

2024-2025

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 8,000 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 2024-2025 academic year 1,504 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 8,006 total enrollees (6,796 undergraduate), 32% are male and 68% are female. Non-traditional learners, defined as those over 25 years of age, make up 49% of the student body. Most students (88%) are North Carolina residents. The student population is racially and ethnically diverse, with 14.94% identifying as White, 62.22% as African American or Black, 1.52% as American Indian or Alaskan Native, 1.71% as Asian, 10.21% as Hispanic or Latino, and including two or more races 5.28%, non-resident alien 1.51%, or race unknown 2.52%. 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 1,504 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 2024-2025 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: 46.20% White, 30.08% African American, 17.90 % Hispanic, 2.80 % American Indian, 6.15 % Two or More Races, 4.2% Asian, and 0.68 % Pacific Islander. The average number of students with IEPs is 22.86.

Early College High School Partnerships and Articulation Agreements

Fayetteville State University (FSU) continues to strengthen its commitment to early college partnerships by hosting two early college high schools on its campus: Cross Creek Early College High School and Cumberland International Early College High School. The College of Education (COE) plays a vital role in supporting these schools by offering courses such as HEED 113: Health and Wellness, which allow students to meet their health and physical education requirements.

Cross Creek Early College High School, located in the Butler College of Education Building, was selected as a Learning Laboratory Initiative (LLI) site and has partnered with the COE on a funded New School Project Research and Engagement Grant. Cumberland International Early College High School is housed in the Joseph Knuckles Science Building, further reinforcing the university's integrated support for early college students.

In addition to supporting early college initiatives, the COE has maintained and expanded articulation agreements with community colleges to create seamless transfer pathways. These agreements now encompass programs in elementary education, middle grades education, health and physical education, and birth through kindergarten. The articulation agreements align the Associate in Arts in Teacher Preparation (AATP) and Associate in Science in Teacher Preparation (ASTP) degrees from North Carolina community colleges with the corresponding baccalaureate degree programs at FSU, promoting a streamlined and accessible route for aspiring educators.

In August 2024, the Fayetteville State University Reading Clinic (FSURC) continued its mission of promoting academic achievement and fostering a love for learning among underserved populations. With a focus on supporting K-5 elementary students in attaining literacy proficiency and preparing for college and career readiness, FSURC maintained its core objectives. These included providing personalized tutoring aligned with North Carolina academic standards,

creating a safe and inclusive environment for in-person learning, and nurturing students' confidence and self-esteem.

Tutoring sessions were held twice a week from 5-7 p.m. for students in grades K-5. The first hour focused on academic assistance in various subjects, while the second hour concentrated on strategic literacy instruction. Phonics, word reading, and fluency assessments were used to measure student progress, and all students completed a survey to gauge their attitudes toward reading.

To enhance instructional support, FSURC continued using educational resources acquired from Benchmark Education, including Comprehension Skills Bags, Phonics Kits, and Decodable Texts. These materials remained central to the clinic's approach throughout the 2024-2025 school year. FSURC also maintained collaborations with school districts and other stakeholders to ensure student success, focusing on sustaining and expanding tutoring services to benefit children across the Sandhills region.

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

From September to November 2024, tutors at the Fayetteville State University Reading Clinic delivered a total of 912 hours of tutoring to 37 students. In addition to regular tutoring sessions, the clinic hosted special events designed to engage both students and their families. One of the highlights was the Book-a-Treat event on Halloween, which was held for the second consecutive year. Thanks to grant funding, each child received books to help foster a love for reading.

In November, FSURC had the honor of hosting a performance by Gran'Daddy Junebug, a beloved storyteller known for his vibrant and captivating performances that blend traditional storytelling with music and humor. Gran'Daddy Junebug's performance at the Seabrook Auditorium was a huge success, bringing joy to the students and their families while celebrating the power of oral tradition in fostering literacy and cultural connection.

The semester concluded with a Grinch-themed party on December 5, where students enjoyed games, ate Grinch-themed foods, and took home copies of *How the Grinch Lost Christmas* to continue their reading adventures. During this festive event, the Chancellor visited the clinic, engaging in thoughtful discussions with tutors, parents, and students, highlighting the importance of community involvement in supporting literacy initiatives.

In the spring of 2025, the Fayetteville State Reading Clinic (FSURC) tutored 38 students, providing a total of 488 hours of instruction. The decrease in hours was attributed to several factors, including inclement weather and ongoing construction at the clinic, which disrupted services due to water supply issues and the presence of hazardous fumes. The semester concluded with an awards ceremony and a parent dinner to celebrate the students' progress and achievements.

The clinic will resume its services in the fall of 2025, continuing its commitment to supporting literacy and educational success in the community.

American Education Week 2024 at Fayetteville State University: A Week of Purposeful Celebration, Recognition, and Impact

The College of Education at Fayetteville State University proudly celebrated American Education Week 2024 with a robust lineup of events that highlighted the university's commitment to advancing educational equity, cultivating leadership, and strengthening community partnerships. This annual celebration served as a powerful platform to recognize those who champion education across all levels and reaffirm our vision of preparing culturally responsive and socially just educators and leaders.

The week began with an Administrative Luncheon that brought together faculty, staff, and school district partners to engage in meaningful dialogue around collaboration, educational leadership, and shared goals for student success. This event also served as a prelude to the MSA & EdD Leadership Series, a signature event in which graduate students in educational leadership programs engaged with local and regional leaders. These sessions provided insights into the realities of leadership in today's schools and offered candidates a chance to reflect on their own leadership philosophy through guided discussions and a thought-provoking book talk centered on equity and transformative practice.

Throughout the week, the College of Education reaffirmed its mission to inspire a love for learning at every developmental stage. In partnership with the FSU Early Childhood Learning Center and Margaret Willis Elementary School, faculty and students conducted Read Aloud sessions, engaging children in dynamic storytelling and fostering early literacy development. These experiences were especially meaningful to our pre-service teachers, who embraced the opportunity to connect theory to practice while serving young learners in the local community.

A hallmark of this year's celebration was the Sub-Above Awards Ceremony, a moving tribute to four exceptional substitute teachers and paraprofessionals who have demonstrated outstanding commitment to student learning and classroom continuity. Their recognition was a reminder that educational excellence depends on the contributions of all professionals who support student success. The recipients were honored in a ceremony that reflected deep appreciation and admiration for their role in shaping young minds.

In that same spirit of gratitude, the COE conducted a Teacher Appreciation Drop, visiting nine cooperating teachers in local schools and presenting them with tokens of appreciation for their dedication to mentoring teacher candidates. One recipient remarked, "*Often, our efforts go unnoticed and unappreciated, but TODAY, you made me feel like a million bucks for doing what I LOVE!!*" Her words encapsulated the joy, validation, and sense of belonging that the COE aims to foster among its partners in the field.

Another major highlight was the 30-Year Celebration of the Doctoral Program, a commemorative event titled "*30 Years of Excellence in Leadership & Scholarship: Honoring Our Past, Inspiring Our Future.*" Alumni, current candidates, faculty, and university leaders

gathered to honor three decades of doctoral education at Fayetteville State. The event spotlighted the program’s legacy of preparing leaders who have gone on to serve as superintendents, principals, policy makers, and scholars across the nation. Stories of impact and achievement were shared in a spirit of pride and aspiration for the future.

Beyond recognition and reflection, American Education Week also emphasized student recruitment and program visibility. The Declaration Mixer, featuring Fayetteville State alumni, created a welcoming and supportive space for prospective students to explore teacher education and leadership pathways. Conversations were focused, personal, and encouraging—demonstrating how alumni continue to give back to the Bronco community through mentorship and motivation.

Adding cultural vibrancy to the week, the CI Brown Lecture featured master storyteller Gran’daddy Junebug, whose performance captivated audiences with humor, wisdom, and heritage. His storytelling not only entertained, but educated, drawing connections between oral tradition and the power of narrative in shaping identity and community.

The week concluded with a “Toiletry Drive”, coordinated to support families served by the FSU Early Childhood Learning Center. This service initiative reflected the College’s continued commitment to holistic support and community engagement—reinforcing that education is not confined to the classroom, but extends to acts of kindness, generosity, and solidarity with those we serve.

American Education Week 2024 was not merely a series of events—it was a statement of values. It affirmed Fayetteville State University’s dedication to producing compassionate, culturally aware educators and leaders. It celebrated those already making an impact in classrooms and communities. And most importantly, it inspired the next generation of change agents who will continue the legacy of excellence in education.

Excellence in Teaching Conference 2025: Empowering Education Through AI

The College of Education at Fayetteville State University proudly hosted the 2025 Excellence in Teaching Conference on April 11–12, 2025, supported by the U.S. Department of Education HBCU Master’s Degree Program Grant. This two-day, high-impact professional development event brought together a diverse group of 208 registered participants, reflecting broad engagement from across the educational landscape.

Of the 208 attendees, 109 were current public-school educators, including classroom teachers, instructional coaches, and district leaders. Additionally, 95 registrants were proud FSU alumni, underscoring the deep connection and ongoing collaboration between the university and its graduates who serve in the field of education.

Themed “Empowering Education Through AI: Innovations in Teaching and Learning,” the conference focused on the evolving role of artificial intelligence in educational practice. Attendees participated in over 15 sessions, exploring topics such as AI-enhanced instructional

strategies, ethical considerations in special education, structured literacy implementation, and the student perspective on AI use in classrooms.

The keynote address, delivered by Dr. Siobahn Grady, Director of the Institute for Artificial Intelligence and Equity Research at North Carolina Central University, highlighted the intersection of equity, innovation, and AI-driven research. Her message resonated deeply with the conference theme and mission to promote inclusive, forward-thinking teaching practices.

In addition to sessions led by faculty experts, the conference featured student presenters and doctoral candidates, showcasing FSU's commitment to collaborative learning and leadership development. A highlight of the event was the creative contribution of student artist Trinity Pearl Bulla, who designed the official conference logo, blending visual storytelling with the conference's AI focus.

The Excellence in Teaching Conference 2025 reaffirmed Fayetteville State University's leadership in equity-centered educator preparation and its dedication to addressing the real-world needs of schools through innovation, professional growth, and alumni engagement.

Celebrating Research Excellence: College of Education Partners in FSU's 4th Annual Student Research Symposium

In the 2024–2025 academic year, the College of Education (COE) at Fayetteville State University proudly partnered in hosting the 4th Annual Student Research Symposium (SRS), held on April 11, 2025, under the theme *“Excellence in Scholarship and Creative Activities.”* Sponsored by the U.S. Department of Education HBCU Master's Degree Phase II Grant and co-sponsored by the COE, the symposium served as a powerful showcase of student innovation and academic excellence.

With 140 participants and 51 student presenters across disciplines—including Education, STEM, Business, the Arts, and Social Sciences—the symposium provided a robust platform for emerging scholars to share their research through oral and poster presentations. COE faculty and staff played a prominent role in organizing, mentoring, and judging student research throughout the event.

Education majors presented impactful research on instructional quality, student achievement, and curriculum development, using innovative tools such as Desmos and GeoGebra and drawing from frameworks like the Van Hiele Model and SOLO Taxonomy. Notable among the presentations were:

Tiffany Quick, a Master of Arts in Teaching candidate, who earned **3rd place in Poster Presentations** for her project *“Bridging Literacy and Mathematics Gaps: Insights from the 2024 READy Explorers' Summer Camp at FSU,”* mentored by Drs. Christy Thomas and Kimberly Smith-Burton.

Joshua Sawyer, a Ph.D. student from Alabama A&M University, placed **2nd in Oral Presentations** for his mathematics project “*Congruence and Rigid Motions*,” under the mentorship of Dr. Smith-Burton.

Additional research mentorship was provided by Dr. Melissa Haithcox-Dennis, whose student, Taijah Bennett, presented a project titled “*Assessing the Quality of Health Education Resources on Teachers Pay Teachers*.”

Faculty from the COE—including Drs. April Goins-Jones, Cheryl Horton, Elise Barrett, Reeshemah Johnson, Kendra Hancock, and others—served as judges, ensuring a rigorous and equitable evaluation of student work.

Bronco PASS Program (2024–2025)

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). During the second quarter of the 2024–2025 academic year, the Bronco PASS Program at Fayetteville State University made steady progress toward its goals of increasing enrollment, supporting teacher candidate retention, and improving licensure exam success rates for students in the College of Education.

Objective 1: The team focused on expanding the Summer Bridge Program by increasing outreach efforts through strategic collaboration with Admissions, Bronco Boost, and New Student Orientation. Outreach campaigns, including email communication and event engagement, are underway to identify and recruit new first-time freshmen and transfers into the Summer 2025 program. Plans are in place to implement more intentional recruitment strategies that align with retention efforts and pipeline development into teacher education.

Objective 2: To improve Praxis Core success rates, the Bronco Pass Academy launched an 8-week instructional series from March 17–April 28. Faculty provided tailored instruction and online resources to over 100 pre-education majors. Preliminary outcomes show gains in individual Praxis Core subtests from students who participated in the Fall 2024 Academy. Instruction will continue through Spring 2025, with an emphasis on preparing students for the full combined test.

Objective 3: The PASS Program provided targeted support for teacher candidates preparing for North Carolina licensure exams (Praxis II, Pearson Foundations of Reading & Math, and edTPA). Students who completed at least 25 hours of instruction became eligible to test. With new COE policy requiring passage of content licensure exams before graduation or Clinical Experience, the program has responded by increasing access to test prep materials, tutoring, and voucher assistance. These changes support student success and compliance with CAEP standards.

Additional accomplishments included the onboarding of a new Principal Investigator (PI), expanded faculty involvement, and the creation of county-level contact databases to support recruitment. The program also leveraged FSU student tutors as peer recruiters, improving engagement and trust with prospective participants.

Despite challenges with virtual student commitment and early outreach to freshmen, the Bronco PASS team remains committed to addressing barriers and enhancing student support services. Cross-campus collaboration and continued resource investment—such as faculty-led tutoring and test fee vouchers—remain key to the program’s success.

Fayetteville State University Expands Role as NC Teaching Fellows Partner Institution

During the 2024–2025 academic year, Fayetteville State University (FSU) continued to advance its commitment to educator preparation through its role as one of only eight partner institutions selected for the prestigious North Carolina Teaching Fellows Program. This statewide initiative is designed to recruit, prepare, and support high-achieving students who are pursuing teaching careers in high-need licensure areas.

Previously focused on STEM (Science, Technology, Engineering, and Mathematics) and Special Education, the program at FSU has expanded to now include Elementary Education as an eligible licensure area for Teaching Fellows. This expansion reflects the state's growing emphasis on addressing teacher shortages across multiple high-need content areas and broadens access for candidates pursuing foundational teaching roles.

At FSU, selected Teaching Fellows receive forgivable loans of up to \$4,125 per semester, contingent upon their commitment to teach in North Carolina public schools in approved licensure areas. The program supports a wide range of students—including high school seniors, transfer students, current FSU undergraduates, and MAT (Master of Arts in Teaching) candidates—who apply and are selected for this competitive opportunity.

Beyond financial support, Teaching Fellows at Fayetteville State benefit from robust professional development experiences that include:

- Faculty-mentored research opportunities aligned with educational innovation and practice.
- Participation in local, state, and national conferences related to STEM, special education, and now elementary education.
- One-on-one mentorship from content-area specialists and faculty advisors.
- Civic and community engagement experiences foster leadership, advocacy, and service.

By offering a well-rounded experience rooted in academic excellence and community impact, Fayetteville State University continues to build a strong pipeline of highly qualified, equity-minded educators prepared to meet the needs of North Carolina’s diverse student populations.

NC Promise Enhances Affordability and Access for Future Educators at Fayetteville State University

The continued implementation of the NC Promise Tuition Plan has had a transformative impact on undergraduate students enrolled in teacher preparation programs at Fayetteville State University’s College of Education (COE). As a state-supported initiative, NC Promise

significantly reduces the cost of tuition for North Carolina residents, making high-quality higher education more accessible and affordable.

Through NC Promise, COE undergraduate students pursuing degrees in education can complete their programs at a substantially reduced tuition rate. This initiative enables future teachers to earn their credentials with less financial burden, reducing student loan debt and positioning them for long-term professional and economic stability. The affordability created through NC Promise not only supports individual students but also strengthens the teacher pipeline by attracting a broader and more diverse population of candidates who may not have otherwise had access to a four-year degree.

Moreover, this initiative directly supports the state's efforts to address teacher shortages and increase the number of licensed, well-prepared educators entering the workforce. By removing cost as a barrier, NC Promise empowers aspiring educators to pursue their calling and contribute meaningfully to North Carolina's schools and communities.

The College of Education remains committed to leveraging NC Promise to recruit, retain, and graduate highly qualified teacher candidates who are equipped to lead classrooms and advance equity in education.

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 remains committed to preparing future educators to skillfully integrate technology into instruction and curriculum design. Through structured coursework and hands-on experiences, candidates develop the digital competencies necessary to support student engagement, personalized learning, and data-informed instruction in 21st-century classrooms.

A foundational component of this preparation is the Digital Learning coursework, including EDUC 210: Technology Applications for Teachers. In this course, candidates explore strategies for using technology to enhance teaching and learning. They gain practical skills in designing classroom web pages, creating multimedia presentations, and using interactive tools such as smart boards to support differentiated instruction.

Candidates are also introduced to Home Base, North Carolina's statewide student information and instructional management system. Through this platform, students gain firsthand experience navigating data systems used by practicing educators and school administrators, helping them develop the professional readiness to manage classroom assessments, attendance, and student data effectively.

In addition to core coursework, teacher education majors are trained to use a variety of **digital** tools and platforms to promote engagement and collaborative learning. These include blogs, wikis, Twitter, Screencast tools, Adobe Creative Cloud, Illuminate, and Digital Scripts. Through project-based assignments, candidates learn how to integrate these tools to support content delivery, formative assessment, and classroom management.

Faculty also ensure that candidates stay current with emerging educational technologies and trends by embedding opportunities to critically evaluate software and digital resources for appropriateness, usability, and alignment with instructional goals. Candidates are encouraged to test new tools before classroom implementation to ensure meaningful integration.

Through this comprehensive and intentional approach to digital learning, the College of Education empowers future educators to effectively use technology to elevate student achievement, foster inclusive learning environments, and prepare for the demands of modern classrooms.

Integrating Technology in Teacher Preparation: Advancing 21st-Century Instruction

During the 2024–2025 academic year, the College of Education at Fayetteville State University continued to prioritize technology integration across its teacher preparation programs. In key undergraduate methods courses such as ELEM 400, 401, 402, and EDUC 455, 464, and 467, candidates actively engaged with a variety of digital tools to design daily lesson plans, unit plans, and instructional materials that reflect 21st-century teaching practices.

Candidates utilized smart boards, blogs, digital notebooks, and web-based platforms to develop interactive and innovative instructional products, including podcasts, video presentations, web quests, vocabulary games, and multimedia projects. These assignments provided authentic opportunities for students to experiment with instructional technology in ways that mirror real-world teaching environments.

A strong emphasis was also placed on building school-family-community partnerships through digital communication tools. Candidates developed classroom websites, newsletters, and used web-based platforms to keep families informed and involved in student learning. These practices support the development of culturally responsive and inclusive communication strategies.

To deepen their technological proficiency, candidates were exposed to a broad range of professional learning experiences, including webinars, podcasts, online discussion forums, virtual conferences, and PDS site-hosted workshops. These experiences are aligned with North Carolina’s digital learning competencies and designed to build fluency in integrating technology into instructional design and delivery.

Faculty ensured that all digital tools introduced in the program directly supported learning objectives and enhanced student engagement. Candidates were encouraged to critically evaluate and test new websites, applications, and hardware to determine their appropriateness and usability in diverse classroom contexts.

A critical component of the program is preparation for the edTPA performance-based assessment, a state-mandated requirement for teacher licensure in North Carolina. To support candidates' success, faculty in undergraduate and clinical field courses collaborated to develop an observation rubric through the GoReact platform. This tool is used in EDUC 467 and EDUC 497 to provide timely, structured feedback on recorded teaching segments submitted as part of the edTPA portfolio.

edTPA Pass Rates – 2024–2025 Academic Year

- Fall 2024: 10 candidates submitted the edTPA; 6 passed, 3 failed, and 1 received an incomplete.
Pass Rate: 67%
- Spring 2025: 85 candidates submitted the edTPA; 69 passed, 13 failed, and 3 received an incomplete.
Pass Rate: 84%

These results reflect a significant improvement from fall to spring and demonstrate the positive impact of targeted faculty support, strategic technology integration, and continuous formative assessment. The program remains committed to increasing pass rates through rigorous academic preparation, embedded edTPA guidance in coursework, and individualized feedback to candidates.

Through these comprehensive efforts, the College of Education prepares future educators to skillfully integrate technology into curriculum and instruction while meeting licensure requirements and excelling in performance-based assessments essential to their success in the profession.

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.

The College of Education at Fayetteville State University is committed to preparing future educators to effectively leverage technology for instructional improvement and academic success. As part of this commitment, all undergraduate and licensure-only students enrolled in teacher preparation programs are required to complete two key courses: EDUC 331 – Instructional Design and Assessment of Learning and SPED 320 – Education of the Exceptional Child. These courses are intentionally designed to develop candidates' capacity to use technology to collect, manage, and analyze data in support of enhanced teaching and learning.

In EDUC 331, candidates explore principles of instructional design and assessment, with a focus on aligning learning objectives, curriculum, and evaluation strategies. Through hands-on activities, they learn how to apply digital tools and platforms to design standards-based lessons, build assessments, and interpret data to inform instructional decisions. Emphasis is placed on using technology to monitor student progress, track learning outcomes, and adjust instruction based on real-time data, which are all essential practices for improving student performance.

SPED 320 reinforces the importance of individualized, data-driven instruction for students with exceptionalities. In this course, candidates gain foundational knowledge about disabilities and diverse learning needs, while learning how to use digital tools for data collection, progress monitoring, and individualized educational planning (e.g., IEPs). Candidates examine how to apply this data to differentiate instruction, implement behavioral interventions, and support inclusive practices that foster equitable academic outcomes.

These activities are further supported through assignments that require the use of digital platforms for data analysis, simulations of classroom scenarios using mock student data, and case studies where candidates evaluate instructional effectiveness based on student performance indicators.

Together, these courses reflect the College's strategic emphasis on technology-enhanced, data-informed instruction. By integrating these activities into the core licensure curriculum, the College of Education ensures that teacher candidates graduate with the technological proficiency and analytical skills necessary to make informed decisions, personalize learning, and promote academic success for all students.

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

During the 2024–2025 academic year, the College of Education at Fayetteville State University continued to prepare teacher candidates to integrate arts education meaningfully across the curriculum—particularly in elementary and early childhood settings. Through targeted coursework and field-based experiences, candidates develop the skills to incorporate music, movement, drama, and visual arts into lesson planning and instructional practice, thereby supporting student engagement, creativity, and academic achievement.

Elementary education candidates receive direct instruction in arts integration through ELEM 402 – Social Studies and the Arts in Elementary Education. This required methods course focuses on aligning North Carolina Standard Course of Study objectives in both social studies and the arts. Candidates explore instructional strategies that blend content and creativity, learning to design interdisciplinary lesson plans that use the arts as a vehicle for teaching historical understanding, civic engagement, and cultural awareness. A key component of the course is a three-week clinical field experience, where candidates implement their lesson plans in K–6 classrooms, applying what they've learned in real-world teaching environments.

Additionally, candidates preparing to teach in early childhood and primary grade classrooms benefit from arts integration instruction in:

- EDUC 309 – Infant and Toddler Curriculum Development and Field Study
- EDUC 314 – Preschool/Kindergarten Curriculum Development and Field Study

These methods courses are part of the Birth–Kindergarten teaching track and prepare candidates to use music, puppetry, movement, visual arts, and drama to foster early learning and holistic child development. Candidates create lesson plans that align with developmental milestones

while incorporating the arts to strengthen fine and gross motor skills, self-expression, and language development. Field components embedded in both EDUC 309 and 314 allow candidates to apply arts-based strategies directly with young learners.

For candidates in the non-teaching Birth–Kindergarten track, the program offers EDUC 306 – Birth-Through-Kindergarten Curriculum Development (Non-Teaching). This course prepares early childhood professionals working in childcare centers and community programs to design arts-rich environments that promote creativity and cognitive development. Candidates explore how storytelling, rhythm, visual arts, and dramatic play can be used to enhance learning and emotional growth in young children.

Through coursework such as ELEM 402, EDUC 309, EDUC 314, and EDUC 306, the College of Education ensures that all candidates—whether pursuing teaching licensure or non-licensure early childhood careers—are fully prepared to integrate the arts across the curriculum. These experiences reflect the College’s commitment to nurturing culturally responsive, developmentally appropriate, and engaging instruction that supports whole-child development and academic success.

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 remain a cornerstone of the teacher education programs at Fayetteville State University's College of Education (COE), offering candidates structured opportunities to bridge theory and practice. These carefully sequenced experiences are embedded across multiple courses and provide early exposure to diverse school settings and instructional strategies that prepare candidates for success in clinical practice and licensure.

Initial Field Exposure: EDUC 211 – Laboratory Experiences in Area Schools (15 hours)

As an introductory education course and gateway into the teacher preparation program, EDUC 211 introduces students to school environments through required fieldwork. Activities include:

- Observing instruction across various grade levels
- Identifying classroom management and instructional strategies
- Interviewing teachers about instructional planning
- Participating in daily routines and school-wide events
- Reflecting on classroom climate and student engagement

Junior Year, First Semester – Foundational Practice

During the junior year, candidates deepen their knowledge and skills through the following courses:

- **EDUC 330 – Educational Psychology & Human Development (10 hours):**
Candidates observe child development in action and connect theoretical principles to student behaviors. They complete case studies and analyze learning environments to understand the cognitive, emotional, and social growth of learners.
- **EDUC 331 – Instructional Design and Assessment of Learning (10 hours):**
Activities include observing lesson planning and assessment practices, analyzing instructional alignment, examining student work (when permitted), and reflecting on instructional pacing and delivery methods.

Junior Year, Second Semester – Inclusive and Literacy-Focused Application

- **READ 320 – Foundations of Reading (10 hours):**
Candidates observe reading instruction focused on phonemic awareness, fluency, and comprehension. They analyze small- and whole-group reading activities, assist with literacy centers, and reflect on scaffolding techniques.
- **SPED 320 – Education of the Exceptional Child (20 hours):**
Candidates observe accommodations and modifications for students with exceptionalities, interview special educators (when available), and analyze inclusive

teaching practices. Activities focus on differentiation and collaboration for diverse learners.

- **Methods Courses Specific to Majors:**
Fieldwork supports instructional design, implementation, and student-centered planning, particularly in relation to grade-level expectations and subject-area integration.

Content-Specific and Management Skills: Embedded Courses

- **ELEM 320 – Teaching Healthful Living (10 hours):**
Candidates observe health and physical education instruction, identify strategies that connect physical wellness with academic content, and may support brief physical activities.
- **ELEM 451 – Classroom Management (10 hours):**
Candidates document routines, observe teacher-student interactions, and reflect on management strategies that support engagement and a positive learning environment.

Senior Year – Advanced Methods and Clinical Readiness

During the senior year, candidates engage in advanced field experiences that focus on:

- Designing and teaching complete lessons and unit plans
 - Implementing differentiated instruction
 - Using assessment data to inform practice
 - Integrating technology in instructional delivery and recordkeeping
- These placements vary in duration depending on major and emphasize extended time in classroom environments to support clinical competence.

Emphasis on Low-Performing Schools and Equity-Based Practice

The COE maintains a strong partnership with regional school districts—including Cumberland, Harnett, and Hoke Counties—and places emphasis on providing candidates with at least one semester in a low-performing school, when available. Course placements are strategically scheduled over multiple semesters to maximize exposure. When capacity limits direct placement in other settings, the COE works collaboratively with LEA HR officers and school principals to ensure placement in low-performing classrooms where feasible. The COE’s Professional Development Schools (PDS) Coordinator oversees coordination of these placements to ensure candidates are exposed to real-world challenges and diverse learning environments aligned with their preparation goals.

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.

Not collected for the 2024-2025 per UNC System Office	% of candidates in the EPP that are first generation college attendees
48.34	% 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.

Narrative: Mathematics Preparation for Elementary Licensure

Fayetteville State University's College of Education remains committed to ensuring that candidates in its traditional educator preparation program are thoroughly prepared to meet mathematics licensure requirements. The program offers a comprehensive system of support that includes aligned coursework, hands-on instructional practice, test preparation tools, and personalized academic support.

Elementary education majors receive targeted preparation through the required ELEM 401 Math Methods course, which integrates licensure exam objectives directly into its curriculum. In addition, students benefit from semester-based math subtest workshops, which provide practice problems, content review, and test-taking strategies. Participation in these workshops is mandatory.

To further support individualized learning, candidates utilize 240 Tutoring and Study.com, two online platforms that offer diagnostic assessments, instructional videos, and customized practice aligned with the Praxis CKT and Pearson math subtests. Supplemental math instruction is reinforced through EDUC 291 Educational Simulation and ELEM 335 Math for 21st Century K–6 Teaching, both of which emphasize real-world application and research-based pedagogy.

Candidates also complete MATH 127 – Quantitative Reasoning with Special Applications as a university core requirement. This course builds foundational math skills through a focus on number operations, data interpretation, and algebraic reasoning—critical areas for elementary teachers.

Special education candidates pursuing elementary licensure are supported through SPED 418, a course focused on teaching math and writing to students with disabilities, ensuring alignment with subtest requirements and inclusive instructional strategies.

For candidates needing additional assistance, the program offers remediation services that include Title III-funded peer tutoring, lab-based math specialist support, and required module completion in 240 Tutoring. This multi-tiered approach reflects the College's dedication to candidate success and ensures that all future educators are well-equipped to teach mathematics with confidence and competence.

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.

Fayetteville State University's Residency Educator Preparation Program provides a comprehensive pathway to elementary licensure with a strong emphasis on mathematics preparation. Residency candidates, enrolled either in the Master of Arts in Teaching (MAT) or the Licensure-Only program, receive the same academic resources as traditional candidates, with the distinction that their clinical and field experiences are completed in their current classrooms. This model allows candidates to immediately apply coursework concepts in real-world teaching environments.

To meet the mathematics competency requirements for licensure, residency candidates complete licensure-aligned coursework that supports both instructional effectiveness and licensure exam readiness. MAT candidates enroll in ELEM 505 – *Modern Math for Elementary Teachers*, while Licensure-Only candidates take ELEM 401 – *Teaching Math and Science in K–6*. Both courses embed the objectives of the required mathematics subtests and provide focused preparation on content knowledge, instructional strategies, and student engagement with math.

Additional coursework, such as EDUC 291 – *Educational Simulation* and ELEM 335 – *Math for 21st Century K–6 Teaching*, further prepares Licensure-Only candidates by simulating authentic classroom scenarios and emphasizing modern pedagogical approaches in areas such as number sense, algebraic reasoning, and geometry. Together, these courses ensure that candidates are equipped to deliver high-quality math instruction and are well-prepared for state licensure exams.

All residency candidates are required to participate in semester-based mathematics licensure workshops. These workshops offer content review, guided practice, and test-taking strategies aligned with the Praxis Elementary Education: CKT Mathematics (7813) and Pearson General Curriculum Mathematics subtests. The workshops are designed to enhance candidate confidence and performance through intentional exam-focused support.

To further personalize the preparation process, candidates engage in structured online tutoring using 240 Tutoring and Study.com. These platforms begin with diagnostic assessments and provide tailored instructional modules, study guides, video tutorials, and practice assessments. These resources allow candidates to target individual areas of need and reinforce their understanding of key math concepts.

Residency candidates pursuing special education licensure also benefit from targeted support. MAT and Licensure-Only candidates complete either SPED 518 or SPED 418, both of which align with math licensure exam content while focusing on instructional strategies for students with disabilities.

Candidates who do not initially pass the math subtests are strongly encouraged to participate in remediation. Available support includes Title III-funded peer tutoring, individualized sessions with a math specialist, and additional one-on-one assistance. While remediation services are optional, participation in math workshops and completion of 240 Tutoring modules are required components of the program.

Through rigorous coursework, licensure-focused workshops, individualized online preparation tools, and ongoing academic support, Fayetteville State University ensures that all residency candidates are thoroughly prepared to meet mathematics licensure requirements and confidently enter North Carolina classrooms as effective and competent elementary educators.

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.

At Fayetteville State University, the College of Education provides a well-rounded and intentional system of support to ensure that traditional undergraduate candidates are fully prepared for the mathematics subtests required for elementary licensure, including the Praxis Elementary Education: CKT Mathematics (7813) and the Pearson General Curriculum Mathematics subtest.

Mathematics preparation begins in the coursework. Candidates complete a sequence of required classes that integrate core math concepts, instructional methods, and licensure-aligned content. For example, EDUC 291 – Educational Simulation introduces candidates to real-world teaching scenarios that require the application of K–6 math content. ELEM 335 – Math for 21st Century K–6 Teaching emphasizes the development of number sense, algebraic reasoning, geometry, statistics, and probability through modern instructional strategies. Additionally, MATH 127 – Quantitative Reasoning with Special Applications, a university core requirement, builds essential math skills while emphasizing academic language needed for effective K–6 instruction. Direct licensure preparation is embedded in ELEM 401 – Teaching Math and Science in K–6, which aligns with the structure and content of both the Praxis and Pearson math subtests. Candidates engage with practice materials and objectives that mirror those found on the licensure exams.

To further support preparation, all traditional candidates are required to use two digital platforms—240 Tutoring and Study.com. The 240 Tutoring program begins with a diagnostic assessment that identifies areas of weakness and then tailors study modules to address each candidate’s needs. Study.com complements this process with video tutorials, targeted practice questions, and licensure-aligned study guides that reinforce content mastery.

In addition to coursework and digital platforms, Fayetteville State University offers mandatory math-focused workshops each semester. These sessions provide guided practice, problem-solving strategies, and a review of subtest expectations, giving candidates the opportunity to sharpen their skills and build confidence ahead of licensure testing.

For candidates who do not pass the math subtests on the first attempt, the College of Education offers several remediation supports. These include peer tutoring funded through Title III, individualized assistance from a dedicated math specialist, and one-on-one peer tutoring sessions as needed. While participation in these remediation services is optional, it is strongly encouraged for any candidate requiring additional help.

Overall, Fayetteville State University's traditional educator preparation program demonstrates a deep commitment to ensuring candidates are not only well-prepared for licensure exams but also ready to deliver strong, research-based mathematics instruction in elementary classrooms. Through intentional coursework, targeted test preparation tools, and accessible academic support, candidates gain the content knowledge and pedagogical skills necessary for success in the profession.

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.

Fayetteville State University's College of Education remains committed to supporting residency candidates as they prepare for the mathematics subtests required for elementary licensure, including the *Praxis Elementary Education: CKT Mathematics (7813)* and the *Pearson General Curriculum Mathematics subtest*. Through targeted coursework, supplemental resources, and individualized remediation, the program ensures that candidates are well-prepared for licensure success.

Residency candidates are enrolled in either the Master of Arts in Teaching (MAT) or Licensure-Only programs. Both routes include specific coursework that embeds math licensure objectives directly into the curriculum. Candidates in the MAT program complete ELEM 505 – Modern Math for Elementary Teachers, a graduate-level course that integrates both content knowledge and pedagogy aligned with the math subtests. Licensure-only candidates complete ELEM 401 – Teaching Math and Science in K–6, which similarly includes targeted preparation for the licensure exams through instructional strategies and practice activities.

Additional support is embedded in courses such as EDUC 291 – Educational Simulation, which exposes candidates to real-world classroom scenarios that require the application of K–6 mathematics, and ELEM 335 – Math for 21st Century K–6 Teaching, which emphasizes critical concepts such as number sense, algebraic reasoning, geometry, statistics, and probability. Special education residency candidates are further supported through SPED 518 or SPED 418, both of which address math instruction for students with disabilities while aligning with licensure test objectives.

To reinforce coursework, all residency candidates are required to utilize 240 Tutoring, a personalized, diagnostic-driven platform. Candidates begin with a diagnostic assessment that identifies specific areas of weakness and complete individualized modules to strengthen those skills. In tandem, candidates also access Study.com, which provides licensure-aligned video tutorials, practice problems, and study guides to further reinforce math concepts and exam readiness.

Each semester, the College of Education hosts required licensure preparation workshops focused on mathematics subtests. These workshops include guided practice, subtest review, and testing strategies to enhance candidate confidence and performance.

For candidates who do not pass the math subtest on their first attempt, optional but highly recommended remediation services are available. These include peer tutoring supported by Title III funding, one-on-one support from a math specialist, and individual tutoring sessions based on individual needs.

By offering a comprehensive structure that combines rigorous coursework, diagnostic tools, targeted workshops, and personalized academic support, Fayetteville State University ensures its residency candidates are equipped with the knowledge, confidence, and skills to meet North Carolina's mathematics licensure requirements and succeed in today's elementary classrooms.