

2023-2024

EPP Bachelor Performance Report

Fayetteville State University



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 8,337 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 38 bachelor's degree programs and 16 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 1 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 (EES), 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. During the 2023-2024 academic year 1,606 students rely on campus housing. 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 8,337 total enrollees (7,066 undergraduate), 32% are male and 68% are female. Non-traditional learners, defined as those over 25 years of age, make up 48% of the student body. Most students (89%) are North Carolina residents. The student population is racially and ethnically diverse, with 17% identifying as White, 61% as African American or Black, less than 1% as American Indian or Alaskan Native, less than 1% as Asian, 10% 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 69 faculty, staff, and administrators, 70% are female, and 79% represent various ethnicities and nationalities. The majority of the 1,176 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 2023-2024 academic year, the College of Education (COE) at FSU collaborated with 23 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: 31.81% White, 29.24 % African American, 28.06 % Hispanic, 2.80 % American Indian, 6.15 % Two or More Races, 1.63% Asian, and 0.22 % Pacific Islander. The average number of students with IEPs is 2,881.

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 2023, a new director took charge of the Fayetteville State Reading Clinic (FSRC). Kindergarten students were among the 40 children from grades K-5 invited to attend the clinic. Tutoring sessions were held twice a week from 5-7 p.m. The first hour was dedicated to academic assistance in various subjects, while the second hour focused on strategic literacy instruction. Assessments were utilized to measure phonics, word reading, and fluency. Additionally, all students completed a survey to gauge their attitudes toward reading. The FSRC acquired several educational resources from Benchmark Education, including the Comprehension Skills Bag, Phonics Kits, and Decodable Texts, to enhance the instructional support provided to the students.

Each student received one-on-one tutoring from FSU students in the College of Education and retired teachers or FSU alumni. All tutors are required to undergo comprehensive training and background checks to ensure the safety and well-being of the children.

From September to November, tutors delivered a total of 792 hours of tutoring. The clinic also hosted special events to engage students and their families. On Halloween, students participated in the first Book-a-Treat event, where each child received three books funded by a generous donation from Teen Involvement Projects (TIPS).

In December, students "traveled" with a passport to different countries, including Australia, France, Jamaica, Japan, and Peru. At each destination, 2-4 tutors read stories or passages about Christmas celebrations in that country. The children then engaged in hands-on activities, watched short videos, or sang songs related to the cultural traditions they learned about.

Additionally, a parent workshop was conducted to promote parental involvement in their children's literacy development. This comprehensive program aimed to enhance literacy skills while fostering a love for reading and cultural awareness among students and their families.

In the spring of 2024, enrollment at the Fayetteville State Reading Clinic (FSRC) decreased due to several parents' military obligations, such as Permanent Change of Station (PCS) and deployment, as well as changes in job schedules. Consequently, the FSRC served 31 students across grades K-5. From February to April, tutors delivered 490 hours of tutoring to the 31 students attending the clinic. The semester concluded with a series of celebratory events.

On Tuesday, April 30, FSU Reading Clinic students, parents, and tutors visited the FSU Planetarium. Prior to this event, the students explored various literary genres, including folktales, myths, and legends, which discussed the creation of the solar system and the origins of constellations. The planetarium visit allowed the students to make real-world connections with the literature they had studied, making it truly "an evening among the stars."

On Thursday, May 2, the Reading Clinic concluded its tutoring for the 2023-2024 academic year. During the final hour, special guests visited to wish the students good luck on their final assessments. These guests included McGruff the Crime Dog from the Cumberland County Sheriff's Office, Bunker from the Fayetteville Woodpeckers, and Mr. and Miss Bronco from

Fayetteville State University. Prior to this event, the students read about the significance of mascots and their roles within various organizations.

On Thursday, May 9, a celebration took place featuring a luau-themed dinner catered by Aramark. The FSRC Director arranged for a Hawaiian dance team, Aloha Ka'naka O Hula Halau, to perform, providing students, parents, and tutors with an authentic experience of island culture. This event was especially fitting as May is Pacific Islander Heritage Month. Each student received an award, not for their academic achievements, but in recognition of their unique personalities.

Fayetteville State University's College of Education concluded a pivotal phase in Spring 2024, the final year of a two-year, \$500,000 grant from the North Carolina Policy Collaboratory and the North Carolina Department of Public Instruction. This grant funded the Bronco Expansion program at Walker Spivey Elementary School to address pandemic-related learning challenges. By the program's culmination, it had served 48 students, providing crucial support to parents and teachers, enhancing academic achievements, and promoting social and emotional learning. The initiative involved many participants, including students, teachers, parents, FSU preservice teacher candidates, community partners, and FSU faculty and staff. The funding is a segment of a larger \$6.73 million initiative that focuses on researching the impact of COVID-19 on student learning and supporting recovery. The FSU COE continues to reduce educational disparities and foster positive academic and social development. This initiative built upon the findings of an earlier project, FSU Learning Loss from a Grassroots Perspective, which assessed the pandemic's impact on students and stakeholders, emphasizing the need for parental support and teacher professional development. The Bronco Expansion program specifically addressed deficits in math and English while prioritizing mental health and social-emotional well-being. This program aligned with the educational priorities of the NCDPI in response to the pandemic. Additionally, this grant was part of a broader effort that included 19 funded projects across 11 higher education institutions in North Carolina, tasked with evaluating the effectiveness of programs and policies supported by federal relief funds. A research network established through this collaboration will continue to guide decision-making and recovery strategies in the K-12 education system.

In November 2023, the College of Education (COE) at Fayetteville State University (FSU) proudly hosted American Education Week, themed "Together for Safe, Just & Equitable Schools." This significant event celebrated the collaborative efforts and dedication of educators, students, and community members to foster a supportive and equitable educational environment. American Education Week (AEW) started with the prestigious CI Brown Lecture, featuring Mrs. Erica Fenner-McAdoo, the Principal of the Year. Mrs. Fenner-McAdoo's inspiring address set the tone for the week, emphasizing the importance of safety, justice, and equity in education. Her insights and experiences resonated deeply with the attendees, highlighting the crucial role of school leadership in achieving these goals.

COE faculty and teacher candidates actively engaged with the community throughout the week. They identified two public schools and the FSU Early Childhood Learning Center to conduct

reading sessions with children. These sessions fostered a love for reading among the young learners and strengthened the bond between the university and the local schools. In collaboration with the Public Health Education Club, COE organized a food drive to support 11 families associated with the FSU Early Childhood Learning Center. This initiative underscored the commitment to holistic community support, addressing educational and basic needs.

To express gratitude and appreciation, the committee hosted a special luncheon for the paraprofessionals who support COE's teacher candidates throughout the academic year. This event recognized their invaluable contributions and reinforced the importance of collaboration in achieving educational success. The American Education Week Committee collaborated with three partner schools to recognize and honor top substitute teachers who remain dedicated to the school community—this acknowledgment aimed to highlight the essential role of substitute teachers in maintaining continuity and quality in education.

The Cumberland County School System Board Attorney, Nickolas Sojka, was a distinguished guest speaker for the Master of School Administration (MSA) candidates. His presentation provided valuable insights into the legal aspects of school administration, preparing future leaders for the complexities of educational leadership.

Recognizing the teaching shortage, FSU Admissions partnered with American Education Week to host a recruitment event. This event aimed to identify prospective candidates interested in pursuing education programs, addressing the critical need for qualified educators in the community.

The College of Education at Fayetteville State University, in collaboration with the US ED HBCU Masters Degree Program Grant, proudly hosted the Excellence in Teaching Conference on April 12th and 13th, 2024. This event was a significant milestone, marking the first in-person conference since 2019. With 187 enthusiastic registrants, the campus was abuzz with anticipation for two days filled with insightful discussions, professional development, and networking opportunities.

The conference featured 16 professional development sessions centered on "Mindful Educators, Resilient Schools: Mental Health and Self-Care for Teachers and Administrators." These sessions covered crucial topics such as stress management techniques, creating supportive school environments, and strategies for self-care. They provided a platform for educators and future teaching professionals to explore these essential subjects, fostering resilience in educators and school communities.

A standout feature of the conference was its diverse lineup of presenters, including esteemed faculty members from the FSU College of Education and the Psychology department, dedicated teachers from the local school system, and retired educators. Their collective expertise and passion-infused each session with practical insights and strategies.

The conference started on Friday with two concurrent sessions that transitioned to an evening dinner. The keynote speaker was the Teacher of the Year from Durham Public School System. The conference concluded on a high note with a breakfast session followed by two concurrent sessions and ample opportunities for networking during lunch. Attendees departed with enriched perspectives, renewed inspiration, and a sense of camaraderie that will continue to resonate in their professional endeavors.

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). The Bronco Preparing Academically Successful Students (PASS) Program continued to operate during the 2023-2024 academic year with updated objectives based on the data from the initial year. The new objectives focus on increasing the number of first-time freshmen and first-time transfer students in the summer bridge program by five each summer, starting with a baseline of 15 from summer 2023 to 20 by summer 2024. The program also hired students from Summer 2023 to represent the program, share their experiences, and provide information about the core academic skills test. Additionally, the program contacted numerous students through email, phone, and letters as part of the strategic outreach plan to encourage attendance at the summer bridge program in June 2024.

The next updated objective of the Bronco Pass Program is to improve teacher candidate retention by increasing the success rate of the Praxis Core exam by ten candidates by spring 2024. This objective has been made possible through the dedicated efforts of the faculty of the College of Education (COE), who have provided instruction and support to 60 pre-education majors for the CASE test. The COE has been instrumental in offering online resources and strategies for taking the Core Academic Skills Test for Educators (CASE), and throughout the spring semester, COE faculty have been teaching these students. The 60 students will be taking the test in June and July, and we are confident in their success.

The third updated objective of the Bronco Pass Program is to increase the pass rate for the NC licensing test by 20 students by spring 2024. This initiative, which started from a baseline of 27 passing scores from spring 2023 data, has been a comprehensive process. Students enrolled in the Preparing Academically Successful Students (PASS) Program have received instruction from COE faculty, who have administered CKT Math, Foundations of Reading, and Praxis II instruction weekly via TEAMS. The trainings have been recorded and uploaded for the online classes. Data will be collected on the students who still need to take the CKT Math, Foundations of Reading, or Praxis II test at the end of June. These students will receive faculty instruction, resources, and 240 tutoring supports until the end of the summer. This new process has been effective in addressing incoming students, retaining students, and assisting students in completing their desired programs.

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. Fayetteville State University is one of eight partnering institutions 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 and post baccalaureate students, including NC high school seniors, transfer students, and current FSU students, and MAT students who apply and are selected to receive the NC Teaching Fellowship. As a Teaching Fellow at FSU, students will have the opportunity to participate in numerous enrichment activities such as engaging in faculty/student research, attending local and national STEM/Special Education conferences, one-on-one mentorship from a content specialist, and civic and community engagement.

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's degrees in birth-through kindergarten non-teaching education, 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
Science, 9-12	M, M*, MAT, R, Add-On
Biology, 9-12	A, M, M*, R, Add-On
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.

As part of our commitment to providing a robust learning experience for future educators, we incorporate SchoolSims Software into our instructional framework. This innovative tool facilitates classroom instruction and video teleconferencing for hybrid and online courses within our School Administration and Teacher Education licensing programs. It serves as a vital resource for early field experiences, experiences in the field during practicum courses, and practical scenarios such as teacher-parent conferences, job interviews with principals, classroom management, and principal-teacher conferences. SchoolSims offers interactive simulations designed to provide aspiring, novice, and experienced school leaders and teachers with a safe learning environment to gain leadership experience without real-world consequences. Through a series of linked scenarios presented in a choose-your-own-adventure format, SchoolSims utilizes artificial intelligence to guide students along appropriate paths based on their choices. These simulations aid students in developing their experience portfolios in a risk-free environment, facilitating interactive and engaging learning experiences.

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 College of Education (COE) offers comprehensive instruction on 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 design lessons comprising music, puppetry, drama, and movement

into their curriculum design and lesson plans. This training helps them to use the arts to enhance early childhood education and promote holistic development in young learners.

The COE recognizes that some birth-kindergarten education majors are completing the non-teaching program. Therefore, the required curriculum course EDUC-306 Birth-Through Kindergarten Curriculum Development Non-Teaching supports candidates in incorporating music, art, puppetry, movement, and drama into their curriculum, particularly for young learners. Through this course, non-teaching candidates gain the necessary skills to enrich early childhood education with creative and engaging arts-based approaches.

By providing instruction in courses like ELEM 402, EDUC-309/314, and EDUC 306 the COE ensures that our elementary and birth through kindergarten 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-studies 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. Subsequently, the annual report submitted to CAEP in April 2024 outlines the EPP's progress in several key areas. This progress includes improvements in data management, tracking the number and diversity of candidates, and promoting effective recruitment strategies. Additionally, the EPP ensures that students are monitored from the beginning to the end of the program, aiming to produce high-quality diverse educators to address teaching shortages in NC. This comprehensive approach underscores the EPP's commitment to continuous improvement and excellence in educator preparation.

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.

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 and clinical experiences occur at the beginning and end of the school year, the College of Education (COE) has implemented intentional scheduling practices for the 2023-2024 academic year. For elementary methods candidates, a three-week observation and orientation period is scheduled early in the fall semester. This timing allows candidates to become familiar with their assigned clinical educator (P-12) and classroom procedures. While

faculty members encourage candidates to volunteer in their respective schools after the public-school session ends, this experience occurs outside the university's semester system.

For secondary and middle grades programs, students must 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 the following semester. This pre-clinical field experience is divided into three increments over the semester: an initial two-week period, a middle four-week period, and a final two-week period. 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 invaluable practical experience and applying the knowledge and skills gained throughout their program.

By implementing these scheduling practices, the COE ensures that student teaching and clinical experiences are strategically planned to expose candidates to the beginning and end of the school year. This comprehensive approach enables candidates to observe and partake in various stages of the academic calendar, ensuring a well-rounded and meaningful clinical experience.

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

29.00 % of candidates in the EPP that are first generation college attendees

39.00 % 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. As of the 2023-2024 academic year (7), faculty members have undergone Lexia LETRS (Language Essentials for Teachers of Reading and Spelling) training, further enhancing their knowledge and skills in literacy instruction. 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 August to April 2024, the FSU tutors delivered a total of 792 hours of tutoring to 40 selected students. Additionally, the FSRC organized two parent workshops to actively involve parents in supporting their child's literacy development. The evolving Reading Clinic and Literacy Resource Materials Lab provides an optimal learning environment for the students, fostering their growth and success throughout the spring of 2024.

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.

Pursuant to §115C-269.20 (a) (2), educator preparation programs that provide training for elementary education trainers are required to include adequate coursework in the teaching of mathematics. Below are four questions to capture more information about this component of your program. If your program does not offer an elementary licensure route, simply respond with N/A.

If your traditional educator preparation program offers a route to elementary and/or ECGC licensure, please document how your program is meeting this requirement. Include specific course offerings along with descriptions of any training throughout your program that supports meeting this requirement. If your EPP does not offer a route If you are seeking elementary licensure, please respond with N/A.

Fayetteville State University's (FSU) traditional educator preparation program offers a route to elementary licensure and meets the requirement for mathematics coursework and training as follows:

1. **ELEM 401 Math Methods Course:** This mandatory course for elementary education candidates integrates the objectives of the math subtests required for licensure into its curriculum. The course content aligns with course outcomes to ensure that students are thoroughly prepared for the math portion of their licensure exams. Additionally, students receive targeted preparation through the inclusion of subtest practice materials.
2. **Workshops:** Every semester, workshops focusing exclusively on the math subtests are offered. These workshops cover the objectives of the subtests, provide practice problems, and review the criteria and materials that students will encounter on their exams. Participation in these workshops is mandatory, and they are structured to reinforce students' understanding and readiness for the math licensure subtests.
3. **240 Tutoring Program and Study.com:** To further support students' math preparation, all candidates are required to participate in both the **240 online tutoring program** and **Study.com**. The **240 tutoring program** begins with a diagnostic test, which identifies areas where students may need additional support. Based on their diagnostic results, students complete modules that focus on their identified areas of need, providing a personalized preparation experience. In addition, **Study.com** offers video tutorials, practice questions, and study guides specifically aligned with the Praxis Elementary Education CKT Mathematics test (7813) and the Pearson General Curriculum Mathematics subtest, giving students another resource to reinforce their understanding and readiness for these licensure exams.

4. **Additional Math Training:** Candidates receive supplemental math instruction in two additional required courses:
 - **EDUC 291 Educational Simulation:** This course includes training and experiences that simulate real-world teaching scenarios, including the application of mathematical knowledge.
 - **ELEM 335 Math for 21st Century K-6 Teaching:** This course provides instruction on modern pedagogical strategies for teaching math in elementary classrooms, focusing on critical skills such as number sense, algebraic reasoning, and geometry.
5. **University Core Math Requirement - MATH 127 Quantitative Reasoning with Special Applications:** Elementary education candidates are also required to take this core university course. It introduces mathematical concepts and problem-solving techniques, with a focus on direct and explicit instruction of mathematics-specific academic language. Students explore key math topics such as number and quantity, data interpretation, statistics, algebra, and geometry, ensuring a well-rounded understanding of mathematics in the K-6 context.
6. **Special Education Candidates:** For candidates in special education seeking elementary licensure, the curriculum includes the **SPED 418 Teach Mathematics and Writing for Students with Disabilities** course. This course covers content aligned with the math subtests, ensuring that these candidates are equally well-prepared for their licensure exams.
7. **Remediation Support:** For candidates who do not pass the math subtests on the first attempt, remediation support is available. This includes peer tutoring funded by our Title III grant, assistance from a math specialist in our lab, and one-on-one tutoring sessions with peers. Attendance at workshops and the completion of required components, including the 240 tutoring modules, are mandatory, while remediation services are strongly recommended.

Our program offers multiple layers of support—through coursework, workshops, tutoring services, and personalized preparation programs like 240 tutoring—to ensure that traditional candidates for elementary licensure meet the mathematics competency requirements necessary for licensure.

If your residency educator preparation program offers a route to elementary and/or ECGC licensure, please document how your program is meeting this requirement. Include specific course offerings along with descriptions of any training throughout your program that supports meeting this requirement. If your EPP does not offer a route to elementary licensure, simply respond with N/A.

FSU's residency educator preparation program offers a route to elementary licensure and meets the requirement for mathematics coursework and training as follows:

1. **Program Structure and Resources:** Residency candidates typically enter either our Master of Arts in Teaching (MAT) graduate program or our Licensure-Only program in

Elementary Education. The resources provided to residency candidates closely mirror those offered to traditional candidates, with the main distinction being that residency candidates complete their field and clinical experience requirements within their own residency classrooms.

2. **Course Offerings:**

- **Graduate Residency Candidates (MAT):** Candidates pursuing a graduate degree enroll in **ELEM 505 – Modern Math for Elementary Teachers**. This course aligns with the objectives of the math subtests required for licensure. It integrates the subtest objectives into the curriculum to ensure that students are well-prepared for the math portion of the licensure exams.
 - **Licensure-Only Residency Candidates:** Candidates in the licensure-only route are required to complete **ELEM 401 – Teaching Math and Science in K-6**. This course covers similar objectives as ELEM 505, ensuring licensure-only students also receive the necessary preparation for the math subtests.
 - **Additional Training:** Licensure-Only Residency Candidates receive further training in the following required courses:
 - **EDUC 291 – Educational Simulation:** This course provides experiences designed to simulate real-world teaching scenarios, including the application of math concepts in K-6 classrooms.
 - **ELEM 335 – Math for 21st Century K-6 Teaching:** This course focuses on modern pedagogical strategies for teaching mathematics in elementary classrooms, with an emphasis on developing number sense, algebraic thinking, and geometry skills.
3. **Workshops:** Residency candidates have access to workshops held each semester, which are focused on the math subtests for licensure. These workshops cover the subtest objectives, provide practice problems, and review the exam criteria and materials. These workshops are required for all residency candidates, ensuring thorough preparation.
4. **240 Tutoring and Study.com:** As additional resources, candidates are required to use the **240 online tutoring program** and **Study.com**. Both programs are tailored to align with the objectives of the Praxis Elementary Education CKT Mathematics test (7813) and the Pearson General Curriculum Mathematics subtest. Candidates begin with a diagnostic test to assess their areas of weakness and then complete modules focused on their deficiencies. These personalized approaches ensure that candidates receive the support they need in specific math areas. **Study.com** provides additional video tutorials, practice questions, and study guides that enhance students' preparation for these licensure exams.
5. **Special Education Residency Candidates:** Candidates pursuing special education licensure must complete one of the following courses:
 - **SPED 518 – Teach Mathematics and Writing for Students with Disabilities** (for graduate and licensure-only students).
 - **SPED 418 – Math/Writing Skills for Students with Disabilities** (for licensure-only students). These courses provide content aligned with the math subtests, ensuring that special education residency candidates also meet the mathematics requirements for licensure.
6. **Remediation Support:** If residency candidates do not pass the math subtests on their first attempt, remediation support is available. This includes:
 - Peer tutoring funded by the Title III grant.

- Support from a math specialist in our lab.
- One-on-one peer tutoring as needed.

Although remediation is not mandatory, it is highly recommended for candidates who need additional support. Attendance at workshops, completion of embedded course components, and participation in the 240 tutoring program is required for all candidates as part of their preparation for the math licensure subtests.

Our residency educator preparation program provides comprehensive support and training for elementary licensure candidates, including targeted coursework, workshops, online tutoring, and remediation options. These resources ensure that residency candidates are fully prepared to meet the mathematics competency requirements for licensure.

What resources/supports do you provide your traditional candidates to prepare for the math subtest for licensure? If a candidate does not pass the exam, do you have any remediation structures in place to support them? Are these supports required? Please share any supports you have in place.

In Fayetteville State University's College of Education, traditional candidates preparing for the math subtests for licensure, including the **Praxis Elementary Education CKT Mathematics test (7813)** and the **Pearson General Curriculum Mathematics subtest**, have access to several key resources and supports:

1. **Traditional Undergraduate Courses:** Several courses in the undergraduate program specifically embed content that supports preparation for the math subtests:
 - **EDUC 291 – Educational Simulation:** This course provides experiences that simulate real-world teaching scenarios, incorporating math concepts relevant to K-6 classrooms.
 - **ELEM 335 – Math for 21st Century K-6 Teaching:** This course focuses on modern pedagogical strategies for teaching mathematics, emphasizing number sense, algebraic reasoning, geometry thinking, statistics, and probability.
 - **MATH 127 – Quantitative Reasoning with Special Applications:** A core university requirement for education majors, this course introduces mathematical concepts and problem-solving techniques while emphasizing the use of mathematics-specific academic language. Students explore topics such as data interpretation, statistics, probability, algebra, and geometry.
 - **ELEM 401 – Teaching Math and Science in K-6:** This course provides direct preparation for the math subtests by incorporating objectives and practice materials specifically aligned with the licensure exams.
2. **240 Tutoring Program:** All candidates are required to participate in the 240 online tutoring program. This program begins with a diagnostic test to identify areas of need. Based on the diagnostic results, candidates complete modules that are tailored to their specific areas of deficiency, ensuring personalized preparation for the math subtests.

3. **Study.com:** Candidates are also required to utilize Study.com, which offers video tutorials, practice questions, and study guides aligned with the **Praxis Elementary Education CKT Mathematics test (7813)** and the **Pearson General Curriculum Mathematics subtest**. Study.com provides additional support for reinforcing math concepts and preparing for the exams.
4. **Workshops:** FSU provides math subtest-focused workshops each semester. These workshops cover subtest objectives, provide practice problems, and review exam criteria and materials. Participation in these workshops is required for all traditional candidates as part of their licensure preparation process.

Remediation Support:

If a candidate does not pass the math subtest, FSU offers several remediation supports:

- **Peer Tutoring:** Funded by the Title III grant, peer tutoring is available to help candidates strengthen their math skills.
- **Math Specialist Support:** Candidates can receive one-on-one assistance from a math specialist in the lab to address specific areas of difficulty.
- **One-on-One Tutoring:** Individualized peer tutoring sessions are also available as needed.

While remediation supports are not mandatory, they are strongly recommended for candidates who require additional assistance. Completion of the 240 Tutoring Program, participation in Study.com, and attendance at workshops are required for all traditional candidates as part of their overall preparation for the math subtests.

What resources/supports do you provide your residency candidates to prepare for the math subtest for licensure? If a candidate does not pass the exam, do you have any remediation structures in place to support them? Are these supports required? Please share any supports you have in place.

At Fayetteville State University's College of Education, residency candidates preparing for the math subtests for licensure, including the **Praxis Elementary Education CKT Mathematics test (7813)** and the **Pearson General Curriculum Mathematics subtest**, have access to several resources and supports:

Course Offerings

Residency candidates are supported through specific coursework that embeds preparation for the math subtests into the curriculum:

- **ELEM 401 – Teaching Math and Science in K-6 (Licensure-Only):** This course focuses on integrating math objectives aligned with the licensure subtests. It includes direct preparation for the math portion of the exams through targeted practice and instructional strategies.

- **ELEM 505 – Modern Math for Elementary Teachers (MAT):** Graduate students in the MAT program take this course, which aligns with the objectives of the math subtests, ensuring adequate preparation for licensure exams through content and pedagogy.
- **EDUC 291 – Educational Simulation (Licensure-Only):** This course provides simulation experiences where candidates apply K-6 math concepts in real-world teaching scenarios, reinforcing content knowledge and teaching strategies.
- **ELEM 335 – Math for 21st Century K-6 Teaching (Licensure-Only):** This course emphasizes modern teaching strategies for K-6 math, focusing on number sense, algebraic reasoning, geometry thinking, statistics, and probability, to prepare candidates for math subtests.
- **SPED 518 – Teach Mathematics and Writing for Students with Disabilities (MAT/Licensure-Only) and SPED 418 – Math/Writing Skills for Students with Disabilities (Licensure-Only):** These courses are designed to support special education residency candidates, with a curriculum aligned to the math subtests to ensure candidates meet the licensure requirements.

Additional Resources:

1. **240 Tutoring Program:** Residency candidates are required to use the 240 online tutoring program, which provides personalized preparation for the math subtests. The program starts with a diagnostic test, which identifies areas where candidates may need additional support. Tailored modules are then assigned to address these areas of need, ensuring focused, individualized preparation.
2. **Study.com:** Candidates also have access to Study.com, which offers video tutorials, practice questions, and study guides aligned with the **Praxis Elementary Education CKT Mathematics test (7813)** and the **Pearson General Curriculum Mathematics subtest**. This platform enhances students' preparation by offering additional resources for understanding math concepts and exam readiness.
3. **Workshops:** Each semester, FSU offers workshops focused on the math subtests for licensure. These workshops provide a review of subtest objectives, practice problems, and exam criteria. All residency candidates are required to attend these workshops as part of their preparation process.

Remediation Support:

If a residency candidate does not pass the math subtest, FSU provides several remediation supports:

- **Peer Tutoring:** Funded by the Title III grant, candidates can access peer tutoring to help address areas of difficulty in math.
- **Math Specialist Support:** One-on-one assistance from a math specialist in the lab is available to further support candidates who need additional help mastering math concepts.
- **One-on-One Tutoring:** Individualized tutoring sessions with peers are also available for candidates seeking more personalized guidance.

While remediation supports are not mandatory, they are strongly recommended for any candidate who does not pass the exam on the first attempt. Completion of the 240 Tutoring Program, participation in Study.com, and attendance at the required workshops are part of the mandatory preparation process for all residency candidates.

FSU's College of Education provides residency candidates with a robust support structure that includes coursework, personalized tutoring, workshops, and online resources to ensure they are fully prepared for the math subtests required for licensure.