education prepares knowledgeable, reflective, and caring professionals in the fields of education, research, and service. Completers, prepared by highly qualified faculty and through participation in prescribed activities, cutting edge instructional practices offered through multiple modes of delivery, on-going assessments, and field-based internships, have the knowledge, skills, and dispositions to support student learning within a framework of family and community and are able to participate in a diverse, technological, and global society. The SOE proudly prepares transformational educators and leaders through licensure only options and degrees at the bachelor’s, master’s, and doctoral levels for the southeastern region of the state, nation, and the global community.

SOE Conceptual Framework
The conceptual framework of the SOE is reflected in this course and establishes a shared vision of its efforts in preparing educators to work effectively in P-12 schools. It defines the educator as a Facilitator of Learning, one who seeks to make the learning process accessible and one who enables learning to take place successfully. This presupposes that the educator is reflective and serves as a catalyst, stimulator, and motivator of the teaching for learning process. The conceptual framework defines the unit’s vision, which underscores the school’s purpose for preparing its candidates for teaching and leadership roles in a global society. The unit prepares candidates who support student learning, within the context of family and community participation, for a diverse, technological, and global society. We achieve this vision through teaching, research, and service. The themes of our conceptual framework are: (1) caring dispositions and ethical responsibility; (2) communication; (3) knowledgeable and reflective educators; (4) research and leadership; (5) respect for diversity and individual worth; (6) technological competence and educational applications; and (7) working with families and communities.