

IHE Bachelor Performance Report

NC Central University

2010 - 2011

Overview of the Institution

North Carolina Central University, a state-supported liberal arts institution founded by Dr. James E. Shepard, was chartered in 1909 as a private institution and opened to students on July 5, 1910. Since 1910, the mission of North Carolina Central University (NCCU) has been to prepare students academically and professionally to become leaders. The College was accredited by the Southern Association of Colleges and Secondary Schools as an “A” class institution in 1937 and was admitted to membership in that association in 1957. In 1939, the legislature authorized the establishment of graduate work in liberal arts and the professions. The first graduate courses in the Arts and Sciences were offered in that same year; the School of Law began operation in 1940, and the School of Library Science was established in 1941. NCCU offers bachelor’s degrees in more than 100 fields of study and awards graduate degrees in an estimated 40 disciplines. The University boasts an enrollment of nearly 9,000 students (6,520 undergraduates and 2,125 graduates/professionals). NCCU is one of the most diverse four-year institutions in North Carolina with 78% African-American, 12% White, 1.8% Hispanic; 1.2% Asian, and .007% International student enrollment. International studies and exchange programs attract exchange students from more than 12 countries, including Liberia, India, Senegal, Sierra Leone, Nepal, China, the Czech Republic, Nigeria, South Korea, Russia, the Dominican Republic, Mexico, and South Africa. Many students are first-generation college students. Nearly 98% of NCCU students qualify for some financial assistance and 90% receive need-based financial aid. North Carolina Central University has made a focus on student success the institution's highest priority. NCCU has put forward six core values: excellence in teaching, research, scholarship and creativity; access to education and effective development opportunities; promotion of citizenship, service, and social justice; appreciation of and respect for diverse perspectives; superb customer service; and commitment to life-long learning. NCCU’s vision is to be recognized as one of the nation’s leading institutions for academic excellence in a diverse cultural and educational environment.

Special Characteristics

North Carolina Central University was the first UNC system campus to require community service for graduation, and we have gained national recognition from the Carnegie Foundation as a community-engaged university. Durham is the primary beneficiary of North Carolina Central University's innovative Community Services Program, which insures that NCCU students have experience with voluntary public service. Efforts by NCCU to engage with the community have also been recognized by the Corporation for National and Community Service with the Higher Education Community Service Honor Roll with Distinction award. The award recognizes institutions of higher education for their support of volunteering, service-learning and civic engagement. NCCU was one of three UNC system schools receiving the honor roll with distinction designation. The other recipients were Elizabeth City State University and UNC-Wilmington. NCCU students serve as tutors in local schools, help build Habitat for Humanity housing, assist with a variety of youth programs, promote the causes of non-profit service

agencies, and volunteer in a variety of other endeavors as they meet the university's standard of 15 hours of community service per semester. Last year students provided 132,423 hours of service in the region, valued at \$2.7 million to the Durham and regional economy. Academically, NCCU has an array of programs that attract a diverse pool of applicants. The Commission on Colleges of the Southern Association of Colleges and Schools accredits North Carolina Central University to award the Bachelor of Arts and the Master of Arts degrees. NCCU offers graduate and/or professional degree programs in the School of Law, School of Library and Information Sciences, Division of Extended Studies (comprised of Continuing Education, Distance Education, and Evening Degree Programs), and the School of Education. On July 1, 2006, after a careful study by the Institution, the College of Arts and Sciences was divided into three colleges, all of which offer undergraduate and graduate degrees. The College of Behavioral & Social Sciences houses three teacher education programs. The College of Liberal Arts houses seven teacher education programs. Lastly, the College of Science and Technology houses two teacher education programs. The School of Business also offers baccalaureate and master's degrees. The School of Law is accredited by the American Bar Association. The National Council for Accreditation of Teacher Education and the North Carolina Department of Public Instruction accredit the professional education programs at NCCU. Within the School of Education, the Counseling Program is accredited by the Council for Accreditation of Counseling and Related Educational Programs and the Speech Pathology Program is accredited by the Council on Academic Accreditation in Audiology and Speech Language Pathology.

Program Areas and Levels Offered

The mission of North Carolina Central University's School of Education is to prepare educational professionals to serve and inspire excellence in teaching, administration, counseling, communication, technology and other related services. Essential to our mission is the development of leaders who advocate for social justice and dedicate themselves to the well-being of a global community. The goals of the School of Education are to: 1) demonstrate excellence in teaching and advisement, 2) demonstrate effective systems of candidate, program, and unit assessment, 3) recruit, retain and graduate increased numbers of qualified candidates, 4) demonstrate strong partnerships with public schools, the corporate sector, and the community, 5) demonstrate excellence in scholarship, research, grantsmanship, and professional activities, 6) demonstrate commitment to the SOE conceptual framework in programs, projects, and activities, and 7) recruit, retain, and strengthen faculty. The 2010-2011 Teacher Education programs include 14 undergraduate programs: Elementary Education, Middle Grades Education, Comprehensive Science, English, Mathematics, Comprehensive Social Studies, Art, Family & Consumer Sciences, French, Spanish, Music, Physical Education, Theater Arts, and Birth-Kindergarten. School of Education graduate licensure programs include School Counseling, School Administration, Curriculum and Instruction (Elementary, Middle Grades, English and Mathematics), Educational Technology, Special Education (General Curriculum, Mental Disabilities, Behavioral/Emotional Disabilities, Learning Disabilities, Visual Impairment), and Communication Disorders. The School of Education also offers Master of Arts in Teaching (MAT) programs in Special Education and Birth-Kindergarten. Non-licensure education programs offered at NCCU include Career Counseling, Agency Counseling, and Educational Technology. Advanced master degree programs are offered through the College of Liberal Arts, College of Science and Technology, and College of Social Sciences and Behavioral Studies in Physical Education and Family and Consumer Sciences Education. The School of Education also offers add-on licensure programs in Academically and Intellectually Gifted (AIG), English as a Second Language (ESL), and Reading.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

A. Direct and Ongoing Involvement with/and Service to the Public Schools

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
Durham Public Schools, Vance County Public Schools, Person County Schools, and Wake County Public Schools	1) Prepare 21st Century professionals/educators by providing professional development for beginning and veteran teachers. Every education professional will have 21st Century preparation and access to ongoing high quality professional development aligned with the State Board of Education priorities and 2) Expand efforts in teacher preparation to increase the supply of well qualified and more diverse teachers, especially in high-need licensure areas, to serve the rapidly growing needs of North Carolina schools.	Induction activities for pre-service candidates and beginning teachers	September 2010 – April 2011	Over 100 candidates participated in these activities this year. Most of the sessions had approximately 35-50 participants. The Induction Office offered several full day sessions for 20 Wake County Public Schools teacher/teacher assistants in the TEACH UP Program.	The School of Education supports induction activities that impact the preparation, support, and retention of pre-service candidates and beginning teachers in our partnership districts. During the 2010-2011 school year, support seminar sessions on topics such as classroom management, stress management, Foldables®, multiple intelligences, mind mapping, creativity, cooperative learning, and brain-friendly teaching strategies were offered to beginning teachers in Franklin, Vance, Durham, and Person Counties. Evaluation

					<p>feedback indicated that this professional development training helped teachers/participants feel more equipped and prepared for the reality of the classroom. These seminars and courses have had an impact not only on the participants, but on their students and other teachers as well, as these teachers have shared the strategies and ideas in their schools.</p>
<p>Durham Public Schools and Vance County Public Schools</p>	<p>Prepare 21st Century professionals/educators by providing professional development for beginning and veteran teachers. Every education professional will have 21st Century preparation and access to ongoing high quality professional development aligned with the State Board of Education priorities</p>	<p>AIG Add-On Licensure Program / School District Cohorts</p>	<p>Ongoing</p>	<p>33 Durham Public Schools teachers and 9 Vance County Schools teachers</p>	<p>In collaboration with Durham Public Schools, the School of Education continued with the AIG add-on license program to support Durham Public Schools' initiative to train classroom teachers in differentiated instruction. This collaboration has benefited the School of Education. The two entities have a strong partnership that is committed to supporting quality teachers who work with diverse classroom</p>

					learners. Through this public school involvement, we have been able to improve and expand our teacher education program offerings. In addition, these seminars and courses have had an impact not only on the participants, but on their students and other teachers as well, as these teachers have shared the strategies and ideas in their schools.
Durham Public Schools	1) North Carolina public schools will produce globally competitive students and 2) North Carolina public school students will be healthy and responsible.	Academic Achievement through Service Learning Program - Chewning Middle School	September 2010 - ongoing	23 middle school students at Chewning Middle School	The School of Education's Curriculum and Instruction and Professional Studies (CIPS) Program headed a collaborative project between the SOE and Durham Public Schools. SOE pre-service teacher candidates work with Chewning Middle Schools' Men of Honor Program, providing afterschool enrichment to 7th and 8th grade African American males. The goal of the project is to help targeted students increase

					<p>content knowledge, academic skills, and self-awareness. The ongoing project largely focuses on direct impact with students but also supports instructional and professional development for educators. These services take place during the school day and after school and engage pre-service teacher and administrative candidates with hands-on teaching opportunities that impact academic growth.</p>
<p>Durham Public Schools, Chapel Hill-Carrboro City Schools, and Warren County Schools</p>	<p>1) North Carolina public schools will produce globally competitive students and 2) strengthen partnerships with K-12 schools in the development of programs, curricula, and instructional materials to ensure continuous improvement in the academic achievement of North Carolina students, to promote student success, and help close gaps in student</p>	<p>Office of Academic and Community Outreach/Supplemental Education Services Program (OACO)</p>	<p>2010-2011 academic year</p>	<p>Durham Public Schools: 85 students/first session and 13 students/second session; Chapel Hill Carrboro City Schools: 7 students/one session; and Warren County Schools: 20 students/first session and 13 students/second session. In addition,</p>	<p>The OACO Office provided supplemental support services to students within school locations who did not meet AYP. Teachers and tutors used Options curriculum materials to assist students with their knowledge, comprehension and test taking skills in math and reading. Pre-tests were administered at the beginning of each session; learning plans were developed</p>

	achievement.		<p>13 students from Healthy Start Academy Charter School were served during second session. High school students served: 129 total (Southern, Hillside and New Horizons).</p>	<p>based on the results of those tests; teachers and tutors provided results and sought buy-in from parents and students to focus of areas of weakness indicated by tests; students were tutored, with a focus on challenging areas using curriculum materials; post-tests were administered to determine improvement. In addition to this academic assistance, mentors/tutors also worked to increase student participation in career and higher-education exploration activities, engage parents/guardians in opportunities designed to help develop positive relationships with college and school officials, and provide family bonding and strengthening activities. Since the program activities concluded with the last day of school, final outcomes are pending. However,</p>
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					survey indicators reflect progress is being made to enhance leadership and social skill development.
Durham Public Schools, Franklin County Schools, and Person County Schools	Every school will provide an environment in which each child has positive, nurturing relationships with caring adults. Develop a support program for African American males and establish a professional learning community that will focus on increasing underserved student population academic success and retention.	Office of Academic and Community Outreach - African American Male Leadership Academy (AAMLA)	February 2011 - ongoing	Still in discussion phase	OACO's African American Male Leadership Academy (AAMLA) has reached out to/will be working with Durham Public Schools, Franklin County Schools, and Person County Schools. These school districts expressed interest in establishing an AA model program in their respective school districts and/or are interested in working with OACO's African American Male Leadership Program. Recent achievement measures reported by these districts indicate that African American students as a whole are experiencing greater academic success, yet students of color, particularly African American males, are still being outperformed significantly by

					<p>their counterparts. Similar trends are recognized with End-of-Grade Tests, disparities in graduation and dropout rates, along with other indicators of success within North Carolina schools. In addition, retention and suspension events relative to African American males are increasing at alarming numbers. These districts are interested in finding available resources to support African American males and other underserved students.</p>
Durham Public Schools	<p>1) Prepare globally competitive students by exposing them to STEM curriculum / careers in science, technology, engineering and math and 2) strengthen partnerships with K-12 schools in the development of programs, curricula, and instructional materials - including materials that advance the</p>	Hillside NT Learning Laboratory Initiative Project	January 2011 - January 2012	17 Hillside NT High School teachers	<p>The School of Education collaborated with Durham Public Schools, the UNC System, and the New Schools Project to develop the Hillside NT LLI Project. The Hillside NT Learning Laboratory Initiative Project focuses on an intensive program of professional development and STEM content mentoring of 17</p>

	<p>use of information technology - to ensure continuous improvement in the academic achievement of North Carolina students, to promote student success in higher education, and help close gaps in student achievement.</p>				<p>teachers at Hillside New Tech. Through the project, we are training Hillside NT classroom educators to analyze, design, develop, implement and evaluate courses designed for blended learning and online delivery modes. The competencies addressed in this project meet SBE's goal to prepare 21st Century educators to teach students to be globally competitive 21st Century learners.</p>
<p>Wake County Public School System and Durham Public Schools</p>	<p>Prepare 21st Century professionals/educators by providing professional development for classroom support personnel. Every education professional will have 21st Century preparation and access to ongoing high quality professional development aligned with the State Board of Education priorities.</p>	<p>Department of Counseling Education Drive-in Professional Development Workshops</p>	<p>March 26, 2010 and November 5, 2010</p>	<p>Approximately 40 school counselors for each workshop</p>	<p>Department of Counseling Education Drive-in Workshops: Drive-in workshops were held at the School of Education. School counselors could obtain continuing education credits for participating in these professional development sessions. The first workshop focused on evidence based practices. Representatives from Duke University, Research Triangle Institute, and</p>

					NCCU focused on treatment approaches for depressed youth. The second workshop focused on ethical counseling practices and the use of cognitive behavioral techniques for difficult-to-reach youth.
Durham Public Schools	Strengthen partnerships with K-12 schools in the development of programs, curricula, and instructional materials to ensure continuous improvement in the academic achievement of North Carolina students, to promote student success, and help close gaps in student achievement.	Literacy Tutoring Program for English Language Learners (ESL)	July 2010	44 students	The School of Education's Special Education Department collaborated with El Centro Hispano to provide tutoring services to second-language/ESL students in Durham Public Schools who need extra help in reading, speaking, and/or writing in English. Students received two hours of tutoring with one hour focused on reading and one hour focused on language experiences related to Latino/Hispanic culture.
Vance County Schools, Alamance-Burlington School System, and Orange County	1) Create an environment of positive and continuous community engagement through the development and acquisition of	TEAMS Grant Leadership Days (host site)	October 22, 2010 and March 3, 2011	Approximately 70 teachers each session	The School of Education hosted the TEAMS Grant Leadership Days training for approximately 70 teachers each session on October 22, 2010 and

Schools	knowledge, skills, values, expertise and resources and 2) broaden collaborative relationships with K-12 public schools.				March 3, 2011. The TEAMS (Teachers Empowering All students in Math and Science) grant project is a collaboration between three school districts: Vance, Alamance-Burlington, and Orange County Schools. The goal of the training was to deepen teacher understanding of math and science content and concepts to help create and maintain a culture of inquiry in math and science classrooms.
Wake County Public Schools	1) North Carolina public school will be led by 21st Century professionals/educators and 2) expand efforts to increase the supply of well qualified and more diverse teachers, especially in high-need licensure areas, to serve the rapidly growing needs of North Carolina schools.	1) Wake County Public School System – NCCU Teacher Recruitment Fair; 2) prospective WCPSS “Call Me Mister” Program; and 3) Praxis I, II, and Praxis for School Leadership Licensure Assessment Preparation Sessions	May 3-4, 2011	18 teacher education and school leadership candidates	1) Wake County Public School System – NCCU Teacher Recruitment Fair: WCPSS hosted a teacher recruitment fair and school administrator fair at the School of Education to recruit NCCU teacher education graduates; 2) met with Wake County Public Schools to discuss the possibility of bringing the “Call Me Mister” Program to North Carolina. Attended

					<p>November 10, 2010 Diversity Roundtable hosted by WCPSS to discuss partnering with “Call Me Mister” Program to help increase the supply of minority male teacher candidates in North Carolina and in Wake County; and 3) Praxis I, II, and Praxis for School Leadership Licensure Assessment Preparation Sessions: Praxis preparation sessions are held throughout the year, on and off campus, for K-12 educators seeking licensure.</p>
<p>Department of Juvenile Justice and Delinquency Prevention, Durham Public Schools, and Wake County Public Schools</p>	<p>Prepare 21st Century professionals/educators by providing professional development for beginning and veteran teachers. Every education professional will have 21st Century preparation and access to ongoing high quality professional development aligned with the State Board of Education priorities.</p>	<p>3rd Annual Teacher Education Symposium</p>	<p>March 26, 2010</p>	<p>279 attendees total (100 from Durham Public Schools, 23 from Department of Juvenile Justice, and 21 from Wake County Public School System)</p>	<p>The School of Education hosted its 3rd Annual Teacher Education Symposium. This year’s conference focused on what is currently being done in our classrooms and our community to positively impact academic achievement and retention for underserved student populations. We focused on the following topics:</p>

					<p>educational inequities faced by minority students (particularly Black and Latino males); parenting and teaching strategies that help underserved students succeed; and activism and community outreach that reach underserved student populations. Our keynote speaker was Dr. Jawanza Kunjufu, national presenter, activist, and educator. Durham Public Schools, Wake County Public Schools, and the Department of Juvenile Justice all served as conference partners. With over 22 workshops, attendees received professional development credit for participating in the conference.</p>
Durham Public Schools	1) Prepare global competitive students by exposing them to STEM curriculum/careers in science, technology, engineering and math and 2) Leadership will	1) Students Making Another Science Success Story (SMASS) / Project SEED; 2) Bio-Trekers After School Program / Bio-Trekers Summer Camp; 3) Jr. Biotechnology Summer Camp /	August 2010 - July 2011	Middle and high school students at Githens Middle School, Brogden Middle School, Shepard Middle	1) NCCU's College of Science & Technology collaborated with Early College High School. Students get to explore and engage in science challenges and science research

	<p>guide innovation in North Carolina public schools</p>	<p>Sr. Biotechnology Summer Camp; 4) BOOST Program</p>		<p>School, Lowes Grove Middle School, Neal Middle School, and Southern High School.</p> <p>opportunities; 2)NCCU's Biomanufacturing Research Institute and Technology Enterprise (BRITE) partnered with SAS 21st Century to provide an after school science enrichment program and summer camp experiences for elementary and middle school students at C.C. Spaulding Elementary School and James E. Shepard Middle School. During the after-school program, activities are provided on a daily basis and hands-on science activities are facilitated on a weekly basis. The summer camp experience provided an opportunity for students to come to BRITE for one or two weeks to perform hands-on activities and learn about related topics including biotechnology, robotics, forensics, and environmental issues; 3) BRITE partnered with the NCCU Distance Education Department to</p>
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					<p>provide a one-week Biotechnology Summer Camp designed to inspire middle and high school students and give them a head start on identifying careers in science and biotechnology; 4) BRITE partners with Duke University's BOOST Program to provide middle and high school students in Durham Public Schools with summer programs, tours, talks with scientists, hands-on activities, demonstrations, and career and scholarship information. Students receive tutoring services and are engaged in science learning activities to enhance math and writing skills. BRITE also collaborated with administrators and teachers in these schools to provide tours, talks with scientists, hands-on activities, demonstrations, and career and scholarship information.</p>
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Durham Public Schools	1) Expand our commitment to the development of K-12 school personnel and 2) Strengthen partnerships with K-12 schools in the development of programs, curricula, and instructional materials to ensure continuous improvement in the academic achievement of North Carolina students, to promote student success, and help close gaps in student achievement.	Department of Music (Jazz Studies) Collaboration with the Music Education component of the Durham Public Schools	March 2011 - ongoing	Middle and high school students and Band, Chorus, and Music Education teachers in Durham Public Schools	The School of Music partnered with the Music Education component of DPS to support music education curricula and expose their students to jazz music. Utilizing an interdisciplinary approach, emphasis will be placed on jazz's historical and musical significance, math/science relationships, the visual arts connection focusing on critical thinking, creativity, and self-discipline. The initial performance/workshop was held on campus in the B.N. Duke Auditorium (March 4, 2011) and will reoccur once per semester. This collaboration will include group and private lessons, workshops, and seminars provided by our upper level undergraduate students, graduate students, and faculty.
Durham Public Schools, Wake	1) Expand efforts in teacher preparation to increase the supply	Early Field Experiences/Student Teaching Placements (pre-	Ongoing	1) Approximately 300 candidates	School of Education faculty members provided service to K-12

<p>County Public Schools, Franklin County Schools, Orange County Schools, Chapel Hill-Carrboro City Schools, Cumberland County Schools, Chatham County Schools, and Davidson County Schools</p>	<p>of well qualified and more diverse teachers, especially in high-need licensure areas, to serve the rapidly growing needs of North Carolina schools and 2) expand our commitment to the development of K-12 school personnel.</p>	<p>service candidates)</p>		<p>participated in early field experiences in public school settings during the 2010-11 academic year. Field experiences ranged from 10 to 30 clock hours (based on course requirements); 2) 40-65 pre-service student teaching placements per semester</p>	<p>area schools. Faculty members facilitated field experiences services such as tutoring, mentoring, and community engagement activities with pre-service teacher candidates. In addition, pre-service student teachers completed semester-long internships in North Carolina public and DPI-affiliated charter schools every year. Many of these placements lead to job offers with partner school districts (strong recruitment tool for school administrators looking for teacher candidates). These student teaching and field experience placements helped the School of Education build strong relationships with partner districts. They also demonstrated our effort to increase the supply of well qualified and more diverse teachers who will serve North Carolina public schools.</p>
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<p>Durham Public Schools and Wake County Public Schools</p>	<p>Prepare 21st Century professionals/educators by providing professional development for beginning and veteran teachers. Every education professional will have 21st Century preparation and access to ongoing high quality professional development aligned with the State Board of Education priorities.</p>	<p>3rd Annual Summer Educational Technology Institute</p>	<p>June 23-24, 2011</p>	<p>146 attendees</p>	<p>The School of Education held the 3rd Annual Summer Technology Institute, "Preparing 21st Century Educators as Technology Leaders to Teach Millennial Students." The conference is designed to demonstrate innovative uses of technology to enhance learning in K-20 classroom settings. Workshops focused on topics such as: the use of Smartboards to teach content area curriculum; Google apps in the classroom; using Hyperstudio 5 to create digital content; using iPads and smartphones to enhance instruction; using social networks to support instruction, and teaching with Elluminate. Anthony Tata, superintendent of the Wake County Public School System, and Bruce Friend, director of SAS Curriculum Pathways, were the keynote</p>
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					speakers for the conference.
Durham Public Schools	1) Create an environment of positive and continuous community engagement through the development and acquisition of knowledge, skills, values, expertise and resources and 2) broaden collaborative relationships with K-12 public school partners.	NCCU Summer of Service-Durham! Program	Summer 2010 (June-July) and Summer 2011 (June-July)	During Summer 2010, 141 middle school students participated in Summer of Service!. For Summer 2011, 50 middle school students are set to participate in the project.	Summer of Service-Durham! is a summer service-learning program facilitated by NCCU's Academic Community Service Learning Program. Summer of Service-Durham! is designed to introduce middle school students to community service as well as to university life. The purpose of the Summer of Service-Durham! program is to support collaborative efforts to establish or implement service-learning programs that engage students during the summer months. Programs involve middle school students in community-based service-learning projects that are intensive, structured, supervised, and designed to produce identifiable improvements to the community. This opportunity will provide youth,

					particularly those from underserved communities, with service-learning experiences that will increase student civic, academic and leadership skills while meeting local environmental and disaster preparedness needs.
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B. Brief Summary of faculty service to the public schools.

NCCU's School of Education faculty participated in many civic engagement, collaborative partnership and professional development activities. Nearly 83% of the School of Education's Curriculum and Instruction and Professional Studies (CIPS) program faculty were active participants in the public schools. Ten (10) faculty members provided service to elementary schools; in addition, three of the 10 faculty members extended services to middle and high school teachers and students. CIPS faculty members also offered services such as tutoring, professional development for beginning and veteran teachers, and community engagement activities. Communication Disorders program faculty provided the following services to partnering school districts: 1) The Speech and Hearing Clinic provides speech, language and hearing services to school-aged children; 2) Communication Disorders graduate students provide on-site speech and language services to eligible students in grades K-5 at Burton Elementary School under the supervision of a Communication Disorders clinical supervisor; 3) Communication Disorders faculty provided consultation to Burton Elementary School and Healthy Start Academy speech-language pathologists regarding bilingual speech and language evaluations and treatment, and 4) Communication Disorders faculty presented the workshop "Service Delivery and Engagement: A 21st Century Approach" to Cumberland County speech-language pathologists on April 12, 2011. Special Education Department faculty collaborated with Durham Public Schools and El Centro Hispano on a tutoring program in literacy for second language learners. Students who needed extra help in reading and in speaking, and/or writing in English were served by the program. The Special Education Department faculty also partnered with Chapel Hill-Carrboro City Schools' East Chapel Hill High School for teacher professional development. Some of the activities included the development of podcasts and digital books, teacher training, and sharing activities with other teachers in North Carolina via joint conference presentations. Last, the Special Education Department hosted professional development seminars for Orange County School District on classroom management for first year teachers. Faculty from the Department of Counselor Education held drive-in workshops on March 26, 2010 and November 5, 2010. These professional development workshops focused on topics such as evidence-based practices and ethical counseling practices. Approximately 40 school counselors from Wake County, Durham Public Schools, Granville County Schools and Alamance-Burlington Schools attended each workshop. The School of Education's CIPS Program headed a

collaborative project between the SOE faculty and Durham Public Schools. CIPS Department pre-service teacher candidates worked with Chewning Middle Schools' Men of Honor Program, providing after-school enrichment to 7th and 8th grade African American males.

C. Brief description of unit/institutional programs designed to support beginning teachers.

The School of Education offers year-round support services in the following USTEP partnership school districts: Durham Public Schools, Wake County Public Schools, Franklin County Schools, Person County Schools, Vance County Schools, and Weldon City Schools. The Induction Specialist facilitated numerous professional development sessions, as well as mentored and advised new and lateral entry teachers. In addition, the School of Education offered courses as requested by districts for lateral entry teachers to ensure that these teachers meet state licensure requirements. Faculty members also facilitated professional development training and served as mentor coaches for our partner school districts and charter school sites, such as New Horizons Academy of Excellence and Healthy Start Academy. The Teaching Fellows Program partnered with NCPTA for the New Teacher Summit on the NC Teaching Standards. The Summit focused on information for NCCU pre-service and new classroom educators. The Summit was a collaborative effort between NCAE, NCCU Teaching Fellows Program, the North Carolina Department of Public Instruction, the Office of Governor Bev Perdue, the North Carolina Teacher Academy, and the Office of the North Carolina Professional Teaching Standards Commission. Over 75 pre-service and beginning teachers participated in the Summit.

D. Brief description of unit/institutional efforts to serve lateral entry teachers.

For 2010-2011 the School of Education has approximately 995 candidates enrolled in an undergraduate teacher education program and approximately 536 candidates enrolled in a licensure-only program. Since the inception of the RALC centers, most school districts work directly with these centers to get plans of study for their lateral entry teachers. However, NCCU has 53 lateral entry teachers in the pipeline and serves numerous other lateral entry teachers with RALC plans of study through online, evening and summer courses. The number of licensure areas offered through the School of Education and in collaboration with the College of Liberal Arts, the College of Science and Technology, and the College of Social Sciences and Behavioral Studies provide an alternative career opportunity for second career adults and working adults looking to change careers. Activities related to assisting lateral entry teachers include the following: 1) the Alternative Licensure Coordinator is the initial contact on campus for lateral entry teachers responding to inquiries and advising. During 2010-2011, the Alternative Licensure Office received over 412 in-person, email, and phone inquiries from prospects; 2) the School of Education continues to support partnership districts with professional development for lateral entry teachers; 3) the School of Education continues to assist in recruiting, training and supporting highly qualified teachers in partnership districts.

E. Brief description of unit/institutional programs designed to support career teachers.

The School of Education continues to support veteran educators in and out of the classroom. During the 2010-2011 school year, support seminar sessions on topics such as classroom management, stress management, Foldables®, multiple intelligences, mind mapping, creativity, cooperative learning, and brain-friendly teaching strategies were offered to beginning and veteran teachers in Franklin, Vance, Durham, and Person Counties. The School of Education's AIG add-on license program was taught to 33 Durham Public Schools teachers as a part of the Durham Public Schools' initiative to train all teachers in differentiated instruction. The courses were also taught to nine (9) teachers from Vance County. These seminars and courses have had an impact not only on the participants, but on their students and other teachers as well, as these teachers have shared the strategies and ideas in their schools. Participants for the 2011-2012 AIG cohorts have already been recruited and interviewed. The School of Education collaborated with Durham Public Schools and other USTEP partners and school districts to host the 3rd Annual Teacher Education Symposium. This year's Symposium was attended by over 280 teachers, community leaders, and parents who participated in over 22 workshops and panel discussions. The Educational Leadership and Instructional Technology Department collaborated with USTEP partners to host the 3rd Annual Technology Summer Institute for 146 teachers from across North Carolina. The two-day Institute addressed teaching with technology in the classroom. Last, the Department of Counselor Education held drive-in workshops on March 26, 2010 and November 5, 2010. These professional development workshops focused on topics such as evidenced based practices and ethical counseling practices.

F. Brief description of unit/institutional efforts to assist low-performing, at-risk, and/or priority schools.

The School of Education's theoretical framework is "Preparing Educators for Diverse Cultural Contexts." The School of Education is at the forefront of training education candidates for teaching in low performing school districts serving diverse student populations. In 2010-2011, School of Education faculty, staff, and students facilitated/participated in several activities, such as the America Reads Literacy Project monthly orientation sessions for tutors and the Eagle Reading Experience Project with Hillside High School. The Office of Academic and Community Outreach/Supplemental Education Services Program worked with Durham Public Schools, Chapel Hill-Carrboro Schools (Frank Porter Graham Elementary School), Warren County Schools, and Healthy Start Academy to assist elementary schools that did not meet AYP in increasing math and literacy scores. Before-school and after-school tutorial programs were established at designated school sites. The Office of Academic and Community Outreach also worked with two Durham Public Schools high schools and New Horizons Academy of Excellence to help improve student academic achievement in reading, writing, and math. The School of Education collaborated with Student U, which serves at-risk youth in Durham Public Schools by providing academic support and year-long mentoring for middle school students transitioning to high school. The Special Education Department collaborated with Durham Public Schools and El Centro Hispano on a tutoring program in literacy for second language learners. Students who need extra help in reading and in speaking, and/or writing in English were served by the program. The Curriculum and Instruction and Professional Studies (CIPS) Program headed a collaborative project between the SOE and Durham Public Schools. CIPS pre-service teacher candidates work with Chewning Middle Schools' Men of Honor Program providing

after-school enrichment to 7th and 8th grade African American males. The goal of the project is to help targeted students increase content knowledge and academic skills.

G. Brief description of unit/institutional efforts to promote SBE priorities.

The guiding mission of the North Carolina State Board of Education is that every public school student will graduate from high school, be globally competitive for work and postsecondary education, and be prepared for life in the 21st Century. “Future-ready students for the 21st Century” SBE Priorities: NC public schools will produce globally competitive students; NC public schools will be led by 21st Century professionals; NC public school students will be healthy and responsible; leadership will guide innovation in NC public schools; NC public schools will be governed and supported by 21st Century systems. In 2010-2011, NCCU’s School of Education responded to the priorities of the State Board of Education in preparing educators, administrators, and support personnel for 21st Century learning and teaching. The School of Education is housed in a 109,000 square foot, state-of-art, technology-ready facility. The building has 25 classrooms with instant access to the Internet at each seat, three master classrooms, one model teaching classroom, one teleconference classroom, one telecommunication center, two computer labs, four classrooms with smartboards, and other equipment to enhance teaching and learning. In addition, distance education allocations have allowed the School of Education the opportunity to offer online courses. Faculty continue to design instructional programs that allow our candidates to demonstrate knowledge of diverse learning needs, styles, and interests within the classroom. Initial preparation and professional development focuses on the integration of technology as a tool for achieving high student performance. The School of Education also offers degree and licensure programs in Educational Technology and Instructional Technology. The Education Technology master’s program is designed to prepare graduates to serve as information and communication technologists in a variety of professional ventures. The Instructional Technology Program is designed for K-12 teachers who are interested in becoming technology specialists and learning more about integrating the use of computers, information technology and other technologies into the curriculum. The School of Education is also embarking on a collaborative project with Durham Public Schools, the UNC System, and the New Schools Project. The Hillside NT Learning Laboratory Initiative project focuses on an intensive program of professional development and content mentoring of 17 science, math, and technology teachers at Hillside New Tech. Through the project, we are training Hillside NT classroom educators to analyze, design, develop, implement and evaluate courses designed for blended learning and online delivery modes. The competencies addressed in these program and projects reflect the new National Educational Technology Standards (NETS) by the International Society for Technology in Education (ISTE), the National Council for Accreditation of Teacher Education (NCATE) technology standards, as well as new requirements for licensure in Instructional Technology set by the North Carolina Department of Public Instruction.

H. Special Emphasis for the Year of Record (which of the above [if any] did you put special emphasis on from the preceding year).

Special emphasis was placed on providing professional development and engagement that specifically addressed the education of underserved student populations with a focus on males of color. The School of Education hosted its 3rd Annual Teacher Education Symposium on March 26, 2010. This year’s theme was “Reigniting the Passion--Redefining Education for Our Children.” This year’s conference focused on what is currently being done in our classrooms and

our community to positively impact academic achievement and retention for underserved student populations. Through workshops and panel discussions, we addressed the following topics: educational inequities faced by minority students (particularly Black and Latino males); parenting and teaching strategies that help underserved students succeed; and activism and community outreach that reach underserved student populations. Our keynote speaker was Dr. Jawanza Kunjufu, national presenter, activist, and educator. This year's Symposium secured sponsorship/partnership support from several of the School of Education's USTEP partners: Durham Public Schools, Wake County Public School System, and the Department of Juvenile Justice. The School of Education also received sponsorships from Durham Association of Educators, Healthy Start/SOE Grant, and NCCU's Chancellor's Office. As a result of a very successful highly attended conference, this year's Symposium garnered three news articles in the Durham Herald-Sun and increased total attendance from previous years.

Supplemental Information (Optional)

I. Brief description of unit/institutional special efforts to improve NTE/Praxis scores.

The Supplemental Instruction Program at NCCU was put in place to meet the testing needs of teacher education majors. The overall mission of the program is to increase the number of candidates who successfully complete a teacher preparation program and are eligible for a teaching license. Some of the initiatives of this program include providing diagnostic testing for those students needing to take the Praxis but who are unsure of how to prepare, performing individual and group tutoring for Praxis I and Praxis II (elementary), and conducting Praxis I and Praxis II test-taking skills workshops. In addition to testing advisement and registration, the Supplemental Instruction Coordinator provides candidates with test preparation materials. The Supplemental Instruction Coordinator teaches two courses, EDU 2600: Orientation to Teaching and EDU 2900: Independent Study, which are both offered in the Fall and Spring semesters. These two courses focus primarily on Praxis I test preparation by working with individuals who need additional assistance in passing Praxis I and Praxis II. Faculty also collaborate within the department to provide sessions to assist candidates with Praxis II in the specialty areas.

J. Brief description of unit/institutional special efforts to recruit students into professional education programs leading to licensure.

The School of Education continues to recruit highly qualified candidates for the teaching force. Initiatives include, but are not limited to, recruitment through the Model Teaching Consortium at Durham Technical, Nash-Rocky Mount, Vance-Granville, Piedmont, and Alamance Community Colleges. The Alternative Licensure Coordinator serves as the distance education advisor, including the North Carolina Model Teacher Consortium advisor for NCCU in conjunction with the NCCU Extended Studies Division and has enrolled approximately 300 candidates in education courses that will lead to teacher licensure. Other recruitment efforts include faculty and staff participating in LEA district college fairs, LEA district job fairs, and LEA career day events. An annual One Stop Teacher Shop recruitment event, coordinated by the Office of Alternative Licensure, was held November 2010. As a result of the event, over 40 new licensure-only students applied and enrolled in classes.

K. Brief description of unit/institutional special efforts to encourage minority students to pursue teacher licensure.

NCCU's School of Education recognizes the need to recruit more African American and other minorities to the field of education. As an HBCU (historically Black college and/or university), NCCU attracts and enrolls a majority traditional African American student population. In spite of this, the School of Education has been able to draw a diverse candidate pool from many different ethnic, socio-cultural, and economic backgrounds. Many of our graduate and professional degree programs enroll as many as 50% non-African American students. Additionally, our licensure-only programs attract a diverse student population. The School of Education puts its commitment to preparing educators for diverse cultural contexts at the forefront with the School's conceptual framework. This commitment is reflective in our practice, curriculum, research, and commitment to service.

L. Other (if applicable): Brief description of new initiatives (if any) not detailed previously in the narrative section.

In 2010, the School of Education established the Office of Academic and Community Outreach (OACO). Current programs under the OACO include the African-American Male Leadership Academy, the Academic Enrichment Academy (after-school program), 21st Century Community Learning Center, and summer camps/academies. The programming sponsored by the OACO supports various efforts designed to raise student achievement, assist in dropout prevention, foster parent outreach and involvement, promote African American male mentoring, assist students with course recovery in order to help them graduate, and expand outreach within communities. The Office of Academic and Community Outreach utilizes many resources to offer students, parents and community members the opportunity to engage in after-school programs, tutorial sessions, educational workshops, social activities, service learning outings, and new and innovative learning experiences. In 2010, the OACO received a grant of \$400,000 from the N.C. Department of Public Instruction to establish a 21st Century Community Learning Center for African-American high school students performing below grade level in reading and math. One hundred students will be served through the African-American Youth Leadership Academy designed to improve educational and social outcomes for students.

II. CHARACTERISTICS OF STUDENTS

A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	14	Black, Not Hispanic Origin	63
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	12	White, Not Hispanic Origin	16
	Other	2	Other	2
	Total	28	Total	82
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	1
	Asian/Pacific Islander	1	Asian/Pacific Islander	
	Black, Not Hispanic Origin	10	Black, Not Hispanic Origin	40
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	13
	Other	1	Other	1
	Total	16	Total	56
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	15
	Hispanic		Hispanic	
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	5
	Other		Other	1
	Total	3	Total	21
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	1
	Asian/Pacific Islander		Asian/Pacific Islander	3
	Black, Not Hispanic Origin	13	Black, Not Hispanic Origin	75
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	12	White, Not Hispanic Origin	45
	Other	1	Other	9
	Total	26	Total	134

B. Lateral Entry/Provisionally Licensed Teachers

Refers to individuals employed by public schools on lateral entry or provisional licenses.

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)	13	13
Elementary (K-6)	13	13
Middle Grades (6-9)	12	12
Secondary (9-12)	4	4
Special Subject Areas (k-12)	4	4
Exceptional Children (K-12)		
Vocational Education (7-12)	2	2
Special Service Personnel (K-12)		
Other		
Total	48	48
Comment or Explanation:		

C. Quality of students admitted to programs during report year.

	Baccalaureate
MEAN SAT Total	1,229
MEAN SAT-Math	608
MEAN SAT-Verbal	615
MEAN ACT Composite	*
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-R	178
MEAN PPST-W	175
MEAN PPST-M	177
MEAN CBT-R	*
MEAN CBT-W	*
MEAN CBT-M	*
MEAN GPA	3.35
Comment or Explanation:	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license				
LC Completed program and applied for license				
Prekindergarten (B-K)		7	2	17
Elementary (K-6)	4	11	5	8
Middle Grades (6-9)	1	4	1	10
Secondary (9-12)		8		5
Special Subject Areas (K-12)	2	7	2	7
Exceptional Children (K-12)			8	27
Vocational Education (7-12)				
Special Service Personnel				
Total	7	37	18	74
Comment or Explanation:				

E. Scores of student teachers on professional and content area examinations.

Specialty Area/Professional Knowledge	2009 - 2010 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	37	86
Spec Ed: General Curriculum	6	67
Institution Summary	43	84
* To protect confidentiality of student records, pass rates based on fewer than five test takers were not printed.		

F. Time from admission into professional education program until program completion.

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	11	8	4	1	1	6
U Licensure Only	14	4	3	3		
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree		2		1	1	3
U Licensure Only	36	4	3	1	1	4
Comment or Explanation						

G. Undergraduate program completers in NC Schools within one year of program completion.

2009-2010		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	81	88	53
Bachelor	State	5,569	80	48

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2010-2011.

LEA	Number of Teachers
Durham Public Schools	603
Wake County Schools	536
Cumberland County Schools	147
Charlotte-Mecklenburg Schools	120
Guilford County Schools	103
Vance County Schools	99
Chapel Hill-Carrboro Schools	76
Person County Schools	76
Granville County Schools	73
Warren County Schools	59

I. Satisfaction of program completers/employers with the program in general and with specific aspects of the program, as rated on a 1 (lowest) to 4 (highest) scale.

Due to several factors affecting responses, survey results will not be reported at the institutional level this year.

III. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
45	17	10