

**NORTH CAROLINA A & T STATE UNIVERSITY  
DIVISION OF ACADEMIC AFFAIRS**



**SCHOOL OF EDUCATION  
2008-09 ANNUAL REPORT**

**Submitted by  
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## **I. EXECUTIVE SUMMARY**

### **A. Introduction**

The School of Education at North Carolina A & T State University is poised to become a premier preparation center for highly qualified professional educators through a collaborative, interdisciplinary, problem-based learning environment where service, leadership, and commitment to lifelong learning are the guiding principles.

Through its three departments, the School of Education prepares students for careers in PK-12 schools, industry, government and other agencies. The Department of Curriculum and Instruction (CUIN), the Department of Human Performance and Leisure Studies (HPLS), and the Department of Human Development and Services (HDSV) have programs leading to degrees at the undergraduate and graduate levels. All of our teacher education programs are accredited by the National Council for the Accreditation of Teacher Education (NCATE) and approved by the NC Department of Public Instruction. Also, our counseling programs are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). We were the first HBCU to receive CACREP accreditation.

In addition to its outstanding degree and licensure programs, the School of Education has a number of signature activities that promote excellence and equity in education. Our exemplary funded projects, partnerships, and outreach/community activities contribute to economic development in the Piedmont Triad region as well as the state.

Lastly, the Dean of the School of Education is the designated authority (by NC Department of Public Instruction and UNC General Administration) for university-wide licensure programs for teachers, school administrators, school counselors, and other school personnel. As such, although most licensure programs are housed in other academic units, the School of Education is responsible for coordinating and monitoring admission, placements, and assessment for all professional education students at the university. NCA&TSU offers 39 licensure programs at the undergraduate (initial licensure) and graduate (advanced licensure) levels. The Dean chairs the Teacher Education Council (TEC), which is the governance structure for all professional education (licensure) programs at the university. The TEC approves and monitors implementation of curriculum development as well as admission, placement, and assessment policies and procedures for licensure programs. Consequently, the School of Education through the TEC is responsible for overseeing (a) state mandated revisioning of professional licensure programs and (b) attainment of teacher productivity mandates.

### **B. Vision**

The School of Education aspires to be a premier center for multicultural, intellectual, and collaborative engagement of professionals who are catalysts for learning and leading in a global society.

### **C. Mission**

The School of Education is a learning centered organization that prepares a variety of educators and human services professionals and supports their continuing professional development. Building on our historically Black university (HBCU) legacy of exemplary teaching and scholarship, as well as effective public service, we offer degrees at the baccalaureate and master's levels. Our graduates are

catalysts for learning and leading in diverse contexts who engage in collaborative practice with key stakeholders from local to global communities.

#### D. Overview of Significant Accomplishments/Outcomes

During 2008-09 the School of Education significantly enhanced its visibility and credibility at the local, state, and national levels.

##### 1. Programs, Initiatives and Activities

- Initiated first annual Urban Education Institute with over 70 participants from local, state, and national P-12 schools and community-based organizations. The 2009 UEI focus was PK-16 African American Male Achievement.
- Awarded \$500,000 endowed Distinguished Professorship in Urban Education from the Spangler Foundation and UNC General Administration.
- Established unit level Promotion and Tenure Guidelines, approved by SOE Faculty in October 2008.
- Drafted a three-year Strategic Plan, to be finalized in August 2009.
- With financial assistance from the Office of the Provost and University Development, we co-sponsored the Research Focus on Black Education Business Meeting and Reception at the annual meeting of the American Educational Research Association in San Diego, CA.
- As part of the North Carolina State Board of Education (SBE) revisioning mandate, under the leadership of Drs. Anthony Graham (Associate Professor of Curriculum and Instruction) and W.V. Cobitz (SOE Assistant Dean), we successfully revisioned the Conceptual Framework for all professional education (licensure) programs, the undergraduate teacher education professional core, and the professional education assessment plan. Drs. Graham and Cobitz also facilitated development of revisioning reports for all undergraduate teacher education programs at NCA&TSU. The school administration program was revisioned to meet SBE and UNC-GA guidelines; this effort was led by Drs. James Battle and Edward Fort.
- Under the leadership of Dr. Miriam Wagner, Interim Chair of the Department of Human Development and Services, we very successfully attained reaccreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).
- Under the leadership of Dr. Yue Ma, newly appointed Director of Technology, a new SOE website was launched in February of 2008. The website was completely restructured to serve a more dynamic and young undergraduate population.
- Dr. Jerono Rotich, Assistant Professor of Human Performance & Leisure Studies, received the NCA&TSU Junior Faculty Teaching Excellence Award.
- Dr. Shirlene Smith-Augustine, Assistant Professor of Human Development & Services was awarded a Division of Research Summer Faculty Research Grant
- The MAED Reading Program in the Department of Curriculum and Instruction graduated its first cohort of 25 students in spring 2009.

##### 2. Research and Scholarship

The SOE makes significant contributions to the university in terms of externally funded grants. During 2008-09 we generated \$6,958,952 in continuation grants from the U.S. Department of Education, National Science Foundation, Bryan Foundation, N.C. Department of Cultural Affairs, and UNC-General Administration. We generated \$2,133,187 in new funding from the U.S. Department of Education. Additionally we saw a significant increase in numbers of grant proposals submitted by

faculty, with a total of 67. Our faculty, administrative staff, and graduate students made 125 presentations or had papers accepted at meetings of over 20 different local, state, national, and international professional organizations. Faculty scholarship productivity resulted in 75 publications during 2008-09. Dr. Shirlene Smith-Augustine, Assistant Professor of Human Development & Services was awarded a Division of Research Summer Faculty Research Grant.

### 3. Interdisciplinary and Inter-institutional Collaborations

- Engineering Research Center (ERC) Education and Outreach Program: Dr. Robin Liles (Association Professor of Human Development & Services), Dr. W. V. Cobitz (SOE Assistant Dean), and Ms. Shawn Watlington (Clinical Faculty for Secondary Education) were appointed to assist in development of the ERC Education and Outreach assessment plan as well as professional development activities for middle school and high school teachers.
- NSF Content Mentoring in Mathematics and Science Research Project: Drs. David Boger (Professor of Curriculum & Instruction), Jane Davis (Associate Professor of Curriculum & Instruction), and Robin Liles (Associate Professor of Human Development & Services) worked with over 70 teachers in several Piedmont Triad school systems as well as content faculty from the College of Arts and Sciences, College of Engineering, School of Agriculture & Economics, School of Business & Economics, and School of Technology.
- Third Annual REMBA Conference: Department of Human Development & Services collaborated with The Governor's Institute on Alcohol and Substance Abuse, Inc., the North Carolina Division of Mental Health, Developmental Disabilities and Substance Abuse Services, the North Carolina A & T State University School of Nursing, and the Caribbean Basin and Hispanic ATTC at the Universidad Central del Caribe in Puerto Rico.
- SOE collaborated with the School of Business & Economics to host a campus visit by Dr. Gerry House, NCA&TSU alumnus and President/CEO of the nationally recognized Institute for Student Achievement located in New York.
- SOE collaborated with International Programs to host the Appalachian State University Egyptian Educators Study Tour, focusing on preparing special education and kindergarten programs for accreditation.
- SOE collaborated with the School of Agriculture & Environmental Sciences to initiate discussions with Mt. Olive College regarding development of a 3+1 agricultural education licensure program.

### 4. Enrollment

While the *Fact Book* indicates a fall 2008 headcount of 885 for the three SOE departments, the departmental databases show a total 2008-09 enrollment of 1,053; this is a decrease from the fall 2007 headcount of 956 and 2007-08 total enrollment of 1070. Total 2008-09 student credit hours generated by the SOE is 21,613 which is a 4.78 percent increase over 2007-08. Preliminary data show that the number of students admitted to undergraduate teacher programs increased from 166 in 2007-08 to 206 in 2008-09. The number of initial licensure program completers (teacher productivity) increased from 46 for 2007-08 to 60 in 2008-09.

### 5. Students/Scholarships/Fellowships

- \$657,390 in scholarships and fellowships awarded through external grants, tuition remissions, and SOE foundation funds.
- The SOE received two \$25,000 endowed scholarship donations that were matched by University Development for a total of \$100,000.

- Three students in the SOE were Dowdy Scholars: Ebony Johnson, Special Education; Carlos O’Neal, Sports Science & Fitness Management; and Janay Wilson, Elementary Education.
- 136 undergraduates recognized as honors students.
- 84 graduate students recognized as Graduate School Wadaman L. Kennedy Scholars.
- Tiffany Cohen, undergraduate student in special education and elementary education, was presented the prestigious Kayte M. Fearn CEC Ethnic Diversity Scholarship at the 2009 Council for Exceptional Council Expo in Seattle, WA.

## 6. Outreach & Engagement

- At the request of Chancellor Battle, the SOE hosted a university Welcome Reception for Maurice “Mo” Green, new superintendent for Guilford County Schools; guests included city council members, county commissioners, GCS school board members as well as faculty and staff of the university.
- Family Counseling Conference sponsored by the Department of Human Development & Services and Chi Sigma Iota International Counseling Honor Society involved 135 participants from local and state P-12 schools and community-based organizations.
- Guilford County Schools Early/Middle College at NCA&TSU: Early/Middle College students participated in the fall Family Counseling Conference and spring Dean’s Book Club. In addition two of the Early/Middle College young men participated in the spring Teaching Fellows Program Junior Experience recruitment activity, Young Educators Workshop. Dean Ceola Ross Baber was invited to participate as a member of the NC New Schools Project Study Team visit to University Park Campus School in Worcester, MA.
- Dances in Action, a community outreach program in the Department of Human Performance & Leisure Studies participated in Success at School (Communities in Schools program) at Washington Montessori School.
- The SMART Literacy Tutorial program, a collaboration between the Teaching Fellows Program, Department of Curriculum & Instruction, and Leadership Studies partnered with other divisions in the university community to provide 48 elementary students with on-campus literacy and math tutorial support. Undergraduate teacher education students provided 30 hours of tutoring each semester.
- Our three undergraduate student organizations--SNCAE (Student North Carolina Association for Educators), CEC (Council for Exceptional Children) and KDP (Kappa Delta Pi International Honor Society)—engaged in several community service projects that benefitted our partnership schools, the Greensboro Urban Ministries, and other community-based organizations.
- International outreach: The MAED Reading Program Randolph County Cohort donated 80 children’s books, 30 children’s magazines, and other supplies to the Oyoko Methodist Primary School in Koforidua, Ghana. Dr. Jane Davis coordinated the collection of reading, special education, and language arts books for donation to Teachers College of Freetown, Sierra Leone.
- The SOE was the featured academic unit for Homecoming 2008. The reunion featured a High Tea and Tour of the New Education Building on Friday and a pre-game cookout for alumni on Saturday. Over 300 alumni participated in these activities.

## E. Goals for Upcoming Year (2009-2010)

- Increase student enrollment and retention for all programs.

- Continue to increase scholarly productivity in grant writing and publications.
- Increase graduate student involvement in scholarly pursuits and develop undergraduate research activities.
- Increase interdisciplinary, interprofessional, and inter-institutional collaborations.
- Provide professional development for faculty, staff, and students in distance education, scholarship of teaching and learning, and scholarship of engagement.
- Increase annual giving.
- Develop a monthly e-newsletter and a semi-annual report and disseminate to external constituencies.
- Pursue national accreditation for rehabilitation counseling and sports science programs.
- Submit for Faculty Senate approval all revisioning curricular and course proposals.
- Implement revisioned professional education (all licensure programs) assessment plan.

## II. OVERVIEW OF THE UNIT

### Overview of the Unit's Strategies/Role in the University and Futures

Through its three departments, the School of Education prepares students for careers in PK-12 schools, industry, government and other agencies. The Department of Curriculum & Instruction (CUIN), the Department of Human Development & Services (HDSV), and the Department of Human Performance & Leisure Studies (HPLS) have programs leading to degrees at the undergraduate and graduate levels. All of our teacher education programs are accredited by the National Council for the Accreditation of Teacher Education (NCATE) and approved by the NC Department of Public Instruction. In addition, our counseling programs are accredited by the Council for the Accreditation of Counseling and Related Accredited Programs (CACREP). We were the first HBCU to receive CACREP accreditation.

The Dean of the School of Education is the designated authority (by NC Department of Public Instruction and UNC General Administration) for university-wide licensure programs for teachers, school administrators, school counselors, and other school personnel. As such, although most licensure programs are housed in other academic units, the School of Education is responsible for coordinating and monitoring admission, placements, and assessment for all professional education students at the university. NCA&TSU offers 39 licensure programs at the undergraduate (initial licensure) and graduate (advanced licensure) levels. The Dean chairs the Teacher Education Council, which is the governance structure for all professional education (licensure) programs at the university. The TEC approves and monitors implementation of curriculum development as well as admission, placement, and assessment policies and procedures for licensure programs. Consequently, the School of Education through the TEC is responsible for overseeing (a) state mandated revisioning of professional licensure programs and (b) attainment state teacher productivity mandates.

The Department of Curriculum & Instruction (CUIN) provides the professional studies component for the preparation of effective teachers and school personnel at the bachelor's and master's degree levels; the department cooperates with various departments within the university that offer teacher education programs. CUIN offers a bachelor's degree in elementary education, with dual licensure in special education. Master's degrees include the MAT in Special Education, the MAED in Elementary Education, the MAED in Reading, and the MS in Instructional Technology.

The Department of Human Development & Services offers master's level programs in School Counseling, Community/Agency Counseling, Rehabilitation Counseling, Adult Education, and School Administration.

The Department of Human Performance & Leisure Studies (HPLS) provides the necessary preparation for students planning careers as PK-12 physical education teachers, sport science specialists, fitness managers, recreation administrators and athletic coaches. In addition, the department offers a master's program with concentrations in teacher education, sport psychology and adapted physical education.

### Number of Current Faculty and/or Staff

The SOE currently has 39 tenured or tenure track faculty who teach in the three departments; six tenured or tenure track faculty with primary administrative appointments; 25 full-time adjunct faculty; two Leadership Studies faculty members with tenure track appointments HDSV but who do not teach courses in that department; six EPA non-faculty staff members; and 12.5 administrative support staff. Additional staff are supported by external funding: the Rural Teaching Fellows grant

supports one project coordinator, one technology professional, and several graduate assistants; Project FIRE supports several graduate assistants; the NSF Content Mentoring grant supports one project coordinator and several graduate assistants; the REMBA grant has one program coordinator, one administrative assistant, and several graduate assistants; the PRAPE grant supports one project coordinator.

Number of New Employees/Faculty/Staff

Dr. Ceola Ross Baber was appointed as dean. Dr. Miriam Wagner was appointed HDSV interim chairperson. Dr. Trent Larson was appointed HPLS interim chairperson. Dr. Yue Ma was appointed Director of Technology. Dr. Shirlene Smith-Augustine was appointed as a tenure-track assistant professor in school counseling. Dr. Barbara O'Neal was appointed tenure-track assistant professor school administration. Ms. Melinda Lee was assigned as SOE retention advisor by the Center for Academic Excellence (CAE). Ms. Kendra Matthews was hired as the SOE recruitment coordinator. Mrs. Gertrude Pennix filled the HDSV administrative assistant position that was vacated AY 2007-08. One new HPLS adjunct faculty was hired during 2008-2009 for the academic year only. Two new administrative assistants, Ms. Kelley Smith and Ms. Lori Jackson, were hired to replace vacancies in HPLS.

Advisory Board Members (if applicable)

The School of Education Advisory Board is in the process of being restructured. This year, however, the Dean met with the Friends of the School of Education and the Professional Development Schools (PDS) Partnership Committee for input and collaboration. HDSV has several advisory entities.

*Friends of the School of Education*

Ms. Mary Purnell, Chair  
Dr. Mel Swann, Co-Chair  
Ms. Dian Williams, Secretary  
Dr. James Battle, Treasurer  
Dr. Ceola Ross Baber, Dean  
Dr. Patricia Bethea-Whitfield, Associate Prof. HDSV  
Dr. Walthea Cobitz, Assistant Dean  
Mrs. Margaret Foskey, retired educator  
Dr. Karen Guy, Director of Student Teaching  
Ms. Sharon Hoard, Director of Teaching Fellows Program  
Dr. Stephen McCary-Henderson, Assistant Prof. CUI  
Ms. Mary Peek, retired educator  
Dr. Myrtle Sampson, retired educator  
Dr. Velma Speight-Bluford, retired educator  
Ms. Delores "Dee" Todd, Director of Special Initiatives  
Dr. Gladys White, retired educator  
Dr. Miriam Wagner, Interim Chair of HDSV  
Dr. Fred Wood, Jr., retired SOE assistant dean

*Professional Development Schools (PDS) Partnership Committee*

Dr. Brian Clarida, Principal	Sumner Elementary
Dr. Teresa J. Daye, Principal	Hairston Middle
Ms. Patrice Faison, Principal	The Academy at Smith
Mr. Charles Foust, Principal	Brooks Global Studies

Ms. Jill Hall, Principal	Sternberger Elementary
Mr. Eric Hines, Principal	The Middle College at North Carolina A & T
Ms. Sharon Jacobs, Principal	Washington Montessori
Ms. Pam H. Misher, Principal	Pearce Elementary
Ms. Edwina Monroe, Principal	Falkener Elementary
Mr. Jesse J. Pratt, Principal	James B. Dudley High
Ms. Judy Robbins, Principal	Madison Elementary
Dr. Tony Watlington	Executive Director of School Support
Dr. Ceola Ross Baber, Dean	North Carolina A & T School of Education
Dr. Karen Guy, Director	Office of Student Teaching, Internships, & Partnerships
Dr. Walthea V. Cobitz, Asst. Dean	Secondary Programs
Dr. James Battle, Coordinator	Masters of School Administration
Dr. Anthony Graham, Faculty	Curriculum and Instruction
Dr. Dawn Waegerle, Faculty	Curriculum and Instruction
Ms. Shawn Watlington	Secondary Education Clinical Faculty

*Agency & School Counseling Advisory Board*

Dr. Shirlene Augustine – HDSV Faculty (school)  
Dr. Vivian Barnette – Director, NCA&T Counseling Center  
Dr. Patricia Bethea-Whitfield – HDSV Community/Agency Coordinator  
Dr. James Burston – Private Practitioner  
Mr. Tom Campbell – Interim CEO, Family Services of the Piedmont  
Mrs. Christine Greene – President-Elect National Counseling Licensure Board  
Mrs. Erv Henry - Family Services of Greensboro  
Mrs. Cynthia Latham – School Counselor, Bluford Elementary  
Dr. Robin Guill Liles – HDSV Faculty (community/agency)  
Ms. Stacey Marshall – HDSV Counseling Student (school)  
Dr. Karen Meadows – School Counseling Coordinator, Guilford County Schools  
Ms. Amanda Ricketts – HDSV Counseling Student (school)  
Dr. Arlana Sims – Private Practitioner  
Dr. Miriam Wagner – Interim Chair HDSV  
Mr. Larry Woodard – Governor’s Task Force on Substance Abuse

*Rehabilitation Advisory Board*

Denise Robertson – Private Practitioner  
Sue Mehl – Division of Vocational Rehabilitation  
R.S. Thomas – Private Practitioner  
Delton Devose – Private Practitioner  
Teresa Lowe – Private Practitioner  
Millie Tillman – JobLink  
Terrye Fish – Division of Deaf and Hard of Hearing  
Debbie Jackson – Commissioner, Division of Services for the Blind  
Linda Harrington – Commissioner, Division of Vocational Rehabilitation

*School Administration Advisory Board*

Stephanie Boykin – Elementary School Principal  
Toni Bigham – Associate Superintendent WSFC Schools  
Tanya Feagins – Elementary School Principal  
Karen Guy – SOE Internship Coordinator  
Sharon Hoard - Director of Teaching Fellows  
Daniel Miller - Leadership Studies Faculty

Sam Misner - Middle School Principal

Julian Plummer - Assistant Principal of Elementary School

Mary Purnell - Retired Coordinator NCDPI

Rhonda Schuhler – Director of Personnel Support Services for Alamance/Burlington School System

Martha Snavelly – Executive Director Prof. Development for GC Schools

Jerry Thorne – Associate Professor

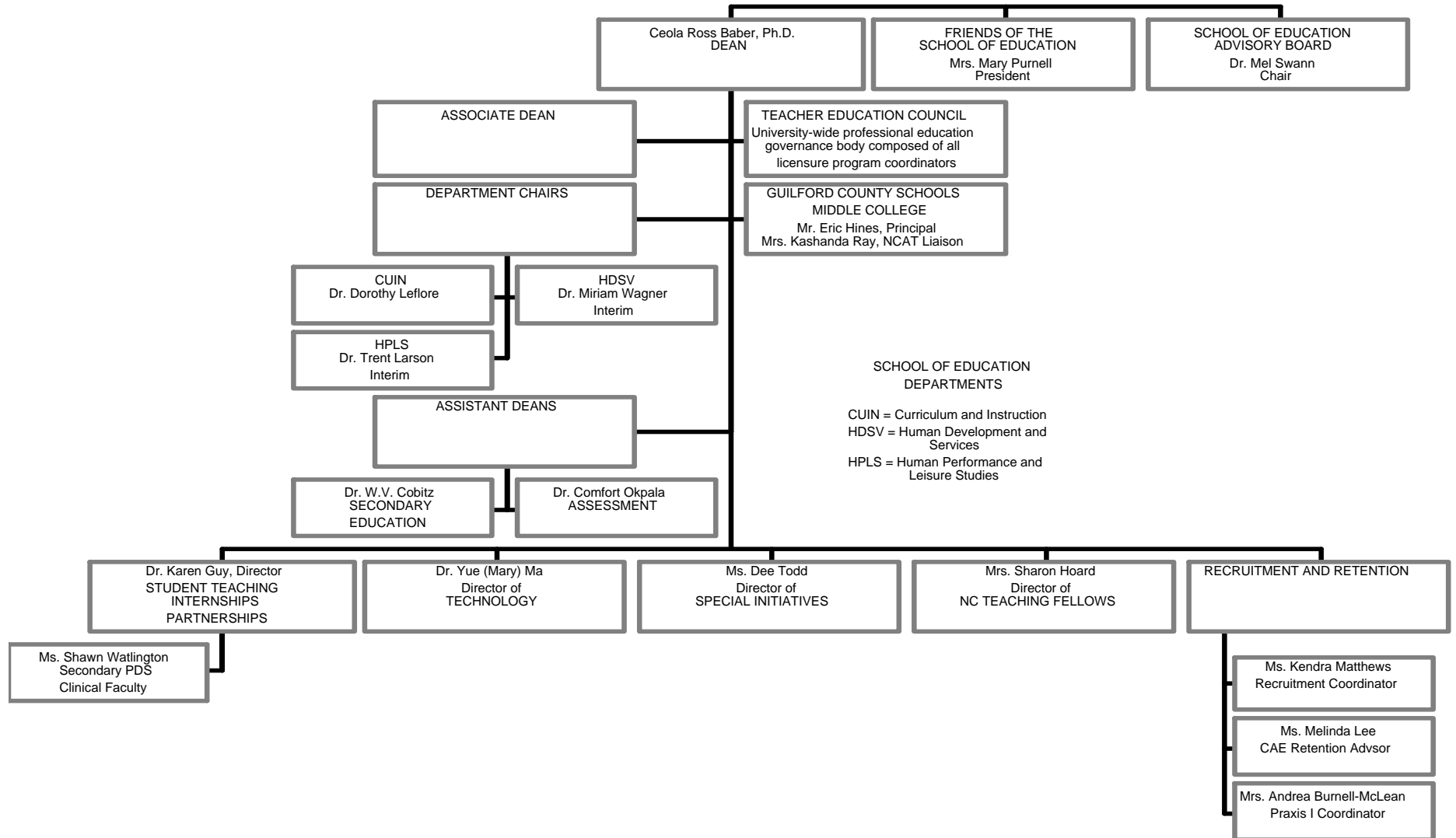
Margie Thompson – Retired Principal

Sharon Waldrum – Adult Education Faculty

Shawn Watlington – Clinical Faculty

Organizational Chart (see next page)

NORTH CAROLINA AGRICULTURAL & TECHNICAL STATE UNIVERSITY  
 SCHOOL OF EDUCATION, September 2008



### III. KEY GOALS 2008-2009

#### 1. Statement of Each Goal and 2. Key Indicators of Progress [from 2007-08 SOE Annual Report]

- To relocate departments and programs from Hodgin Hall to the New School of Education Building.
  - Departments and programs re-located to the New School of Education Building.
- To complete the Teacher Education Revisioning Process.
  - Revisioning plan approved by the Teacher Education Council, the University, and the State Board of Education.
- To attain CACREP re-accreditation for the School Counseling and Community/Agency Counseling programs.
  - Re-accreditation approved.
- To attain CORE re-accreditation for the Rehabilitation Counseling program.
  - Re-accreditation approved.
- To continue to increase research, grant writing, and publications.
  - Increase in number of research, grant writing and publications.
- To improve retention rates in all programs.
  - Greater percentage of students retained in all programs.
- To increase number of licensed teachers each year, especially in high need areas.
  - Greater number of candidates recommended for teacher licensure.
- To attain CAAHEP accreditation for the Sport Science and Fitness Management program (SSFM).
  - Accreditation approved.
- To attain temporary authorization to recommend for licensure in Comprehensive Science.

#### 3. Outcomes/Results of Goals

- Successfully relocated departments and programs located in Hodgin Hall to the New School of Education Building in August 2009.
- Successfully completed revisioning of professional education conceptual framework, undergraduate teacher education professional core, professional education assessment plan, and revisioning reports for all undergraduate teacher licensure programs as well as school administration master's program. The Teacher Education Council approved the revised conceptual framework (February 2009), professional education core (March 2009), and assessment plan (April 2009). Program-specific revisioning reports (plans) will be submitted to State Board of Education by the July 1, 2009 deadline.
- Successfully attained CACREP re-accreditation for the School Counseling and Community/Agency Counseling programs.
- CORE re-accreditation will be completed in 2009-2010.
- Significant increase in grant proposals and publications.
- According to the *Fact Book* freshmen first year retention in CUIIN increased from 65.2% in 2006 to 81.8% in 2007; HPLS increased from 64.6% in 2006 to 75% in 2007. Four year graduation rates for the 2004 freshman cohort was 18.5% for CUIIN, 15.1% for HPLS, and 16.9% overall for the School of Education. HDSV only offers graduate programs and *Fact Book* does not provide retention and graduation data for graduate programs.
- Number of initially licensed teachers increased from 45 to 60.
- Department of Human Performance & Leisure Studies decided to delay pursuit of CAAHEP accreditation for the Sport Science and Fitness Management program (SSFM).

- Comprehensive Science proposal submitted to Department of Public of Instruction in August 2008 is still under review.

#### 4. Data Summary and Productivity Measures for the Schools/Colleges

Undergraduate and graduate enrollment in HPLS was 327. HPLS generated 10,982 SCHs for the academic year. The new freshmen enrollment for fall 2009 is projected to increase by at least 10 over last year's 32 students. CUIN graduate and undergraduate enrollment totaled 341 for the past year, generating 6,057 SCHs. HDSV experienced increased enrollment in all of its programs. Enrollment in Adult Education increased this academic year by 20%; MSA enrollment increased from by 20%; and Counseling enrollment increased by 30% over the last academic year. Currently, there are 385 students enrolled in HDSV programs and another 86 students were admitted for the upcoming fall semester. HDSV generated 3,839 SCHs. Four- year graduation rates for the 2004 freshman cohort was 18.5% for CUIN, 15.1% for HPLS, and 16.9% overall for the School of Education. HDSV only offers graduate programs and *Fact Book* does not provide retention and graduation data for graduate programs.

#### 5. New Faculty and Administrators as Related to Goals of Capacity Building

During 2008-09 several new faculty and administrators were appointed in the School of Education. Dr. Ceola Ross Baber was appointed as dean. Dr. Miriam Wagner was appointed interim chairperson of the Department of Human Development & Services. Dr. Trent Larson was appointed interim chairperson of the Department of Human Performance & Leisure Studies. Dr. Yue Ma was appointed Director of Technology. Dr. Shirlene Smith-Augustine was appointed as a tenure-track assistant professor in school counseling. Dr. Barbara O'Neal was appointed tenure-track assistant professor school administration. HPLS had one new adjunct faculty member appointed for the academic year. This contract was not renewed due to fiscal constraints. When the fiscal situation improves, HPLS will need to retrieve this position in order to improve capacity for accommodating increased enrollment. Ms. Melinda Lee was assigned as SOE retention advisor by the Center for Academic Excellence (CAE). Ms. Kendra Matthews was hired as the SOE recruitment coordinator.

### IV. MOST SIGNIFICANT ACCOMPLISHMENTS

#### A. Learning

##### 1. Innovations in Pedagogy Implemented Including the Use of Information and Instructional Technology

- In order ensure that students were introduced to new technologies in the teaching and learning process CUIN faculty introduced podcasts, blogs, wikis and webpage development as an avenue for student learning.
- HDSV faculty developed four online courses making a total of nine courses that are authorized and approved through distance learning. In addition, the department has implemented a hybrid approach to some course delivery.
- A new Scantron machine was made available to aid HDSV faculty in more efficiently grading tests for cluster classes and other larger major and service courses offered by the department. A tablet PC demonstration provided HDSV students with insights into how this technology device could be useful in handling administrative functions such as employee evaluation, budgeting, and scheduling in various recreation settings in a leisure studies course. Twenty-five PC tablets were purchased for the technology course. Three HDSV

faculty members received Distance Learning grants to develop online courses.

## 2. Accreditation/Licensure Reviews

HDSV submitted its CACREP self-study and the department successfully underwent a CACREP site visit. A CORE self study document has been prepared for Rehabilitation Counseling reaccreditation and will be submitted in fall 2009. HPLS completed its five-year review report. A departmental task force is researching accreditation of the sports science and fitness management undergraduate program.

## 3. Facilities Updates

The Dean's Office; Teaching Fellows Program; Office of Student Teaching, Internships, and School Services; and most faculty in CUIN and HDSV relocated to the New Education Building. Unfortunately, the audiovisual system for the building has not yet been installed due to a miscue in submission of bidding contracts. Consequently, the Division of Technology provided the SOE with 11 mobile technology carts. State of the art observation/therapy rooms were installed through collaboration between the SOE technology team, the Dean's Office, HDSV, and Facilities prior to the CACREP site visit in the spring. Due to a shortfall in the Facilities building budget, the Dean's Office provided supplemental funds for technology in the observation/therapy rooms and the HDSV interim chair secured appropriate clinic furniture via donations. In order for SOE to have capacity for remote connect with other universities and UNC General Administration and other departments within the university, the Dean's Office secured funds to install a teleconference system in Room 320 of the New Education Building. The Corbett Gym swimming pool operation permit was granted. New VGB drain covers have been installed. The lab in Moore Gym had some minor improvements to treadmills and weight machines.

## 4. Faculty Awards and Promotion

CUIN: Two faculty received tenure this past year; one was tenured at the associate professor level and the other was tenured and promoted to associate professor. Two faculty were successful in their reappointment applications. Dr. Vivian Hampton was recipient of the SOE Teaching Excellence Award and nominated for the UNC Board of Governors Teaching Excellence Award. HDSV: Two faculty members were successful in their applications for reappointment; one faculty member was tenured at the associate professor level. HPLS: Three faculty were successful in their applications for reappointment. Two faculty completed doctoral degrees in their area of specialty. Dr. Jerono Rotich received the NCA&TSU Junior Faculty Teaching Excellence Award.

## 5. Student Honors/Scholarships/Fellowships

The SOE received two \$25,000 endowed scholarship donations; these donations were matched by University Development for a total of \$100,000 in new scholarship endowments. Three SOE students were Dowdy Scholars: Ebony Johnson, Special Education; Carlos O'Neal, Sports Science & Fitness Management; and Janay Wilson, Elementary Education. There were 50 CUIN and 68 HPLS undergraduate honors students in the spring; we had 18 honors students in the fall (10 CUIN and 8 HPLS). Tiffany Cohen, undergraduate student in special education and elementary education, was presented the prestigious Kayte M. Fearn CEC Ethnic Diversity Scholarship at the 2009 Council for Exceptional Council Expo in Seattle, WA. An elementary education major Chelsea Smith received the overall NCA&TSU Student Teacher of the Year award. Twenty-two undergraduate students across teacher education programs participated in the North Carolina Teaching Fellows Program. Ten CUIN graduate and undergraduate students received scholarship/graduate support totaling

\$28,800 for the school year. HDSV awarded scholarship/fellowship funds in the amount of \$614,590 via external grants. The Dean's Office awarded \$14,000 in tuition remission grants.

## 6. Alumni and Employer Feedback

The NC Department of Public Instruction surveys employers of graduates of our teacher education programs, the graduates who applied for licensure and are teaching, and their mentors regarding their satisfaction with our programs. The 2007-08 IHE Performance Report (most recent) presented the following aggregated data, using a scale of 1 (lowest) to 4 (highest). Quality of program: employers = 3.5, program completers = 3.5, mentors = 3.17. Preparation to effectively manage the classroom: employers = 3.13, program completers = 3.5, mentors = 2.83. Preparation to use technology to enhance learning: employers = 3.5, program completers = 3.38, mentors = 3.00. Preparation to address of diverse learners: employers = 3.5, program completers = 3.0, mentors = 3.0. Preparation to deliver curriculum through a variety of instructional approaches: employers = 3.63, program completers = 3.25, mentors = 3.17.

In HDSV, alumni and employers are routinely surveyed in accordance with the department's national accreditations (principally CACREP and CORE). Other programs, such as Adult Education survey alumni and employers as a matter of good professional practice. Internship site supervisors are surveyed during the regular site supervisors' conferences. Results have found strong satisfactions with the programs from employers, site supervisors, and alumni.

The results of the most recent HPLS employer survey indicated the following areas that need improvement: (a) more understanding of learners from diverse backgrounds, (b) more understanding of standard and assessment methods, and (c) increased technological skills to be successful in the future

## 7. Summary of Student Opinion Form Ratings

The overall SOE mean score was 4.2 for fall 2008 compared to university mean of 4.2 and 4.3 for spring 2009 compared to a university mean of 4.2. CUIN faculty average was 4.1 for the fall 2008; HDSV departmental mean was 4.4; and HPLS overall mean score was for 4.2.

## 8. Building Academic Excellence

Attaining academic excellence means achieving measurable success in teaching, scholarship and community outreach and ultimately, fostering an environment of learning that prepares students to engage the 21<sup>st</sup> century world in meaningful ways regardless of the career path selected. The foundation of this effort towards promoting academic excellence is to provide quality instruction. Our faculty offer well-planned instruction to include a wide variety of instructional methods to accommodate different learning styles. We also work to access key technologies that could enhance student comprehension and learning such as PLATO, LiveText, and SPSS. Another way to further academic excellence is to maintain high expectations from the point of admission to our programs, especially during the freshman year. Our retention advisor, Ms. Melinda Lee has offered workshops to enhance study skills, time management, and students' understanding of their learning styles. She carefully monitors SOE freshmen and sophomores, referring them for tutorial assistance in the Center for Academic Excellence (CAE) and the College of Arts and Science Math and Science Resource Center (MSLRS) and the University Writing Center (UWC). A third strategy for ensuring academic excellence is for faculty and students to engage in scholarship that enhances teaching and brings prestige to the department, school and university. Our faculty are experts in their respective fields as evidenced by a larger number of publications appearing in peer-reviewed journals, books, and other

types of scholarly literature. Additionally, faculty members attend international, state, national and local conferences and workshops for the purpose of disseminating their scholarly works. In some instances, students also engage in research and make presentations at these events. In terms of student involvement in research, one SOE goal for 2009-2010 is to increase graduate student scholarly productivity and develop a school-wide undergraduate research program.

## B. Discovery

### 1. New Research Awards

#### *External Funding*

Blalock, K. (August 2008-August 2013). Long-Term Training: Vocational Evaluation and Work Adjustment funded by U.S. Department of Education, Rehabilitation Services Administration, \$500,000 /five year period.

Chung, Y. (August 2008-August 2010). Suspension Intervention Program –Project Bounce: Developing Resiliency & Responsibility Using Sport as a Metaphor. U. S. Department of Education. \$383,187.00/two year period.

Kea, C.D. (October 1, 2008-September 30, 2013). Fostering Inclusive Responsive Educators (FIRE) funded by U.S. Department of Education Office of Special Education 325T Competition, \$500,000/five year period.

Lusk, S.L. (July 1, 2008-June 30, 2013). Rehabilitation Training: Rehabilitation Long-Term Training – Vocational Rehabilitation Counseling funded by U.S. Department of Education, Rehabilitation Services Administration, \$750,000/five year period.

#### *Junior Faculty Development Awards*

Dr. Phoebe Butler-Ajibade, HPLS received a spring course release to prepare a manuscript for submission to a journal in health education and/or community health.

Dr. Barbara O’Neal, HDSV will receive summer salary to conduct a needs assessment on current training for North Carolina aspiring and veteran school leaders as preparation for submission of a School Leadership grant proposal to the U.S. Department of Education.

Dr. Venita Roberson, HPLS received a travel grant to collect data for a study of African American female collegiate golfers.

Dr. Tammy Webb, HDSV will receive summer salary to complete a manuscript for submission to a journal in multicultural counseling and/or rehabilitation therapy.

#### *Division of Research Summer Faculty Research Grant*

Dr. Shirlene Smith-Augustine, Assistant Professor of Human Development & Services was awarded a Division of Research Summer Faculty Research Grant.

### 2. Scholarly Productivity

CUIN faculty made 44 presentations, published 11 articles, and produced one book and three book

chapters. In addition CUIIN faculty received one new grant and had five continuation grants for a total of \$4,786,425. HDSV faculty made a total of 60 professional presentations, had 48 publications, received two new grants and had two continuation grants for a total of \$3,123,027. HPLS faculty had 11 publications, received one new grant and had four continuation grants for a total of \$1,182,687.

### 3. Professional Growth and Development – Faculty and Staff

SOE faculty participated in numerous conferences and workshops to ensure continued professional growth. All CUIIN faculty participated in wiki, podcast, and Blackboard training. HDSV faculty attended 41 international, national, regional, state, and local conferences. Administrative staff also attended various workshops (e.g., Banner training) to enhance their skills. HPLS faculty attended at least 12 professional conferences, made 14 presentations, participated in four performances, and attended 25 workshops/seminars.

### C. Engagement

In addition to its outstanding degree and licensure programs, the SOE has a number of signature activities that promote excellence and equity in education. Our exemplary funded projects, partnerships, and outreach/community activities contribute to economic development in the Piedmont Triad region as well as the state.

#### 1. Outreach and Access Activities

- **Urban Education Institute:** A collaboration between SOE faculty and students (CUIIN and HDSV), Leadership Studies faculty, faith-based organizations around the state, and local systems. The UEI was designed to engage educators, scholars, and community activists in “Think Tank” and roundtable sessions to assess current practices and explore research projects related to PK-16 African American male academic achievement. Over 70 individuals from schools systems, faith-based organizations, other community-based organizations, boards of education, departments of public instruction, and universities around the state and southeast region participated in the two-day event. The UEI program is included in Appendix A.
- **Rural Teaching Fellows:** A federally funded program delivered online and on-site for rural participants to acquire licensure in mathematics, science, elementary education, and special education. The areas served through this program are Bertie County, Lenoir County, and Greene County.
- **Content Mentoring for Middle Grades Math and Science Teachers:** A federally funded research project designed to study the effect of an innovative mentoring program on increasing the content knowledge and instructional effectiveness of middle school math and science teachers. Over 70 teachers in several Piedmont Triad school systems are mentored by content faculty from the College of Arts and Sciences, College of Engineering, School of Agriculture & Economics, School of Business & Economics, and School of Technology. Teacher education faculty from the SOE collaborate with the content faculty and also mentor the middle school teachers.
- **Guilford County Schools Middle College:** The Middle College is a collaboration between NCA&TSU and Guilford County Schools to provide the first all-male public school in North Carolina. In addition to completing the high school curriculum, Middle College students are

encouraged to take one or more college courses with tuition paid by GCS in hopes that they will decide to pursue their education beyond high school graduation. In addition each student is mentored by NCA&TSU students, faculty, or administrators. The principal and staff are housed in Hodgkin Hall, where all of the Middle College classes are taught.

- Guilford County Schools Achievement Gap Committee: Dr. Anthony Graham, Associate Professor of Curriculum and Instructor and Dean Ceola Ross Baber serve on the GCS Achievement Gap Committee. This committee works with community-based organizations, key schools, the GCS Board of Education, and the GCS Office of Accountability and Research to collect, analyze, and disseminate data related to the achievement gap. The Achievement Gap Committee also works with these stakeholders to develop, implement, and assess strategies for implementing systemic change related to closing the achievement gap.
- Service Mentoring Academics Responsibility Teamwork (SMART): The NCA&TSU Teaching Fellows Program (housed in the School of Education) is a sub-grantee of a Learn and Serve America grant awarded to UNC Chapel Hill. The grant requires participants to identify two education courses a year that will add a service learning component. Pre-service candidates work in teams of 2-3 and tutor 3-5 children a week at local high need schools. Washington Elementary is the program's PDS partner providing 50-75 wonderful children who come to campus twice a week for 1.5 hours each session. By the end of the third year, over 150 children will benefit from the SMART accelerated literacy tutorial and service projects.
- CUIIN provides access to higher education and outreach through the distance education programs. Supported through the distance platform are the 2+2 program, NC Teach, the RALC Regional Alternative License Center, and NC Model Teaching Consortium. The department offered a total of 73 classes that served approximately 1200 students.
- International outreach: The MAED Reading Program Randolph County Cohort donated 80 children's books, 30 children's magazines, and other supplies to the Oyoko Methodist Primary School in Koforidua, Ghana. Dr. Jane Davis coordinated the collection of reading, special education, and language arts books for donation to Teachers College of Freetown, Sierra Leone.
- The HDSV Annual Fall Family Counseling Conference draws counseling and other helping professionals from the Piedmont area for continuing education and professional development activities.
- The Rehabilitation Therapy program features two annual events, including Disability Awareness Week and the Rehabilitation of Racial and Ethnic Minorities with Behavioral Addictions (REMBAs) annual conference. This year the REMBA conference collaborated with the North Carolina Governor's Institute on Alcohol and Substance Abuse for a 3-day conference hosted at the Proximity Hotel in Greensboro, NC.
- This year HDSV collaborated with the North Carolina Counseling Association to host a Drive-In Workshop. The workshop featured two 3-hour segments, the first of which focused upon ethics in counseling, and the second, upon the Educational Plight of African American Males.

- In fall 2008, the HDSV 640: Professional Orientation and Ethics class featured a lecture series. The purpose of the series was to bring eight field professionals to campus to discuss current counseling topics. Lecturers ranged from a NC district court judge, to a school principal, to school counselors, to professional counselors providing divorce mediation services.
- Dances in Action, an HPLS community outreach program, participated in Success at School (Communities in Schools program) at Washington Montessori School.
- HPLS faculty members on the advisory board of the New Light At-Risk Intergenerational Outreach Program are initiating a collaboration with local faith-based organizations to survey the impact participation in activities by children in their programs.

## 2. New Collaborations/Partnerships

In January the SOE Recruitment Coordinator and Director of Student Teaching formally met with Mrs. Lina Drinkard, Teacher Cadet Director, to discuss establishing a college partnership. Each college partnership reflects a certain degree of uniqueness based on the specific needs of the high schools being served and the resourced and expertise available in the cooperating college. Colleges benefit by having the opportunity to showcase their campuses and programs to bright young people. Students benefit by having the opportunity to study with both high school and college educators. After working with the College Partner, visiting and taking part in special activities on campus during the year, many Teacher Cadet Students choose the partner institution to attend after high school. The School and Community Counseling Advisory Board (SCCAB) was formed in AY 2008-09. The purpose of the board is to partner with helping professionals in the community to provide feedback concerning (a) student training and development; (b) practicum/internship community resources; and (c) relevant changes and happenings within mental health. The CCAB includes persons from Family Services of the Piedmont, Guilford County Schools, School of Education, and HDSV students. HPLS is collaborating with NC State University and a university in South Africa to submit a grant on tourism and transportation development in that country. The SOE collaborated with School of Agriculture & Environmental Sciences initiated discusses with Mt. Olive College to develop 3+1 agricultural education licensure program.

## 3. Student Activities – Organized Student Activities and Groups: sophomore/senior survey results

Three undergraduate student organizations--SNCAE (Student North Carolina Association for Educators), CEC (Council for Exceptional Children) and KDP (Kappa Delta Pi International Honor Society)—engaged in several community service projects that benefitted our partnership schools, the Greensboro Urban Ministries, and other community-based organizations. EMPOWER is the student organization for Adult Education majors. In addition, the Graduate Counseling Association (GCA) serves students from all three counseling programs. There is a longstanding and vibrant chapter of Chi Sigma Iota (CSI), the international honor society for counseling professionals. Several HPLS students and a faculty member went on a field trip to Washington, D.C. to the CBC Health Braintrust/ National Minority Quality Forum in cooperation with the Congressional Black Caucus. Five graduate students in the Adaptive Physical Education program obtained national certification in Adapted Physical Education by passing the National Standards examination.

## 4. Staff Activities in Support of Learning, Discovery, and Engagement

With support from the Office of the Provost, 25 SOE staff attended the Get Motivated Business Seminar; this included nine administrative support staff. The SOE Director of Technology and Media Specialist offered training to faculty, staff, and students on Microsoft Office 2007, LiveText, and PLATO. The SOE Praxis I Coordinator along with CUIIN faculty offered face-to-face Praxis workshops for students in all undergraduate teacher education programs. A vibrant and growing feature of HDSV graduate faculty is their dedication to developing and sponsoring professional conferences at the university to serve local professionals and our students. These include the Disability Awareness Week Conference and the Counseling Site Supervisors Conference. HDSV faculty attended workshops on word processing, using financial systems software and other types of computer software.

#### D. Retention

##### 1. 3-4 Major Retention Goals - With Accompanying Strategies and Outcomes/Results Achieved (Based on 2005-08 Retention Plan)

**Goal 1:** The SOE will increase its retention rate for first time, full time students from 67.6% to 68.6%, 70.6% and 72.6% respectively over the next three years. **Strategies:** Assign a knowledgeable, accessible advisor to each first time, full time student. Establish regular (four personal) contacts with each first-time, full-time student in person, electronically (four), and in writing (once annually) to notify them of their progress and of useful activities and events. **Outcomes/Results:** Ms. Andrea Burnell-McLean hired as Praxis I Coordinator in fall 2007. Ms. Melinda Lee from the Center for Academic Excellence, assigned as SOE Retention Advisor effective July 2008. Fifty-one of the 55 fall 2007 freshmen were enrolled for spring 2008, for a retention rate of 93%. Benchmark letters were generated for all Secondary Education majors in collaboration with the Secondary Education Coordinator. The letters informed students of their progress toward meeting the criteria for admission to teacher education. Letters were mailed to each student and copied to the advisors and the Secondary Education Coordinator. In addition, copies were shared with the Assistant Dean for Assessment.

**Goal 2:** The SOE will increase its retention rate for sophomore to junior students from 56.6% to 57.6%, 59.6% and 61.6% respectively over the next three years. **Strategies:** Students will successfully complete PRAXIS I and will be formally admitted to the Teacher Education Program. Establish regular (four personal) contacts with each sophomore student in person, electronically (four), and in writing (once annually) to notify them of their progress and of useful activities and events. **Outcomes/Results:** Fall 2007 Praxis I passrates: Reading (47.75%) Writing (73.18%) Math (75.95%). Spring 2008 Praxis I passrates: Reading (49.62%) Writing (74.50%) Math (62.37%) Overall 2007-09 Praxis I passrates: Reading (48.69%) Writing (73.84%) Math (69.16%). Benchmark letters were generated for all Secondary Education majors in collaboration with the Secondary Education Coordinator. The letters informed students of their progress toward meeting the criteria for admission to teacher education. Letters were mailed to each student and copied to the advisors and the Secondary Education Coordinator. In addition, copies were shared with the Assistant Dean for Assessment.

**Goal 3:** The SOE will increase its junior—senior and senior—graduation retention rates from 62.3% to 63.3%, 65.3% and 67.3% respectively over the next three years. **Strategies:** Students will graduate with a Bachelor of Science degree in education and/or complete licensure programs. **Outcomes/Results:** There were 42 program completers (students graduating with degrees and applying for licensure) in early childhood education, elementary education, special education, secondary education, vocational education, and K-12 specialty areas (e.g. art, music, etc.). For 2008-09, there were 60 program completers.

## V. GOALS FOR UPCOMING YEAR 2009-2010

### A. Key Indicators of Progress

- Increase student enrollment and retention for all programs.
  - Enrollment in SOE programs will increase by 5%.
  - Enrollment in university-wide teacher education programs will increase by 5%.
  - Retention rates for SOE undergraduate and graduate programs will increase by 5%.
- Continue to increase scholarly productivity in grant writing and publications.
  - Faculty productivity in grant writing will increase by 10%.
  - Faculty productivity in publications will increase by 10%.
- Increase graduate student involvement in scholarly pursuits and develop undergraduate research activities.
  - At least 3% of graduate students in all programs will make presentations at professional organizations, submit grant proposals, and/or submit articles for publication.
  - Development of a school-wide undergraduate research program.
- Increase interdisciplinary, interprofessional, and inter-institutional collaborations.
  - Written partnership agreements will be developed with urban school systems in the Piedmont Triad region.
  - Interdisciplinary, interprofessional, and inter-institutional collaborations will increase by 5%.
- Provide professional development for faculty, staff, and students in distance education, scholarship of teaching and learning, and scholarship of engagement.
  - Number of professional development activities will increase by 5%.
- Increase annual giving.
  - Amount of annual giving will increase by 5%.
- Develop a monthly e-newsletter and a semi-annual report and disseminate to external constituencies.
  - Number of e-newsletters and semi-annual reports.
- Pursue national accreditation for rehabilitation counseling and sports science programs.
  - Successful reaccreditation visit for rehabilitation counseling.
  - Development of self-study report for sports science and fitness management.
- Submit for Faculty Senate approval all revisioning curricular and course proposals.
  - Approval of proposals by State Board of Education and Faculty Senate.
- Implement revisioned professional education (all licensure programs) assessment plan.
  - Production and use of data for performance assessment and program improvement.