

# 2022-2023

## EPP Bachelor Performance Report

### Fayetteville State University

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North Carolina Department of  
**PUBLIC INSTRUCTION**

#### Overview of the Institution

Founded in 1867 as the Howard School by seven visionary African American men, Fayetteville State University (FSU) is a public comprehensive regional Historically Black College/University (HBCU) committed to driving educational, social, cultural, and economic transformation in southeastern North Carolina (NC) and beyond. As a proud member of the esteemed University of North Carolina System, FSU's mission is to provide outstanding learning experiences that empower students to become global citizens and leaders, capable of shaping the future of our state. With a rich history dating back over a century, FSU holds the distinction of being North Carolina's oldest teacher preparation institution and the second oldest state-supported higher education institution. The 2017-2018 academic year marked a significant milestone for FSU, as it celebrated its Sesquicentennial, honoring the resilience and vision of the seven founding individuals: David A. Bryant, Nelson Carter, George W. Grange, Sr., Andrew J. Chesnutt, Mathew Leary, Jr., Robert Simmons, and Thomas Lomax. These pioneers established the Howard School on November 29, 1867, with the noble purpose of providing education to African American children. Today, the diverse student body and the remarkable achievements of Fayetteville State University in fields ranging from teacher education to cyber-security stand as a testament to their enduring legacy. During the commemoration of this transformative experience, FSU proudly embraced the theme of "Celebrating 150 Years of Excellence in Preparing Educators, Leaders, and Engaged Citizens" throughout the 2017-2018 academic year. The

university's commitment to excellence in teacher education remains unwavering, as it continues to provide exceptional services and learning opportunities to eleven counties in the Sandhills Region of North Carolina. FSU's vision extends beyond classroom education, aiming to prepare well-rounded individuals who possess a global perspective and a sense of responsibility. FSU's reputation is bolstered by its longstanding tradition of forging strong community partnerships and offering a wide range of outreach programs. By actively engaging with the surrounding region, FSU ensures that its impact extends far beyond the confines of its campus. Through these collaborative efforts, FSU serves as a catalyst for positive change, fostering a culture of learning, inclusivity, and progress throughout southeastern North Carolina.

Fayetteville State University (FSU) is the largest comprehensive university in North Carolina's Sandhills Region, serving over 6,700 students. It is fully accredited as a Level V doctoral granting institution by SACS. FSU has four academic units: the College of Education (COE), the Broadwell College of Business and Economics (BCBE), the College of Humanities and Social Sciences (CHSS), and the Lloyd College of Health, Science, and Technology (CHST), each managed by a dean. FSU offers 33 bachelor's degree programs and 8 master's degrees (MEd, MAT, MSA, MBA, MS, MA, MSW, and MSN), including fields like psychology, social work, business administration, nursing, and education. They also provide an Ed.D. program in Educational Leadership with two tracks: P-12 and higher education.

The foundational documents of Fayetteville State University were crafted through a collective effort involving faculty, staff, students, community members, administrators, and the Board of Trustees. The institution's strategic plan for 2020-2025 was approved by the FSU Board of Trustees in spring 2020 and has been implemented since fall 2020. This strategic plan serves as a guide for all units within the university, shaping their strategic priorities.

Fayetteville State University's College of Education (COE) is committed to preparing highly skilled educators and school personnel. The COE/Educator Preparation Program (EPP) develops, administers, supervises, and evaluates various programs to ensure the production of qualified professionals. In March 2022, FSU's College of Education underwent an onsite visit by the Council for the Accreditation of Educator Preparation (CAEP) as part of its comprehensive 7-year review of the Initial and Advanced Programs. Following this review, FSU received official accreditation approval from CAEP in the fall of 2022. This accreditation builds upon the COE's previous accreditation by NCATE and reflects its strong commitment to excellence. The COE takes pride in its dedication to preparing professionals who are attentive and responsive to the diverse needs of students, parents, and the community. It has established valuable partnerships with 20 public school systems, 5 public charter schools, 1 federal school system (Fort Liberty, formerly Fort Bragg), and 7 community colleges within its service area. Additionally, the COE collaborates with organizations such as NC Early Educator Support, Licensure, and Professional Development (EESLPD), The School of Hope, National Heritage Academies, Inc., and Teacher Assistant (TA) to TEACH initiative by Cumberland County Schools. These partnerships further enrich the education and training provided by the COE, ensuring a high standard of quality.

In summary, Fayetteville State University's dedication to educational excellence, its storied history, and its unwavering commitment to community engagement make it a leading institution

in the region. FSU continues to fulfill its mission of producing well-prepared, socially conscious graduates who are equipped to tackle the challenges of an ever-changing world.

## **Special Characteristics**

Fayetteville State University (FSU) holds the distinction of being North Carolina's oldest teacher training institution and the second oldest state-supported institution of higher education. Spanning across 156 acres, the campus encompasses 38 buildings. Notable additions include the Science and Technology Building, which opened in spring 2013, and new residence halls that can house 336 students. The renovation of the Rudolph Jones Student Center has also been completed. One of FSU's unique advantages is its close proximity to Fort Liberty (formerly Fort Bragg), allowing military personnel easy access to university programs and contributing to a diverse student population. In fact, FSU boasts one of the highest percentages (30%) of military-affiliated students in the UNC system. Incoming freshmen and transfer students have the opportunity to engage with a diverse range of peers in programs offered by the College of Humanities and Social Sciences (CHSS), Broadwell College of Business and Economics (BCBE), College of Health, Science and Technology (CHST), and College of Education (COE). Out of the 6,787 total enrollees (5,748 undergraduate), 30% are male and 70% are female. Non-traditional learners, defined as those over 25 years of age, make up 46% of the student body. Most students (92%) are North Carolina residents. The student population is racially and ethnically diverse, with 18% identifying as White, 61% as African American or Black, 1% as American Indian or Alaskan Native, 2% as Asian, 9% as Hispanic or Latino, and 9% as other races, including two or more races, non-resident alien, or race unknown. This diversity fosters enriching interactions and learning opportunities as students become acquainted with different cultures, nationalities, and races. Within the COE, consisting of 70 faculty, staff, and administrators, 70% are female, and 79% represent various ethnicities and nationalities. The majority of the 6,787 students enrolled at FSU, both on the main campus and through distance education, are first-generation college students.

The College of Education (COE) operates under the leadership of a Dean who reports to the Provost and Vice Chancellor for Academic Affairs. Assisting the Dean in fulfilling administrative duties are the Associate Dean, department chairpersons, and program directors within the COE. To ensure effective governance and collaboration, the COE has established the Administrative Leadership Team and the Teacher Education Committee (TEC). The TEC plays a vital role in the Educator Preparation Program (EPP) by reviewing, approving, recommending, and implementing curricular policies and general administrative decisions related to teacher, educational administrator, and supervisory personnel preparation programs. The TEC also ensures compliance with state, regional, and national standards. Comprising representatives from various university departments (including CHSS, CHST, and University College), Local Education Agencies (LEAs), community college partners, recent graduates, retired alumni, and both graduate and undergraduate candidates, the TEC fosters broad collaboration. Chaired by the Dean, the TEC also serves as a liaison to the University of North Carolina System Office

Council of Education Deans, strengthening connections and communication within the education community.

The College of Education (COE) is driven by a vision centered on preparing compassionate, knowledgeable, and reflective professionals for teaching and leadership roles in a global society. This vision is supported by the Conceptual Framework (CF), which guides the COE's mission and aims to develop Facilitators of Learning. Candidates within the COE engage in comprehensive programs of study that equip them with a deep understanding of their subject matter. They gain valuable experience in the teaching process and are prepared to utilize their knowledge, skills, and abilities to promote academic success among students. Additionally, candidates are equipped to enhance family support for education in a technologically advanced and interconnected world. The CF of the COE is built upon seven key themes, which are rooted in the philosophical and theoretical foundations of education. These themes are:

1. Caring Dispositions and Ethical Responsibility: Candidates develop a genuine care for others and embrace their ethical responsibilities as educators.
2. Communication: Candidates cultivate effective communication skills to foster meaningful connections with students, colleagues, and communities.
3. Knowledgeable and Reflective Professionals: Candidates strive for continuous growth in their knowledge and reflection, ensuring their competence as professionals.
4. Research and Leadership: Candidates are equipped with research skills and leadership qualities to drive positive change in educational settings.
5. Respect for Diversity and Individual Worth: Candidates promote respect for diversity and value the worth and uniqueness of every individual.
6. Technological Competence and Educational Applications: Candidates develop technological proficiency and understand how to effectively integrate technology in education.
7. Working with Families and Communities: Candidates learn how to collaborate with families and communities to create a supportive and inclusive educational environment.

The COE's CF serves as a guiding framework to cultivate educators who possess the necessary knowledge, skills, and dispositions to excel in their roles and make a positive impact on students and society.

Candidates within the Educator Preparation Program (EPP) at FSU enhance their skills through collaboration with knowledgeable faculty members who are experts in their respective fields. The EPP follows a Strategic Plan that outlines its goals, strategies, and findings, including the assessment of Student Learning Outcomes (SLOs). To ensure accountability, an Operational Plan and Assessment Record (OPAR) is created and evaluated annually using the Taskstream data system's Accountability Management System (AMS) Platform. The Academic Affairs OPAR Committee reviews the OPAR, assessing its alignment with predetermined criteria and rubrics.

During the 2022-2023 academic year, the College of Education (COE) at FSU collaborated with 20 public school systems, 5 public charter schools, and 1 federal school system (Fort Liberty, formerly Fort Bragg) to enhance the field experiences and clinical practices of its candidates.

This collaboration was facilitated through the University-School Teacher Education Partnership (USTEP) and the Professional Development School (PDS) Coordinator. The COE and its school partners developed Educational Partnership Agreements (EPA) that outlined the roles and responsibilities of candidates, faculty, school partners, and other involved parties. The revised EPAs focused on increased collaboration in the placement process and provided specific assignments and experiences aligned with the COE's conceptual framework and state/national standards. These PDS sites were strategically selected to support schools with a high percentage of low-performing P-12 students, with most located in urban settings and some in rural areas. The average racial makeup of these partnership systems is: 34.94% White, 28.33% African American, 23.82% Hispanic, 2.1% American Indian, 5.02% Two or More Races, 5.62% Asian, and 0.17% Pacific Islander. The average number of students with IEPs is 2,714.

FSU is proud to have two early college high schools located on its campus: Cross Creek Early College High School and Cumberland International Early College High School. The College of Education (COE) plays an important role in supporting these schools by offering health and physical education courses (HEED 113: Health and Wellness). These courses help early college high school students fulfill their health and physical education requirements. The COE maintains a strong partnership with both Cross Creek Early College High School, situated in the Butler College of Education Building, and Cumberland International Early College, located in the Joseph Knuckles Science Building. Cross Creek Early College High School has been selected as a Learning Laboratory Initiative (LLI) site and has collaborated with the COE on a funded New School Project Research and Engagement Grant.

The COE at FSU has established comprehensive articulation agreements with community colleges to ensure smooth transitions for students seeking higher education opportunities. These agreements now cover a wide range of programs, including elementary education, middle grades education, health and physical education, and birth through kindergarten. The articulation agreements specifically connect the Associate in Arts in Teacher Preparation (AATP) and Associate in Science in Teacher Preparation (ASTP) degrees offered by community colleges with the baccalaureate degrees offered at FSU. This collaboration facilitates a seamless pathway for students to pursue their educational goals.

In August 2022, the Fayetteville State University Reading Clinic (FSRC) secured a grant from the Anonymous Trust with the aim of offering research-based programs that promote academic achievement and a love for learning among underserved populations in a safe and inclusive environment. The FSRC, playing a critical role in ensuring K-5 elementary students attain literacy proficiency and prepare for college and career readiness, has a set of objectives that include providing qualified tutors for personalized assistance, aligning tutoring with North Carolina academic standards, fostering a positive and caring atmosphere for virtual and in-person learning, nurturing confidence and self-esteem, serving at-risk student populations, collaborating with school districts and stakeholders for student success, and ensuring appropriate training in child protection and preventing sexual harassment for all staff members. While the FSRC has successfully met these objectives, their current focus is on sustaining and expanding tutoring services to benefit children in the Sandhills region. In the fall of 2022, the HELPS program

provided tutoring sessions to 66 students, with promising progress seen in reading fluency for six students who attended a significant number of sessions. However, due to a program change in January 2023, end-of-year growth data was unavailable as the HELPS program was discontinued. During the spring of 2023, the FSRC underwent a transition to a more cost-effective diagnostic-prescriptive approach, utilizing multiple assessments to determine placement levels and measure skill growth. The clinic primarily served students in grades 1-5 who needed foundational skills in phonics and decoding. Tier II and Tier III interventions were implemented to address these needs, and 22 tutors recruited from the Fayetteville State University College of Education provided consistent and effective literacy coaching. Safety measures, including training and background checks for tutors, were put in place to ensure the well-being of the children. The FSRC conducted tutoring sessions on campus twice a week, with a student-to-tutor ratio of 1:1. From February to April 2023, the 22 FSU tutors delivered a total of 365 hours of tutoring to 29 selected students. Additionally, two parent workshops were held to support parental involvement in their child's literacy development. The newly refurbished Reading Clinic and Literacy Resource Materials Lab provided an optimal learning environment for the students throughout the spring of 2023.

Fayetteville State University's College of Education has been awarded a two-year, \$500,000 grant from the North Carolina Policy Collaboratory and the North Carolina Department of Public Instruction. The grant supports the implementation and study of a new enrichment program called Bronco Expansion at Walker Spivey Elementary School. The program aims to address pandemic-related learning loss by providing support to parents and teachers, fostering academic success, and promoting social and emotional learning. The initiative will involve students, teachers, parents, FSU preservice teacher candidates, community partners, and FSU faculty and staff. The grant is part of a larger \$6.73 million initiative to research the impact of COVID-19 on student learning and aid in the recovery process. The FSU COE is committed to closing educational disparities and making a positive impact on academic and social development. This grant follows the previous project, FSU Learning Loss from a Grassroots Perspective, which focused on understanding the impact of the pandemic on students and stakeholders. The research findings highlighted the need for parental support and teacher professional development. The Bronco Expansion program at Walker Spivey Elementary will address math and English deficits while prioritizing mental health and social-emotional well-being. The initiative aligns with NCDPI's education priorities in response to the pandemic. The grant is part of a broader effort involving 19 funded projects across 11 institutions of higher education in North Carolina, aiming to evaluate the effectiveness of existing programs and policies supported by federal relief legislation. The research network formed through this collaboration will inform decision-making and recovery efforts in the K-12 education system. The NC State Superintendent of Public Instruction, Catherine Truitt, emphasized the significance of this research in addressing the challenges faced by students and educators and harnessing the research capabilities of North Carolina's higher education institutions.

The College of Education successfully organized its annual American Education Week in November 2022, in a virtual format. The week-long event featured a variety of engaging activities and events catering to teaching pre-candidates and candidates, faculty, staff, public

school teachers, students, and community members. The theme of the week was "Together for Safe, Just & Equitable Schools." Highlights of the week included sessions led by the COE Doctoral Association of Professional Students (DAPS) and Pi Lambda Theta Honor Society, insightful talks by esteemed local speakers and alumni like Dr. Quesha Tillman, who received recognition as the Cumberland County Schools' 2022 Assistant Principal of the Year and 2022 North Carolina Outstanding Elementary Assistant Principal of the Year. Additionally, professional development activities were offered for pre-education majors, clinical experience candidates, and administrative support staff, contributing to the overall success of the event.

In the 2022-23 academic year, the College of Education secured a Title III grant to establish Bronco Pass, a program aimed at supporting students in their preparation for the Praxis Core Academic Skills for Educators exams (Reading, Writing, and Math). As part of this initiative, a summer bridge camp was introduced to provide targeted assistance to students, helping them enhance their performance on the exams. Throughout the year, workshops were conducted to further support candidates in improving their scores. The initial workshops took place in the Spring 2023 semester, and the first face-to-face summer bridge program is scheduled for June 2023. The grant funds also cover the procurement of vouchers for MATH 127 Quantitative Reasoning with Special Applications, a mathematics course specifically designed by COE mathematics educators to aid undergraduate pre-education majors in successfully passing the PRAXIS Core Mathematics (5733) exam.

Furthermore, Fayetteville State University has been chosen as a partner institution for the esteemed NC Teaching Fellows Program. This program is dedicated to recruiting, preparing, and supporting students who are pursuing education degrees in the fields of STEM (Science, Technology, Engineering, and Mathematics) or special education. As Teaching Fellows at FSU, students will have the opportunity to receive forgivable loans of up to \$4,125 per semester, provided they commit to teaching in either STEM or special education areas. This initiative aims to offer financial assistance to undergraduate students, including NC high school seniors, transfer students, and current FSU students, who apply and are selected to receive the NC Teaching Fellowship.

Finally, the implementation of the NC Promise program has brought significant benefits to undergraduate students at Fayetteville State University's College of Education (COE) pursuing a degree in teaching. NC Promise is a state initiative that reduces tuition costs, making education more affordable and accessible for North Carolina residents. Through this program, COE undergraduate students can now pursue a teaching degree at a significantly reduced tuition rate, enabling them to obtain a high-quality education at a more affordable price. This affordability allows students to graduate with less student debt, alleviating financial burdens and providing them with a solid foundation to begin their teaching careers. NC Promise not only ensures that more students can afford a teaching degree but also promotes access to higher education, attracting a diverse group of talented individuals who are passionate about making a difference in the field of education. By making education more affordable, NC Promise empowers aspiring teachers to achieve their goals and contributes to the overall growth and development of the teaching profession in North Carolina.

## Program Areas and Levels Offered

The College of Education at Fayetteville State University consists of three departments: Educational Leadership and School Administration (ELSA), Early Childhood, Elementary, Middle Grades, Reading and Special Education (EEMRSE), and Health, Physical and Secondary Education (HPSE). These departments offer a wide range of programs catering to different levels of education and diverse areas of specialization. The programs provided by the College of Education include initial programs, which encompass licensure options, as well as advanced programs. Additionally, the college offers non-teaching affiliated bachelor degrees in public health and sport and fitness management, allowing students to pursue their interests in these fields.

To support the various programs and enhance the learning experience, the College of Education has established several support service units. These units include the Curriculum Learning Resource Laboratory, which provides resources and materials for curriculum development and learning. The Office of School Services facilitates partnerships with schools and provides support to education professionals. The Office of Teacher Education focuses on teacher preparation and certification processes. The Early Childhood Learning Center serves as an educational facility for Pre-K learners, offering hands-on experience for students. Lastly, the Office of Research Initiatives promotes research and scholarly activities within the college.

Overall, the College of Education at Fayetteville State University strives to provide a comprehensive range of programs and support services to meet the diverse needs of students interested in pursuing a career in education. Programs offered by the COE are:

*\*Note: for CTE licenses, some areas may require industry credentials*

NC Approved License Areas	NC License Levels
Birth-Kindergarten	A, M*, MAT, R, Add-On
Elementary, K-6	A, M, M*, MAT, R, Add-On
Art, K-12	A, M*, MAT, R, Add-On
Music, K-12	A, M*, MAT, R, Add-On
Health & Physical Education, K-12	A, M*, MAT, R, Add-On
ESL, K-12	Add-On
Reading, K-12	M, Add-On
Spanish, K-12	A, M*, MAT, R, Add-On
English, 9-12	A, M*, MAT, R, Add-On
Mathematics, 9-12	A, M, M*, MAT, R, Add-On
Biology, 9-12	A, M, M*, R, Add-On
Science, 9-12	MAT, R, Add-On
Comprehensive Science, 9-12	M, M*
Social Studies, 9-12	M*, MAT, R, Add-On
Language Arts Middle Grades	A, M, M*, MAT, R, Add-On
Mathematics Middle Grades	A, M, M*, MAT, R, Add-On



Science Middle Grades	A, M, M*, MAT, R, Add-On
Social Studies Middle Grades	A, M*, MAT, R, Add-On
Special Education: General Curriculum, K-12	M, M*, MAT, R, Add-On
Superintendent	D
Principal	M, Add-On

### Pathways Offered

Traditional	Lateral Entry	Residency
X		X

### Brief Description of the unit/institutional efforts to promote SBE priorities.

**For the report, briefly describe your current efforts or future plans to the recent legislation provisions below.**

### Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students with disabilities.

Candidates enrolled in undergraduate, graduate, and licensure-only programs are mandated to complete at least one comprehensive course in special education, unless they are pursuing a degree specifically in Special Education (K-12). For general education teachers in both traditional and alternative programs, except for those seeking a degree in Health and Physical Education, they are required to take SPED 320 at the undergraduate level. In SPED 320, candidates delve into the legal definitions of disabilities, the prevalence of disabilities, and the historical context of the education of disabled individuals in schools and society. Through assigned readings and in-class discussions, candidates explore strategies for teaching children with diverse abilities as outlined in the course textbook. Additionally, candidates analyze and interpret the needs of a case study student with disabilities, identify evidence-based strategies, and explore community resources for parents. Access to free professional development hours is provided through the IRIS Center and the Ohio Center for Autism Low Incidence (OCALI) for students enrolled in SPED 320. The IRIS Center, funded by the U.S. Department of Education's Office of Special Education Programs and located at Vanderbilt University's Peabody College, offers online resources on evidence-based instructional and behavioral practices to support the education of all students, particularly those facing challenges or disabilities. OCALI houses several centers focusing on autism, teaching diverse learners, lifespan transition, and family and community outreach. Candidates pursuing Health and Physical Education (K-12) enroll in PEDU 431 (Adapted Physical Education), which explores the principles and methods of adapting health and physical education programs to accommodate various handicapping conditions. This course

includes evaluations of physical, perceptual motor, and postural fitness levels, as well as the design, implementation, and evaluation of an active diversified adapted program. Candidates in this program also complete a 25-clock hour laboratory experience, a diversity project, and an Individualized Education Program (IEP) addressing specific disabilities across multiple learning domains.

General education teachers in both traditional and alternative programs are required to fulfill the following responsibilities through their participation in specific courses:

- Act as a member of individualized education program (IEP) teams, in accordance with section 614 (d) (1) (B) of the Individuals with Disabilities Education Act (SPED 320 and PEDU 431).
- Familiarize themselves with the laws that govern the development of effective IEPs (SPED 320 and PEDU 431).
- Engage in a field experience of 20 to 25 hours, actively participating in various classroom activities. This includes teaching small groups, providing one-on-one support to students, managing challenging behaviors, assisting with daily classroom routines, attending IEP meetings, conducting formative and summative assessments, and designing individualized lesson plans and assessments.

**Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students of limited English proficiency.**

Undergraduate teacher education majors can specialize in a minor such as Teaching English as a Second Language (TESL) or Spanish. In the TESL concentration, candidates take courses like READ 441, which focuses on teaching reading to culturally diverse students, and TESL 310, which covers theories and principles of teaching English as a second language. Other elective courses are also available to further explore these areas of interest. Similarly, candidates can opt for a concentration in Spanish, which includes courses like SPAN 421 (introduction to Spanish linguistics), SPAN 311 (advanced Spanish conversation and culture), and SPAN 312 (advanced Spanish composition and culture). All undergraduate candidates, regardless of their chosen concentration, engage in multiple field experiences as part of their programs. These field experiences take place in schools that serve highly diverse student populations, including limited English proficient (LEP) students. In various required courses, general education teachers in both traditional and alternative programs are expected to fulfill specific tasks and responsibilities:

- In EDUC 211, students observe and interview limited English proficient children and adults in different settings.
- They attend or watch professional development sessions focused on teaching LEP students.

- Assigned readings and textbook chapters on working with LEP students are covered in EDUC 211.
- In ELEM 400, candidates review and discuss materials such as readings, movies, and videos that address implicit bias, particularly language bias.
- Candidates in ELEM 400 use the profile of an LEP child to plan a lesson and gather the necessary materials for delivering that lesson.
- EDUC 330 requires candidates to complete a Field Experience Observation report that identifies the needs and cultural differences of students from diverse backgrounds. These components aim to provide candidates with the knowledge and practical experience necessary to effectively support and meet the needs of diverse student populations, including LEP students.

**The activities offered by the program that are designed to prepare educators to integrate technology effectively into curricula and instruction, including activities consistent with the principals of the EPP.**

The College of Education at Fayetteville State University recognizes the importance of preparing educators to effectively integrate technology into curricula and instruction. Through a variety of activities, the program equips candidates with the necessary skills and knowledge to utilize digital tools and resources in the classroom.

One of the key components of the program is the designated Digital Learning courses, such as EDUC 210 Technology Applications for Teachers. In these courses, candidates learn strategies for incorporating technological advancements into classroom instruction. They develop skills in designing web pages, creating multimedia presentations, and utilizing digital tools like smart boards. Additionally, candidates gain hands-on experience with Home Base, a statewide student and faculty data collection tool commonly used by practicing teachers and principals. This exposure familiarizes them with software and resources used in real-world educational settings.

Teacher education majors are trained to utilize a wide range of digital platforms and resources to promote instruction and student engagement. They learn to leverage tools such as blogs, wikis, Twitter, ScreenCast, Adobe Creative Cloud, Illuminate, and Digital Scripts. These technologies enable candidates to enhance their teaching practices and provide engaging learning experiences for students.

The program also integrates the use of the Accomplished Teaching, Learning, and Schools (ATLAS) resource, an online library of authentic videos showcasing National Board-Certified Teachers in action within their classrooms. Candidates can gain valuable insights into effective teaching practices by watching these videos and reading the accompanying reflections.

Furthermore, the program incorporates Mursion, a Reality Platform, for experiential learning of essential workplace skills. This simulated learning environment provides a safe space for

candidates to practice and apply their knowledge in a virtual classroom setting. Through interactions with avatar-based characters, candidates receive direct feedback and engage in realistic teaching scenarios.

In methods courses such as ELEM 400, 401, 402, EDUC 455, 464, 467, technology is extensively utilized for the development of daily lesson plans and unit plans. Candidates use various digital tools like smart boards, blogs, and digital notebooks to create podcasts, multimedia projects, web quests, vocabulary games, and video presentations. This hands-on approach allows candidates to actively incorporate technology into their instructional practices.

To further enhance technology integration, candidates establish connections between parents, the community, and the classroom using social technologies. They create web pages, newsletters, and utilize software to inform parents and the community about classroom activities. The program also emphasizes the use of diverse technical sources, including the Internet, webinars, podcasts, online discussion forums, collaborative web-based projects, conferences, workshops, and opportunities provided by PDS Partnership Sites. These resources offer candidates avenues to enhance their teaching and learning through technology integration across the curriculum.

Candidates undergo training and professional development workshops to stay updated on new technologies and their applications in the classroom. We ensure that any technology used aligns with the learning objectives and effectively supports student engagement and achievement.

Technology proficiency is a priority for our candidates, and they are encouraged to test new websites, programs, software, and hardware before incorporating them into the classroom. This approach ensures appropriateness and usability.

The program also addresses the requirements of the edTPA portfolios, emphasizing the use of technology for recording lessons and providing support for meeting the edTPA requirements. To enhance technology skills in relation to edTPA submissions, instructors of undergraduate level methods and clinical field experience courses (EDUC 467/497) worked together to create an observation rubric using GoReact. This rubric is utilized for assessing and offering constructive feedback to clinical experience candidates on their recorded classroom instruction during early field and clinical field experiences.

By incorporating these various activities and approaches, the College of Education at Fayetteville State University aims to prepare educators to effectively integrate technology into curricula and instruction. Through hands-on experiences, exposure to digital tools, and training in diverse technological resources, candidates develop the skills necessary to enhance teaching and learning in the 21st-century classroom.

**The activities offered by the program that are designed to prepare teachers to use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic success.**

As part of their program requirements, all undergraduate and licensure only students enrolled in teaching programs for licensure within the College of Education (COE) are mandated to complete EDUC 331 - Instructional Design and Assessment of Learning and SPED 320 - Education of the Exceptional Child. These courses are essential components of the curriculum, equipping future educators with the necessary knowledge and skills to effectively utilize technology and collect, manage, and analyze data for the purpose of improving teaching and learning outcomes. By integrating these courses into our program, the COE ensures that all aspiring teachers are well-prepared to utilize technology-driven approaches and address the diverse needs of exceptional students, thus promoting increased academic success among their future students.

To prepare teachers to effectively use technology to collect, manage, and analyze data to improve teaching and learning and ultimately enhance student academic success, the College of Education (COE) offers several relevant undergraduate courses as mentioned above. One such course is EDUC 331 - Instructional Design and Assessment of Learning. This course delves into instructional design and assessment principles, exploring their practical application to teaching and learning. Topics covered include the design of instruction, task analysis, curriculum development, instructional match, and various types of assessment. Through this course, teachers-in-training learn how to align curriculum, teaching strategies, and assessments to optimize student learning outcomes. By incorporating technology into these processes, students gain the necessary skills to effectively collect, manage, and analyze data to inform instructional decision-making.

Another course offered by the COE is SPED 320 - Education of the Exceptional Child. This course provides a comprehensive overview of exceptional children, their abilities, disabilities, and the variations that exist among individuals. The focus is on understanding the impact of educational and psychological challenges faced by exceptional children and addressing their specific needs. Within this context, the course emphasizes the importance of individualized education programs (IEPs) and educational plans to facilitate the learning and academic success of exceptional children. By incorporating technology tools and resources into the education of exceptional children, teachers are equipped to collect and analyze data to inform personalized instruction and support, leading to improved outcomes for students.

Through courses like EDUC 331 and SPED 320, the COE prepares teachers to utilize technology effectively in the collection, management, and analysis of data. By integrating technology into instructional design, assessment practices, and the education of exceptional children, teachers are empowered to make data-informed decisions that enhance teaching and learning. These activities help promote student academic success by providing teachers with the tools and skills necessary to utilize data-driven approaches and tailor instruction to meet the unique needs of their students.

**Candidates (preparing to teach in elementary schools) are prepared to integrate Arts education across the curriculum.**

The College of Education (COE) ensures that our elementary education candidates receive comprehensive training in integrating arts education across the curriculum. This is accomplished through various courses, including ELEM 402 - Social Studies and the Arts in Elementary Education. In this course, K-6 teacher candidates focus on aligning state standards and objectives from the elementary social studies and arts curriculum. They also learn to incorporate instructional strategies and research-based best teaching practices when designing lesson plans for specific learning segments. To provide practical experience, candidates are required to complete a three-week clinical experience in an assigned elementary school, allowing them to apply their knowledge and skills in a real classroom setting.

Specifically, within the methods course ELEM 402, candidates receive instruction on integrating arts education into curriculum development. This course explores the incorporation of music, dance, visual art, and other artistic elements in elementary school education. By combining social studies and the arts, candidates learn to design engaging lesson plans that promote interdisciplinary learning and creativity.

For candidates preparing to teach in birth-kindergarten environments, the COE offers instruction in integrating the arts into curriculum development through methods courses such as EDUC-309 Infant and Toddler Curriculum Development and Field Study, and EDUC 314 - Preschool/Kindergarten Curriculum Development and Field Study. In these courses, candidates develop lessons that incorporate music, puppetry, drama, and movement into their curriculum design and lesson plans. This training allows them to leverage the arts as a means of enhancing early childhood education and fostering holistic development in young learners.

By providing instruction in courses like ELEM 402 and EDUC-309/314, the COE ensures that our elementary education candidates have the necessary skills and knowledge to integrate arts education effectively into their curriculum development and lesson planning. This comprehensive training equips future educators to create dynamic and engaging learning experiences that promote creativity, self-expression, and a well-rounded education for their students.

**Explain how your program(s) and unit conduct self-study.**

The Educator Preparation Program (EPP) diligently conducts self-study of its unit in accordance with the guidelines and standards set by the Council for the Accreditation of Educator Preparation (CAEP) and the North Carolina Department of Public Instruction (NCDPI) program approval process. Each year, data related to the standards are collected and compiled into an Institutional Report, which is submitted to CAEP every seven years. Throughout this cycle, the EPP also submits examples of candidate performance on key evidence assignments, approved by

NCDPI, for review. The licensure programs received approval from NCDPI in 2022 and were reviewed and approved during the CAEP visit in Spring 2022. The site visit team assesses the EPP and prepares a report for the CAEP Commission, recommending accreditation and identifying areas for improvement, if necessary. Subsequently, an annual report was submitted in April 2023, to CAEP, outlining the EPP's progress in ensuring that all candidates have early clinical experiences that assess their pedagogical skills.

Additionally, on an annual basis, both the EPP and each department within it submit an Operational Plan and Assessment Report (OPAR) to the Provost and Senior Vice Chancellor for Academic Affairs. The OPAR encompasses the unit or department's mission, vision, goals, learning outcomes, key personnel, key services, assessment plan, assessment findings, strategies for improvement, and a status report on the implementation of those strategies. The Provost and Senior Vice Chancellor hold meetings with representatives from the unit and departments to discuss the results and how they are being utilized to enhance the programs offered. The evaluation data collected annually are incorporated into the comprehensive self-study reports conducted every seven years.

**Provide a description of field experiences to occur every semester, including a full semester in a low performing school prior to student teaching.**

Field experiences are an integral component of the College of Education's (COE) teacher education programs, providing practical learning opportunities for all teacher candidates. Students enrolled in the university core course EDUC 211, which serves as both a gateway to teacher education and a general education requirement, are mandated to complete 15 hours of field experience. These field experiences involve observing and reflecting on school and classroom settings. During the spring of 2017, a pilot program was introduced in one section of EDUC 211, incorporating ATLAS (Accomplished Teaching, Learning and Schools). ATLAS is a unique online library of authentic videos showcasing National Board-Certified Teachers in action, accompanied by written reflections and contextual information about each lesson. The implementation of ATLAS was driven by its alignment with professional teaching standards, its comprehensive coverage of pedagogical skills across grades K-12, and its ability to serve as a valuable resource for pre-candidates to observe and reflect on accomplished teaching practices. By utilizing ATLAS, the instructor can closely monitor the teaching styles and classroom dynamics observed by pre-candidates, provide immediate feedback, address any questions they may have, and guide their observations and reflections towards the pedagogy employed by accomplished teachers in the field.

Since field placements are an essential component of several courses offered by the College of Education. These courses include EDUC 211 Laboratory Experiences in Area Schools (15 hours), EDUC 330 Educational Psychology & Human Development (10 hours), EDUC 331 Instructional Design and Assessment (10 hours), SPED 320 Education of the Exceptional Child (20 hours), ELEM 320 Teaching Healthful Living (K-6) (10 hours), and ELEM 451 Classroom Management (10 hours). Recognizing the candidates' success with the ATLAS library, the COE

upgraded its subscription during the 2020-2021 academic year, gaining access to all 1,411 cases offered by ATLAS. The expanded subscription encompasses a wide range of subjects and topics, including English as a New Language, Exceptional Needs, and Physical Education. Additionally, during the pandemic, ATLAS videos were integrated into various professional education courses beyond the scope of EDUC 211, providing valuable resources for teacher candidates.

During the junior year of their program, candidates in the COE engage in a series of field experiences designed to provide practical knowledge and skills. In the first semester, candidates enroll in EDUC 330 and EDUC 331, where they complete 10 hours of field experience in each course. These field experiences involve active participation in a variety of school-related activities, such as attending school board meetings, participating in PTA meetings, engaging in after-school functions, and observing classrooms. Candidates also conduct individual case studies based on their observations. The primary objective of these field experiences is to familiarize candidates with the school environment, expose them to different educational stakeholders, and provide them with opportunities to reflect on the dynamics of classroom settings.

During the second semester of their junior year, candidates continue their field experiences by enrolling in READ 320 (10 hours), SPED 320 (20 hours), and other methods courses specific to their majors. These field experiences aim to enhance candidates' collaboration skills with clinical educators in P-12 settings, helping them gain practical experience working with diverse student populations. Through these experiences, candidates develop an understanding of the unique needs and challenges of students with exceptionalities and different backgrounds. They also learn how to plan and implement lessons tailored to meet the diverse learning needs of students, ensuring inclusivity and equity in the classroom.

Moving into the senior year, candidates enroll in the remaining methods courses, which target research-based teaching techniques and discipline-specific strategies. These courses provide candidates with opportunities to design unit plans, develop and deliver effective lessons, assess student learning, analyze assessment data to inform instruction, and integrate technology into teaching and recordkeeping practices. Field experiences during this time vary in duration depending on the specific major, allowing candidates to gain extensive exposure to real classroom settings and apply their knowledge and skills in practical contexts.

The COE places significant emphasis on providing field and clinical experiences in partner school districts, including low-performing schools. Efforts are made to ensure that each candidate spends at least one semester in a low-performing school setting. However, specific placement sites may vary annually based on the Department of Public Instruction (DPI) ABC Report Card. The COE collaborates closely with the Local Education Agencies (LEA) Human Resources Officers and principals to determine the most suitable placements for candidates, taking into consideration factors such as capacity and the needs of the schools.

For elementary education candidates, field experiences primarily occur in Cumberland, Harnett, and Hoke County Schools. The COE aims to provide candidates with an extensive and



immersive experience in low-performing schools by strategically spreading the relevant courses over two semesters. This intentional approach ensures that candidates gain a comprehensive understanding of the unique challenges and opportunities associated with working in low-performing school settings. However, in cases where low-performing schools have reached their capacity to accept candidates, alternative arrangements are made. Candidates may be placed in low-performing classrooms within other schools, as determined through collaboration between the LEA Human Resources Officers, principals, and the COE's Professional Development Schools (PDS) Coordinator. This ensures that candidates receive valuable experiences aligned with their career goals and developmental needs as future educators.

**How will student teaching be scheduled to allow for experiences to occur at both the beginning and end of the school year.**

To ensure that student teaching/clinical experiences occur at both the beginning and end of the school year, the College of Education (COE) has established specific scheduling practices. For elementary methods candidates, a three-week pre-clinical experience is scheduled, commencing early in the fall semester. This allows candidates to become familiar with their assigned clinical educator (P-12) and their classroom procedures. While faculty members encourage candidates to volunteer in their respective schools after the public school session ends, the timing of this experience falls outside of the university's semester system.

In the case of secondary and middle grades programs, students are required to complete 40 hours of pre-clinical field experience with their assigned clinical educator in the middle or secondary school where they will conduct their clinical experience in the following semester. This pre-clinical field experience is divided into three increments over the given semester: initial, middle, and end. This structure enables candidates to witness and engage with the beginning of the academic year and experience subsequent aspects of a nine-week marking period within the partner school calendar.

Following the pre-clinical field experience, methods candidates proceed to their 16-week clinical experience placement in a partner school with a Clinical Educator (P-12). This placement allows candidates to immerse themselves fully in the teaching profession, gaining valuable practical experience and applying the knowledge and skills they have acquired throughout their program. By implementing these scheduling practices, the COE ensures that student teaching/clinical experiences are strategically planned to provide candidates with exposure to both the beginning and end of the school year. This comprehensive approach enables candidates to observe and participate in various stages of the academic calendar, allowing for a well-rounded and meaningful clinical experience.

**Percent of candidates in the EPP that are first generation college attendees and percent Pell Grant eligible.**

22.00 % of candidates in the EPP that are first generation college attendees

28.00 % of candidates in the EPP that are Pell Grant eligible

NOTE: Data collected for percent Pell Grant eligible is based on candidate participation in the Free Application for Federal Student Aid (FAFSA). Candidates self-reporting populates the percent first generation college attendees.

**In June 2020, the North Carolina State Board of Education adopted recommendations to support the improvement of K-3 reading instruction, which included incorporating the science of reading into educator preparation and licensure. For those EPPs that have programs that focus on literacy instruction, especially for early childhood, elementary, special education, and educational leadership; please broadly share what efforts are being done to meet the requirement. If you do not have one of these programs, please respond with N/A.**

Fayetteville State University's College of Education (COE) is taking significant steps to address the mandate from the North Carolina State Board of Education regarding K-3 reading instruction and the incorporation of the science of reading into educator preparation and licensure. The COE has made substantial efforts in the areas of early childhood, elementary, special education, and educational leadership to meet this requirement.

The FSU COE is actively addressing the mandate to incorporate the science of reading into educator preparation and licensure. To achieve this, faculty members at the COE have completed comprehensive science of reading training in literacy instruction through various initiatives. These include the North Carolina State Improvement Project (NC SIP), which provides in-depth training on the science of reading. Additionally, faculty members have undergone Lexia LETRS (Language Essentials for Teachers of Reading and Spelling) training, further enhancing their knowledge and skills in literacy instruction. The COE has also been awarded a LIL (Literacy Innovation Leaders Initiative) grant, allowing for the implementation of specialized trainings for FSU education majors. Through these training programs, faculty members are equipped with the latest research and evidence-based strategies, enabling them to effectively integrate the science of reading into the curriculum and prepare future educators with the necessary skills to promote literacy success among K-3 students.

In addition to faculty training, the COE has established a FSU Reading Clinic (FSRC) that plays a vital role in promoting literacy proficiency among K-5 elementary students. The FSRC operates with a set of objectives, including providing qualified tutors who offer personalized assistance aligned with North Carolina academic standards. The clinic fosters a positive and

supportive environment for both virtual and in-person learning, nurturing students' confidence, and self-esteem. It specifically serves at-risk student populations and collaborates with school districts and stakeholders to maximize student success.

Although the FSRC has already achieved many of its objectives, it is actively working on sustaining and expanding tutoring services to benefit children in the Sandhills region. The clinic recently underwent a transition to a more cost-effective diagnostic-prescriptive approach, utilizing multiple assessments to determine students' placement levels and measure skill growth. The clinic primarily focuses on providing foundational skills in phonics and decoding to students in grades 1-5. To address these needs, Tier II and Tier III interventions have been implemented, with 22 tutors recruited from the Fayetteville State University College of Education to deliver consistent and effective literacy coaching.

Tutoring sessions were conducted twice a week on campus, ensuring a student-to-tutor ratio of 1:1. From February to April 2023, the FSU tutors delivered a total of 365 hours of tutoring to 29 selected students. Additionally, the FSRC organized two parent workshops to actively involve parents in supporting their child's literacy development. The newly refurbished Reading Clinic and Literacy Resource Materials Lab provide an optimal learning environment for the students, fostering their growth and success throughout the spring of 2023.

Overall, Fayetteville State University's College of Education demonstrates its commitment to addressing the mandate by equipping faculty members with science of reading training, implementing evidence-based practices in the curriculum, and establishing the FSRC as a valuable resource for promoting literacy proficiency. These efforts highlight the COE's dedication to preparing highly skilled educators who possess the necessary knowledge and expertise to effectively teach literacy and support student achievement.