



Annual Report 2007-2008

Submitted by
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Dean

On behalf of the students, faculty, and staff
May 21, 2008

“The preparation of knowledgeable, reflective and caring education professionals who support student learning, within a context of family and community participation, for a diverse, technological, and global society”

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School of Education

Introduction

The university began as a teacher's college and has a legacy of preparing teachers. The School of Education (SOE) at Fayetteville State University is organized into four departments: 1) Educational Leadership; 2) Elementary Education; 3) Health, Physical Education, and Human Services; and 4) Middle Grades, Secondary, and Special Education. There are 43 faculty members in the SOE. The School offers 13 B.S. degree programs, 10 M.Ed. programs, a MSA degree program, and a Doctorate degree program in Educational Leadership. The School of Education is accredited by National Council for the Accreditation of Teacher Education (NCATE) and the teacher education programs are approved by North Carolina State Board of Education and Department of Public Instruction. The School received notice of its continued accreditation in communication from NCATE in October 2007 and of its program approval in communication from NC DPI in February 2008. The next NCATE continued accreditation visit will occur in spring 2014. There will be no joint NCATE and DPI on-campus visit. The DPI approval will be reflected through review of electronic artifacts that will be randomly selected by DPI from a list of 2012 program completers submitted in the SOE Title II Report.

The School is involved in collaborations and other initiatives that are geared towards meeting the needs of Fayetteville State University students and ultimately meeting the needs of the children in the public schools across North Carolina and the nation. The School has established goals, objectives, and timelines as we strive to meet the major goal of contributing to the state's effort to train "more and better teachers." There are several new initiatives that are in place including teacher recruitment efforts; revised advisement strategies to guide students' tenure at FSU for timely completion of program; professional development efforts to schools, students, and faculty; hiring of new faculty members; among other ventures.

The SOE identified seven major goals and multiple objectives as the focus for 2007-2008. These goals are aligned to the FSU Strategic and Education Plans. A SOE implementation plan, with strategies, timeline, and responsible person(s) was designed to address these goals. Each department chairperson and special project directors/coordinators submitted a report detailing achievements. This annual report presents the summation of the achievement of the major goals, with supporting evidence, and future plans or implications. Additional support programs, which are deemed critical to the efforts of the unit, are also presented.

Mission

In support of the mission of Fayetteville State University, the SOE is committed to educating and preparing individuals at the undergraduate and graduate levels for professions in the fields of education, research, and service. The School prepares knowledgeable, reflective, and caring professionals who have the knowledge, skills, and dispositions to support student learning, within a framework of family and community participation for a diverse, technological, and global society. The School is further committed to providing executive school leadership in teacher education throughout the region, state, and nation.

Vision

The School's vision is to prepare knowledgeable, reflective and caring education professionals for teaching and school executive leadership roles in a diverse, technological, and global society.

Major Accomplishments by Goal/Objective

Major SOE Goal: Secure continued NCATE Accreditation and DPI Program Approval

Achievement: Continued NCATE accreditation and NC DPI approval of all initial and advanced programs until 2014

Responsible individual(s): Faculty, Administrators, Students, Staff, FSU and Community Partners

Evidence: NCATE & DPI Approval Letters (See Appendix)

Future Implications/Plans: The SOE received one area of improvement for Standard II, Assessment, in its NCATE Institutional Report. The area of improvement was specific to the Ed. D. Program, and its use of program data. The Assessment Team, in collaboration with the faculty from the Department of Educational Leadership and other graduate faculty within the SOE, has revised the SOE Assessment Plan, which includes use of data for program improvement. This team will develop a *Graduate Assessment Manual* to identify specific data to be collected at each transition point and identify the processes to analyze and use that data.

The DPI identified two undergraduate programs, History/Social Studies and Physical Education, as areas to be addressed by September 30, 2008 to retain continued program approval. Both programs were missing complete data during the spring 2007 NCATE/DPI visit. The Physical Education program was missing data for two completers and the History/Social Studies Program was missing data from specific major assessments.

NCATE Coordinator, Dean, and Program Coordinators (Drs. Elliott and Johnson) are working to address the data requirements as cited in the DPI approval letter. Dr. Boger will continue to work with the departments to report data on program completers reported during the spring 2007 NCATE/DPI visit. The required follow-up report will be submitted by due date.

SOE Goal/Objective: Goal 1: Meet the higher education needs of individuals from diverse backgrounds and with varied aspirations and skills levels

Objective 1: To meet or exceed the retention and graduation rates of peer institution and meet or exceed the enrollment projections by FSU and GA (121 graduates)

Achievement: UNC GA expected FSU to graduate 121 traditional completers during 2007-2008 academic year. In 2007-2008 academic year the SOE graduated 88 traditional completers, a deficit of 33 students. The table below provides data that reflect the number of traditional, alternative, MSA, and Ed. D. completers for the 2007-2008 academic year.

Academic Year	Traditional Completers		Alternative Completers	M. Ed./ MAT	TOTAL (without MSA and Ed. D. Completers)	MSA*	Ed. D.*	Overall TOTAL (includes MSA & Ed. D)
	Projected	Actual	Actual	Actual		Actual	Actual	
2007-2008	121	88	42**	54	184	20	12	216

* Projections for completers were not posted by UNC GA

**May not include all Licensure Only students. Data not available until students have applied for licensure.

The School of Education has much work to do in order to graduate the 133 projected completer traditional numbers indicated by the UNC GA's Office. The SOE is implementing various strategies, including guided use of the Plato Diagnostic Test where results will be used to provide content-specific intervention, based on areas of needs reflected in Plato data, to students through the offering of Praxis I workshops. We will maintain and use data to determine our success and viability and continuity of these strategies.

UNC GA's Office, through recruitment projections, indicated that FSU's SOE must graduate 121 traditional teachers into the work force during the 2007 – 2008 academic year. The SOE has the following program completion data:

- Fall '07: 44 completers
- Spring '08: 102 completers
- 2007-2008: 146 completers (First B-K & 10 Ed. D.) and ~ 42 alternative completers
- 24 student increase (20% increase over 2006-2007)

Additional data on program completers are provided in response to Goal 3.

There are many efforts in place in the SOE to meet the needs of our students. It is important for all efforts to converge to impact the retention and program completion rates. Table 1 below details specific strategies that were implemented during this academic year and will be revisited and adjusted based on effectiveness for the 2008-2009 academic year.

Table 1: Strategies to Address Advisement Issues			
Strategy	Responsible person(s)	Timeline	Status
1. Send electronic letter from dean to all enrolled students	Dean	2/15/2008	Completed 2/5
2. Send electronic letter to undeclared students	Recruiter/ Advisor	2/22/2008	Completed 2/18
3. Send electronic email to all undeclared students	Dean	2/29/2008	Completed 2/20
4. Pull Transcripts; Review transcripts to determine individual student's process and issues; align according to common issues – cohort model; contact students in majors	Chairs and Advisors	Report due 2/29/2008	
5. Contact student who are identified by major but is behind in credit earned	Department Chair and Team	Report due 2/29/2008	
6. Plan students "Discussion with the Dean".	Dean & Administrative Secretary	2/19/2008	Completed 2/19 86 attendees
7. Create a "Did you know" Information Sheet	Dean	2/19/ 2008	Completed 2/18
8. Offer advisement and WebFocus training to all faculty	Department Chairs	3/15/2008	

9. Conduct a phone-a-thon to students who are identified as “undeclared”	Dean’s Office-	2/29/2008	In progress 2/20 & On-Going
10. Conduct student discussions by department and/or major	Dean and Chairs	On-Going (2/20)	Majors’ Meetings
11. Advisors to contact advisees – phone and mail	Faculty Advisors		Advisee List (AIM Report attached)
12. Organize faculty office hours to reflect “advisement days”	Department Chairs		To be implemented
13. Chairs to Monitor faculty Advisement Practices	Chairs	February and On-Going –	On-going
14. Collaborate with the instructor to the Freshman Seminar through the Education Learning Community	Administrative Team	March, 2008	Instructors: Dr. Ward fall 2008 & Dr. Barringer-Brown spring 2009
15. Plan and implement monthly program and department “meet and greet” activity with students	Shari Willis and Department Chairs	3/25/2008 and ongoing	Completed 25 attendees
16. Use successful students as ambassador or mentors – “Pass the Torch”	Dean, Chairs & Advisors	Fall 2008	To be implemented
17. Create a brochure that outlines progression information; have available hard and electronic copies. Information would include number of credits to be completed a semester to graduate on time, applying for major at 60 credits, frequently asked questions, etc.	Dean, Chairs, OTE	4/2008	To be implemented
18. Bi-weekly meeting with chairs to assess and analyze progress and status.	Dean and Chairs	Ongoing	Completed and On-Going
19. Create and post to website FAQ and Student Handbooks/Manuals to assist in guiding students’ progress.	Deans & Established Committees	4/2008	First Draft Completed, will be posted by fall 2008
20. Launch a School of Education Advisement Center (SEAC) in Butler Building	Dean & A Affairs	Summer 2008	On-target

All faculty members in the SOE participate in the Advisement in the Major (AIM) initiative. Faculty members are required to maintain a minimum of eight office hours to guide advisees as well as to work with students enrolled in their respective courses. Overall student advisement increased. Advisement initiatives are supported and documented through the SOE project (as identified in Table 1 above) and reported through the campus-wide AIM project. The advisement data is detailed below by faculty within each of the four departments. The AIM report is included in the Appendix.

Table 2: Advisement Effort: Department of Elementary Education											
Juanita Ashby Bey		Beverly Cain		Donald Dixon		Marion Gillis-Olion		Saundra Shorter		Colleen Walker	
# of advisees	# of advisees served	# of advisees	# of advisees served	# of advisees	# of advisees served	# of advisees	# of advisees served	# of advisees	# of advisees served	# of advisees	# of advisees served
77	52	39	28	5	5	47	35	24	22	72	55

Table 3: Advisement Effort: Department of MGSSE															
Barringer-Brown		Boger		Charles		Kosterman		Johnson		McNeill		Olion		Dickens	
# of advisees	# of advisees served	# of advisees	# of advisees served	# of advisees	# of advisees served	# of advisees	# of advisees served	# of advisees	# of advisees served	# of advisees	# of advisees served	# of advisees	# of advisees served	# of advisees	# of advisees served
87	73	24	17	4	4	14	11	25	13	25	14	11	8	6	6

Table 4: Advisement Effort: Department of Educational Leadership											
Donald Small		Zimmerman		Frank Keane		Frederick Smith		Gennifer Bell		Jack Freeman	
# of advisees	# of advisees served	# of advisees	# of advisees served	# of advisees	# of advisees served	# of advisees	# of advisees served	# of advisees	# of advisees served	# of advisees	# of advisees served
8	3	9	9	9	9	8	8	13	13	6	6

Joseph Johnson		Wilson-Jones		Samuel Heastie		Terrence Hicks		Theodore Kaniuka			
# of advisees	# of advisees served	# of advisees	# of advisees served	# of advisees	# of advisees served	# of advisees	# of advisees served	# of advisees	# of advisees served	# of advisees	# of advisees served
9	9	12	12	6	6	9	9	3	3		

Table 5: Advisement Effort: Department of HPEHS											
Gloria Elliott		Frank Merchant		R. Henderson		D. Sheppard		C. Johnson		Sue Ward	
# of advisees	# of advisees served	# of advisees	# of advisees served	# of advisees	# of advisees served	# of advisees	# of advisees served	# of advisees	# of advisees served	# of advisees	# of advisees served
20	28	22	7	5	5	2	2	3	3	14	12
V. Armstrong		Peggy Green		Nosa Obonor							

# of advisees	# of advisees served	# of advisees	# of advisees served	# of advisees	# of advisees served						
9	4	11	11	12	3						

Successful completion of Praxis I is correlated to the number of teacher education degrees awarded to initial licensure students, specifically for those students matriculating towards the bachelor's degree. The SOE has secured access to the Plato Diagnostic Software with the intent to provide additional support to students as they prepare for the Praxis I gateway examination. Plato provides students with a sample of the testing questions and format of Praxis I. Through Plato, students are also able to complete modules to assist in addressing specific areas of weaknesses identified through completing the diagnostic tests. Plato is a requirement for two early professional core courses. Of the 471 students who were issued Plato Learning Network Accounts to complete course expectations during this academic year, only 40 reported completing the Praxis I exam. Of these, 27 were successful in their attempt. Specific efforts to use Plato and praxis I workshops more effectively and efficiently will be discussed in the section "Future Implications and Plans" in response to this goal.

Praxis workshops are also sponsored through the SOE as strategies to assist students in achieving this critical milestone. Twenty-eight students attended the workshops offered in fall 2007 and 33 students attended the spring 2008 workshop. Eight students participated in additional workshops that were offered through the Summer Pilot program during the spring 2008. Students who are registered in Track II of the Summer Pilot Program will participate in Praxis I workshops scheduled for summer 2008. Data on the success of the Praxis I workshops are not readily available, but strategies are in place to gather and use both Plato and Praxis I data on a continuous basis. Beginning summer 2008, all data on all intervention efforts will be maintained and used to determine viability and success of effort.

In addition to the items in Table 1, the SOE has improved program information with the intent to provide additional information resources to students through:

- Revised program sheets to guide students
- Advisement reports to monitor efforts
- Revision of On-line Courses to be posted summer 2008 to UNC On-Line
- Website Enhancement including
 - ii. "Did you Know?" Sheet
 - iii. Website populated with updated information
 - iv. Updated faculty bio-pages
 - v. Updated program information
 - vi. Student-centered information
 - vii. Centralized web-revisions with training for staff from each area
- On-going training provided to faculty in BlackBoard course development
- Development of Proposal for full on-line BK Program in process
- Approval of new minor in Health for non-teaching majors

- ***The Secondary Education Collaborative Council*** was launched to enhance collaborations with teacher education programs in School of Business and Economics and College of Arts and Sciences. The intent is to provide continuity across content area and SOE as we guide these students across area and through programs.
- ***Mathematics Education and Diagnostics Initiative***: The School of Education is collaborating with the College of Arts and Sciences, specifically the Department of Mathematics and Computer Science, to incorporate a diagnostic mathematics component to the early mathematics and teacher education mathematics curriculum. The revised curriculum will serve to prepare teacher education students to deploy a diagnostic math instrument/test/system in the classroom, which can also be used as a means to strengthen their own content knowledge and their ability to respond appropriately to students. One such possible diagnostic/assessment instrument is ClassScape. The diagnostic math instrument is for classroom teachers to assess students' mathematics strengths and weaknesses, to remedy students' areas of needs, and to provide teachers with instructional guidance and targeted strategies for intervention. The initiative will foster collaboration between pedagogy and content to prepare P-12 teachers to teach mathematics more effectively in the classroom. The revised syllabi will include strategies for students to become familiar with multiple diagnostic tools, to create teacher-made tests as diagnostic tools, and to design interventions.

The students in the SOE have demonstrated much success in various areas. A sample of specific awards, primarily academic, is detailed below:

Table 6: Students' Honors and Awards			
Student	Honor	Awarding Agency	Date
Jermaine Harper	Outstanding Student Teacher (HPEHS)	OTE/FSU	May 2, 2008
Michelle Sanchez	Outstanding Student Teacher (ELEM)	OTE/SOE	May 2, 2008
Sonya Ruiz	Outstanding Student Teacher (SOE)	OTE/SOE	May 2, 2008
Courtnee Hummel	Outstanding Student Teacher (Special Subjects)	OTE/SOE	May 2, 2008
Linda Lowry	Outstanding Student Teacher (SCED)	OTE/SOE	May 2, 2008
Alicia Hooks	Cum Laude	FSU	May 10, 2008
Robert McPhail	Cum Laude	FSU	May 10, 2008
Stephanie Stevens	Cum Laude	FSU	May 10, 2008
Kimberly Townsend	Cum Laude	FSU	May 10, 2008
Charlisa Williams	Cum Laude	FSU	May 10, 2008
Krystal Bryant	Cum Laude	FSU	December 14, 2007
Sandra Lloyd	Cum Laude	FSU	December 14, 2007
Sarah Mathis	Cum Laude	FSU	December 14, 2007
Samantha Bell	Magna Cum Laude	FSU	May 10, 2008
Jennifer Bobby	Magna Cum Laude	FSU	May 10, 2008
Patricia Campbell	Magna Cum Laude	FSU	May 10, 2008
Jerome Epps	Magna Cum Laude	FSU	May 10, 2008
Lisa Harris	Magna Cum Laude	FSU	May 10, 2008
Ramona Henson	Magna Cum Laude	FSU	May 10, 2008
Dawn Johnson-Wenger	Magna Cum Laude	FSU	May 10, 2008
Magan Lawson	Magna Cum Laude	FSU	May 10, 2008
Jearnice Lee	Magna Cum Laude	FSU	May 10, 2008
Aimee Polega	Magna Cum Laude	FSU	May 10, 2008

Michelle Sanchez	Magna Cum Laude	FSU	May 10, 2008
Simone Shields	Magna Cum Laude	FSU	May 10, 2008
Angela Zacheus	Magna Cum Laude	FSU	May 10, 2008
Holli Britton	Magna Cum Laude	FSU	December 14
Lindsey Melvin	Magna Cum Laude	FSU	December 14
Erin Poulin	Magna Cum Laude	FSU	December 14
Martha Alicea	Summa Cum Laude	FSU	May 10, 2008
Susan Buss	Summa Cum Laude	FSU	May 10, 2008
Melinda Cox	Summa Cum Laude	FSU	May 10, 2008
Birgit Epps	Summa Cum Laude	FSU	May 10, 2008
Mary Hudson-George	Summa Cum Laude	FSU	May 10, 2008
Pamela Smith	Summa Cum Laude	FSU	May 10, 2008
Teressa Wachob	Summa Cum Laude	FSU	May 10, 2008
Stephanie Montannus SCED (Math-Ed)	Summa Cum Laude (Valedictorian)	FSU	May 10, 2008
Kimberly Adorjan	Summa Cum Laude	FSU	December 14
Raymond Godsave	Summa Cum Laude	FSU	December 14
Tiffany Snowden	Summa Cum Laude	FSU	December 14
Pamela day	National Board Certification	NBPTS	Spring 2008
Lisa Harris	Ms. Fayetteville State University	FSU	2007-2008
Fannie Ratliff	Financial Fellowship Award	NAUW	2007

In addition to the students identified in Table 6 above, the SOE also reported 76 Dean's list students, 31 Who's Who students, and 177 high achieving students.

Responsible individual(s): All faculty, administrators, and staff within the SOE are expected to provide academic support, as indicative of their positions, to our students.

Evidence: 146 Degrees conferred; advisement (AIM sign-in sheets); teacher education, student teaching, and program admission documents; Plato accounts; various sign-in sheets.

Future Implications/Plans: The SOE has outlined specific advisement and recruitment strategies that are designed to increase the number of program completers for 2008-2009 academic year with a specific measurable goal of increased graduation rates. The School will work to minimize the difference between the UNC GA's projection of 133 completers and the actual completers for 2008-2009 academic year through strategies outlined throughout this report. The SOE reports the following program enrollment data.

- a. 37 Ed. D. students
- b. 199 masters students
- c. 796 undergraduate students
- d. 208 undergraduates admitted to teacher education (met praxis I requirement)

It is imperative that the SOE use effectively the Plato Software that serves our students. The chairpersons are working with faculty members to infuse Plato as a requirement for lower level professional education core courses. The SOE will have faculty instructors assigned to teach a section of the University Seminar course during both the fall 2008 and spring 2009 semesters. The revised UNIV 101 syllabus will reflect Plato as a major course requirement. Plans are in place to collaborate with CHEER and other early college programs for those students to use the Plato diagnostic tools, which is not content specific to teacher education, but designed to assist students with content in general mathematics, reading, and writing skills. Plato profile sheets are being collected from all students enrolled in the Summer Pilot program who must complete the

Praxis I workshops. Praxis I workshop consultants will use the data from the profile sheets, which outlines areas of deficiencies, to guide the intervention plans to be offered to students during the summer sessions. The success of students will be measured through pre-and posttests and also tracked through results of efforts on the actual Praxis I exams.

SOE Goal/Objective: Goal 2: Attract and retain highly qualified and productive faculty members by offering competitive compensation & providing outstanding opportunities for ongoing professional development

Objective 2a: To increase faculty involvement in research and professional development activities

Objective 2b: To expand support for faculty development activities that promotes instructional excellence

Achievement: The faculty members in the SOE have participated in multiple professional development activities and have also secured various honors and awards. The SOE has hired six (6) new faculty members, additional staff, and program directors to facilitate the efforts of the Unit. (The SOE Organizational Chart in Appendix identifies newly hired faculty and staff.) Seven additional faculty positions have been posted across departments as detailed below:

Adjunct faculty members are expected to project the high academic standards necessary to serve an effective program as of study. To that end, 21 adjunct faculty members have participated in information sessions hosted by the dean. The adjunct faculty members participated in discussion ranging from the implementation of the syllabus, to use of rubrics and data collection, to office space and advisement hours, and the proposed revised programs, among other topics. Sign-in sheets and agendas are maintained.

Department	Chairperson	Professor	Assistant/Associate Professor	Endowed Professorship
Elementary			Position posted	
Educational Leadership	Posted (4 applications)		Position posted	
Middle Grades, Secondary, and Special Education	Posted (4 applications)			Posted (4 applications)
Health, Physical Education, & Human Services	Posted		Position posted	

It is important, for accreditation purposes, that faculty members have earned terminal degrees and that the number of adjuncts is not greater than the number of full time faculty members hired to administer the programs. The current distribution of faculty members in the SOE is detailed in Table 8 below.

Department	# in Dept.	Tenured	Tenure Track	Terminal Degree	Professor	Associate	Assistant	Adjuncts/ Lecturer
Elementary	7	4	3	7	4	1	2	5
Educational Leadership	10	4	4	10	3	4	3	6
Middle Grades, Secondary, and Special Education	8	6	2	8	4	2	2	16
Health, Physical education, & Human Services	13*	3	3	6	0	3	3	4

*Includes 7 Lecturers

The faculty within the SOE participated in various conferences and workshops during the academic year. Activities ranged from attending AACTE conference, serving on AACTE Board, serving on program approval teams, to participating in Distance Education trainings, among many others. Faculty members' participation in Professional Development activities, including attendance at conferences and publications are outlined below in Table 9. (A complete list of activities is also included in the Appendix.)

Service to Community				Professional Service			Conferences/ Workshops			Publications					Grant Proposals			
Activities	Students Served	Teachers Served	Others Served	Boards	Organizations	Committees	Attending	Presenting	Organizing	Books	Refereed Journal Articles	Chapters	Non Refereed Articles	Conference Proceedings	External Funding	Internal (FSU)	Internal (UNC)	Funded
72	2107	305	768	19	60	124	68	19	9	3	15	1	4	12	15	3	1	3

In as much as they have been active in service to the Fayetteville State University campus and to the surrounding community, the SOE faculty members have received awards to document their efforts and accomplishments. Some awards earned by faculty members are outlined below:

Faculty	Honor	Awarding Agency	Date
Gloria Elliott	Nominated – Club & organization Advisor of the year	Office of Student Affairs	April 30, 2008
Vikki Armstrong	Inez Easley Educator Award	Cumberland County Human Relations Commission	May 13, 2008
Vikki Armstrong	Volunteer Appreciation	Harnett County Schools	April 24, 2008
Nosa Obonor	Teacher of the Year	Department	May 2008

LaDelle Olion	Teacher of the Year	Department	May 2008
Colleen Walker	Teacher of the Year	Department	May 2008
Coleen Walker	Grants Awards Certificate	FSU	May 2008
Priscilla Leggett	Grants Awards Certificate	FSU	May 2008
Frederick Smith	Teacher of the Year	Department	May 2008
Frederick Smith	SOE Teacher of the Year	School of Education	May 2008
Terence Hicks	Research Fellow	NIH	Summer 2007-08
Barringer-Brown	BRIDGES Leadership for Women	UNC	November 2007
Barringer-Brown	Who's Who in American Education	Marquis Who's Who	2007-2008
Barringer-Brown	Who's Who of American Women	Marquis Who's Who	2008-2009
Barringer-Brown	ETS Visiting Scholar	ETS	June 2008
Lillian Johnson	ETS Visiting Scholar	ETS	June 2007
L. Wilson-Jones	HBCU Entrepreneurship Summit Nominee	FSU	May 2008

Staff members attend school-wide office assistants' meeting hosted by the Dean twice a semester. Twelve staff members also participated in 37 professional development trainings. Staff members received awards to document their efforts to move the SOE forward as we serve our clientele – the students. Table 11 documents staff awards.

Table 11: Staff Awards			
Staff	Honor	Awarding Agency	Date
Maxine McFayden	Staff of the Year	SOE	May 2, 2008
Mabel Hawkins	Nominee Staff of the Year	SOE	May 2, 2008

Responsible individual(s): Dean and Chairpersons encourage faculty members and staff to participate in professional development and service activities. There is also a Professional Development Committee within the SOE that is designed to assist in planning school-wide PD activities based on the needs expressed by the administrators, faculty, and staff within the School.

Evidence: Conference materials, as reflected in faculty portfolios and included in department annual reports, serve as evidence of these achievements.

Future Implications/Plans: The Faculty Development Committee will be more active with specific goals and objectives, which will stem from faculty members' end of semester evaluations for fall 2007 and spring 2008. The Administrative Team, which is comprised of Dean, Assistant Dean, Chairpersons, and Directors, will work collaboratively with the Faculty Development Committee to identify effective strategies and possible consultants to meet the needs reflected in student and chairs evaluations of faculty.

SOE Goal/Objective: Goal 3: Expand Collaborations with P-12 schools to increase the supply of competent teachers and school leaders and to ensure smooth transition for students from pre-college education to higher education

Objective 3a: To foster seamlessness in P-16+ learning experiences

Objective 3b: To integrate and improve research, professional development, and practice across educational segments

Achievement: The SOE has been very active in its collaboration with Local Educational Agencies (LEAs). We are working to increase the number of students who are trained to serve

our community schools and are working collaboratively with the College of Arts and Sciences to increase the number of mathematics and science educators. The SOE continues to collaborate with both the School of Business and Economics and the College of Arts and Sciences to train facilitators of learning for P-12 schools across arrange of content specific and program areas. The advisement process implemented is assisting in propelling students through the programs and foster a timely completion of the degree. Program completers are identified below, at the undergraduate and graduate levels. Admissions to programs and teacher education along with projections for fall completers are also presented.

Table 12: 2007-2008 Degrees Conferred									
Fall 2007					Spring 2008				
BS	MAT	M. ED.	MSA	Ed. D.	BS	MAT	M. ED.	MSA	Ed. D.
43*	0	19	0	2	45*	1	34	20	10
64					110				

* Includes secondary education completers as detailed in table below

In addition to the data contained in the tables below, the SOE also served 150 professional development/licensure students, as reflected in the following numbers by semester: fall 2007 = 60; spring 2008 = 20; summer I 2008 = 30; and summer II 2008 = 40.

Table 13: 2007 and 2008 Completers & Fall 2008 Projection (Graduate Programs)														
Program ↑	Reading	ELED (M. Ed)	MSA	Ed. D.	MG (M. Ed.)	SPED (M. Ed.)	NC Teach	MAT	M. Ed (SCED)				TOTAL	
									Math	Bio	Engl	Hist		
Fall 07 Completers	3	7	0	2	6	3/30	0	0						21
Spring 2008 Completers	14	5	20	10	5	7		1	2	1	0	0		65
ANNUAL TOTAL	17	12	20	12	11	10	0	1	2	1	0	0		86
Potential 08 Interns	n/a	n/a			6			6						
Projected Fall 08 Completers	8	5	0	5	6			8						
Fall 08 Admits	4	2	15	11	3	6		9						

(Undergraduate Programs)

Program→	ELEM	B-K	MG	PE	HLTH	B-K NT	Secondary Education				TOTAL
							Math	Music	English	Business	
Fall 07 Completers	24	0	9	3	0	0	2	1	2	2	43*
Spring 2008 Completers	26	1	1	4	0	5	2	2	2	2	45
Annual Total	50	1	10	7	0	5	4	3	4	4	88
Potential 08 Student Teachers**	35	0	14	5	0	0					54
Projected Fall 08 Completers**	35	0	14	5	0	6					60
Fall 08 Admits**	19	0	13	3	0	0					35

* Includes 7 Secondary education program completers

** Does not include number from the Pilot Program

The SOE implemented a **Professional Development School (PDS)** Network that will build upon the existing University-School Teacher Education Partnership (U-STEP). Specifically, the PDS Network provides professional development strategies to elementary, middle, and high schools in Cumberland County through in-service and pre-service activities and to improve teaching and learning by:

- Better preparation of teachers, administrators, licensed personnel, and non-licensed staff
- Creating more effective models of pre-service preparation
- Strengthening the teaching profession, from initial preparation through career-long professional development and renewal
- Redesigning the written and taught teacher education curricula in order to reduce the gap between theory and practice;
- Redefining and clarifying the professional roles of teachers and university professors to be consistent with the demands of the 21st century;
- Improving P-16 learning experiences through university-school collaborative efforts; to increase the number of elementary schools in the partnership; and
- Providing educational technology services to schools in the partnership district.

Through funding from the PACE reallocation of funds, a Director of PDS was hired during the fall semester. The activities for professional development are guided by the requests from teachers at the partnership sites. Participants were asked to complete Needs Assessment Surveys to determine the exact assistance needed from the SOE. The identified needs, addressing both content and pedagogy, will be the topic of discussion at the June 14, 2008 Strategic Planning meeting.

The Professional Development School Council meets regularly to identify, plan, and deliver professional development activities to teachers to improve academic achievement in their classrooms. Coordinators from the College of Arts and Sciences serve on the Council to extend resources across the content areas, especially mathematics and science. Business Education Coordinator as well as public school principals, teacher liaisons, and Cumberland County representatives also serve on the Council. The signed Memorandum of Understanding, a cooperative agreement between FSU and its public school partners will encourage the School of Education and College of Arts and Sciences faculty to assist K-12 teachers and contribute to expertise in elementary, middle, and secondary school curricula.

There are currently 25 schools in the PDS Network: 9 elementary; 5 middle; 9 high schools; and schools from 4 other educational systems.

Elementary Schools	Middle School	High Schools	Other Educational Systems
Alger B. Wilkins College Lakes Ferguson Easley Teresa C. Berrien E. E. Miller Margaret Willis Pauline Jones Van Story Gray's Creek	Luther Gerald Spring Lake Westover DouglasByrd Ireland Drive	Southview Howard Life Science Jack Britt Pine Forest Cross Creek Early College E. E. Smith Cape Fear Westover Douglas Byrd	Ft. Bragg Schools (Elementary) Hoke County (Elementary) Sampson County Schools (Elementary) Clinton City Schools (Elementary)

Undergraduate research is a new focus as identified by the UNC GA office. The PDS and OTE Directors are working with our school partners to infuse undergraduate research into our curriculum. Undergraduate students will be asked to complete a Case Study beginning in the junior year and culminating with a written report during Student Teaching. Cooperating teachers will work collaboratively with our supervising teachers and students to complete the required projects.

The newly hired Teacher Education Recruiter/Advisor has worked with local schools to present higher education opportunities offered through the SOE. The Teacher Education Recruitment effort was launched January 2, 2008 and was supplemented through funding from the State in the following allocations (\$33,000.00 Recruitment Plan; \$55,000.00 Focus Growth; \$30,000.00 Community Outreach; and \$106,000.00 for the position and technology to support the position from UNC GA.) During the spring semester the Recruiter has made presentations to 52 high school students through participation in Open House activities at different high schools and at a Future Teachers of America conference. (In addition to recruitment efforts at local high schools, the Recruiter has also formalized the Community College Collaborative, and results of those efforts will be presented in detail under Goal 7.)

The Department of Elementary Education, specifically Drs. Earl Hill and Pricilla Manarino-Leggett, through the M. Ed. programs in Reading and Elementary Education, have sponsored semester long enrichment activities, **Reading and Mathematics clinics**, for kindergarten to high

school students. During this academic year, 92 P-12 students, 61 teachers enrolled in the M. Ed. Programs, and 92 parents received service through these initiatives. The goal is to build the academic skills of these students, who will hopefully attend FSU ready to learn.

Higher education candidates enrolled in MSA and Ed. D. programs are primarily P-12 administrators. These programs also provided service to P-12 in-service teachers and school administrators. The table below details specific events, attendees, and purpose of the event.

Table 15: Advanced Program Training Events		
Event	Attendees	Purpose
Ed. D. Open House	60 potential enrollees	The purpose was to invite interested and potential doctoral students on campus to give them an overview of the Ed. D. Program. The agenda covered information on financial aid, admission requirements, GRE testing, registration, courses description, research, and most frequently asked questions. Experts in the above mentioned departments provided updated information to assist in the smooth transition from graduate school to the Department of Educational Leadership.
Doctoral Cohort Orientation	30 students & faculty	The purpose is to orient new doctoral students with university resources, registration, and course information. Students are introduced to faculty; and university personnel are invited to speak. Students are encouraged to ask questions and given guiding tools and strategies to assist as they matriculate through the doctoral program.
Dissertation Chairs' Meetings	10 faculty members	The purpose of these monthly meetings is to keep dissertation chairs updated and abreast on deadlines and submission procedures. Chairs are given revised forms and provide input for strategies for a scholarly experience for the doctoral students. Chairs are advised to communicate regularly with their advisees and to keep documentation of all communication, committee meetings, and other transmittals
Test Taking Strategies: Passing the Comprehensive Exam	7 students	The purpose of the workshop was to provide doctoral students who failed the comprehensive exam with test-taking strategies. The session was interactive and allowed students to ask questions. The overall purpose was to help students identify their strengths and weaknesses in essay writing. These students were re-tested and had a 100% pass rate.
MSA students, August orientation	Sixteen students	All students admitted to the MSA program attended an orientation prior to the beginning of classes. They were given program information at this time as well as a program handbook.
MSA seminars	15 students	Seminars developed around the theme of community support for schools were conducted twice during the semester. Ms. Mary McCoy of Cumberland County Department of Social Services participated in our first seminar. Ms. McCoy is Director in the Child Protective Service. Ms. Michaela Penix of Cumberland County Department of Public Health participated in our second seminar. Ms. Penix is a Maternal and Child Health Educator.
Intern-planned workshop		MSA students planned and conducted a workshop in November. Workshop presenters were Mr. Bob Barnes, a recently retired Cumberland County Schools school administrator and Ms. Stacy Stewart, Director of Federal Programs for Hoke County Public Schools. The workshop topics were "Leadership issues in the Modern School" and "the Leadership Implications of NCLB."
SLLA workshops		MSA interns attended workshops designed to prepare them for the School Leaders Licensure Assessment.

Responsible individual(s): Efforts to work with LEAs are implemented through the Dean's Office, in accordance with the PDS Network, USTEP, Teacher Education Recruitment, and the Departments. As such the SOE Dean, Assistant Dean, Chairpersons, and faculty along with the Teacher Education Recruiter/Advisor and the Recruitment Team are responsible for implementing the programs and projects that are designed to assist our local school partners.

Evidence: Various documents provide evidence of the SOE work with LEAs. Needs assessment surveys, sign-in sheets, and Memorandum of Understanding are sample artifacts of evidence.

Future Implications/Plans: These projects are continuous. A data base is being designed to assist us in documenting enquiries from high schools students. We will continue to work with in-service teachers to provide assistance to guide them in content knowledge and pedagogical skills necessary to improve student learning, which should affect the preparedness of the students we admit into our teacher education programs. We have had requests from other schools wanting to join the PDS Network; however, due to limited faculty to meet the needs of our partners, we are unable to enter into formal agreements with additional schools. We will continue to invite schools, whenever possible, to benefit from our professional development activities to in-service and pre-service teachers. A formal proposal is being developed to extend the Benjamin Banneker Mathematics Clinic through the Master of Education program in Elementary Education in an attempt to serve more p-12 students.

The SOE is poised to launch the **Lenses on Learning**, a 36 hour seminar designed for MSA candidates. *Lenses on Learning* is mathematics professional development for K-8 school leaders. This program leads the way to focusing on classroom observation, teacher supervision, teacher professional improvement, and learning more about how mathematics teaching can improve educators resulting in student success in math. *Lenses on Learning* provides training through a series of four modules. Each module contains a book of Readings, a Facilitator Book, and a video. The seminar is designed to help develop the skills to support math teaching and learning through *observation, supervision, and inquiry*. Participants will explore mathematics concepts and instructional techniques to reach a deeper understanding of standards-based mathematics classrooms. The MSA students, future principals and assistant principals, will engage in mathematics activities, view and analyze videotapes of mathematics instruction, read relevant articles, and carry out guided assignments in their schools related to the ideas explored in the seminar. They will also view and discuss videotaped episodes of principals engaging in supervisory work with teachers around mathematics lessons.

SOE Goal/Objective: Goal 4: Expand, enrich, and disseminate knowledge through scholarly and creative activities, and use basic, applied, and pedagogical research

Objective 4a: To develop new and on-going research projects, creative activities, and scholarship

Achievement: The SOE has a Research Center, which is designed to foster faculty and student research. The SOE has secured approval from FSU and Cumberland County to participate in joint research with the Cross Creek Early College High School (CCECHS). A research team is in place to administer this project. Dr. Terence Hicks (SOE faculty) and Ms. Mindy Vickers (School principal) serve as lead investigators on this project. The research project is designed to "evaluate the demographic, structural, organizational, and instructional characteristics of Cumberland County Schools/Fayetteville State University Early College High School. In

addition, a secondary purpose is to determine what the intermediate and long-term outcomes are for students attending CCECHS.” Approval letters from FSU and Cumberland County are attached.

Since the SOE offers the only doctoral degree program on campus, there are collaborative research ventures between faculty and students within the SOE and across campus. There are currently 18 faculty members within the SOE with graduate faculty status. These faculty members not only teach graduate level courses but generally serve on Dissertation Committees. Faculty members and students are encouraged to collaborate on research projects. Terence Hicks (faculty) and Liwei Tang (student) co-authored a research study entitled, “Life Styles, Stressors and Health Status: Differences among On-Campus and Off-Campus College Students.” Dr Hicks has also worked collaboratively with two faculty members and an Ed. D. candidate on another research project, which has also resulted in an article accepted for publication.

The Department of Education Leadership has also launched the “Educational Leadership Think Tank” discussion in spring 2008. The activity centered on research initiatives and topics relevant to program enhancement and student development. Eleven (11) faculty members participated in the discussion.

Responsible individual(s): Faculty members and department administrators are responsible for promoting the SOE research agenda, which has been expanded to include undergraduate students as detailed earlier.

Evidence: Research approval letters and published articles are source of evidence for this goal.

Future Implications/Plans: Results from the CCECHS research effort may prove applicable to other schools within the FSU PDS Network. A replication of successful strategies will serve to narrow the achievement gap and prepare students for admission in Institutions of Higher Education (IHE). Other efforts will provide our candidates with data that may be applied to their own pedagogical efforts, which will provide beneficial to not only school administrators, but to P-12 students as well as higher education students. Plans are in place to track the development of the undergraduate case study project, which will be introduced in EDUC 330: Educational Psychology and Management and developed throughout upper level courses, culminating with the research being conducted during field experiences aligned with methods courses and the written report completed during student teaching and submitted as an artifact in the electronic portfolio.

SOE Goal/Objective: Goal 5: Educate students through high-quality and relevant academic programs responsive to workforce and /or personal development needs

Objective 5a: To engage in ongoing assessment of programs and services for continuous improvement

Achievement: Faculty members were involved in an all-day work session designed to review program offerings in preparation for full program revisions as required by DPI. Faculty members worked to align required standards to specific courses. Collaborative discussions have occurred in Secondary Education Collaborative Council and in other joint discussions to plan for program developments and revisions. The SOE and the College of Arts and Sciences have also secured DPI approval to offer the add-on English as a Second Language program. DPI also approved the Art Education program was also approved. (Both approval letters are attached.)

Responsible individual(s): SOE faculty and administrators in addition to all teacher education program coordinators campus-wide are responsible for working to achieve relevant academic programs with high standards that will serve the workforce of North Carolina and the nation.

Evidence: Approval letters, agendas and sign in sheets document the results of these efforts.

Future Implications/Plans: Faculty will continue to align course content across programs for continuity and higher order progression of required knowledge, skills, and disposition. All teacher education programs must be revised with program proposals submitted to DPI by June 30, 2009 for full implementation in 2010.

SOE Goal/Objective: Goal 6: Promote economic transformation through high quality programs and outreach that respond to workforce needs, cultivate innovation and collaboration in applied research

Objective 6a: To deliver learning that meets the need of the NC 21st century economy

Achievement: The efforts to achieve this goal are on-going. Faculty members are working in teams to review current program description, outcomes, and curriculum, and to align those to the documents that describe the 21st century skills and knowledge necessary to survive in the 21st century economy. Work meetings occurred to determine possible changes to the SOE vision, mission, and goals that will assist us in preparing our clients to succeed in the 21st century workforce.

Responsible individual(s): The Administrative Team along with Dr. Gillis-Olson will continue to monitor and implement tasks designed to achieve this goal.

Evidence: Sign-in sheets at meetings and trainings, documents distributed to faculty members, as well as agenda are artifacts that are used as evidence to document the efforts to date.

Future Implications/Plans: Activities are on-going to meet this goal and to respond to action plans designed in August 2007. Additional and relevant strategies will be added to prior efforts as deemed necessary.

SOE Goal/Objective: Goal 7: Collaborate with community colleges to expand educational opportunities for NC citizens

Objective 7a: To promote the seamless transfer of students from community colleges to FSU

Objective 7b: To increase the baccalaureate degree completion rates of FSU students who previously earned an associates degree from North Carolina Community Colleges

Achievement: The Teacher Education Recruiter/Advisor was hired on January 2, 2008 with the primary purpose of recruitment and advisement. However, this Recruiter must maintain an office off-site at a community college location. Ms. Shari Willis has an office at Sandhills Community College-Hoke Campus in Raeford, where she maintains office hours on Thursdays and Fridays. She visits local high schools and other programs on Wednesdays. She maintains an office at FSU to serve student, especially undeclared or undecided students, who need assistance with advisement. The recruiter is charged with implementing the Teacher Education Recruitment Plan and has documented the following list of accomplishments:

- Increase Admission from 72 on 2/19/08 to 233 on 5/06/08

- Work with Dr. Brooks (University College) for EMT Retain Training and Email Messages to Students
- Collaborate with Admissions Office to visit High Schools in surrounding counties
- Working with Public Relations for radio, newspaper, and billboards ads (Jeff Womble)
- Work with Dr. Okunbor to detail an assessment of program and inquiry database
- Work to solidify dual enrollment at Community Colleges as requested by Sandhills, Robeson, Wayne Counties, with plans to extend the process to include Johnston County
- Provide ITV access to and at Community Colleges
- Implement process for room in Butler Building to have ITV capability for outreach to community colleges by SOE.
- Increase PLATO users at Community Colleges from 20 to 40 users
- Contact Information on Transfer & Advisement Center Internet pages updated for Community College students
- Attended the UNC Teaching Learning with Technology Conference
- Work with IT to determine Interactive TV and Distance Education needs
- Work with Troops to Teachers
- Work with CFNC.org reference scholarship information
- Collaborating with Seymour Johnson AFB
- Working with Ft. Bragg Army Career and Alumni Program (ACAP)
- Work with NC Model Teacher Education Consortium to streamline processes for Lateral Entry teachers
- Work with Cumberland County Schools to offer courses for new teachers
- Attended NC Teacher Cadet Conference and work with group to determine our involvement in future endeavors
- Work with University College on Majors Fair
- Plan and execute Education Majors Mixer/Meet & Greet
- Participated at Employment Source Career Fair

In addition to the specifics above, the Recruiter has documented serving students through various interactions. During this semester Ms. Willis has served 437 community college students. She has advised and assisted in completing applications for admissions and reviewed transcripts. Most noteworthy has been her success to admit 10 students who are interested in pursuing studies in the high need area of mathematics, science, special education, or middle grades education. Ms. Willis was also instrumental in serving the Dean's Office through participation in the SOE Advisement Strategies.

In addition to outreach to community Colleges, The Recruiter works to implement action plans that outline efforts to recruit through the "Troops to Teacher" and "Spouse to Teacher" processes. She participates in meetings and recruitment efforts at Fort Bragg and with Mr. Vickers at Seymour Johnson Air Force Base.

Responsible individual(s): The Teacher Education Recruiter/Advisor has the primary responsibility for working with the community colleges. She also works with undeclared students on FSU campus. She also implements the plan to recruit from high schools. She brings pertinent information to the SOE and has discussion with program coordinators and chairperson. She works collaboratively with Admission Office and University College and meets weekly with the SOE Dean to provide updates.

Evidence: The Recruiter has maintained sign-in sheets, advisement logs, and electronic communications, among others as evidence of her progress to provide a seamless transition between 2-year and 4-year institutions.

Future Implications/Plans: We have Teacher Recruitment Funds renewable for five years. The Recruitment Team will review the process to date and determine next steps in the initiative. It is imperative that we design a data source that will assist us in documenting our enquiries, as is required by UNC GA. A researcher has been hired to assist with adapting the system to assist us to that end.

Special Projects

In fall 2007, the SOE secured funding through the state, in the amount of \$375,000.00 renewable; to assist the institution with production of teachers in high needs areas. The **Teacher Education Summer Pilot Program** is designed to increase the productivity of teacher education programs at FSU, especially teachers in high needs area – middle grades, secondary education mathematics and science, special education, and elementary education with concentrations in content areas and special education. Students enrolled in the following majors are targeted for this program:

- Elementary Education K-6 (with second concentrations in mathematics, science, or special education)
- Middle Grades Education - (Language Arts, Mathematics, or Science and/or with a concentration in Special Education)
- Secondary Education (Biology or Mathematics)
- M.A.T. Degree Programs - Special Education and Middle Grades or Secondary Mathematics and Science

Teacher Education Summer Pilot participants will attend both summer sessions, enrolling in 6 credit hours per session.

In addition, to the courses offered in this summer program, students also receive academic support in the forms of peer tutors, PRAXIS I tutorials, and academic advisement. Eligible students receive the teacher education Licensing Educators at an Accelerated Pace (LEAP) Scholarship to assist with summer school tuition and textbook fees. The total number of bachelor's degree granted to minority students will increase with students completing the curriculum by at least one semester.

Achievement: Various strategies were use do inform the campus community about the Summer Pilot Program. Some activities include

- Campus wide email announcements informing student about the Summer Pilot Program and scholarship, posters, information sessions at major meeting and selected classes.
- Six 3 hour Praxis I tutorial sessions
- Summer Pilot Telethon 5 hour call to education majors.
- Summer Pilot Academic advisement and registration – 2 day face to face sessions with Department chairs and faculty
- L.E. LEAP Scholarship flyers and information session
- Screening Applicants and transcripts to determine eligibility

In addition to work completed with students, faculty members were involved on various levels.

- Solicit university faculty to teach and advise students in the SPP.
- Provide monthly updates on the progress of the program's development. A number of the faculty have been instrumental in encouraging students and advisees to participate in the SP
- Engage faculty in program planning through orientation and planning sessions. Faculty received an overview of the Summer Pilot Program, faculty expectations, program resources such as tutors, and assessment strategies. Other information related processes such as supplemental instruction, tutorial sessions, PDS placements and assignments, instructional strategies, academic advisement, data collection and reporting, and use of the TaskStream Assessment system.

One hundred and forty three (143) students applied to participate in the Summer Pilot Program. Of the 143 applicants, 104 completed pre-registration. Sixty four (64) preregistered for Summer I and 70 and preregistered for Summer II. Thirty two (32) preregistered for both summer sessions. Of the preregistered students, approximately 20 students are teacher education majors in the non target populations. The majority of these students are enrolled in the core curriculum course EDUC 330. There are at least 2 students from non target education majors enrolled in sections of middle grades or secondary method courses.

Additional data reveal the following: 107 students enrolled in summer courses, 58 in Track I (juniors & seniors), 32 in Track II (sophomores & rising juniors), 7 in Track III (MAT), and 10 from other areas. Students received an average of \$1,010.00 in scholarship with a total of \$121,067.00 awarded in L.E.A.P. scholarships.

Table 16: Advanced Program Training Events			
Session	Track I Enrollees	Track II Enrollees	Track III Enrollees
Summer Session I	89	23	5
Summer Session II	98	49	10

Responsible individual(s): Dr. Earlyn Jordon serves as the Director of the Program. She is assisted by an Office Assistant and is supervised by the Dean in addition to having guidance from Dr. Jon Young.

Future Implications/Plans: The courses are offered in a seated traditional format, which may cause a potential transportation conflict for students wishing to pursue more online based instruction due to time and distance from the main university campus. During the summer 2009 offering of this program, courses will also be offered through online modality. Continued funding from the state is critical to the survival of this initiative.

NC Teach, North Carolina Teachers of Excellence for All Children, is a statewide teacher licensure program administered by the University of North Carolina, in collaboration with the North Carolina Department of Public Instruction. NC TEACH is designed to recruit, prepare, and support mid-career professionals as they begin a teaching career in North Carolina's public

schools. The School of Education offers an accelerated alternative licensure program in language arts, mathematics, science, and social studies for the middle grades (6-9) and secondary (9-12) levels and Special Education K-12.

The **NC Teach Curriculum** modules focus on the foundations and pedagogy for teacher preparation. These are organized in six strands: 1) the professional role of the teacher, 2) understanding the learner, 3) effective teaching in general, 4) effective teaching in the content area, 5) technology, and 6) the school environment. Graduate level credit is awarded for successful completion of the modules.

The **NC Teach Program** is designed to provide mid-career college graduates, first year lateral entries, and recent college graduates with the opportunity to become teachers especially in high demand areas. The program provides coursework that consists of six modules delivered during the spring, summer, and fall semesters. All participants completing this program are expected to complete the initial licensure requirements at their host sites, adding content area coursework as needed.

Program Operational Activities

- Updated UNC Online –FSU NC TEACH
- Developed Transitional Plan for NCTEACH to MAT program
- Conducted monthly Mentoring Sessions for time teachers
- Scheduled PRAXIS II Workshops
- Trained Master Teachers for E Mentoring
- Held Weekend Academic Advisement Sessions-Preregistration
- Participated in Job Fairs
- Collaborated with ILT coordinators and RALC Office
- Hosted NC TEACH Information Session (Per Advertisement)
- Taught Online course

The 2007-08 cohort of began the NC TEACH online program in May 2007.

Table 17: NCTEACH 2007-2008 Cohort		
Licensure Areas	Participants	Professional Curriculum Program Completers
Special Education	22	18
Middle Grades	9	7
Secondary	6	4

Four (4) of the NCTEACH participants transitioned to the Special Education MAT program; Five (5) have not secured a full time teaching position during the course of the 12 months; at least 25 have continuing enrollment at FSU to complete specialty area requirements; and there are 15 participants in the 2008 cohort.

The **Curriculum Learning Resource Laboratory** supports the broader mission of the university, which seeks to provide a quality education to its students. Through resources, equipment, and

services, the Curriculum Learning Resource Laboratory made a significant contribution to the preparation of FSU's students this academic year. The Curriculum Lab, which has been newly renovated with partitions to the ceiling to offer greater security, also made significant contributions to FSU, the SOE, and the Fayetteville community. 5,137 patrons used the Curriculum Lab and 130 resources were checked out to patrons. Contributions were made to FSU students and faculty in the way of material resources and equipment. Many Social Studies and Technology resources were acquired through the Book Adoption Committee. Tutorial services (Project MAP) were provided to 10 students this academic year. Each participant was able to improve their GPAs.

It is important that faculty members utilize the Curriculum Lab and the MAP Project to provide intervention to students who are struggling academically. In an effort to extend this process, and benefit the clients it serves, the Curriculum Lab would benefit from five new computers.

The SOE is working to improve its **Distance Education/On-Line** offerings. There is currently no FSU education course posted at the UNC on-line site. The SOE is working in collaboration with Continuing Education to train faculty members to revise on-line courses using new pedagogical strategies that support distance education efforts. Faculty members are in the process of revising 28 courses for on-line offerings to be uploaded to UNC Online by the end of the summer after they have been reviewed and approved by the training team, which includes SOE faculty guided by the Assistant Dean. In addition, three new courses are being developed for on-line offerings. Table 18 below depicts the on-line course offerings and enrollment in those courses across department within the School.

Table 18: SOE On-Line Course Offerings															
Fall 2007								Spring 2008							
Number of On-Line Courses Offered				Enrollees				Number of On-Line Courses Offered				Enrollees			
EL	ELEM	HPEHS	MG	EL	ELEM	HPEHS	MG	EL	ELEM	HPEHS	MG	EL	ELEM	HPEHS	MG
3	13	2		75	227	82		3	10	2	18	75	182	82	284

The **SOE Assessment Committee** was re-organized in order to continue to meet the new demands of our Institution, the state of North Carolina Department of Public Instruction as well as our global community at large. Dr. Kelly Charles serves as the coordinator with 50% of her assignment committed to the assessment initiative and covered through the PACE reallocation of funds. The following faculty members serve on the Assessment Committee Dr. Kelly Charles, Coordinator, Dr. Charletta Barringer-Brown, Dr. Fara Zimmerman, Dr. Terrance Hicks, Dr. Juanita Ashby-Bey, Dr. Vikki Armstrong, Mrs. Hattie Bazemore, and Dr. Charlotte Boger. Dr. Leontye Lewis, Dean, also serves on the Assessment Committee.

The Assessment Committee, with a bi-monthly meeting schedule, reports:

- The establishment of Assessment priorities/timelines
- The establishment of school and program area major assessments by transition points
- The development of a unified data collection instrument
- The development of rubrics for the major assessments

- The establishment of framework for the electronic assessment system provided through TaskStream
- The developments of Course/Learning Outcomes Matrices. Outcomes are grounded in standards established by NCATE, NCDPI, and the SOE Conceptual Framework themes and indicators.
- The team has also worked to revise the Conceptual Framework to include 21st Century knowledge and skills and reflect the revised UNC DPI standards.
- The Assessment Coordinator's participation in scheduled campus-wide assessment meetings and also attended the "2007 Assessment Institute" in Indianapolis, Indiana. The role of the Coordinator is to be responsible for the successful implementation of the school's assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations. The conference sessions focused on e-portfolios, assessing the core curriculum in program areas, improving student learning and using assessment results to lead curriculum changes.
- As needed, the Assessment Coordinator met with faculty during Department meetings to discuss the Assessment Initiative and specific processes.
- The Assessment Coordinator participated in regularly scheduled meetings with the Dean to update and plan for next steps in the assessment processes.
- Revision of the SOE assessment plan to include an Assessment conceptual model to reflect collection points and use of data.
- The revised assessment system will be piloted during the Summer I and Summer II sessions, specifically during courses offered via the Teacher Education Summer Pilot Project, with data analysis to conclude prior to Fall 2008.

The Assessment Committee encountered the following "points of pain" during the 2007 semester. They included: lack of a centrally located data "hub", inconsistent tracking of student outcomes by semester and by academic year, sparse collaboration between constituents as it relates to data analysis, as well as several revisions and some delay in agreement with faculty and staff on the unified data collection document.

Under the leadership of the Dean, the Assessment Initiative has received full support, guidance and the momentum to exceed the timelines of the University-wide Assessment Initiative. The Dean is fully involved in each process of this initiative and actively serves on the Assessment Committee. She is an advocate for accountability and transparency for the SOE, and is able to articulate in detail the processes and outcomes of the Assessment Initiative within the School. Further, the Chairs in the SOE discuss the Assessment effort in the bi-monthly Administrative Team meetings, which include the Assessment Initiative as a regular agenda item. The Chairs, in turn, include the assessment discussions and decisions on agenda for regular faculty meetings. The Chairs are able to discuss outcomes of the initiative with faculty and campus constituents.

The Assessment Committee will review the data garnered from the piloting of instruments and outcomes under the Summer Pilot program. Data analysis will determine necessary changes to the Assessment Plan and evaluation instruments for use on a broader scale in the fall. The assessment process is fluid and will be revised as needed to reflect validity and reliability of the process.

The faculty members in the SOE actively participated in **Grant Development** and received funding for many grants. Table 19 outlines grant funds received and the amount funded.

Table 19: Grant Support 2007-2008	
Program	Amount
Summer Pilot	\$375,000.00 (renewable)
NC QUEST	\$167,610.00 (CAS & CC as partners)
NC QUEST	\$142,683.00 (phase 2)
Demonstration Project - Outdoor Learning Environment	\$21,000.00 (2 years renewable)
Exceptional Children Regional Ed	\$130,059.00 (renewable)
Distance Education Preparation	\$132,797.00 (renewable)
NC QUEST	\$196,940.00 (phase 1)
Teacher Recruiter/Advisor	\$106,000.00 (5 yrs renewable)
Teacher Recruitment Plan	\$33, 739.00 (4 yrs renewable)
Focus Growth	\$55,000.00
United Way	\$75,000.00
USTEP	\$124,000.00
Wal-Mart Community Grant	\$1,000.00
AA Progression & Retention Funding	\$25,000.00
Spencer Foundation	\$40,000.00
NIH	\$6,500.00
NIH	\$17,000.00
National Endowment for the Humanities	\$54,000.00
TOTAL	\$1, 703, 328.00*

* Final and official data on grant funding is maintained in the Office of Sponsored Research.

The SOE was also supported through approximately \$55,794.00 in faculty development funds. Library funding to purchase and update resources totaled \$52,900.00.

The University-School Teacher Education Partnership housed in the School of Education continued to enhance the University's commitment to teacher education. The partnership provided new opportunities to strengthen and market the University's teacher education program.

Partners work in concert. The University and its partner schools have accepted the challenge of improving learning climates in classrooms through an enriched teacher education program that

prepares pre-service teachers for the expectations of the classroom and creates enhanced learning opportunities for students. Each partner shares with the other its areas of expertise vital to preparation, development, and nurturing of pre-service and lateral-entry teachers.

Prior years planning resulted in multiple professional development opportunities for pre-service and in-service partners, increased participation of arts and science faculty through active contributions in curriculum planning and course delivery, augmented community service projects, and innovative changes in instructional delivery.

Professional Development Activities: U-STEP organized the following workshops and seminars for the University's pre-service teachers. In-service teachers and administrators working in local education agencies frequently served as presenters.

- Using the TI-15 Calculator in the Classroom
- Teaching/Learning Strategies for Elementary Majors (CRISS)
- Teaching/Learning Strategies for Middle Grades/Secondary Majors (CRISS)
- The Home-School Connection: Establishing and Maintaining Good Parent Relationships
- PRAXIS II Preparation Workshop for Elementary Majors
- Teaching Data Analysis and Probability (K-8)
- Multiple Manipulative
- Organizing and Operating Literacy Centers (K-6)
- Providing Instruction for Exceptional Children
- Differentiating Instruction for K-12 Learners
- English as a Second Language
- Creating and Writing Lesson Plans
- Web-Quest Workshop
- Voices of Experience
- Balanced Literacy Approach to Writing in the Content Areas (K-12)

New Teacher Support – USTEP, together with Cumberland County Schools, also provided guidance and instructional services in classroom management to two first-year elementary teachers.

Pride Pact is a mentoring partnership with Cumberland County Schools designed to raise student achievement, prevent dropout, support new teachers, and provide professional development to pre-service teachers. USTEP joined with Cumberland County Schools to mentor 97 at-risk girls in grades 3, 4, and 5 through the **PRIDE PACT Leadership Academy**. In its initial year, mentors and students meet monthly (first Saturday mornings) for themed literary discussions and character building activities. Dr. Geraldine Campbell Munn serves as co-director of this partnership and Dr. Beatrice Carroll is a mentor. There were 11 scheduled activities during the academic year.

Efforts are in place to verify the success of the activities provided through U-STEP. The U-STEP Coordinator will work to collect data and surveys from participants and principals to determine next steps in the initiative and to further meet with the U-STEP Advisory council to services to be provided that are measurable and effective.

The SOE involves its students in various **student clubs and organizations**. Among these are the B-K Majors Club, the Elementary Education Club, and the Student Council for Exceptional Children (SCEC). The students in the **Elementary Education Club** developed posters for the American Education Week competition and have secured Club membership to the National Organization that governs the training of elementary education students – ACEI. Students also provided activities to students at Ferguson Easley Elementary School through participation in the Interdisciplinary Fair. **The B-K Majors Club** Members were actively involved in “Operation Smooth Move” as they work with the Early Childhood Learning Center to relocate to the new site. The **SCEC** students also participated in the American Education Week Poster competition in addition to attending meetings and “Movie and Interest Night.” Three hundred and fifty nine (359) students participated in conferences, many of which were aligned to professional organizations. Fifteen (15) students were inducted into **The Alpha Upsilon Alpha Honor Society of the International Reading Association**. Induction ceremonies were held in December 2007 and again on April 22, 2008. The **Health and Physical Education Majors Club** had many activities during the academic year, including participation in the NCAAHPERD State Conference held in Greensboro, North Carolina and supporting two families identified by the Fayetteville Department of Social Services through the Thanksgiving Food Project.

There are 17 students Clubs and Association housed within and sponsored by the SOE. As we move forward, faculty advisors to the many Clubs within the SOE must understand the importance of maintaining records and data on the activities of the Club. Chairpersons will be asked to meet with faculty advisors to document activities that are to be aligned with the academic and social goals of the School.

The Early Childhood Learning Center (ECLC), under the guidance of Mr. Matthew Bowman as Director, is housed in the Department of Elementary Education. At the start of the academic year the center was housed in the Mitchell building. The ECLC was recently moved to its newly renovated site in Loretta Taylor Gymnasium. During this school year the ECLC’s enrollment increased by 15%, which was due to the addition of an infants/toddlers program. The ECLC served a total of 82 children this year and saw an increase in number of active participants who joined the PTA. The ECLC raised over \$18,000.00 to support the program. The number of attendees at the annual family day event scheduled for June 6, 2008 should be greater than any previous ECLC activity. Additionally, this year’s graduating class will be the largest ever with more than 55 graduates.

The Office of Teacher Education (OTE) is a Unit in the School of Education. The Director reports to the Dean of the School. The mission of the OTE is to monitor, initiate, and implement policies and practices approved by the Teacher Education Council (TEC) that enable pre-service candidates and in-service education professionals to become successful facilitators of learning. The OTE is committed to:

- provide a systematic process for entry into and exit from teacher education programs
- maintain relationships with the public schools that fosters the facilitation of pre-service education students being able to enter the schools
- maintain records that support program accreditation

- provide support services to meet the needs of education majors

As the portal of entry for persons interested in teacher education, the mission of OTE is accomplished through the following activities:

- Early Field Experience Placements: Secure school sites where students can observe and participate in classroom experiences that acquaint them with the roles and responsibilities of a professional educator.
- Teacher Education Admissions: Validate admission requirements and recommend students to the TEC for acceptance into the Teacher Education Program.
- Student Teaching Placements: Secure school sites where students take an active role in the teaching/learning environment under direction of a career status classroom teacher.
- Licensure Applicants: Verify program completion of FSU graduates and program completers and recommend them for a North Carolina teaching license.
- Alternative Licensure Programs: Provide information to and maintain records of persons entering FSU education programs through alternatives routes—(Lateral Entry and NC Teach).
- Public School Contacts: Make personal contacts with public school administrators and teachers within FSU service area.
- Related Publics: Participate in local, state, and national activities that offer opportunities to highlight activities and programs in the SOE.

The OTE placed 207 students in early placements during the fall 2007 at 85 school sites and 205 placements during spring 2008 semester at 94 school sites. The following tables depict additional yearly totals associated with the program goals and objectives:

Table 20: OTE Data		
ADMISSIONS TO TEACHER EDUCATION		
Degree-Seekers		78
Licensure-Only		17
Lateral Entry		1
NC Teach		N/A
STUDENT TEACHER PLACEMENTS		
County	Fall 2007	Spring 2008
Bladen	1	0
Cumberland	26	35
Fort Bragg Schools	0	13
Harnett	0	1
Hoke	0	1
Sampson	0	3
TOTAL	27	53
OTHER NUMBERS		
Licensure Packets to DPI (License Completers)		92
LEA Requests		7
Out-of- State Requests		32
Lateral Entry (Program Evaluation Plans)		1
Web Page Hits (July 1, 2007-May 9, 2008)		7, 257

Totals do not reflect Spring 2008 completers

In addition to the numeric data displayed in the chart, the following tasks were accomplished:

- The Director of Teacher Education visited approximately 50% of teacher interns.
- University Supervisor visited all 100% of the interns.
- Licensure Applications were processed within three weeks of receipt in the Office of Teacher Education and submitted to the Department of Public Instruction with 100% accuracy.
- The TEC met six times during the semester to address issues related to teacher education (admission, program modifications, procedural changes, program approvals, etc.)
- The Director of OTE continues to participate in local, state, and national activities that offer opportunities to highlight activities and programs in the School of Education
- Enhancements were made to the OTE webpage to make information to the public more readily accessible
- 100% of the cooperating/partnership teachers responded to the Exit Evaluation from the OTE

The strength of the OTE is its organization and recordkeeping. This office is very paper-intensive and accessible accurate records are critical to the overall productivity of the SOE. The weakness of the Unit is its organization. With only two persons to handle the intensity of the work load and the public contacts required of this office, it is often difficult to manage. Strategies need to be derived whereby more than one person understands and can interpret teacher licensure laws.

In order to maintain the high level of success of the OTE, the SOE must identify strategies that will allow for continuous smooth operations of the office in the absence of one person assigned to the Unit. Additionally, continuous and in-depth technology training of support staff is necessary to maintain communication and keep information available and accessible.

The SOE has additional accomplishments that should be included in the annual report. One should accomplishment is the reorganization of the Newsletter Committee and the publication of two issues of *The Facilitator*, the **SOE Newsletter**. The SOE also participated in the state-wide recognition of **CCECHS as the 2008 recipient NC School Innovation Award**, which was presented by Governor Easley.

Conclusion: The faculty, staff, and administrators within the SOE have worked conscientiously and consistently. Many significant achievements were recognized, most important being the reaffirmation of NCATE unit accreditation and DPI program approvals. This annual report is also the first to detail the SOE accomplishments under the newly hired Dean of the School as she collaborate with faculty, staff, and students to move the School and its efforts forward. There are many projects still to be implemented, and others to be formally evaluated, but there is little doubt that the School will continue to excel as the passion, drive, and commitment of the faculty, chairpersons, students, staff, Assistant Dean, and Dean catapult the Unit forward to great levels of accomplishments.

School of Education Summary Report

Unit: School of Education **Dean:** Leontye L. Lewis, Ed. D. **Reporting Period:** 07-08

A. Service to Community

of Activities: **72**
 # of K-12 Students Served: **2107**
 # of K-12 Teachers Served: **305**
 # of Others Served (Specify): **768**

Professional Services

Service on Boards: **19**
 # Service to Professional Organizations: **60**
 Other (Specify): Service on Committees: **124**

C. Conferences/Workshops

Faculty Attending: **68**
 # Faculty Presenting: **19**
 # Faculty Organizing: **9**
 # Staff Attending: **12**
 # Staff Presenting: **0**
 # Students Attending: **359**
 # Students Presenting: **0**

D. Publications

Refereed Journal Articles: **15**
 # Books/Articles in Books: **4**
 # Conference Proceedings: **12**
 # Others (Non-Refereed Journal Articles): **4**

E. Grant Proposals

Submitted to External Funding Agencies: **13**
 # Submitted Internally (FSU): **3**
 # Total Requested Amount:
 # Funded/Amount:
 # Pending/Amount:
 # Not Funded/Amount:

F. Faculty Honors Please see Table 10 on page 11

G. Staff Honors Please see Table 11 on page 11

H. Student Honors Please see Table 6 on page 9

I. Program Development/Accreditation Activity See Goal 1 on page 2

J. Other Activities Presented throughout report

APPENDIX



The Standard of Excellence
in Teacher Preparation

National Council for Accreditation of Teacher Education
Arthur E. Wise
President

November 5, 2007

Dr. Lloyd V. Hackley
Chancellor
Fayetteville State University
1200 Murchison Road
Fayetteville, NC 28301



Dear Dr. Hackley:

At its October 14-19, 2007 meeting in Washington, DC, the Unit Accreditation Board of the National Council for Accreditation of Teacher Education (NCATE) considered the application for continuing accreditation of the School of Education as the unit that oversees the professional education offerings at Fayetteville State University. I am pleased to inform you of the Unit Accreditation Board's decision to continue the accreditation of the School of Education at Fayetteville State University at the initial teacher preparation and advanced preparation levels. This accreditation decision indicates that the unit and its programs meet rigorous standards set forth by the professional education community.

Let me take this opportunity to congratulate you and your professional education unit for displaying the high quality necessary to be granted national accreditation. I would also like to express appreciation for the cooperation received from the faculty, staff, and administration of your institution. The copy of this letter sent to the head of your professional education unit includes a certificate in acknowledgement of the unit's accomplishment.

Strengths noted in the Board of Examiners report have not been reiterated but are certainly considered part of the institution's accreditation visit record. You may use the information provided in the Board of Examiners report at your discretion. Any areas for improvement that have been cited are listed in the enclosed areas for improvement document.

The next NCATE visit is scheduled for spring 2014. You will begin to receive materials for that visit approximately two years prior to the visit. (In partnership states, the actual date of the visit must be determined jointly by the state and NCATE.) In addition, your institution will be required to complete a Professional Education Data System instrument each year during the accreditation period. You are not required to report specifically on progress in the areas for improvement cited, but you are encouraged to do so. During the

2010 Massachusetts Avenue, NW, Suite 500
Washington, DC 20036-1023
phone 202.466.7496 fax 202.296.6620
email ncate@ncate.org www.ncate.org

Dr. Lloyd V. Hackley
November 5, 2007
Page 2

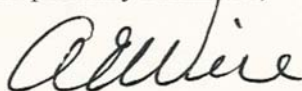
accreditation period, you will be expected to report evaluations and changes in relation to all six standards.

Enclosed is a copy of NCATE's Policies on Dissemination of Information, which describes the terms and dates by which your current accreditation action becomes a matter of public record and lists other parties who will be notified of accreditation action. If your state has a partnership agreement with NCATE, the state agency with program approval authority receives a copy of this letter.

To celebrate your accreditation, I encourage you to use the online press packet on NCATE's website. (From the homepage, click on 'Institutions,' then 'Resources,' then 'Press Packet' under the subhead, 'Celebrating Accreditation'). The packet includes a sample press release announcing a school of education's accreditation status to the media, as well as samples of announcements which can be sent to P-12 schools, foundations, businesses, policymakers, and other stakeholders in your area. Other strategies are also included for garnering media attention throughout the year. In addition, because you are professionally accredited, we encourage you to use the NCATE logo on print materials such as brochures and catalogs, as well as on your school of education's website. (The logo can be found at the link just above 'Press Packet' under the subhead: 'Celebrating Accreditation' as noted above). It is a distinctive 'mark' which demonstrates that you have met demanding national professional standards for educator preparation. Congratulations!

Should you have any questions regarding NCATE's action or the items reported herein, please do not hesitate to contact us.

Respectfully submitted,



Arthur E. Wise

Enclosures

cc: ✓ Leontye L. Lewis, School of Education
Charlotte Hughes, North Carolina Department of Public Instruction
Board of Examiners Team



PUBLIC SCHOOLS OF NORTH CAROLINA

STATE BOARD OF EDUCATION Howard N. Lee, *Chairman*
 DEPARTMENT OF PUBLIC INSTRUCTION June St. Clair Atkinson, Ed.D., *State Superintendent*
 WWW.NCPUBLICSCHOOLS.ORG

January 14, 2008



Dr. Lloyd Hackley, Chancellor
 Fayetteville State University
 1200 Murchison Road
 Fayetteville, North Carolina 28301

Dear Dr. Hackley:

At its January meeting, the State Board of Education granted full approval for all programs through 2013-14 with the exception of programs in Comprehensive Social Studies and Health Education. The Board granted provisional approval to these programs. Documentation of the program areas' assessment system is to be submitted to Charlotte Hughes by September 30, 2008 for review by the State Evaluation Committee.

If you have any questions, please contact Charlotte N. Hughes at 919.807.3443 or email chughes@dpi.state.nc.us. Your efforts to ensure quality teacher education programs for the Public Schools of North Carolina are most appreciated.

Sincerely,

June St. Clair Atkinson

JSA/CNH

c: Leontye L. Lewis, Dean
 School of Education

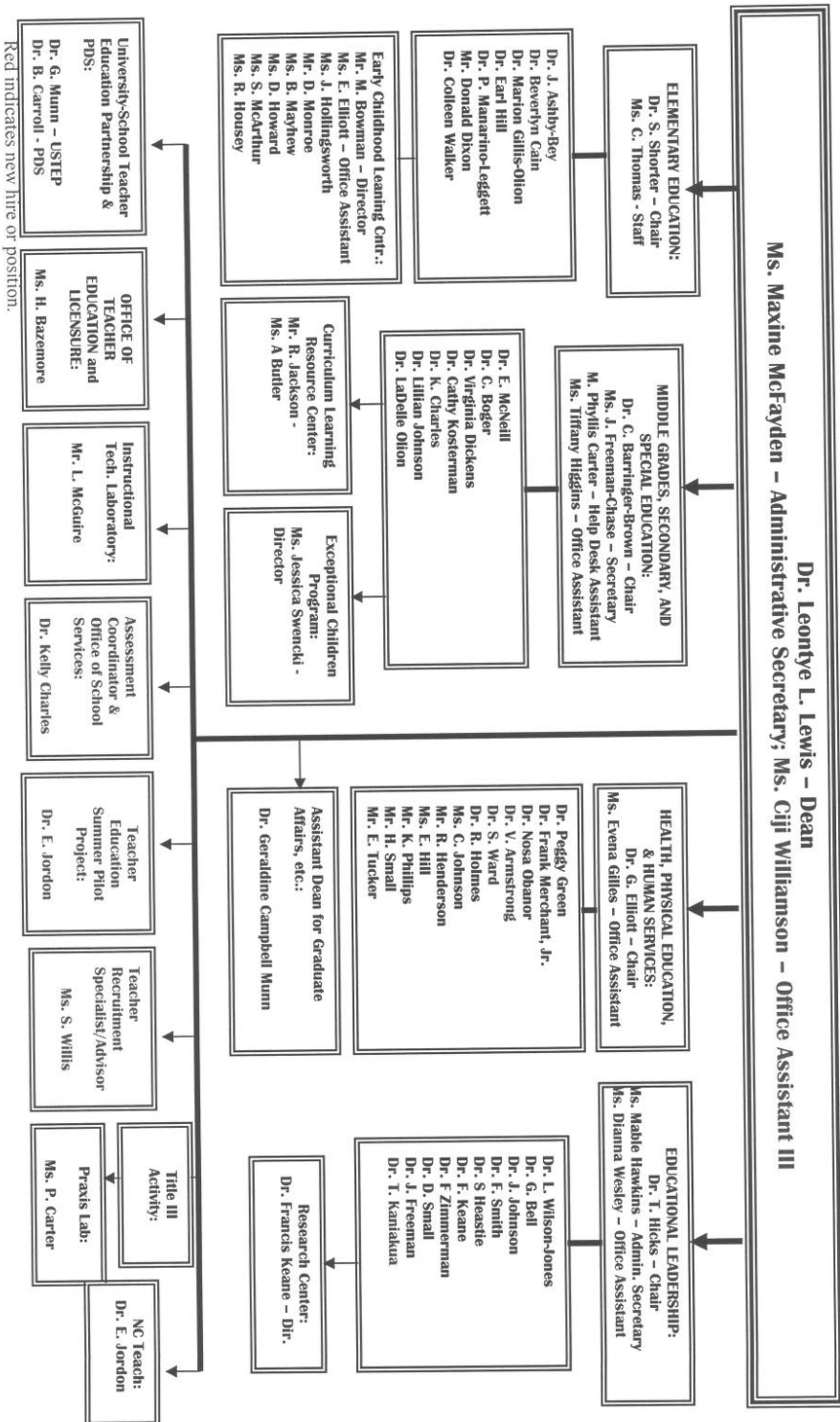
OFFICE OF THE STATE SUPERINTENDENT

June St. Clair Atkinson, Ed.D., *State Superintendent* | jatkinson@dpi.state.nc.us
 6301 Mail Service Center, Raleigh, North Carolina 27699-6301 | (919) 807-3430 | Fax (919) 807-3445
 AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

School: Education (May, 2008) AIM Report

Department:	# advisees	# contacts	%	No Response
Elementary Education	282	178	63.1%	104
Educational Leadership	92	92	100.0%	0
HPEHS	98	54	55.1%	44
Middle Grades	263	190	72.2%	54
Total	735	514	69.9%	202

FAYETTEVILLE STATE UNIVERSITY
SCHOOL OF EDUCATION
 Organizational Chart: Faculty & Staff
 2007-2008



Red indicates new hire or position.

November 7, 2007

Dr. Terence Hicks
Educational Leadership and Foundations
Butler Building, Suite 340
Fayetteville State University
Fayetteville, NC 28301

Dear Dr. Hicks:

Congratulations, the Human Rights in Research Committee (HRRC) has reviewed the revisions to your research proposal involving human subjects entitled "*Cross Creek Early College High School Evaluation Project*" (2008-P-0038). Your protocol is hereby **approved as submitted** under 45 CFR 46.101(b)(4) of the Code of Federal Regulations (revised June 23, 2005). The effective term of your review is for one year and will expire on November 8, 2008, at which time you may apply for continuation. Please be mindful that should the approved protocol change in the future, you are obligated to contact the Offices of Sponsored Research and Programs to obtain IRB approval for the change(s) before proceeding with your research.

If you have any questions, please feel free to contact me at (910) 672-1700 or Mrs. Kimberlee Hyman, Compliance Officer of Sponsored Research & Programs at (910) 672- 1570.

Sincerely,

Joseph F. Johnson, Chair
Human Rights in Research Committee



Cumberland County Schools

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WILLIAM C. HARRISON, Ed.D.
 SUPERINTENDENT

January 28, 2008

Dr. Terence Hicks
 Chairperson/Associate Professor of Research
 Department of Educational Leadership
 Fayetteville State University
 1200 Murchison Road
 Fayetteville, N C 28301

Dear Dr. Hicks,

You submitted a proposal entitled *Cross Creek Early College High School Evaluation Project* to the Cumberland County Schools requesting approval to conduct a research project. The Research Committee reviewed your request.

Your project request indicated that Free and Reduced Lunch data would be collected. Due to laws and regulations, we cannot release Free and Reduced Lunch data to you. Also, your research should not interrupt instructional time for the students nor staff. A questionnaire was indicated in your request, but a copy was not included for our review. Please keep these things in mind as you finalize the details of your proposed study. When you have finalized more of the specifics of your project, please send us an updated copy of your research proposal for our file so that we will be aware of the process and data collection related to the Cross Creek Early College High School.

Page 2

The Research Committee approved your request to conduct a research project entitled: *Cross Creek Early College High School Evaluation Project* under the conditions that you comply with the Cumberland County Policy ICC and Research Project Guidelines that may be found on the Curriculum and Instruction website at www.ccs.k12.nc.us. Congratulations and best wishes with your research project.

Sincerely,

Lavetta B. Henderson

Lavetta B. Henderson, Ed.D.
Associate Superintendent
Curriculum and Instruction

lbh

c: Melinda Vickers, Principal
Cross Creek Early College High School



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STATE BOARD OF EDUCATION Howard N. Lee, *Chairman*
DEPARTMENT OF PUBLIC INSTRUCTION June St. Clair Atkinson, Ed.D., *State Superintendent*
WWW.NCPUBLICSCHOOLS.ORG

November 1, 2007

Dr. Leontye Lewis
Fayetteville State University
School of Education
1200 Murchison Road
Fayetteville, NC 28301

Dear Dr. Lewis:

This letter serves as official notification that Temporary Authorization has been granted to the undergraduate Art Program you submitted for review. With Temporary Authorization you may admit students to the program. The Teacher Education Section will conduct an on-site review of the program when the first cohort of students has matriculated through to completion.

I wish you much success with this program. Please let me know if we can provide any additional information or assistance.

Sincerely,

A handwritten signature in cursive script, appearing to read "Charlotte N. Hughes".

Charlotte N. Hughes, Director
Teacher Education

CNH:nrd



PUBLIC SCHOOLS OF NORTH CAROLINA

STATE BOARD OF EDUCATION Howard N. Lee, *Chairman*

DEPARTMENT OF PUBLIC INSTRUCTION June St. Clair Atkinson, Ed.D., *State Superintendent*

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May 6, 2008

Dr. Leontye Lewis, Dean
Fayetteville State University
School of Education
1200 Murchison Road
Fayetteville, NC 28301

Dear Dean Lewis:

This letter serves as official notification that Temporary Authorization has been granted to the add-on English as a Second Language Program you submitted for review. With Temporary Authorization you may admit students to the program. The Teacher Education Section will conduct an on-site review of the program when the first cohort of students has matriculated through to completion.

I wish you much success with this program. Please let me know if we can provide any additional information or assistance.

Sincerely,

A handwritten signature in black ink, appearing to read "Charlotte N. Hughes".

Charlotte N. Hughes, Director
Teacher Education

CNH:nrd



[1200 Murchison Road / Newbold Station / Fayetteville / NC / 28301-4298 / 910.672.1265 / Fax 910.672.1588](#)
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